



Program Development Guidelines
Manual
for New Associate Degree and
Diploma Proposals

May 1999
(Revised April 30, 2004)

State of South Carolina

South Carolina Technical College System
111 Executive Center Drive
Columbia, South Carolina 29210

James L. Hudgins
Executive Director

DATE: March 1, 2002
TO: Chief Instructional Officers
FROM: Cheryl Cox, Ph.D.
SUBJECT: SBTCE Revised Program Development Guidelines Manual for New Associate Degree and Diploma Proposals (Revised March 2002)

The attached Program Development Guidelines Manual was revised on March 1, 2002. The revised manual provides the latest procedures of the State Board for Technical and Comprehensive Education (SBTCE) for developing new associate degree and diploma program proposals. The collection of calendars, procedures and support documents in the manual should assist you and your faculty in planning and developing new program proposals.

As you may recall, prior to 1988 the SBTCE used program development guidelines separate from but similar to the policy and procedures published by the South Carolina Commission on Higher Education. This situation occasionally led to confusion concerning Tech proposals both at the technical college level and at the Commission level. Since 1988, the SBTCE has used an annotated version of the manual published by the Commission on Higher Education. This SBTCE Program Development Guidelines Manual for New Associate Degree and Diploma Programs is an annotated version of the September 1998 CHE document titled Guidelines for New Academic Program Approval: Definitions, Policies, and Procedures.

The SBTCE manual contains:

- Section I: SBTCE Approval Cycle Calendar
(To be used in lieu of CHE cycle calendars.)
- Section II: SBTCE Guidelines for Conducting an Employment Needs Survey (Revised)
- Section III: SBTCE Annotated Version of CHE Guidelines for New Academic Program Approval
Note: SBTCE Annotations are printed in bold and underlined.
- Section IV: Directions for Completion of Formula Computation Worksheets

The following general guidelines also should be of assistance:

1. The first step in the development of a new program proposal should be a telephone conference with State Board staff for the exchange of information and assistance. At this point you should check to see that you are using the latest statewide program model and ensure that approval cycle calendars are up to date, etc.

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2. The Chief Instructional Officer has primary responsibility for reviewing new program proposals in detail prior to submitting them to the State Board. Letters of transmittal must be signed by the Chief Instructional Officer and must indicate that the information contained in the proposal and all supporting documents has been reviewed for accuracy and completeness and reflects the intent of the college administration and its area commission.
3. The State Board staff strongly recommends that the Chief Instructional Officer review employment needs survey results with the State Board staff prior to the development of a detailed proposal. Potential problems can be identified at this point.
4. State Board staff are available to review completed proposals prior to the submission deadline. Proposals submitted for preliminary review must include all elements: narrative, budget, and formula computation worksheets. Proposals submitted on the due date which are incomplete or require major revisions will be postponed until a subsequent approval cycle to allow adequate time for revision and review.
5. The technical college must submit five (5) copies of an associate degree or diploma proposal to the State Board with the Chief Instructional Officer's letter of transmittal. Once associate degree proposals are approved by the State Board for Technical and Comprehensive Education the college must submit thirty-five (35) copies of the proposal to the State Board for transmission to and review by the Commission on Higher Education.
6. One or more of the sixteen technical colleges with similar programs may be asked to provide a peer review of individual proposals. Peer review comments will be shared with the college submitting the proposal.

Please do not hesitate to call me if you have questions or if I can assist you at any point in the proposal development process.

CAC/sf

Section I

SBTCE/CHE

New Program Approval Cycle Calendar

NOTE: Please refer to the download SBTCE/CHE Program Approval Cycle Calendar for the most current calendar. We will update it from time to time and add the revision date each time. As of 2/3/04, the latest calendar has a revision date of 1/30/04. Feel free to check with the State Board staff prior to any proposal development activities if you are unsure of which cycle your proposal will follow.

Section II

SBTCE

Guidelines for Conducting an Employment Needs Survey (Revised)

1. The employment needs survey is a critical program proposal component used to justify the need for new diploma and associate degree programs submitted to the State Board for Technical and Comprehensive Education and to the Commission on Higher Education. Accurate information of sufficient detail must be secured to validate the program proposal. The needs survey must address the specific program being proposed and must include accurate titles or classifications of the jobs to be filled by graduates. Survey forms with detailed guidelines are attached.
2. The college must provide in writing an analysis of the survey results and an indication of the extent to which the survey results do or do not support the college's request for a new program.
3. The needs survey should be conducted prior to development of a detailed program proposal. The college representatives should develop a list of contacts to be surveyed and a strategy for conducting the survey. College personnel may wish to conduct survey interviews. Advisory committee members may assist with the survey at the discretion of the chief academic officer. Part-time positions may be considered when collecting data on anticipated openings.
4. The chief academic officer is responsible for reviewing the survey data, verifying the accuracy of the data collected, and completing question #13 on the "Summary of Employment Needs Survey" which analyzes the survey results and indicates the extent to which the survey results do or do not support the college's request for a new program.
5. Employment needs surveys must be conducted in the college's approved service area. Moving into another college's service area requires an official letter of support from the president of that college since that college's ability to pursue program development in a similar area will be limited by the State Board and the Commission on Higher Education until sufficient additional need can be established to avoid duplication of services.
6. The State Board staff strongly recommends that the Chief Instructional Officer review employment needs survey results with State Board staff prior to the development of a detailed proposal. Any potential problems can be identified at this point. College personnel should carefully analyze survey results to determine the specific level of program need indicated (i.e., associate degree, diploma or certificate), as well as the number of program graduates who can reasonably expect to find employment.
7. There are two State Board forms related to the employment needs survey.
 - (A.) The "New Program Employment Needs Survey" form is to be completed for/by each business, industry or organization surveyed. These forms must be kept on file at the college and must be made available for review, if requested, by State Board for Technical and Comprehensive Education staff and by Commission on Higher Education staff.

