

R. Wes Hayes, Jr.
Chairman

Rusty L. Monhollon, Ph.D.
President & Executive Director



October 20, 2023

The Honorable Timothy A. "Tim" McGinnis
Subcommittee Chair, Education and Cultural Affairs Subcommittee
South Carolina House
530D Blatt Building
Columbia, SC 29201

Dear Chairman McGinnis:

The South Carolina Commission on Higher Education (CHE) received correspondence from the Education and Cultural Affairs Subcommittee dated September 25, 2023, requesting additional information as part of the oversight process. Pursuant to your request, the CHE has prepared the enclosed response as supplemental information relating to the CHE's presentations to the Subcommittee.

Should you have additional questions or if I may be of further assistance, please do not hesitate to contact me.

Sincerely,

Rusty Monhollon, Ph.D.
President and Executive Director

cc:

The Honorable Jeffrey E. "Jeff" Johnson, Chairman
Education and Cultural Affairs Subcommittee



803-737-2260

1122 Lady St, Ste 400
Columbia, SC 29201

www.che.sc.gov



Commission on Higher Education (CHE)
Responses to HLOC Follow-Up Questions

Higher Education Academic Program Review

1. According to an AP article published on September 15, 2023, West Virginia University (WVU) President E. Gordon Gee, told faculty earlier this year that higher education nationwide has become arrogant and isolated, warning that without change, schools face “a very bleak future.”¹ The university has since decided to cut 28 majors and 143 faculty positions after completing a formal review of programs and departments.
 - The American Association of University Professors defines financial exigency as an “imminent financial crisis which threatens the survival of a college or university as a whole.”²
 - Appendix A provides process and outcomes documents related to WVU's review of programs and departments [See Pg. 15]. Review the university’s evaluation process and provide feedback regarding the feasibility of South Carolina’s higher education institutions implementing a similar review strategy.³
 - Does the CHE have the resources to develop a programs and departments review process template for the state’s higher education institutions to consider for implementation?
 - If so, is there any reason why the CHE could not lead the development and promotion of this tool?

The full Commission will discuss the questions about Higher Education Academic Program Review at its meetings November 1-2, 2023.

Commission Member Composition and Training

2. The statute governing membership on the CHE board does not provide for student representation. Would the CHE be amenable to adding a student member?
 - If no, please explain the drawbacks of student representation.
 - If yes, please explain the benefits of student representation.

The Commission also will discuss this idea at its November meetings.

3. Are there other states, with similar governing structures, that have student representation? If so, please list those states.

By our count there are six states with boards similar to the CHE that have student representatives, listed below with the number and type of student representative in parenthesis:

- Kentucky (1 student representative)
- Illinois (2)
- Maryland (1)
- Oregon (1)
- Texas (1 non-voting)
- Washington (2, one graduate student and one undergraduate)

4. Who is responsible for ensuring board commissioners understand their responsibilities and the responsibilities of the agency, as provided in statute?

A combination of the President and Executive Director, senior staff leadership and other Commissioners.

5. What type of training do new board members receive upon confirmation? Who is responsible for providing this training?

Upon confirmation, new Commissioners are provided with the staff-developed Commissioners' Handbook and given an orientation to the CHE led by the President and Executive Director with the assistance of all Office Directors and Senior Staff. The Handbook includes numerous sections of information related to the CHE's work and responsibilities, including information about members, agency organization, statutes, and regulations, to name a few.

During the orientation, the President and Executive Director provides an overview of the Commission, its mission, values, statutory responsibilities, and current status. Office Directors provide overviews of their units and specific duties and responsibilities. The Executive Assistant to the President and Executive Director provides information about the CHE meetings and their related logistics and procedures. The orientation is iterative, with Commissioners asking questions and engaging with CHE staff. Once assigned a committee, new Commissioners typically receive an informal orientation by the related office director and the committee chair.

6. What type of annual training do tenured board members receive?

The Commission receives annual training from the Agency Head Salary Commission and in recent years has received FOIA and State Ethics Commission training. Additional trainings can be provided as directed by the Chair. Recently, the CHE has held Council of Board Chairs' meetings, at which the CHE's Chair and other Commissioners met with Trustees from the state's public institution governing boards. CHE is a member of the Association of Governing Boards (AGB), which gives the Commission access to AGB publications and consultants. Two commissioners attended the AGB annual conference; and they later briefed other commissioners on topics of interest and future challenges.

The Commission holds an annual retreat at which members can dive deeper into pressing issues and looming challenges for higher education. This past year's retreat focused on workforce development and the implementation of Act 67. A previous retreat brought in consultants to discuss enrollment challenges over the next decade. In the past, retreat speakers have included representatives from Moody's Investors Service, the National Center for Higher Education Management Systems, the Southern Association of Colleges and Schools Commission on Colleges, the Governor's office, and legislators.

Commissioners are also frequent attendees at CHE-sponsored events, such as the Transfer Conference, College Decision Day, and Higher Education Day.

Facilitation

7. Is the CHE responsible for establishing a vision and setting the higher education agenda for the state? If not, who has this responsibility?

Yes, it is and it has. Currently the CHE is implementing the 2017 Public Agenda through *Ascend 60x30*. Others from the CHE's history include:

- South Carolina Master Plan for Higher Education, 1979
- Strategic Plan for Higher Education in South Carolina, 2002
- Leveraging Higher Education for a Stronger South Carolina: The Action Plan Implementation, 2009

CHE has had no authority or means to convince our institutions to buy in to these plans. We have no authority to direct or require institutions to do certain things to achieve goals that the CHE has established. However, the CHE provides opportunities for institutions to work with us and with each other through advisory groups for academic degree program review; scholarship administration and financial aid initiatives; institutional data collection; and transfer leadership.

One example of the CHE having the means to hold institutions accountable was performance funding, which was established by the General Assembly in 1996 and was active for five years before funding was depleted and not renewed.

8. The CHE’s role is to coordinate and oversee the activities of colleges and universities and ensure that higher education institutions are working together effectively and efficiently to meet the needs of students and the community. At the June 5, 2023, meeting, agency leadership stated any statewide higher education strategic plan would need to come as a directive from the General Assembly.
 - Is the CHE providing the leadership, coordination, and management of the state’s higher education system as directed in S.C. Code Section 59-103-20? If yes, please explain how the agency is accomplishing the defined directives. Include performance metrics or performance indicators that illustrate the agency’s results. If no, please explain why the agency is not accomplishing the defined directives.

President Monhollon did not intend to suggest the CHE needed a directive from the General Assembly to develop a statewide strategic plan. He thought that the CHE and the HLOC were discussing the future of higher education broadly.

President Monhollon pointed out that higher education was at a crossroads and that we, as a state, needed to answer the question, “What do we want our higher education system to look like in 2040”? He pointed to a number of issues—demographic shifts, technological disruption, etc.—that are significant challenges to higher education across the nation and in South Carolina. In President Monhollon’s view, the state needs to have a high-level conversation about what to do to meet and resolve these challenges. Fully addressing the issues can’t be done through a new strategic plan but through a reimagining of higher education.

Reimagining higher education demands the participation of multiple stakeholders, including the General Assembly, similar to the Speaker’s ad hoc committee on workforce development that led directly to the passage of Act 67 in 2023.

President Monhollon recommended the state have a “high-level” conversation about the future of higher education in the state. He recommended conducting a comprehensive study of enrollment trends, business models, etc., through consultants who are experts in such areas and have the capacity to facilitate the conversation as a “honest broker.” The consultants would collect and analyze both

quantitative and qualitative data, engage with multiple stakeholders across the state, and then collate the feedback to recommend possible action. This process would likely take a full year to complete. The CHE has taken opportunities in the last several years to arrange national and regional speakers for individual Commission meetings, Commission retreats, Council of Presidents' meetings, Council of Board Chairs meetings, and the Trustee Workshop that have presented on the future of higher education, demographic shifts, strategic planning, financial exigency. A concentrated study with consultant facilitation would build on these introductory presentations and conversations.

The engagement of the General Assembly is essential because it has the key levers of fiscal policy at its disposal. The strategic use of the state's fiscal policies—recurring appropriation, capital appropriations, student financial aid—will drive the change we seek.

The state must think soberly and objectively about our collective future and do so with a sense of urgency. Change is coming, either by choice or by force. Covid-19, for all its unwelcome and tragic effects, may be the necessary push to a more sustainable future.

The CHE is providing leadership, coordination, and management of the state's higher education system to the fullest extent that its resources and authority permit.

The Commission meets eight times annually, including a two-day annual retreat and several on-campus meetings. The on-campus meetings lead both to better relationships with the institutions we visit and better understanding of the challenges they face, and nurtures coordination and collaboration.

Within its existing resources, the CHE examines the state's higher education system in many ways, taking both short- and long-term perspectives.

In its 2017 Public Agenda, the CHE established a statewide attainment goal of 60 percent of the workforce holding a high-quality credential by 2025. In 2020 the CHE refined that goal and made it the focal point of *Ascend 60x30*, a statewide public agenda for higher education. *Ascend 60x30* evolved out of the work of CHE's Higher Education Advisory Committee (HEAC), which consisted of state representatives and senators, other agency heads, university and college presidents, cabinet officials, representatives from the governor's office, faculty, students, and private philanthropy. HEAC examined state needs and how best to meet them. The CHE developed a plan to implement HEAC's recommendations, which we named *Ascend 60x30*.

The CHE collects data and prepares numerous reports on enrollment trends, costs, and graduation rates, among other issues, much of which is published in *South Carolina Commission on Higher Education Statistical Abstract*. We review and assess capital project proposals. We conduct regular reviews and update capital renewal projects (deferred maintenance). We prioritize these areas and thus do not, as a matter of course, examine institutional business management practices or accounting methods. We examine and assess proposals for new academic programs, which includes review of curriculum and unnecessary duplication of programs.

The CHE has led efforts to promote clearer understanding and greater unity and goodwill among all institutions of higher education. The CHE takes a statewide perspective to challenges and solutions, which is unique within the higher education system.

It is difficult to measure the directives listed above. How does one measure with precision "greater unity

and goodwill,” for example? The CHE’s review and approval of academic program proposals provides state-level coordination to reduce duplication, increase effectiveness, and achieve state goals such as workforce development.

The CHE has identified a number of initiatives designed to move the state closer to the 60 percent attainment goal, such as increased FAFSA completion, expanding the availability of need-based student aid, and developing a comprehensive statewide transfer system.

- Agency leadership cited the need for direct instruction from the General Assembly regarding the strategic direction of higher education in the state. Is it not the responsibility of the CHE to evaluate the state’s current and future higher education needs and establish a framework and path forward for the General Assembly’s consideration?

It is, and the CHE is doing just that. This question relates to President Monhollon’s testimony around a comprehensive review of higher education conducted by outside consultants. Making this recommendation (request) is evidence of CHE’s fulfilling its responsibility to evaluate future higher education needs and establish a framework and a path forward. As mentioned previously, this work is not merely or primarily a strategic plan but a systemic reimagining of higher education in South Carolina. The CHE is not requesting the General Assembly to provide direct instruction but to be participants in the process, both in providing additional resources and engaging in conversations about the future of higher education in the state.

- If the CHE needs a mandate from the General Assembly regarding a higher education strategic plan, how has agency leadership communicated this need? What response has the CHE received from the General Assembly?

Dr. Monhollon’s HLOC testimony noted the need for more state authority to compel higher education institutions’ participation and responsiveness to multiple statutory requirements. Historically, there have also been instances where CHE has not consistently or fully leveraged opportunities to collect, analyze and report on institutional fiscal capacity, due to frequent agency leadership changes and limited agency capacity because of staffing shortages.

- Has the CHE always deferred to the General Assembly with respect to the state’s strategy for higher education?

No, not always. However, many of the statewide higher education plans or reports have been encouraged or prompted by state leadership. Below is a list of the major strategic plans or reports that the CHE has created and/or been affected by and a brief description of their origin.

- Goals for Higher Education to 1980 (1970)—Developed per request of Commission
- SC Master Plan for Higher Education (1979)-Development of plan mandated by the General Assembly’s Act 410 of 1978)
- Higher Education in South Carolina Study: An Agenda for the Future (1986)—Developed by request of the Commission, additional funds to conduct study received from the General Assembly. This study led to the 1987 report: The Cutting Edge: Higher Education’s Initiative for Research and Academic Excellence in SC which led to Act 629, The Cutting Edge

- Joint Legislative Committee to study the governance, operation and institutional structure of higher education in South Carolina (1995)- Created by Act 137 and led to Act 359, Performance Funding (1996)
 - Foundations for the Future: Higher Education in SC Report (2003)—Developed per request of the Commission and which led to:
 - Governor Sanford’s Higher Education Task Force (established by Executive Order in 2006) which recommended state stakeholder develop an evolving, multi-year statewide strategic plan for higher education which led to:
 - Higher Education Study Committee Action Plan: Leveraging Higher Education for a Stronger South Carolina (2009)
 - Higher Education Governance Ad hoc Committee of the House of Representatives Education and Public Works Committee (2015-16) recommended a public agenda for higher education which led to:
 - 2017 Public Agenda for Higher Education in SC
9. Provide examples of the CHE’s leadership in the development of a higher education system which fulfills the mission and goals provided in S.C. Code Section 59-103-15.

See the response to Question 8; see also the response to Question 41.

The President and Executive Director has engaged the Council of Presidents in discussions of impending demographic change and enrollment decline and stagnation. The President and Executive Director has testified to the House Legislative Oversight Committee on the need to consider what we want our system of higher education to look like in 15 or 20 years to address these changes.

The CHE has led efforts to develop a comprehensive statewide transfer agreement and system, one that would replace the dozens of one-to-one agreements currently in place. In support of our transfer work the CHE received a grant from the State Higher Education Executive Officers (SHEEO) and the John Gardner Institute (JGI). SHEEO and JGI provided guidance and expertise to the Transfer Task Force CHE created and led.

The CHE has been a vocal supporter, along with our colleges and universities, to increase need-based financial aid. The CHE also has been the state’s leading proponent of engaging the nearly 500,000 South Carolinians who have some college but no credential. These adult learners will be crucial to our pursuit of increased educational attainment, building the workforce of the future, and improving the lives of all South Carolinians.

10. What is the executive director’s role in the development of a vision and strategy for the state’s higher education system?

One of the Executive Director’s primary roles is to lead the agency and board in developing a vision for the state’s higher education system and a strategy to realize that vision. As stated in testimony, when the Commission hired President Monhollon, its expectations were someone who had:

- strategic vision, leadership, and experience;
- strong organizational, analytical, and interpersonal skills;
- exceptional written and oral communication skills;
- proven record of building partnerships;

- ability to work across all sectors;
- understanding of state and national trends and issues in higher education;
- demonstrated success in strategic planning and oversight of budgeting processes;
- competence in academic programming and policies;
- demonstrated record of ethical leadership ability and respectful employee engagement;

President Monhollon fulfilled this role as soon as he began work at the CHE. The CHE established the Higher Education Advisory Committee (HEAC), which helped refine the 2017 Public Agenda into a strategic plan that had broad support across the state. We made increasing educational attainment the overarching goal, which we named *Ascend 60x30*. *Ascend 60x30* has widespread support among our institutions because it integrates well with their own strategic goals and objectives. The General Assembly showed its support for *Ascend 60x30* by authorizing new staff and appropriating \$750,000 to the CHE.

11. At the June 5, 2023, meeting, agency leadership mentioned the need for a third-party vendor to conduct a comprehensive evaluation of the state’s higher education system. Agency leadership identified a lack of resources at the CHE as the primary factor for this need.
 - S.C. Code Section 59-103-90 requires the executive director to establish a cadre of professional staff with the professional competence and experience to carry out the duties assigned and to ensure that there are persons on the staff who are familiar with the problems and capabilities of all the principal types of state-supported institutions in the State.
 - Please identify the following:
 - Type and complement of staff necessary to complete a comprehensive evaluation of the state’s higher education system. Include an estimated cost to hire the requisite staff (e.g., salaries, technology, workspace, etc.).

To conduct the study the CHE has recommended would require additional skilled staff. We would need to hire seven research/data analysts, including a senior position to manage the study, staff with the experience and content knowledge of how higher education has traditionally functioned, the threats and challenges it faces both in the near-and long-term, and identifying possible solutions. We estimate the following additional staff would be needed:

Title	Classification	Band	Salary	Fringe	Total
SENIOR RESEARCH ANALYST	AH50	08	\$ 89,250.00	\$ 33,022.50	\$ 122,272.50
RESEARCH ANALYST	AH50	08	\$ 82,963.00	\$ 30,696.31	\$ 113,659.31
RESEARCH ANALYST	AH50	08	\$ 82,963.00	\$ 30,696.31	\$ 113,659.31
RESEARCH ANALYST	AH50	08	\$ 82,963.00	\$ 30,696.31	\$ 113,659.31
RESEARCH ANALYST	AH50	08	\$ 82,963.00	\$ 30,696.31	\$ 113,659.31
RESEARCH ANALYST	AH50	08	\$ 82,963.00	\$ 30,696.31	\$ 113,659.31

RESEARCHER	AH45	07	\$ 75,000.00	\$ 27,750.00	\$ 102,750.00
Total			\$ 579,065.000	\$ 214,254.05	\$ 793,319.05

The benefits of hiring outside consultants to conduct the proposed study are threefold. One, the goal is not simply to evaluate enrollment trends and demographic shifts but to engage in a conversation about the future: Do we have too many or too few institutions to meet the state’s needs? Do we change the mission of some institutions to meet state needs? What funding structure and business model will assure the strength and vitality of South Carolina’s public colleges and universities? As the CHE needs to be part of the conversation it should not also facilitate the discussion. Outside consultants bring experience and knowledge but also are not part of the solution. Their recommendations will not be viewed by other participants as self-serving or biased.

Two, the consultants will have in place the staffing and expertise to begin the study now. The process of hiring staff at its best is a slow process. It is probable that a full team could not be brought on board for months, perhaps even a year. Further complicating the matter is the skilled staff we seek are in high-demand and limited in numbers.

Three, using consultants would be less expensive. The study itself is a one-time expense. Depending on which—if any—of the recommendations are adopted CHE might need additional staff to move forward with those recommendations.

12. S.C. Code Section 59-103-30 identifies critical success factors and performance indicators for institutions of higher education in the state.
 - What is the CHE’s role in ensuring institutions of higher education are implementing and tracking these success factors and performance indicators?
 - Does the CHE know which state institutions of higher education have implemented these success factors and performance indicators? If so, please list them.
 - Does the CHE formally present individual and aggregate state higher education institution performance results to the Board of Commissioners? If not, how is the board made aware of institution level performance?