(B.) The “Summary of Employment Needs Survey” form must be signed by the chief academic officer and forwarded to the State Board as a separate document when the proposal is submitted. The needs assessment data must be summarized in the body of the proposal, but the needs survey document itself is not an attachment to the proposal. The needs survey summary is reviewed and filed at SBTCE.

New Program Employment Needs Survey
(Surveys to be kept on file at the college.)

1. Name of College: _____
2. Title of degree or diploma: _____
Title of major: _____
3. Job title or classification: (Indicate the title(s) or jobs to be filled by graduates. These titles should accurately reflect positions for which the degree/diploma qualifies graduates.) _____

4. Job description: (List specific skills and competencies that a graduate of this program will possess. _____

5. Employer Information:
 - a. Name of Company: _____
 - b. Address: _____
 - c. Name and Title of Person Surveyed: _____

 - d. Phone Number: _____

6. Estimate future possible job openings in your company for the job title/classification (s) listed above.

| Job Openings (Estimate) | New Positions Due to Growth | Turnover Positions Due To Attrition* | Total Position Openings |
|---|-----------------------------|--------------------------------------|-------------------------|
| Next Year 200__: Full-time openings | | | |
| Part-time openings if applicable | | | |
| Second Year 200__: Full-time openings | | | |
| Part-time openings if applicable | | | |
| Third Year 200__: Full-time openings | | | |
| Part-time openings if applicable | | | |

- Explain high attrition rates:

7. Estimate the **entry level** annual salary range for this job title/classification. Any extremes in estimated salary range should be explained in detail.

Full-time range:

Part-time range:

Explanation of extremes:

8. Will your company provide tuition assistance to current employees wishing to enroll in the

proposed program to upgrade their skills? Yes _____ No

Comments:

9. Comments: Use this space to provide additional information on the need for this program.

10. Date:

If telephone or personal interview, give name of person conducting the interview:

Summary of Employment Needs Survey

(To be submitted to SBTCE as separate document with proposal.)

1. Name of College:
2. Title of Program:
3. Job Title or Classification:
4. Job Description:
5. Date (s) of Survey:
6. Name and title of person (s) who conducted survey:
7. Method of survey:
Mail: _____ Phone Interview: _____ Personal Interview:
8. Number of firms contacted:
Number of responses received:
Attach a list of firms contacted and indicate by asterisk which firms responded to the survey.
9. Specific geographical areas surveyed. Indicate all counties surveyed and explain why any counties in the college's service area were not surveyed. **Colleges may not survey outside their service areas without permission.**

10. Summary of estimated job openings:

| Job Openings (Estimate) | New Positions | Turnover Positions | Total Positions |
|--|---------------|--------------------|-----------------|
| Next Year 200__: Full-time openings: | | | |
| Part-time openings: | | | |
| Second-Year 200__: Full-time openings: | | | |
| Part-time openings: | | | |
| Third-Year 200__: Full-time openings: | | | |
| Part-time openings: | | | |

Note: Enrollment/graduation rates in the proposed program should not exceed the number of anticipated job openings.

11. Summary of estimated **entry level** annual salary range for this job title/classification:

Full-time range:

Part-time range:

Explanation of any extremes in ranges: _____

12. Number of companies surveyed who will provide tuition assistance to employees wishing to enroll in this program:

13. Analysis of survey results indicating the extent to which this program is or is not needed in this service area.

14. Verification by Chief Academic Officer:

I personally conducted this survey. Yes _____ No

15. I have carefully reviewed the survey data and have verified the survey summary.

Yes _____ No

Name (typed):

Signature:

Date:

Telephone Number:

The Chief Academic Officer should maintain survey data and should be available by phone to discuss survey results with State Board staff, Commission on Higher Education staff or staff of other accrediting bodies.

Section III

SBTCE

Annotated Version of CHE Guidelines for New Academic Program Approval

**Note: SBTCE Annotations are Printed in Bold and
Underlined**

CHE GUIDELINES FOR NEW PROGRAM APPROVAL
(NOTE: SBTCE annotations appear in bold print and are underlined.)

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SECTION I

Introduction

Program approval is one of the important functions that a coordinating agency is called upon to perform. The essential nature of this function was recognized in the 1967 legislation creating the South Carolina Commission on Higher Education, which requires approval by the Commission or the General Assembly before any new program may be implemented by a public institution of higher learning. It was reemphasized in Act 359 of 1996, which specifically mandated that the Commission “examine” the “curriculum offerings” of each public college and university in the state “and the respective relationships to services and offerings of other institutions.” Act 359 also reaffirmed that “no new program may be undertaken by any public institution of higher learning without approval of the Commission.”

The principal role of the Commission in program approval is to take a statewide viewpoint (and, in some cases, a regional or national viewpoint). In reviewing proposals for new programs or certain modifications to existing programs, the Commission seeks answers to the following five broad questions concerning each program:

What are the objectives of the proposed program?

Does the state need the program, and if so, are there alternative means of accomplishing the desired objectives?

Is the program compatible with the mission, role, and scope of the institution?

How much does the program cost?

Does the institution have the necessary personnel, facilities, library holdings, and other essentials necessary to conduct a program of high quality; and, if not, is there a plan for acquiring these essentials?

The Commission on Higher Education recognizes the sensitive nature of this responsibility. It also recognizes its obligation to assist the institutions of the state in developing and maintaining programs of high quality while avoiding or reducing unnecessary duplication of programs.

Moreover, the Commission believes that with the advent of distance learning technology and national, if not global, competition among higher education institutions, institutional collaboration and acceptance of non-traditional methods for student learning are essential. For these reasons, the Commission strongly encourages collaboration between and among in-state, public institutions in the development and offering of academic programs. Collaboration ensures a more efficient use of state resources and affords greater accessibility for students.

Also, the Commission encourages institutions to include internships, cooperative education, and other work experiences in undergraduate programs wherever appropriate. Graduates' employability is generally increased when practical as well as theoretical experiences are included in their undergraduate programs.

The Commission's policies and procedures concerning the submission and review of proposed new programs, in effect since 1968, were last amended in September 1998, and are reproduced in this document.

SECTION II

Definitions

Academic discipline refers to the major areas of study identified in the Classification of Instructional Programs (CIP), that is, the first four digits of the CIP code, developed by the National Center for Education Statistics, 1990.

Administrative units are commonly referred to as centers, bureaus, or institutes and are engaged in carrying out research, public service, or instruction, or any combination of the above as their primary purpose(s).

Degree program, for purposes of Commission program approval, refers to a series of courses or activities that 1) lead to an associate, baccalaureate, master's, specialist, first professional, or doctoral degree or 2) lead to a certificate or a diploma totaling more than 18 credit hours at a senior institution. A program is commonly called a major. Degree programs are designated by a specific six-digit CIP code. Commission approval is required for all degree programs.

Distance education is coursework delivered by electronic means, whether satellite transmission, Internet, fiber optics technology, CD ROM, videotape, or other specified technology, that occurs at a different place than where the instructor is located or at a different time than when the instructor teaches the class.

"Fifty percent" rule is defined as the offering of 50 percent or more of the coursework applicable to an already-approved degree program at a different site over a period of three years for associate, baccalaureate, and master's programs and of five years for doctoral programs. If an institution desires to offer 50 percent or more of an approved program off-site **via traditional instruction**, Commission program modification approval is required. Extension of any or all of an approved program to additional sites solely via distance education (see above definition) **does not** require Commission review and approval. However, in these cases, institutions must notify the Commission of program implementation as stipulated by the Notification Policy (see page 25).

Minors represent a series of courses outside the major. Course coding for the minor cannot be from the same six-digit CIP code as the major. Commission approval for minors is not required.

New programs are:

- 1) those offerings in any academic degree program concluding with the conferral of a degree at any level in any field or major not previously offered including certificates in any field or major not previously offered that total more than 18 credit hours (excepting diploma or certificate programs offered by the technical colleges). (Note: certificates offered by senior institutions that total 18 or fewer credit hours in a field or major for which the institution is not approved **or** certificates of any duration that are offered in a field or major for which the institution is already approved **do not** require Commission approval.)

- 2) any new center, bureau, or institute for which the institution requests/requires additional new appropriations from the state.

Off-site delivery or off-site means offering coursework at one or more sites separate from the institution's main campus, either by distance education or by traditional instruction.

Options, concentrations, specializations, emphases, cognates and tracks refer to a series of courses that display a distinctive curricular pattern within the major. The Commission considers any such grouping of coursework that totals more than 18 credit hours either from the same six-digit CIP code as the major or from a six-digit CIP code different from the major to be a program modification requiring Commission review and approval. Options that total 18 or fewer credit hours of coursework **do not** require Commission review and approval. However, in these cases, institutions must adhere to the Commission's Notification Policy (see page 25).

SBTCE NOTE: Development of specializations, emphases, etc., is an excellent way to add new technology to an existing core curriculum in order to avoid proliferation of stand-alone majors. In most cases these emphases can be developed in 18 or fewer credit hours, eliminating the need for SBTCE and CHE review and approval.

Program modifications are:

- 1) the extension or transfer of an existing, approved program to a new site that is different from the location(s) or site(s) already authorized using the "50 percent" rule to determine when course offerings constitute a program; (note: extension of any or all of an approved program to additional sites solely by distance education **does not** require Commission review and approval—see definition of Distance Education above);
- 2) addition of new concentrations, tracks, options, specializations, emphases, or cognates offered within an existing major that total more than 18 credit hours;
- 3) revisions to existing majors where 50 percent or more of the total credit hours for the major changes CIP code.
- 4) a change in the degree designation of a program when this change involves a significant shift in the program's purpose (e.g., MA to MFA or MS to MBA, but **not** BA to BS, MA to MS, or AA to AS)

Site codes are numerical codes that represent locations where coursework is offered by an institution, whether on-campus or at an off-site location. All coursework must be assigned a site code by the Commission as part of the Commission on Higher Education Management Information System (CHEMIS). Courses and programs offered through distance education are assigned a single distance education code.

Traditional instruction refers to coursework that is offered by faculty who are physically present at the same site and at the same time as the students, whether the location is off-site or at the institution's main campus.

SECTION III

Policies

A. General Policies

1. All degree programs offered by any institution must have received appropriate Commission approval as stipulated by the policies and procedures in this manual. The benchmark for identifying authorized programs will be the Commission's *Inventory of Academic Degree Programs*.
2. All new degree programs, no matter the mode of delivery or location, require Commission approval.
3. Proposals for program modifications must meet the same guidelines and criteria as new program proposals. The Executive Director has approval authority for all program modifications, with final approval of appealed staff decisions resting with the Commission. approval of the final proposal by the Advisory Committee on Academic Programs.
4. No program may be publicized as an approved program in the catalog of any institution or in any other manner prior to approval of the program by the Commission.
5. The Commission does not require approval of the creation of new academic departments, schools, or colleges within existing institutions. However, institutions shall notify the Commission staff on a quarterly basis of any such changes.
6. Diploma and certificate programs offered by the state's technical colleges requiring less than two years to complete **do not** require Commission approval.
7. Certificate programs offered by senior institutions in a field or major in which the institution already possesses an approved degree program **do not** require Commission approval. Certificates in a field or major in which the institution **does not** possess an approved degree program require full Commission approval if they require more than 18 credit hours of coursework.
8. Compliance with the Commission's productivity standards for its existing programs will be considered in determining an institution's request to establish a new program. New program proposal requests should be approved by the Commission only if the proposal contains reasonable assurances that enrollment projections will meet the minimum standards for degree productivity.
9. In the case in which implementation of a proposed program entails new capital construction or substantial modifications of existing facilities, an appropriate request for Commission approval of such construction or modification must be submitted concurrently with the proposal for the new program.