The General Assembly appropriated funding for CHE to administer performance funding in FY1998, FY1999, FY2000 and FY2001. A marginal amount was provided in FY2002 with a portion set aside for use by South Carolina State University and EPSCOR (Established Program to Stimulate Competitive Research). After 2002, funding was depleted but the CHE continued to receive information from institutions and provide report cards with ratings until 2005. From 2005-2009, we collected the information and analyzed it in an annual institutional effectiveness report entitled A Closer Look. In 2009 and every year after, the General Assembly includes a proviso that states that institutions do not have to submit information included in 59-101-350; 59-103-30; and 59-103-45(4).

Excerpt from Proviso 117.68 (FY2023-2024 Appropriations Act): Submission of the plans or reports required by Sections 59-101-350, 59-103-30, 59-103-45(4), and 59-103-160(D) shall be waived for the current fiscal year, except institutions of higher learning must continue to report student pass rates on professional examinations, and data elements otherwise required for the Commission on Higher Education Management Information System.

A small amount (\$1,397,520) is still appropriated under the line item “Performance Funding,” but it is specifically allocated to SC State and EPSCoR for the purposes set forth in Proviso 11.6:

11.6. (CHE: Performance Improvement Pool Allocation) Of the funds appropriated to the Commission on Higher Education under Section II. Other Agencies & Entities: Special Items: Performance Funding, eighty percent will be allocated to the EPSCoR program under the Commission on Higher Education to improve South Carolina’s research capabilities and twenty percent will be allocated to support the management education programs of the School of Business at South Carolina State University

Higher Education Outcomes

13. The annual *South Carolina Commission on Higher Education Statistical Abstract* captures trend and outcome data for the state’s higher education institutions. Explain why the report only provides outcome data. Are benchmarks and targets not established to determine the effectiveness of strategic initiatives?

The data requirements for the *Statistical Abstract* are not defined by the Legislature and were determined by former CHE staff members. The annual *Statistical Abstract* is a series of tables and figures related to the eleven domains that are uploaded by the institutions into the Commission on Higher Education Management Information System (CHEMIS). Because the origin of the data is CHEMIS, it limits the type of reports that can be produced. The intent of the publication is to provide facts regarding the public and private institutions within the state of South Carolina. In 2019, the CHE completed cosmetic changes to the publication and with the impending upgrade of the CHEMIS data system, we hope to revise the publication in 2025.

Benchmarks and targets will be established to measure the effectiveness of strategic initiatives. For example, we have a workgroup focused on developing metrics to measure the effectiveness of the transfer system we are building. As we take on additional strategic initiatives, we will similarly develop appropriate metrics and benchmarks.

14. Has the CHE ever considered building an online dashboard to enhance the user experience and make analysis of data provided in the statistical abstract easier? If not, why?

The CHE’s current data dashboard includes a drill-down feature which will allow access to enrollment, course, facility, scholarship, data by institution type, category, institution name. For example, the dashboard also includes enrollments by demographics, in-state/out-of-state, residency, class, etc. Once the large-scale data migration project is complete in Fall of 2024, the new data dashboard will be built using an industry standard software, Power BI. The new data landing pages will include enhanced enrollment, scholarship, and degree statistics. It will provide access to our data repository, which contains higher education data which includes over 10 years of data. The repository includes data by semester, academic, calendar and fiscal year, depending upon the data type.

15. According to data in the *South Carolina Commission on Higher Education Statistical Abstract 44th Edition 2022*, research institutions had a 4-year graduation percentage of 65.4% and comprehensives 39.8%.
- Does the CHE have a 4-year graduation rate goal for each of the state’s higher

education institutions? If not, why?

No. See explanation below.

- Does the CHE have an aggregate 4-year graduation rate goal for the state's higher education institutions? If not, why?

Yes, we do have this measure as a part of the agency's accountability performance goals and strategies:

Goal 2: Promote Quality and Excellence of South Carolina's Higher Education System

Strategy 1: Promote on-time degree completion.

Measure 2.1.1 Percentage of students earning an associate degree in 2 years

Measure 2.1.2 Percentage of students earning a baccalaureate degree in 4 years

The target rate is a range because the CHE does not have direct control over these metrics but hopes that current initiatives regarding transfer and college completion will improve these rates over time.

In its 2017 Public Agenda, the CHE identified "Key Metrics" related to the many goals contained in the document. For example, the Public Agenda identified as Key Metrics having 45 percent of the population holding an associate degree or higher, and 35 percent of the population holding a baccalaureate degree or higher by 2030. There are numerous other examples throughout the Public Agenda.

For several reasons, the Public Agenda did not include a plan for how the state would achieve these "Key Metrics." *Ascend 60x30*, as discussed earlier, is intended to be the implementation plan for the Public Agenda. The Office of Strategic Initiatives and Engagement and the CHE's Committee on Strategic Initiatives and Engagement are discussing how best to measure progress on *Ascend 60x30*, which may include more targeted goals for four-year and two-year degree completion.

The CHE's role is to look at the state as a whole and establish statewide goals.

- Explain why the comprehensive institution 4-year graduation rate is 26% lower than the research institutions.

The primary—but not sole—reason the research institutions' graduation rates are higher than the comprehensive universities is that the research universities enroll students better prepared for college-level work. The mean SAT score for all first-time students at Clemson and USC is 1,271 and the ACT is 28.2. Those scores for the comprehensive institutions are 1,141 and 25.1. The same trend holds for first time out-of-state students: 1,311 (SAT) and 29.7 (ACT) at research institutions, and 1,109 (SAT) and 22.7 (ACT) at comprehensives. Studies confirm that students with high ACT or SAT scores succeed in college at high rates. The typical USC or Clemson would likely be a successful graduate at any institution of higher education, in or outside of South Carolina.

Both Clemson (93.2%) and USC (86.6%) have very high first-to-second year retention rates. Their average retention rate is 18 percentage points above the comprehensive institutions' average retention rate. Research shows that students who persist after the first-year are more likely to complete a degree than those that don't.

Clemson and USC have retention and graduation rates of which they should rightly be proud. On the other hand, given the quality of their students, they should have high retention and graduation rates.

The CHE would like to see the comprehensive universities' retention and graduation rates improve but it needs to be considered in the proper context.

Budget Submission Process

16. S.C. Code Section 59-103-35 requires institutions of higher education to submit annual budget requests to the commission. The CHE must then submit a consolidated budget to the Governor and appropriate standing committees of the General Assembly in conjunction with the preparation of the annual general appropriations act for the applicable year.
- At the June 5, 2023, meeting, agency leadership stated the budgeting process, as provided in statute, is not followed.
 - Why is the CHE not conducting the budget process as defined in statute?
 - Was the CHE instructed not to conduct the budget process as defined in statute?
 - Should the statute be amended to reflect the existing budget practice?

Currently, institutions do not submit annual budget requests to the CHE as required by section 59-103-35 of the South Carolina Code of Laws. This process ended around 2013. Previously, IHLs presented their budget requests to the CHE Board prior to the CHE forwarding the budget requests to the Governor and House and Senate finance committees. During fiscal year 2015-16, the CHE requested additional authority and funding to review and make recommendations on IHL budgets from the Higher Education Governance Ad hoc Committee, but a proposed bill providing that additional authority did not pass the House Education and Public Works Higher Education Subcommittee. The Board of Commissioners is currently reviewing this statute and will develop a recommendation that will include possible revisions. The Board will recommend, with the understanding the General Assembly has the authority to make a final decision.

17. Does South Carolina have a performance-based funding system designed to incentivize outcomes at colleges and universities? If not, has the CHE ever evaluated the efficacy or impact performance-based funding would have on the state's colleges and universities?

The General Assembly appropriated funding for CHE to administer performance funding in FY1998, FY1999, FY2000 and FY2001. A marginal amount was provided in FY2002 with a portion set aside for use by South Carolina State University and EPSCOR (Established Program to Stimulate Competitive Research). After 2002, funding was depleted but the CHE continued to receive information from institutions and provide report cards with ratings until 2005. From 2005-2009, we collected the information and analyzed it in an annual institutional effectiveness report entitled A Closer Look. In 2009 and every year after, the General Assembly includes a proviso that states that institutions do not have to submit information included in 59-101-350; 59-103-30; and 59-103-45(4).

Excerpt from Proviso 117.68 (FY2023-2024 Appropriations Act): Submission of the plans or reports required by Sections 59-101-350, 59-103-30, 59-103-45(4), and 59-103-160(D) shall be waived for the current fiscal year, except institutions of higher learning must continue to report student pass rates on professional examinations, and data elements otherwise required for the Commission on Higher Education Management Information System.

A small amount (\$1,397,520) is still appropriated under the line item "Performance Funding," but it is

specifically allocated to SC State and EPSCOR for the purposes set forth in Proviso 11.6:

11.6. (CHE: Performance Improvement Pool Allocation) Of the funds appropriated to the Commission on Higher Education under Section II. Other Agencies & Entities: Special Items: Performance Funding, eighty percent will be allocated to the EPSCoR program under the Commission on Higher Education to improve South Carolina's research capabilities and twenty percent will be allocated to support the management education programs of the School of Business at South Carolina State University

Council of Presidents

18. S.C. Code Section 59-103-40 requires the CHE to establish a council of presidents. This council must meet at least four times a year, of which two meetings will be held jointly with the Commission. The council of presidents shall establish committees consisting of qualified personnel representing the various State-supported institutions of higher learning, either upon request of the Commission or upon its own initiative, to investigate, study and report to the Commission on such subjects as: Academic planning; Business and financial coordination; and Library utilization and coordination.