10. All proposals to establish new doctoral programs must be accompanied by an evaluation from an out-of-state consultant analyzing the merits of the proposed program, its potential effect on existing programs, and the institution's readiness to support the proposed program. Also, colleges and universities should refer to the Commission's document *Priority Statements Relating to Offsite Doctoral Programs* for accepted best practices relating to doctoral programming.
11. An institution seeking approval to offer programs at levels above those which have been previously approved by the Commission is required to request of and receive from the Commission through its Planning Committee and related planning processes approval for a change in status (i.e., new level of degree offered) prior to submission of a program proposal at the new level.
12. New centers, bureaus, and institutes for which the institution requests additional new appropriations from the state require new program approval. Commission approval is **not required** for units where no additional new appropriation from the state is requested or required. In these cases, institutions must still adhere to the Commission's Notification Policy (see page 25).
13. Changes of program title, **without** any change in objectives, purposes, or substantive changes in curricula, **do not** require Commission review and approval. In cases where review and approval is **not** required, institutions must notify the Commission in writing of proposed changes on a quarterly basis.
14. Deletion of any program, or of any academic school, department or college, does not require prior Commission approval, but notification of such changes shall be made to the Commission staff in writing on a quarterly basis.
SBTCE NOTE: Technical colleges report deleted programs to the State Board for Technical and Comprehensive Education. SBTCE reports deletion of technical college programs to CHE annually as part of the Annual Program Evaluation Report.
15. As of September 1, 1999, all public institutions that offer State Board of Education approved school personnel preparation programs should be accredited by the National Council for the Accreditation of Teacher Education (NCATE). Therefore, all proposals for new school personnel preparation programs that are recommended for approval by the Commission will only be recommended with the proviso that NCATE accreditation be sought immediately upon Commission approval.
16. All teacher education programs should reflect prevailing state standards with respect to content and pedagogy (e.g., the South Carolina Curriculum Frameworks, other accountability legislation/policy) and should comply with relevant aspects of the Commission's Performance Funding process.
17. The staff of the State Department of Education will be notified and granted the opportunity to review all proposals for new programs related to school personnel preparation, including teacher education programs.

18. New program implementation may be deferred for up to three years by the institution following approval of the program. After that time, a new program proposal must be resubmitted and reauthorized if the institution wishes to implement the program.
19. Exceptions to the timeline for program approval may be made in justifiable emergency situations by the Director of Academic Affairs on behalf of the Committee on Academic Affairs.
20. In all situations where an institution offers, by either distance education or traditional instruction, any coursework at a site other than its main campus, the institution must notify the Commission of this delivery as part of its electronic course data submission. The Commission will then assign an appropriate site code to the coursework in question
21. For joint or collaborative programs, a Memorandum of Understanding that clearly delineates program responsibilities and fiscal arrangements among all participants must be developed and approved concurrently with the program proposal at the institutional level; the Memorandum of Understanding, signed by the appropriate senior-level institutional officers, must be submitted with the final program proposal when the program proposal is submitted to CHE for approval.
22. The Committee on Academic Affairs will establish and maintain procedures designed to implement these policies.

B. Policies on Off-site Delivery of Existing Programs

23. Institutions may offer up to 50 percent of any approved degree program off-site without Commission approval. If an institution proposes to offer 50 percent or more of an existing degree program off-site by traditional instruction, Commission program modification approval is required.
24. Extension of any or all of an approved program to additional sites solely via distance education (see above definition of Distance Education) **does not** require Commission review and approval. In these instances, the institution must provide to the Commission, no later than three months prior to the implementation of the program, verification that all coursework offered off-site will be offered via distance education. (See Notification Policy on page 25.) (Note: The Commission endorses and expects all public colleges and universities in the state to adhere to the *Principles of Good Practice* and the *Common Standards* documents regarding distance education developed by the Southern Regional Education Board (SREB).)
25. **Programs approved for delivery by the technical colleges and the two-year branches of the University of South Carolina are approved for delivery at any site within the Commission-approved service area or region (as stipulated in the Commission-approved mission statements of these institutions) of the institution awarding the degree. Programs offered outside the service area must comply with Commission policies for off-site programs (see policies 23 and 24 above).**

26. Commission review and approval are **not required** for any existing program or part of a program offered out-of-state or out-of-country if that program or part of a program requests or requires no additional new appropriations from the state. The institution must notify the Commission no later than three months before implementation of the program or program components at the site(s) in question and must report students enrolled in the program separately from students enrolled in-state.

C. Notification Policy

27. **SBTCE NOTE: Technical colleges send notification of changes directly to the State Board for Technical and Comprehensive Education. Colleges must notify the SBTCE Associate Executive Director of Academic Affairs and Technology of the change in program status no later than four months prior to the implementation of the program. The SBTCE Associate Executive Director of Academic Affairs and Technology will review the change and forward approved changes to the Commission's Director of Academic Affairs.** In all cases of off-site delivery of existing programs, program modification, awarding of certificates, or program/major consolidation where Commission approval is not required, the institution awarding the degree program/major in question must notify the Commission's Director of Academic Affairs of the change in program status **no later than three months prior to the implementation of the program.** In all such cases, the Commission will notify the Advisory Committee on Academic Programs as promptly as possible after receiving notification from the awarding institution. Notifications from the institutions (see Appendix C for notification form) must include the following information: 1) degree program title (degree awarded and major); 2) site of delivery; 3) mode of delivery (i.e., distance or traditional or both) and the percentage of coursework offered by each mode; 4) the CIP code of the program (subject to confirmation by CHE); 5) a one-paragraph summary of the rationale for and objectives of the program; and, 6) a short curricular display that includes a list of courses in the major as well as information on general education requirements and electives.

D. Strategic Planning Policy for Academic Programs

28. In concert with each cyclical review of existing programs conducted by the Commission (see *Guidelines for Existing Academic Program Review at Public Senior Institutions*), the Commission will make recommendations regarding the future status statewide of programs and fields of study under review. These recommendations will be based on three main sources: 1) a peer review document developed by out-of-state consultants hired by the Commission; 2) supplemental quantitative data relating to the field of study collected from statistically reliable sources (i.e., National Center for Education Statistics, Employment Security Commission, National Bureau of Labor Statistics, etc.); and, 3) recommendations by individual institutions in the form of institutional strategic plans submitted to the Commission each year and collectively in the form of recommendations made by the Advisory Committee on Academic Programs to the Commission's peer review team. As appropriate, the Commission may also make recommendations regarding the articulation of programs under review at senior institutions to programs at two-year institutions in the state (i.e., technical colleges and USC regional campuses).

E. Collaboration with Out-of-State Institutions

29. In instances where out-of-state institutions formally collaborate with public South Carolina institutions in offering distance education coursework in South Carolina and where the South Carolina institution offers the degree, the out-of-state institution(s) will not be required to obtain Commission licensure to offer coursework leading to the degree. (Note: This policy requires revision of state licensing regulations prior to its implementation.)

SECTION IV

Procedures

SBTCE NOTE: The sixteen technical colleges submit all program planning summaries and full program proposals directly to the SBTCE using the SBTCE Program Approval Cycle Calendar in Section I of the SBTCE Program Development Guidelines. Associate degree program planning summaries and program proposals approved by the SBTCE will be forwarded to CHE for review.

The **(CHE)** cycle for the program development/program approval process includes the steps noted below.

New programs will be approved in accord with the following procedures: submission of a **Program Planning Summary**; submission of a **Full Program Proposal**; review by the Advisory Committee on Academic Programs; review by the Committee on Academic Affairs; and, review and approval by the Commission. The Advisory Committee reviews Program Planning Summaries each quarter and may elect not to review final proposals unless it wishes to raise questions about any given proposal.

Program modifications will be approved in accord with the following procedures: submission of a **Program Planning Summary**; submission of a **Full Program Proposal**; review by Advisory Committee on Academic Programs; and Staff Approval within two months of approval by the Advisory Committee, with appeal to the Committee on Academic Affairs and the Commission in the event of an unfavorable staff decision.

Approval Steps

The steps to be followed for the approval of New Programs and Program Modifications are listed below:

1. A **Program Planning Summary is due** not less than two months before the quarterly meeting of the Advisory Committee on Academic Programs at which the Summary is to be considered. The Director of Academic Affairs may make exceptions to this schedule for justifiable emergencies. Program Planning Summaries should be submitted at the beginning, not at the end, of the institution's internal planning process. Each summary is limited to one program. The following procedures are applicable for these summaries:
 - a) Program Planning Summaries are valid for three years. After that date, Program Planning Summaries must be updated and resubmitted.
 - b) All Summaries must be signed by the institutional/system president and addressed to the chief executive officer of the Commission.

SBTCE NOTE: Technical college program planning summaries should be completed using the SBTCE program planning summary form (Appendix D).

The summaries must be signed by the college president and forwarded to the SBTCE Associate Executive Director for Academic Affairs and Technology.

- c) The Program Planning Summary **should not exceed three pages in length** and should include specific language that addresses the following eight elements:
- Designation as New Program Proposal or Modification and number of credit hours in program or modification;
 - Proposed date of implementation;
 - Justification of need for the proposed program;
 - Anticipated program demand and productivity;
 - Assessment of extent to which the proposed program duplicates existing programs in the state;
 - Relationship of the proposed program to existing programs at the proposing institution;
 - Relationship of the proposed program to other institutions via inter-institutional cooperation;
 - Total new costs associated with implementing the proposed program (general estimates only).
2. **Program approval requests will be classified based on the Program Planning Summary** into one of two categories: new programs and program modifications.
3. **The Advisory Committee on Academic Programs reviews the Program Planning Summary and recommends approval or disapproval of the proposed program to the Commission.** An institution may not submit draft proposals until the Advisory Committee has considered the related Program Planning Summary. (See Appendix B.)
4. **Staff review of draft proposals.** It is essential for Commission staff to have the opportunity to consult with an institution early in its consideration and planning of new programs. Institutions are strongly urged to submit drafts of proposals for review by the Commission staff well in advance of due dates for proposals.
5. **Final Proposals Due.** Proposals for new programs or program modifications shall be submitted by the chief executive officer of the institution or system to the chief executive officer of the Commission with an appropriate letter of transmittal. New programs and program modifications require the same proposal format (see Appendix A). Please note the following:
- a) all required institutional approvals, including that of the Board of Trustees if applicable, must be obtained prior to submission of the proposal to the Commission.
 - b) Staff will review final proposals to ensure that all required elements are included.

- c) **Proposals should not exceed 20 pages in length.**
 - d) Thirty unbound copies of each proposal should be submitted in accord with the schedule on page 16. **SBTCE NOTE: Technical colleges use the SBTCE Program Approval Calendar found in Section I of the SBTCE Program Development Guidelines.**
 - e) All doctoral program proposals must be accompanied by a single copy of an assessment by an external consultant of the merits of the proposed program and its potential effect on existing programs and of the proposing institution's readiness to support the proposed program.
 - f) Appendices, including letters of support, are discouraged and will not be forwarded to Committee/Commission members. This information should be quantified and included in the proposal narrative to the extent possible
6. **Advisory Committee on Academic Program Review.** The Advisory Committee votes by ballot prior to each quarterly meeting whether to discuss the final proposal at the quarterly meeting. At the request of any individual member, the Advisory Committee may review the final program proposal. If no member of the Committee requests a review of the final proposal, the staff will consider the Committee's recommendation as a positive one for purposes of the staff program summary. In the case of new programs, the staff may forward its recommendation to the Committee on Academic Affairs at its next scheduled meeting following the decision of the Advisory Committee.
7. **Staff review of program modifications.** After review by the Advisory Committee on Academic Programs, all program modifications will be reviewed by the staff of the Commission on behalf of the Committee on Academic Affairs and the Commission. The Executive Director of the Commission possesses approval authority for all program modifications. Institutions may appeal the Executive Director's decision to the Commission, which retains final approval authority in appeals cases.

(The following procedures pertain to new programs only.)