- At the June 5, 2023, meeting, agency leadership stated the council has recently begun operating on a regular basis.
 - Is the council operating as defined in statute?

The CHE convened the Council of Presidents in January 2020, the first such meeting of the Council since 2018. Unlike previous iterations of the Council, this convening included all four-year presidents and chancellors, and all two-year presidents, including representatives from the USC two-year colleges. We drafted—and the Council approved—guidelines to govern the Council, which had not previously been done. These guidelines are now incorporated into the CHE Bylaws.

One aspect of the guidelines worth mentioning is the Council Chair rotates annually between a president from a Research University, a Comprehensive University, and a Technical College. A president from each sector has chaired the Council, and the rotation will begin again next year.

The pandemic curtailed face-to-face meetings of the Council, but President Monhollon met virtually twice weekly with the four-year presidents and representatives from the technical colleges for most of 2020. We later reduced our meetings to one per week. Face-to-face meetings of the Council resumed in April 2021, and have continued ever since.

The Council of Presidents does not operate to the letter of the statute but certainly fulfills the spirit of the law. The statute establishing the Council was enacted in 1964, at a time when South Carolina had only six public institutions of higher education: USC (it operated campuses in Beaufort, Conway, Aiken, and Florence); Clemson, The Citadel, Winthrop, SC State, and the Medical University of South Carolina.

Since April 2021 the Council has met three times annually, usually in October, March, and June. Additionally, Council members are invited to participate in the CHE's annual board retreat. Typically, a small group attends.

- Are any council committees conducting any investigations on its own

initiative or at the request of the CHE?

The Council currently has no active investigations. There are several topics on the October 25, 2023 agenda that likely will lead to a study. The Council formed a work group to report on the capital expenditure threshold. It resulted in legislation modifying the thresholds, which had not been done in decades.

The Council has engaged in discussions on diversifying the state's economy through the increase of the knowledge economy; the CHE's *Ascend 60x30* Public Agenda; student loan debt; need-based scholarship allocations; transfer and dual enrollment; per capita vs. formula funding allocation methodologies; and deferred maintenance.

During the pandemic several groups were formed through the weekly calls mentioned above. These included webinars on the legal implications stemming from the pandemic; how to refund students' housing fees; and best practices keeping campuses safe.

- Has the CHE or its executive director requested the council investigate, study, and report on issues regarding academic planning, business and financial coordination, or any other subject within the council's authority?

The CHE is not aware of any such requests, at least not during President Monhollon's tenure. In his role as President and Executive Director, he has pushed the Council to engage in serious conversations about enrollment and how to deal with impending demographic changes. This included bringing in a higher education consultant from the National Center for Higher Education Management Systems. The conversation has neither moved forward nor had the depth the CHE would like.

Elsewhere in statute the CHE is meeting its responsibilities and performing its duties and functions that state the CHE "shall coordinate and collaborate at a minimum with the Council of Presidents of State Institutions, the council of board chairs of the various public institutions of higher learning, and the business community."

Statute also directs the CHE to make "efforts to promote a clearer understanding and greater unity and good will among all institutions of higher learning, both public and private, in the interest of serving the educational needs of the people of South Carolina on a statewide level." The Council has been a crucial element in improving relationships between the CHE and the institutions, and among the institutions themselves.

In addition to convening the Council of Presidents, the CHE has also convened the Council of Board Chairs in Summer 2022 and Summer 2023. The June 2022 meeting highlighted national speakers who addressed changing student demographics and re-imagining the future of higher education and the alignment of institution strategic plans with the state's Public Agenda. The June 2023 meeting was scheduled in connection with a Trustee Workshop that was facilitated by a senior consultant of the Association of Governing Boards. The consultant presented on topics such as the role of Boards, principles of trusteeship, macro trends in higher education, institutional best practices for data, and strategic planning for the future of higher education.

Additional Agency Duties

19. S.C. Code Section 59-103-45 requires the CHE to do the following:

(4)(a) develop standards for determining how well an institution has met or achieved the performance indicators for quality academic success as enumerated in Section 59-103-30, and develop mechanisms for measuring the standards of achievement of particular institutions. These standards and measurement mechanisms shall be developed in consultation and cooperation with, at a minimum but not limited to, the Council of Presidents of State Institutions, the chairmen of the governing boards of the various institutions and the business community;

(b) base the higher education funding formula in part on the achievement of the standards set for these performance indicators including base-line funding for institutions meeting, the standards of achievement, incentive funding for institutions exceeding the standards of achievement, and reductions in funding for institutions which do not meet the standards of achievement, provided that each institution under the formula until July 1, 1999, must receive at least its fiscal year 1996-1997 formula amount;

(d) develop a higher education funding formula based entirely on an institution's achievement of the standards set for these performance indicators, this formula to be used beginning July 1, 1999. This new funding formula also must be contained in regulations promulgated by the commission and submitted to the General Assembly for its review in accordance with the Administrative Procedures Act;

(5) reduce, expand, or consolidate any institution of higher learning including those which do not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30, and beginning July 1, 1999, close any institution which does not meet the standards of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30. The process to be followed for the closure, reduction, expansion, or consolidation of an institution under this item

(5) shall be as promulgated in regulations of the commission which shall be submitted to and approved by the General Assembly;

- Is the CHE actively operating within the parameters set forth in statute?
- Has the CHE established policies and procedures to ensure the state's higher education institutions are monitored and held accountable as set forth in statute?
- Is the higher education funding formula a performance-based funding model or system for allocating a portion of a state's higher education budget according to specific performance measures such as course completion, credit attainment, and degree completion?

The General Assembly appropriated funding for CHE to administer performance funding in FY1998, FY1999, FY2000 and FY2001. A marginal amount was provided in FY2002 with a portion set aside for use by South Carolina State University and EPSCOR (Established Program to Stimulate Competitive Research). After 2002, funding was depleted but the CHE continued to receive information from institutions and provide report cards with ratings until 2005. From 2005-2009, we collected the information and analyzed it in an annual institutional effectiveness report entitled A Closer Look. In 2009 and every year after, the General Assembly includes a proviso that states that institutions do not have to

submit information included in 59-101-350; 59-103-30; and 59-103-45(4).

Excerpt from Proviso 117.68 (FY2023-2024 Appropriations Act): Submission of the plans or reports required by Sections 59-101-350, 59-103-30, 59-103-45(4), and 59-103-160(D) shall be waived for the current fiscal year, except institutions of higher learning must continue to report student pass rates on professional examinations, and data elements otherwise required for the Commission on Higher Education Management Information System.

A small amount (\$1,397,520) is still appropriated under the line item “Performance Funding,” but it is specifically allocated to SC State and EPSCoR for the purposes set forth in Proviso 11.6:

11.6. (CHE: Performance Improvement Pool Allocation) Of the funds appropriated to the Commission on Higher Education under Section II. Other Agencies & Entities: Special Items: Performance Funding, eighty percent will be allocated to the EPSCoR program under the Commission on Higher Education to improve South Carolina’s research capabilities and twenty percent will be allocated to support the management education programs of the School of Business at South Carolina State University

Teaching Careers

20. S.C. Code Section 59-103-130 requires the CHE to adopt guidelines whereby the publicly supported colleges and universities shall emphasize teaching as a career opportunity.

- What guidelines has the CHE established to satisfy the requirements of this statute?

The CHE has developed policy and procedures related to educator preparation programs proposals at public colleges and universities that need approval from the Commission on Higher Education. The CHE works consistently to ensure that the review and approval processes at the SCDE and the processes at the CHE are coordinated and aligned. In addition, the CHE administers the Centers of Excellence Grant program. In 2021, the CHE Board approved the revised grant guidelines. Here is the most recently published version.

- How is the CHE monitoring implementation of these guidelines at state institutions of higher education?

The CHE works closely with the South Carolina Department of Education (SCDE) Office of Educator Services to ensure the proposals comply with the policy. The policy prescribes actions institutions need to take if there is a change in an approved program. The CHE and SCDE must either acknowledge or approve the change(s) before program implementation. Every seven years, institutions must have their educator preparation programs reaffirmed either by a national accreditation agency or the State Board of Education.

To ensure the implementation of the guidelines at the Centers of Excellence, the CHE staff have developed proposal review rubrics, make site visits to the centers, and mandated reporting of budget/expenditures and final program outcomes.

- Does the CHE have defined metrics or performance indicators to track the impact of this statute? Are more students choosing teaching as a profession in part due to this statute? If so, how is the CHE making this determination?

The Program Productivity Policy includes enrollment and completion standards for all degree programs including educator preparation programs.

Centers of Excellence: Because CHE typically funds centers that address a topic in a specific disciplinary area, in the Guidelines, the CHE requires each center to develop objectives aligned with CHE and Education Oversight Commission (EOC) goals. The objectives must be measurable, specific, and relevant. The CHE staff assess the outcomes against each center's objectives. Currently, there is one center focused on teacher preparation, which has been in existence since 2018. A total of 104 graduates, 87 of which are certified, are teaching or working in South Carolina school districts as of fall 2023.

The Center for Educator Retention, Recruitment, and Advancement (CERRA), housed at Winthrop University, focuses on teacher recruitment. CERRA conducts annual evaluations to assess the effectiveness of its programs and services. Evaluation results are used to guide CERRA's recruitment and retention efforts throughout the year. The information collected and analyzed may include demographic data (numbers of program participants and completers by gender and race), financial data, perceptual and factual data from program participants, rates of teachers entering and leaving the profession. Data collection methods include statewide surveys, focus groups, interviews, observations, literature reviews, collection of anecdotal evidence, and development and management of multiple databases. Program evaluation results are then disseminated through various reports and publications at the end of each fiscal year. The CHE annually receives a report from CERRA, in conjunction with its budget request for the upcoming fiscal year.