- 8. **Staff review and recommendation to the Committee on Academic Affairs.** Commission staff will prepare for the Committee, in advance of its meetings, a written evaluation and recommendation of each proposal to be considered. This material will also be provided at least two weeks in advance to the chief academic officers of the institutions.
- 9. **Committee on Academic Affairs review.** The chairperson of the Committee, or his or her designee, will submit Committee findings and recommendations to the Commission at the appropriate time on each proposal on which the Committee has acted.
- 10. **Commission on Higher Education review.** The chief executive officer of the Commission will notify in writing the chief executive officer of the institution or system regarding the action the Commission has taken on each proposed program.

11. **Institutional Appeal Rights.** An institution wishing to appeal the Commission's action on proposals for a new program may do so provided a written notice stating the reason(s) for the appeal is submitted to the chief executive officer of the Commission by the chief executive officer of the institution or system within 30 calendar days after receipt of written notice of the Commission's action. All such appeals will be referred to the Committee on Academic Affairs at a regularly scheduled quarterly meeting. The Committee will undertake any further study or such other action as may appear to it to be appropriate under the circumstances.

The timelines for the approval processes for new programs and for program modifications are displayed in the following tables. **SBTCE NOTE: Technical colleges must use the SBTCE Program Approval Calendar in Section I of the SBTCE Program Development Guidelines.**

| COMMISSION APPROVAL PROCESSES | | | | | |
|--|--|---------------------------|--|--------------------------------------|---------------------------------------|
| NEW PROGRAMS | | | | | |
| (Undergraduate, Graduate Programs, and Centers, Bureaus, and Institutes) | | | | | |
| Program Planning Summary Due | Advisory Committee on Academic Programs Reviews Summaries | Final Proposal Due | Advisory Committee on Academic Programs 1 | Committee on Academic Affairs | Commission on Higher Education |
| Feb. 1 | April | May 15 | July | October | November |
| May 1 | July | Aug. 15 | October | January | February |
| Aug. 1 | October | Nov. 15 | January | April | May |
| Nov. 1 | January | Feb. 15 | April | July | August |

¹ If the Advisory Committee on Academic Programs requires review at its scheduled meeting. If the Advisory Committee votes by ballot prior to its quarterly meeting not to review the final proposal, the Committee on Academic Affairs may review the final proposal at its next scheduled quarterly.

| PROGRAM MODIFICATIONS | | | | |
|-------------------------------------|--|---------------------------|--|---|
| Program Planning Summary Due | Advisory Committee on Academic Programs Reviews Summaries | Final Proposal Due | Advisory Committee on Academic Programs¹ | Staff Approval (2 Months After Last ACAP Review) |
| February 1 | April | May 15 | July | September |
| May 1 | July | August 15 | October | December |
| August 1 | October | Nov.15 | January | March |
| November 1 | January | Feb. 15 | April | June |

¹ If the Advisory Committee on Academic Programs requires review at its scheduled meeting. If the Advisory Committee votes by ballot prior to its quarterly meeting not to review the final proposal, Commission staff can proceed with review of the proposed modification.

APPENDIX A

A. Format for All Program Proposals (New Program, Modification, and Centers, Bureaus, and Institutes)

The proposal should contain the following elements:

Cover Page

Name of the proposing institution
 Title of the proposed program
 Date of submission
 Signature of the chief executive officer of the institution or system

Classification

Name of the proposed program
 Academic unit involved
 Designation, type, and level of degree
 Proposed date of implementation
 CIP code from the current USDE's Classification of Instructional Programs
 Identification of program as New or Modification

Justification

This section must contain at least the following:

- A statement of the purposes and objectives of the program
- A discussion of the need for the program in the state, including but not limited to student demand or interest, anticipated employment opportunities for graduates, or demand for services, which must be quantified to the maximum extent possible and must cover a reasonable period in the future beyond the anticipated date of graduation of the first classes
SBTCE NOTE: Technical colleges must include here a summary of the statistics in the employment needs survey and an analysis of the results. The "Summary of the Employment Needs Survey" form should be forwarded to the SBTCE as a separate document along with the proposal , but not as an attachment to the proposal. See Section II of the SBTCE Program Development Guidelines.
- A discussion of the centrality of the program to the mission of the institution as that mission is currently defined by the Commission
- A discussion of the relationship of the proposed program to other related programs within the institution, including, if possible, description of strengths and weaknesses

of the related programs as documented by reports of institutional and/or Commission consultants

- A description of similarities or differences between the proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and the nation.

SBTCE NOTE: The status of similar majors at the other technical colleges must be addressed, i.e., enrollment, graduates, and placement rates. This information can be found in the State Board's annual Program Evaluation Report and from discussions with colleagues at other technical colleges.

If the program is occupational in intent, this should be stated clearly. If there is potential for students to transfer into a baccalaureate program, the college must include a discussion of progress to date concerning articulation agreements with potential transfer institutions. The college should indicate its intent to have a full articulation agreement in place before the first freshman class begins coursework.

Enrollment

This section must contain at least the following information:

- A discussion of admissions criteria specific to the program
- A table showing projected total student enrollment in each term for at least the first **three years for associate degree programs** or the first five years for all other proposed programs. These figures should include both students who are already enrolled at the institution who transfer into the new program from other majors and students who are new to the institution and to the program.

- The format for this table is as follows:

| PROJECTED TOTAL ENROLLMENT | | | | | | |
|----------------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| YEAR | FALL | | SPRING | | SUMMER | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| | | | | | | |

A discussion of the process by which these estimates were made, including the pool or pools of students to be served.

SBTCE NOTE: Include in the text an explanation of the calculations, i.e., numbers of freshmen and sophomores used to calculate total headcount. Actual credit hours from the curriculum display must be used to calculate fall/spring/summer credit hours for both freshmen and sophomores in order to project the total credit hours column. A similar explanation of calculations must be included in the “Estimated Additional Enrollment” table below.

- A table showing the estimated **new** student enrollments, by headcount and credit hours generated; this table is different from the one above in that the enrollments projected represent only new enrollments at the institution as opposed to students enrolled in other programs who change their majors (i.e., students already enrolled at the institution who transfer to the program must be excluded from this table). Use this table to figure additional costs and revenues attributed to the proposed new program.
SBTCE NOTE: The “Projected Total Enrollment” table above includes both currently enrolled students (in other programs) and anticipated new student enrollments. The “Estimated Additional Enrollment” table below should include only anticipated new students. Example: If a college currently operates a one-year diploma which will become the first year of an associate degree, existing diploma enrollments would not be included in the “Estimated Additional Enrollment” table. The “Estimated Additional Enrollment” table would include only new enrollments, i.e., all sophomores plus any freshmen over and above the existing diploma freshman enrollment.

SBTCE NOTE: All calculations for generating new student revenue in budgets and formula computation worksheets must use headcount as displayed in the “Estimated Additional Enrollment” table below, i.e., only new enrollment may be used to calculate new student revenue.

The format for this table is below:

| ESTIMATED ADDITIONAL ENROLLMENT | | | | | | |
|---------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| YEAR | FALL | | SPRING | | SUMMER | |
| | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |
| 19xx - xx | | | | | | |

Curriculum

This section should contain at least the following:

- A sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses

SBTCE NOTE: Please include a semester course display. Check the proposed curriculum against the SBTCE curriculum model for the major to insure that all requirements are met.

- A list, with catalog type descriptions, of all new courses that are to be added to the catalog within three years for associate degree programs or five years for all other degree programs

SBTCE NOTE: This list should contain a statement of the number of courses which will be add to the college's catalog as a result of the proposed program. Also state the number of courses the college anticipates adding to the SBTCE Statewide Catalog of Approved Courses for the proposed program.

SBTCE NOTE: For proposed programs requiring clinical affiliations, work experience projects, etc., the curriculum section of the proposal must demonstrate that the college has secured commitments from college service area employers to support an adequate number of clinical sites, work experience sites, etc., to meet the needs of the number of students displayed in the proposal enrollment charts. Letters of commitment should not be included in the proposal, but should be available for review at the college.

- A table showing for at least the first three years (for associate degree programs) or five years (for all others), the number (headcount) and the full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program, listing new and currently-employed faculty separately; the headcount and FTE figures for new employees should be carried forward in the “New” column for the first three years (for associate degree programs) or five years (for all others) of the program's existence

The format for this table is on the following page:

SBTCE NOTE: Text in this section should clearly explain the number of new and existing full and part-time faculty, administrators, and staff who will be assigned to the proposed program. Check to see that numbers in text, chart, and budget pages match.

| UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT | | | | | | |
|--|------------|-----|-----------------|-----|--------------|-----|
| YEAR | NEW | | EXISTING | | TOTAL | |
| | Headcount | FTE | Headcount | FTE | Headcount | FTE |
| Administration | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| Faculty | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| Staff | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |
| 19xx – xx | | | | | | |

Physical Plant

This section should contain at least the following:

- An explanation of whether or to what extent the existing physical plant will be adequate to provide space for the program for at least the first five years (three years for two-year colleges)
- A discussion of any additional physical plant requirements during the foreseeable future, including any modifications to existing facilities, and an explanation of how these are to be financed

SBTCE NOTE: Check to see that physical plant costs delineated here also appear in budget pages and that any costs in budget are explained here.

Equipment

This section should contain at least the following:

- A brief discussion and identification of major equipment items that may be needed for at least the first five years (three years for two-year colleges); normal acquisitions of commonly used items for instruction and research may be excluded
- **SBTCE NOTE: Technical colleges must include here an itemized list of the major pieces of equipment needed during the first three years and must provide an estimated cost for each item that exceeds an average cost of \$5,000. Indicate the sources of funding for this equipment. Total cost of equipment listed here must match equipment lines included in budget pages. Colleges deferring major equipment costs until years two or three must explain how students in years one and two will be adequately served.**

Library Resources

This section should contain at least the following:

- A quantitative comparison of the institution's current holdings with a standard guide (such as the ALA Standards for College Libraries) in relationship to the new program being proposed
SBTCE NOTE: Areas falling below minimum standards must be addressed in proposal narrative and budget.
- A qualitative assessment of current holdings in view of the new program being proposed

- A quantitative estimate of acquisitions that may be needed annually for at least the first five years (three years for the two-year colleges) and the estimated additional cost of these

SBTCE NOTE: Check to see that library costs delineated here also appear in budget pages.

Accreditation, Approval, Licensure, or Certification

This section should contain at least the following:

- If the proposed program is subject to specialized or professional accreditation or approval by any state agency other than the Commission, a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected
- If graduates of the proposed program are subject to licensure or certification by any public or private agency, a brief description of that process and of the ways in which the proposed program will ensure that such certification or licensure, if obligatory, can reasonably be expected to be achieved by graduates

Estimated Cost

This section should contain at least the following:

- The table on page 44, which shows estimated new expenditures necessary annually for at least the first three years for associate degree programs and for the first five years for all others and displays sources of funds that will be available to support the proposed program

(CHE NOTE: Regarding the Sources of Financing section of the table on page 44 institutions should provide information on how the estimated new costs for the program will be covered. Institutions should estimate in this section the projected revenues from the State generated by new student FTE's enrolled in the program (an estimate expressed by the Mission Resource Requirement); tuition funding generated by new students; "Other State Funding," meaning special legislative appropriations ("below the line" appropriations); reallocation of existing funds from within the institution; Federal funding; and, "Other Funding" such as endowment income, auxiliary enterprise funds, etc.)

- A statement as to whether or not "unique cost" or other special state appropriations will be required or requested.

SBTCE NOTES FOR BUDGET DISPLAY TITLED “NEW COSTS TO THE INSTITUTION AND SOURCES OF FUNDING” on page 44 :

1. The “New Costs” budget display must be based on costs and sources of financing only for new enrollment using the student enrollment displayed in the proposal’s “Estimated Additional Enrollment” table, page 36, i. e., only new enrollment may be used to calculate student revenue.