Controlled Substances Training

21. S.C. Code Section 59-103-155 requires public and private institutions that confer degrees in health care professions that allow for the prescribing of controlled substances listed in Schedules II, III, and IV, to include course work on the prescription of Schedule II controlled substances to treat or manage pain, and strategies that can be employed to recognize signs of and reduce the likelihood of patient addiction. These institutions of higher education shall coordinate with the state's Commission on Higher Education, Board of Medical Examiners, Board of Dentistry, and Board of Nursing to develop the curriculum.
- Have all institutions affected by this statute developed the required curriculum?
 - Is any entity tracking whether this requirement has had any effect on the prescribing practices of health care professionals?

The CHE is unaware of how institutions have complied with the statute or if any entity is tracking. We have reached out to the other agencies named in the statute, as well as several universities to provide a more complete response. We will share additional information as it becomes available to us.

English Fluency in Higher Education Act

22. S.C. Code Section 59-103-160(D)(2) requires each institution of higher learning to report annually to the Commission on Higher Education and the chairmen of the Senate and House of Representatives Education Committees grievances filed by students under the requirement of subsection (C)(2) and the disposition of those grievances.
- When did the CHE last receive such reports from the required institutions, what were the identified grievances, and does the CHE have a responsibility to help resolve reported incidents?

The CHE last received and reported information from institutions regarding these grievances in 2009. In

2009 and every year after, the General Assembly includes a proviso that states that institutions do not have to submit information as it relates to 59-103-160(D)(2). For the 17 years that the information was collected and reported, only six grievances were filed.

Eighth-Grade Information Packages

23. S.C. Code Section 59-103-165 directs the CHE to work with the state's public institutions of higher education, and private institutions of higher education which wish to participate, to develop information packages for eighth grade students and their parents on the options of post-secondary education available in South Carolina, the courses required to attend colleges and universities, and the financial requirements and assistance available for students pursuing additional education after high school.
- Has the CHE developed informational packages as described in statute? If so, how does the CHE distribute these packages and how many were distributed in the previous fiscal year?

The CHE created an information campaign that promoted postsecondary awareness and opportunities in South Carolina and directed towards 8th grade students in 1994 through the Higher Education Awareness Program (HEAP). HEAP funding was not renewed after 2011. Information packages (printed and other media materials) were also provided to 8th graders through a federally funded program (GEAR UP) in 1999 through 2015, Statewide promotion of academic preparation, postsecondary opportunities, and FAFSA awareness was placed on the agency's website and available for students and families (7th – 12th grade). The CHE continues to work in collaboration with the state's public and independent institutions of higher education on providing information about postsecondary options and financial aid, with emphasis on three *Ascend 60X30* initiatives - College Goal SC (FAFSA Completion), College Application events and College and Career Decision Day activities. The primary target audience is high school students and families (not 8th grade). The CHE staff is actively working to enhance its outreach to include more comprehensive information directed towards middle school students and families.

- How effective has the CHE's strategy been at informing students and parents regarding post-secondary education opportunities? How is the CHE measuring the effectiveness of this communication strategy?

Strategies to inform students and parents have included posting resources and materials on the CHE website and conducting virtual/face-face parent/family workshops. Follow up surveys are not conducted at the virtual/face to face parent/family workshops. Surveys are provided to students and families after participation in College Application events. The data from these surveys (participation numbers, demographics, first generation, etc.) are compared with previous years.

- How can the CHE better communicate to students and parents regarding post-secondary education opportunities?
- 1) Develop communications plan(s) for social media for parents and students and consistently send posts that directs them to information on the CHE website. This includes communications plan(s) targeted for:
 - a. College access events and activities;
 - b. SC families to link to resources about college/career planning, paying for postsecondary education, and understanding state and federal student aid;

- c. Adults, rural, transfer, military, returning, non-traditional and traditional students. Highlight success stories about the various pathways to postsecondary education from a diverse group of students; and
 - d. Multiagency collaboration with CHE, the SC Department of Education, Department of Employment Workforce, State Tech System, colleges and universities, and other agencies to create career/college planning instructional curricula for k-12.
- 2) Use Customer Relations Management (CRM) texting feature on CRM (texting software) to send messages to all the high schools and have interested students sign up for texts regarding post-secondary opportunities (unlimited texting).
 - 3) Use CRM Chat GP (AI) features for development of an interactive informational page and links to resources for 8th graders.
 - 4) Create a link to the CHE academic program inventory, SOCIS, etc., that provides resources about two-and four-year SC colleges and universities and certificate programs, workforce credentials, degree programs and annually send to middle/high school students for college /career planning and IGP conferences.
 - 5) Work to integrate post-secondary opportunity information within existing K-12 systems and functions.
- How is the CHE working with the Department of Education to inform and prepare students for career opportunities requiring a post-secondary education?

The CHE staff primarily works with the School Counselor & Career Specialists - Student Transitions Office at the SC Department of Education (SCDE). This collaboration with SCDE involves participation in school counselor training to present information and resources regarding completion of the FAFSA, preparing college applications, and state scholarships and grants.

- Is every public school eighth-grade class receiving the information as provided in statute? If not, why?

Not every public school eighth-grade class is receiving the information as provided in statute. In 1996, one FTE position at the agency was dedicated to meet the statutory requirement for outreach to 8th graders. This effort was assigned to temporary personnel funded through a federal grant awarded from 1999 - 2018 (GEAR UP) which provided opportunities for informational materials to be sent to middle schools and high school including 8th grade students on a statewide basis. In recent years and without federal funding, college awareness activities have been directed toward high school students around the state with emphasis on students facing barriers in postsecondary and career planning. With the recent addition of two new college access positions (one FTE position and one temporary position) filled in September, 2023, targeted statewide outreach to 8th grade students can resume.

- Is the CHE working with each of the state's public institutions of higher education to coordinate and render services as provided in statute? If not, why?

Even though the CHE's GEAR UP grant ended in 2018, the CHE has continued working with partnership GEAR UP grantees (Richland School District Two, Sumter County School District and Greenwood School Districts 50, and Laurens School District 55 and 56 and partner institutions) to provide information and resources to the students in the GEAR UP cohort, including 8th graders. The agency also provides guidance and data to the Promise Program around the state. Although the CHE works with the local higher education institutions in the service areas of the GEAR UP partnership schools, CHE does not collaborate with all the public institutions of higher education to coordinate and render services as provided in statute. Given the number of staff assigned to the office (4 FTE's) oversight of state

scholarships were given priority. Two college access positions were added in the Office of Student Affairs during September, 2023 (one FTE position and one temporary position) to provide assistance in implementing statewide college access programming and will include services to 8th grade students as provided in statute.

- How are the CHE staff monitoring outcomes related to this statute? Are eighth-grade students and parents more informed about post-secondary education options, financial requirements, and assistance available for a post-secondary education? Are the CHE staff tracking metrics to determine the efficacy of these efforts?

The CHE staff has not monitored outcomes related to this statute.

Office of Student Affairs

24. How does leadership measure the effectiveness of the Office of Student Affairs?
Does the agency have metrics to evaluate productivity and outcomes?

The President and Executive Director establishes performance metrics for the Director of the Office of Student Affairs (OSA), as well as other Office Directors. The Directors, in turn, establish specific performance metrics for each staff member in their Office. The performance metrics established for the Director of the OSA are specific to statutory responsibilities assigned to the Office and are reviewed annually through the Employee Performance Management System.

It is difficult to establish numerical or quantitative metrics to measure the effectiveness of the OSA as a whole because, like the other CHE Offices, the work products it produces does not lend themselves to consistent, quantifiable objectives.

The number of scholarship applications or appeals vary each year but all applications must be reviewed and processed. We measure OSA effectiveness, in part, by administering scholarship programs within the deadlines and guidelines established in regulation.

The same approach is applied to the production of reports, both those required by statute or proviso and ad hoc requests. The OSA, and other Offices, frequently get ad hoc requests from Commissioners, the governor's office, legislators, and other stakeholders. We measure success by completing the request in a timely manner.

25. According to data provided by the Office of Student Affairs, there were 24 financial aid events for parents and students, 90 FAFSA completion events, and three scholarship retention workshops.

- Does the CHE set targets for a certain number of events annually? If so, who determines the targets (e.g., executive director, etc.)?

The CHE staff does not set specific targets for these events, annually. Staff attempts each year to increase the number of events held statewide held to provide multiple opportunities to assist students and families and educate constituents about financial aid. Even though the CHE does not set specific goals for the events listed, the CHE does measure the number of financial aid workshops to schools, the number of events promoting scholarship and grant programs, the number of participating families in

College Goal Sunday and the number of completed FAFSAs.

- How many students and parents participated in the 24 financial aid events? Where were these events held?

The CHE staff presented at the financial aid events throughout the state at the request of high schools, homeschools and colleges/universities. Attendance was not tracked at these events. The CHE will monitor attendance moving forward.

- How many students participated in the 90 FAFSA completion events? Where were these events held?

Site coordinators reported a total a 3.562 participating students, parents, and families at FAFSA completion events in 2022-23. There were 84 FAFSA completion events held at in person at SC High Schools. There were 3 events were held through high schools, but in virtual format. And 2 colleges hosted FAFSA completion events on campus. The CHE hosted one event at a library.

- How many students participated in the three scholarship retention workshops? Where were these events held?

The CHE took part in two retention workshops held by colleges. We did not receive attendance numbers for those two events. The CHE hosted its own Scholarship Retention Workshop via webinar. 307 students attended that webinar.

26. At the June 27, 2023, meeting, agency staff stated they were unaware of whether every student qualified to complete the FAFSA is aware of the process.

- How can the Department of Education and higher education institutions assist the CHE in ensuring all qualified students complete the FAFSA?

There are multiple ways in which the SCDE could assist with FAFSA Completion:

- Ensure that FAFSA completion is a part of the state mandated Individual Graduation Plan for every student.
- Explore the possibility of making the FAFSA a requirement for High School Graduation (with available waivers for the requirement).
- Work with the CHE and SC Tuition Grant's Commission to develop a FAFSA completion project (similar to Colorado, Iowa, and other states) that can give School Counselors status updates on individual student FAFSA Completion .
 - What challenges do students face with respect to completing the FAFSA?

The major challenges that students face with FAFSA completion are: 1) lack of familiarity with the form on the part of the student and parent; and 2) ensuring that their parents/guardian complete the parent/guardian portion of the FAFSA. Many parents are uncomfortable with sharing financial information with higher education and K-12 personnel attempting to assist them.

- Does the CHE have a FAFSA completion rate as an internal metric to evaluate agency effectiveness?

As a part of *Ascend 60X30*, the CHE seeks to ensure that by 2030, FAFSA completion in South Carolina

has increased by 5% over the next 7 years. As an annual goal, the CHE staff seeks to increase statewide FAFSA completion by 3% each year.

27. At the June 27, 2023, meeting, agency staff presented College Goal South Carolina data. Outcome data was provided without associated targets. Does the CHE have targets for these outcome data (e.g., number of statewide completed FAFSAs, total number of College Goal sites, etc.)?

As an annual goal, the CHE staff seeks to increase statewide FAFSA completion by 3% over the prior year. With regards to site numbers, the CHE staff seeks to increase the number of events held each year, but with no specific target identified.

28. According to data provided by the Office of Student Affairs, \$57 million went unutilized due to qualified students not completing the FAFSA.
- Does the CHE have a federal funding loss target to evaluate the effectiveness of the agency’s FAFSA completion strategy? For example, if \$57 million went unutilized one year, the target would be \$30 million for the subsequent year.

No. The data provided on the unutilized federal funding is developed each year by the National College Attainment Network (NCAN). There is no specific target for South Carolina other than to ensure that as many students as possible complete the FAFSA and receive the federal and state funding needed to access post-secondary education.

29. How many scholarship appeals were initiated in the prior five years and how many were found in favor of the student?

Year	LIFE	Palmetto Fellows	Total	Granted (In Favor)
2017-18	127	42	169	93
2018-19	141	48	189	83
2019-20	135	51	186	74
2020-21	184	56	240	82
2021-22	137	58	195	115

30. How long does the scholarship appeals process take from initial submission to final determination?

Processing times vary depending on time of year, but in general, once a completed appeal is processed, a determination is made within a month.

31. At the June 27, 2023, meeting, agency staff was asked if a student representative was on the Scholarship Appeals Committee. According to staff, a student representative is not on the committee due to the nature and sensitivity of information reviewed during the appeals process.
- The state’s higher education institutions have student participation on student conduct and integrity councils, which require access to sensitive information. Would a scholarship appeals process require discretion beyond a student conduct case involving cheating, alcohol and drug violations, and honor code violations?

Student codes of conduct typically address problematic behavior on campuses and prescribe appropriate discipline related to on campus violations. Among those violations, for example, are cheating or plagiarizing, using profane, obscene, or ethnically offensive language, theft (from another student or from the school), disorderly conduct or obstructing university supported activities, interfering with the instructional process, or threatening the safety of others on campus. These campus violations are addressed at the campus level. However, the state scholarship appeals process requires discretion beyond student conduct cases. The appellate process for scholarship appeals allows for the review of extremely sensitive issues that impaired the appellant from meeting the continued eligibility requirements for state scholarships. Such cases involve aggravated, felonious, and domestic violence assaults, rape, endangerment, abandonment, neglect, DUI, drug distribution or trafficking (appellant and/or family members). In addition, health conditions that include anxiety and depression, suicidal ideations, violent deaths of family members and other extenuating circumstances are not cases that appellants and their families would typically share for student peers to adjudicate. Scholarship appeals include the receipt of police reports, medical records and mental health counseling of appellants and family members, all of which are covered under HIPAA (Health Insurance Portability & Accountability Act) or FERPA. Due to the inclusion of personally identifiable information (PII), the CHE has a heightened responsibility to secure that information and therefore it would not be appropriate or ethical to have a student on the Appeals Committee due to the nature and sensitivity of the materials submitted for consideration to receive financial aid assistance provided by the state.

32. At the June 27, 2023, meeting, agency staff described the Palmetto Fellows Scholarship application process as “school counselor driven”. The application is also manually completed.
 - What are the known and likely pitfalls of an application system completely reliant on high school counselors?

Some of the challenges and issues we may encounter with a high school counselor driven application:

Known Pitfalls:

1. **Workload for Counselors:** High school counselors often have heavy workloads with responsibilities beyond scholarship applications. Adding this task can overwhelm them, leading to delays or errors.
2. **Data Accuracy:** Counselors may not have the most up-to-date information about a student's test scores or know if the student is planning to test again.
3. **Limited Knowledge of Individual Students:** In larger schools, counselors may not know students well on a personal level, making it difficult to finalize scholarship applications.
4. **Inequity:** Some students may have more engaged and resourceful counselors than others, potentially creating an inequity in scholarship opportunities.

Likely Pitfalls:

1. **Delays:** Counselors' schedules and other responsibilities may cause delays in submitting student applications, potentially missing deadlines.
2. **Lack of Ownership:** When students are not directly involved in the application submission process, they may lack a sense of ownership and miss deadlines.
3. **Missed Opportunities:** Students who don't return the completed application to the counselor by the deadline or who don't know about the scholarship might miss out on valuable financial aid.

To mitigate these pitfalls, consider alternative approaches:

1. **Empower Students:** Encourage students to take an active role in their scholarship applications. With a CRM platform, the student would start the application by creating their portal and

submitting their legal application document. The student will also be able to check the status of their application in the portal.

2. **Streamline Procedures:** Simplify the application process to reduce the burden on counselors while ensuring students remain central to the application. A CRM platform will allow us to streamline the application process and reduce the administrative burden on counselors.
3. **Communicate Clearly:** Keep students informed about scholarship opportunities and deadlines. The CRM platform will allow the CHE to communicate faster and via new methods (text) to students, as well as allowing the CHE to communicate to the high school counselors in real time. Counselors will no longer have to contact the CHE to inquire if an application was received and furthermore, students and parents will no longer need to contact the Counselor and/or the CHE to determine the student's application status.
4. **Balance Counselor Support:** Counselors can play a valuable role in advising and assisting students. CHE staff have increased their outreach and virtual trainings, to educate students and families to self-advocate for scholarship opportunities.
 - Does the CHE believe qualified students may have missed receiving the Palmetto Fellows Scholarship due to school counselors not submitting applications on behalf of the student?

It could be possible, but the CHE does not know, because we lack access to student data until an application is submitted to the CHE. If we become aware of a qualified student whose application was not submitted, we would contact the high school/district to investigate the situation. The CHE has made significant efforts to ensure that students are not penalized for any school/district errors.

- Please describe the school districts (e.g., rural/urban, etc.) most likely to experience a qualifying student not receiving the Palmetto Fellows Scholarship due to inaction by a school counselor or lack of staffing resources?

The number of students missed due to school/district errors is minimal, making it challenging to identify a specific district demographic affected. In cases where multiple students have been overlooked within the same school/district, the CHE staff have conducted extra training sessions for district staff to help identify eligible students. We offer 5-6 statewide virtual counselor trainings annually for Palmetto Fellows applications. These trainings are recorded and shared with counselors for later access.

- Does the CHE have a list or database of all active high school counselors in the state? If not, would the agency benefit from having this information? Please explain.

The CHE does not have access to a list of all active high school counselors in the state. Having such a list would be beneficial. The CHE staff has created a Palmetto Fellows Scholarship Point of Contact (PFS POC) list. The PFS POC list is supposed to be the staff member responsible for Palmetto Fellows submissions at each high school. The list must be manually maintained, and the staff relies on the high school counseling staff to notify the CHE of any staffing changes. We request updated/correct contact info each school year from the high school counseling offices.

- Does the CHE have a plan to reduce or eliminate the manual processes associated with the Palmetto Fellows Scholarship application process? If so, please describe the plan and when it will be implemented.

The Office of Student Affairs staff has submitted procurement documentation for a Customer Relationship Management (CRM) platform. This CRM will enable the CHE to receive electronic applications via Software as a Service (SaaS). With this platform, students can create accounts in the portal, and their information will populate on the High School Counselor landing page. High School Counselors can then attach the student's transcript and test scores, eliminating the need to chase paper applications and reducing mailing costs for high schools. Students will be able to track their Palmetto Fellows application status through their portal login, and high school counselors can do the same through the High School landing page. Additionally, the CHE staff can communicate to-do items to students and counselors through the portal and school landing page, as well as via emails and text messages. This system aims to significantly reduce the administrative workload on high school counselors.