2. State appropriations, beginning in the second year of new program implementation, must be calculated using the standard SBTCE formula computation worksheet. Directions for completing this step are found in Section IV of the SBTCE Program Development Guidelines. All technical college business officers have received a diskette from the SBTCE finance division including directions and a program to calculate formula computation worksheets. Additional copies of the diskette/directions may be secured from the SBTCE finance office. Formula computation worksheets must be forwarded as separate documents along with the proposal. Do not include worksheets as attachments to the actual proposal since they are not forwarded to CHE. SBTCE cannot process proposals without formula computation worksheets.

3. Please specify sources for all budget items marked with an asterisk (*). Example: “Other Funding” should include all student fees with an explanation for deriving the computation, i.e., 20 students x \$500 tuition x 4 semesters = \$40,000 plus part-time student fees (number of part-time credits x cost per credit hour x number of semesters).

Institutional Approval

- This section must include a list of the titles of all internal institutional bodies of which approval was required, such as faculty committees and the institutional governing board, and the dates on which each such body approved the program. New programs or program modifications to be offered at The University Center of Greenville or similar consortia must be approved by The Center’s governing board prior to submission to the Commission.

SBTCE NOTE: Technical college local area commissions must approve all programs prior to submission to SBTCE.

NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

| ESTIMATED COSTS BY YEAR | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| CATEGORY | 1st | 2nd | 3rd | 4th | 5th | TOTALS |
| Program Administration | | | | | | |
| Faculty Salaries | | | | | | |
| Graduate Assistants | | | | | | |
| Clerical/Support Personnel | | | | | | |
| Supplies and Materials | | | | | | |
| Library Resources | | | | | | |
| Equipment | | | | | | |
| Facilities | | | | | | |
| Other (Identify) | | | | | | |
| TOTALS | | | | | | |
| SOURCES OF FINANCING BY YEAR | | | | | | |
| Estimated FTE Revenue Generated from the State (See note on page 25.) | | | | | | |
| Tuition Funding (New students only) | | | | | | |
| Other State Funding (Legislative Approp.) | | | | | | |
| Reallocation of Existing Funds | | | | | | |
| Federal Funding | | | | | | |
| Other Funding(Endowment, Auxiliary etc.) | | | | | | |
| TOTALS | | | | | | |

Specify source(s) (e.g., Special Item Appropriation, Auxiliary Enterprise Funds, Endowment Income, special grant or contract, etc

APPENDIX B

Advisory Committee on Academic Programs

There is established a permanent Advisory Committee on Academic Programs. The purpose of this Advisory Committee is to advise the Commission, principally through the Staff and the Committee on Academic Affairs, on all matters relating to academic affairs generally, and specifically to advise these bodies on matters relating to new and existing programs.

The members of the Advisory Committee shall consist of the following persons ex officio:

- a) The chief academic affairs officer of the Commission staff, who shall serve as chair;
- b) The chief academic officer of each of the public senior colleges and universities;
- c) The chief academic officer of the staff of the State Board for Technical and Comprehensive Education.

The Advisory Committee will meet regularly at least four times annually for the purpose of reviewing proposals for new and modified programs. The dates for these meetings will be set at the beginning of each fiscal year. Special meetings may be called by the chair at his or her own volition or at the request of a majority of the members. An agenda and supporting materials will be mailed to the members by the chair at least two weeks in advance of each meeting. A majority of the membership will constitute a quorum at any meeting.

All Program Planning Summaries and, upon request by any member, full proposals, will be referred to the Advisory Committee for advice, comment, and for approval or disapproval. These actions will be reported to the staff and/or Committee on Academic Affairs. Disapproval of a proposal by the Advisory Committee will not remove that proposal from the approval process unless the proposing institution elects voluntarily to withdraw the proposal.

The Advisory Committee may undertake such studies and make such recommendations to the Committee on Academic Affairs as it may elect. Appropriate matters may also be referred by the Committee on Academic Affairs or by the Commission to the Advisory Committee for its study and advice.

APPENDIX C

Notification of Change in Program Status

SBTCE NOTE: Technical colleges must notify the SBTCE Associate Executive Director of Academic Affairs and Technology of the change in program status no later than four months prior to the implementation of the program. The SBTCE Associate Executive Director of Academic Affairs and Technology will review the change and forward approved changes to the Commission's Director of Academic Affairs.

Please send completed form by mail to:

Or, fax to:

S. C. Commission on Higher Education
Division of Academic Affairs
1333 Main Street, Suite 200
Columbia, SC 29201

803-737-2297

1. Institution and implementation date for change:
2. Institution, degree awarded, major, and concentration, if applicable:
3. Site of delivery
4. Mode of delivery (distance, traditional, both) and percentage of coursework offered by each mode _____
5. CIP Code (confirmed by CHE) _____; Site Code (assigned by CHE) _____
6. One paragraph summary of the rationale for and objectives of the program

7. Curricular display: courses in the major (prefix, number, and title); information on general education and electives requirements; number of credits required for graduation.

9. Relationship of the Proposed Program to Existing Programs at the Proposing Institution:

10. Relationship of the Proposed Program to Other Institutions Via Inter-Institutional Cooperation:

11. Total Costs Associated With Implementing the Proposed Program (General Estimates Only):

(Signature of College President)

(Date)

(Revised 1/5/2001)

Section V

SBTCE

Directions for Completion of Formula Computation Worksheet*

The Chief Business Officer must prepare the Formula Computation Worksheet. If assistance is needed, please contact Richard Williams by phone at (803) 896-5313 or by e-mail at Williams@sctechsystem.com. The Formula Computation Worksheet document includes four sheets: (1) Instructions, (2) First Year Enrollment, (2) Second Year Enrollment, and (4) Example.

**The Formula Computation Worksheet document must be downloaded as a separate document (Section V-Download B) and is in Microsoft Excel 2000.*