Once the CHE obtains procurement approval for the CRM, the CHE staff will require four months to build the Palmetto Fellows application and workflows with the vendor. We cannot switch the application method mid-cycle. Therefore, we need to complete procurement by January 1, 2024, to be ready for the Late Award application opening on May 15, 2024, for the Class of 2024. Missing the January 1, 2024 deadline would postpone implementation until the Class of 2025. The Early Award for the Class of 2025 opens on May 1, 2024, which is a tighter timeline than the Class of 2024 Late Award application. It's possible to delay the opening of the Class of 2025 Early Award until July 1, 2024, but this would necessitate a procurement deadline of March 1, 2024.

- If the CHE had access to PowerSchool K-12 data, would the agency be able to identify students who qualify for scholarships?

The CHE staff believes that it can determine a student's Palmetto Fellows eligibility with access to PowerSchool. In Spring 2022, PowerSchool introduced a test score report feature. In the past, SCDE has successfully established customized PowerSchool reports. Further discussions with SCDE would be needed to explore the possibility of a customized Palmetto Fellows eligibility PowerSchool report.

If the CHE can identify eligible students through PowerSchool data, we can seamlessly integrate them into the new CRM platform. Consequently, students would automatically appear on the high school counselor landing page, providing counselors with notification of eligible students. While students would still need to create their portal accounts and complete the required legal portion of the application, this is an option that warrants further research with the new CRM platform in mind.

- Who controls access to PowerSchool K-12 data? Has the CHE ever requested access to this data? If not, why?

The SCDE controls access to PowerSchool data.

33. At the June 27, 2023, meeting, agency staff noted Palmetto Fellows Scholarship recipient data being absent from report cards. Staff further stated that all scholarship data should be available on the report card.

The SC School Report Card for high schools does show the “percent of students eligible in the graduating class for Palmetto Fellows Scholarships” but it is not easily located by the parent and student. The information can be located under College and Career Readiness and then scroll down to Additional Information. The below image is from a SC Report Card.

Additional Information

	Our School	Change from Last Year
Percentage of Students from prior year graduating class enrolled in a two- or four-year college or technical college pursuing an associates degree, certificate, or diploma in Fall following graduation	54.2	Down from 65.5
Number of students in the graduation cohort who have completed FAFSA forms	249	Up from 238
Percent of students in the graduation cohort completing college applications	69.5	Up from 69.3
Percent of students in the graduation cohort eligible for LIFE scholarship	63.1	Up from 58.7
Percent of students in the graduation cohort eligible for Palmetto Fellows scholarship	3.9	Down from 5.9

- How has the CHE advocated for the inclusion of this data on report cards?

The CHE leadership has discussed with SCDE leadership possible inclusion of data (graduates who completed the FAFSA, graduates eligible to receive state scholarships, etc.,) similar to LIFE Scholarship information presently on School Report Cards. The agency is continuing these discussions with SCDE.

- Who determines which data elements will be included on report cards?

SCDE/State Board

34. The CHE needs an established working relationship with the South Carolina Department of Education to effectively carry out elements of its statutory duties.
 - How is the Department of Education currently supporting the CHE’s efforts to communicate scholarship opportunities to parents and students?

The SCDE sponsors regional workshops for high school counselors. The CHE staff present scholarship information and eligibility requirements for Palmetto Fellows, LIFE, and SC HOPE Scholarships, and SC Need-based, Lottery Tuition Assistance, College Transition Program and SC National Guard College Assistance Program Grants at these statewide workshops.

The CHE works with the McKinney-Vento State Coordinator at the SCDE’s Office of Federal and State Accountability to provide financial aid and state scholarship and grant information, as well as college access resources (FAFSA completion, etc.), to help students gain access to postsecondary education.

The CHE works with the School Counselor & Career Specialist Liaison, Team Lead- Student Transition Services, SCDE to provide state scholarship and grant information to high school counselors to share with students and families transitioning from 12th grade to post-secondary education.

- Identify specific ways the Department of Education can better support the CHE’s scholarship communication efforts.

The relationship with the SCDE with regards to scholarship communication is consistent. The CHE staff uses the SCDE Guidance Counselor listserv to share information with counselors, so that they may

funnel that information to families.

If possible, allowing for scholarship information and information regarding the Free Application for Federal Student Aid (FAFSA) to be shared with families in the Individual Graduation Plan (IGP) process would be a way to support the lines of communication. The IGP process begins in middle school and goes through the 12th grade, so this would provide multiple opportunities for School Counselors to share information on scholarships.

A recent requirement was placed on the SCDE to develop financial literacy materials and standards for K-12 schools. Allowing the CHE staff to take part in the development and planning of those materials, and to have a seat on any related advisory groups, would provide an opportunity to insert state scholarship information into the framework of the curriculum for these courses and standards.

The CHE will continue to pursue additional opportunities to work within existing K-12 systems and processes to provide information about scholarships and post-secondary opportunities.

35. According to data provided by the CHE, attendance at the state's higher education institutions skews significantly by gender as women account for most students and student applicants.
 - Why are male students not attending college at rates more proportionate to females?

For historical context, in 1970, males made up about 58 percent of enrollment in higher education. In 1980, the male/female ration was even in four-year institutions but females made up about 55 percent in two year institutions.

According to a report from the [St. Louis Federal Reserve](#), "As women increased their labor force participation over time, financial returns to college investment became more important, and more women chose to enter college so as to gain access to more lucrative careers." This same report found that hourly wage for women with only a high school diploma was about a quarter below that for men with only a high school diploma. Relative to men, women with an associate or baccalaureate degrees realized an additional 5.3 percent return on their wages.

The male/female ratio in higher education has been fairly stable since about 1995 at around 1.3 women to 1.0 men. Higher at two-year institutions.

The bigger concern may be in graduation, college completion. According to a [2021 Pew Research Center report](#), more women than men 25 and older hold a bachelor's degree; among adults 25-34, 46 percent of women hold a bachelor's degree compared to 36 percent of men. The study suggested several reasons for the disparity, including women's growing labor force participation and the economy's need for more high-skilled workers. Interestingly, the Pew report found that about one-third of men who hadn't completed college said they "just didn't want to" get a degree.

- Is the CHE doing anything to address the declining number of males attending college?

Nothing focused specifically on men. The CHE is trying to increase educational attainment for all South Carolinians. We also are seeking to address high-demand occupations such as educators and nursing. Ironically, both of these high-demand fields have predominantly been filled by women.

- Identify the industries, and associated salary data, for males entering the

workforce without a college degree or certificate.

For women there are few well-paying occupations requiring only a high school diploma. Many traditionally male fields such as construction, the trades, and manufacturing can be entered with a high school diploma or short-term postsecondary certificates. Men choose to enter the military out of high school in greater numbers than women.

The SC Department of Employment and Workforce did not have exact data regarding this question but pulled a related query from the American Community Survey. The Survey data (Attachment A) provides information on males (25 years and older) with less than an Associate's degree in South Carolina from 2017-2021. Both occupational and salary information are included.

Culinary Arts Instruction

36. S.C. Code Section 59-103-195 gives the CHE review authority in order to determine the legitimacy and appropriateness of the tasting requirements pursuant to Sections 63-19-2440 and 63-19-2450. The commission shall also establish reasonable rules and restrictions through regulation, as appropriate, with regard to any proposed course of instruction in the culinary arts which any private or public institution desires to offer to students under twenty-one years of age in which the tasting of beer, ale, porter, wine, or other similar malt or fermented beverage or alcoholic liquor is required.

- How has the CHE enforced this statute?

The CHE developed regulations for this statute:

62–100. Tasting of Alcoholic Beverages by Students Under Twenty-One Years of Age in Culinary Arts Course in an Accredited College or University. (Statutory Authority: 1976 Code § 59–103–195) A. A college or university accredited by a recognized accrediting agency may allow students who are eighteen years of age or older and enrolled in a culinary course which the State Commission on Higher Education has approved to taste, but not consume or imbibe, any beer, ale, porter, wine, alcoholic liquor, or other similar malt or fermented beverage as part of the required curriculum. The tasting must be only for instructional purposes during classes that are part of the curriculum. The beverage must at all times remain in the possession and control of an authorized instructor of the college or university who must be twenty-one years of age or older. The instructor may not offer alcoholic beverages for consumption or imbibition. B. It is the institution's responsibility to establish safeguards and policies to assure compliance with the parameters prescribed by law, to assure that instructors are thoroughly familiar with the parameters allowing the tasting, and to monitor the courses. The institution's policies must include a method by which each student must expectorate rather than swallow so as not to become intoxicated. The institution must require that each student sign a hold harmless statement acknowledging that he or she is willingly participating and holding the institution and the State harmless in case of health or other consequences. The institution must allow each student a choice to participate or not for any reason without effect upon the student's grade.

HISTORY: Added by State Register Volume 24, Issue No. 4, eff April 28, 2000.

South Carolina Manufacturing Extension Partnership

37. S.C. Code Section 59-103-162 requires the CHE to review annually the activities of the South Carolina Manufacturing Extension Partnership (SC MEP), make a budget recommendation to the General Assembly, and coordinate the allocation of funds among each participating institution.

- Is the CHE conducting an annual review SC MEP? If so, who at the CHE is responsible for the review? What findings, conclusions, or recommendations were made during the most recent review?
- Is the CHE making annual budget recommendations to the General Assembly? If so, what recommendations have been made in the previous two fiscal years?

Administration and funding of the SC Manufacturing Extension Partnership was transferred to the SC Department of Commerce in FY2013 per Proviso 40.19. The CHE provided HLOC with the recommendation that the statute be repealed.

High School Graduation Rate/College Going Rate

38. At the June 5, 2023, meeting, agency leadership identified a need to increase the state's high school graduation rate to create a larger pool of students for higher education institutions to recruit. Agency leadership further stated this effort would require collaboration between the CHE and the South Carolina Department of Education.

- Is the CHE actively working with the Department on Education to increase high school graduation rates?
 - If not, why?
 - If so, what are the goals and associated metrics?

See below.

39. At the June 5, 2023, meeting, agency leadership noted the need to increase the college going rate. Agency leadership further stated this effort would require collaboration between the CHE and the South Carolina Department of Education.

- Is the CHE actively working with the Department on Education to increase the college going rate?
 - If not, why?
 - If so, what are the goals and associated metrics?

The CHE engages with the SCDE in several ways. The Office of Student Affairs (OSA), for example, uses the SCDE Guidance Counselor Listserv, which allows direct access to middle and high school counselors across the state. SCDE staff participate on the planning committees for the three major CHE College Access Programs (College Application Month, College Goal SC, and College Decision Day). Additionally, CHE staff presents state scholarship and grant information at SCDE sponsored high school counselor trainings across the state. The OSA also works with SCDE staff in development/update of information on the SC public official high school transcript for uniform, consistent information regarding state scholarship eligibility (uniform calculation of GPA, rank in class, etc.).

The Office of Internal Operations and Administration has a collaborative partnership with the SCDE Office of Educator Services related to reviewing educator preparation proposals and involve them in the CHE's events related to teacher education. Together, the agencies ensure compliance of proposals and strive for transparency and positive outcomes that benefit the state's educators and students.

The Office of Strategic Initiatives and Engagement (OSIE) primarily interacts with SCDE on specific projects, such as the Educator Preparation Program Report Card. SCDE is a member of the Educator Preparation and Accountability Commission, which is staffed by OSIE. SCDE also provides the educator data to the CHE for preliminary inclusion in the data dashboard. There will be more collaboration between OSIE and SCDE as the Unified State Plan is finalized and implemented. Specific strategies in the USP will aim to increase the employability of South Carolinians. High School credit attainment strategies (such as dual enrollment, AP and IB course completion) can support students if they decide to pursue a postsecondary credential or degree. Collaboration between the OSIE and SCDE are critical to expanding credit attainment while also ensuring relevance, consistency and quality.

Representatives from the SCDE, CHE, EOC, DEW, and STCB have been meeting since the spring for general discussions on college and career readiness. This group tentatively has planned to hold a College and Career Readiness Summit in the spring 2024. Although it does not directly address high school graduation rates having a clear and shared definition of what it means to be "college ready" or "career ready" is an important step to improving high school graduation rates.

The CHE has supported efforts throughout its history to increase the PK-12 talent pipeline. In the wake of the COVID pandemic the CHE received an ESSER grant from the SCDE (via the US Department of Education) to address learning loss in students impacted by the pandemic. At present, however, there are no specific projects or initiatives underway in which the CHE is engaged with the SCDE. I believe the aforementioned College and Career Readiness Summit is a tremendous opportunity to increase depth of our collaborative efforts.

Mission of Higher Education

40. The mission for higher education in South Carolina, per S.C. Code Section 59-103-15, is to be a global leader in providing a coordinated, comprehensive system of excellence in education by providing instruction, research, and life-long learning opportunities which are focused on economic development and benefit the State of South Carolina.

The goals to be achieved through this mission are as follows: high academic quality; affordable and accessible education; instructional excellence; coordination and cooperation with public education; cooperation among the General Assembly, Commission on Higher Education, Council of Presidents of State Institutions, institutions of higher learning, and the business community; economic growth; and clearly defined missions.

- Please identify the metrics or performance indicators employed by the CHE to assess whether the identified goals are being achieved. If the agency does not have defined metrics or performance indicators, explain why.

The CHE has four overarching accountability performance goals:

Goal 1: Increase Higher Education Enrollment

Goal 2: Promote Quality and Excellence of South Carolina’s Higher Education System

Goal 3: Improve affordability and Accessibility of South Carolina Higher Education Programs and Services for Students and Families

Goal 4: Promote Higher Education’s Value to the State’s Economic Growth and Human Capital Development

For strategies and measures associated with these goals, see Attachment B. See also the response to Question 41.

41. S.C. Code Section 59-103-20 charges the CHE with examining the State's institutions of higher learning relative to both short and long-range programs and missions which include:
- the role of state-supported higher education in serving the needs of the State and the roles and participation of the individual institutions in the statewide program;
 - enrollment trends, student costs, business management practices, accounting methods, operating results and needs, and capital fund requirements;
 - the administrative setup and curriculum offerings of the several institutions and of the various departments, schools, institutes, and services within each institution and the respective relationships to the services and offerings of other institutions;
 - areas of state-level coordination and cooperation with the objective of reducing duplication, increasing effectiveness, and achieving economies and eliminating sources of friction and misunderstanding;
 - efforts to promote a clearer understanding and greater unity and good will among all institutions of higher learning, both public and private, in the interest of serving the educational needs of the people of South Carolina on a statewide level.
- Please explain the CHE’s process for examining the state’s institutions of higher education. Are these institutions reaching or exceeding established benchmarks?

See responses to Question 8 and 9, which address most of this question.

The CHE currently does not have a regular, institutionalized process to examine systematically the state’s institutions of higher education or the mission for higher education in South Carolina.

Reciprocity

42. S.C. Code Section 59-103-17 permits the CHE enter into interstate reciprocity agreements, including, but not limited to, the State Authorization Reciprocity Agreement, that authorize accredited degree-granting institutions of higher education that offer postsecondary distance education to do so through such reciprocity agreements.

- Has the CHE established a fee schedule for participating institutions? If so, what are the fee amounts and how much revenue does it generate for the agency?

The CHE has established a fee schedule for participating institutions. The fee schedule for institutions applying to participate in SC-SARA will follow that of NC-SARA, with the annual fee to participate varying by enrolled full-time equivalent (FTE) students:

\$2,000 for institutions with fewer than 2,500 FTE students

\$4,000 for institutions with 2,500-9,999 FTE students

\$6,000 for institutions with 10,000 or more FTE students

Staffing and Agency Onboarding Process

43. Has the CHE conducted a productivity study to determine if additional staff are needed to effectively manage the agency's statutory duties?

We have not conducted a formal productivity study, although we have had internal discussions about how best to manage our responsibilities. We think this is an excellent suggestion and will pursue having such a study done.

44. Onboarding a new employee is critical to the success of the agency.
- For each of the agency's internal divisions, provide a detailed description of the onboarding process for new employees.
 - For each of the agency's internal divisions, provide information regarding how new staff are trained to perform tasks specific to their position and identify the staffer responsible for providing that training?
 - Does agency policy require managers to meet with new employees on a regular basis to receive feedback regarding onboarding and training?

Office of Academic Affairs and Licensing

See Attachment C.

Office of Strategic Initiatives and Engagement

See Attachment D.

Office of Internal Operations and Administration:

As a relatively new division with employee job functions that are disparate, onboarding has been an ad hoc process. Similar to other divisions within the agency, new employees receive orientation from HR. After orientation, the new employee will meet with their supervisor to discuss the job position, including review of their planning document/position description, discuss expectations for their role, and receive a general introduction of the agency. The supervisor typically will allow the employee time to settle into the agency, assigning background reading, including review of the agency policies, during the first few days. The supervisor will share with the employee standard operating procedures for their job functions and start them off with small projects to understand the agency's processes and procedures. In addition, both supervisors in IOIA have open door policies and provide guidance and answer any questions new employees have.

The exception to this is the State Approving Agency (SAA); both program coordinator positions have similar functions. In that instance, the new SAA staff will:

- Work directly with the SAA Director on reviewing and interpreting various state and federal laws and regulations, the Department of Veterans Affairs M-22 Manual, Department of Veterans Affairs (VA) Policy Advisories, and training on various VA systems to help staff understand their responsibilities.
- During the course of their first year, work with the Director and other SAA team members when conducting offsite evaluations rather than perform them individually.
- Receive training at a weeklong training session at the National Association of State Approving National Training Institute and two annual conferences.

With the hire of a new internal operations analyst, whose functions include human resources-related duties, the division is looking at ways to not only improve and standardize onboarding for its own staff, but also for the agency. Examples include, having an in-house employee orientation separate than the one provided by Shared Services Human Resources, to give an overview of the agency and its mission.

New staff are trained by their respective supervisor/manager. In instances where an employee's job responsibilities may intersect with a colleague from another division or agency, the employee will receive outside training. For example, staff who use/interface with SCEIS will receive training from the Department of Administration to learn its functions.

Office of Data Management and IT

The onboarding process varies based on the position type IT or Data. The employee will receive a welcome email with login and access information, SCACHE Policy Documents, Forms for completion and HR Training. For example, a data person will receive an outline of training schedule for the week, which includes how to access the system and restricted system information. Every new staff member meets with the Office Director on the first day of employment to discuss office logistics. Within the first one or two weeks of employment, we go over the job functions that are outlined on the job posting. After approximately 30 days of employment, we finalize the planning document. Upon six months of employment we complete the midpoint evaluation.

IT personnel are expected to be trained prior to employment and the onboarding would include an overview of our processes. As a DTO shared service customer, the employee would work directly with the Office Director and DTO staff. Data personnel will be trained by the Office Director and Senior Data Manager.

The team meets weekly to discuss all areas of the Office of Data Management, Planning and IT.

Office of Student Affairs

Description of the internal onboarding process for new OSA employees:

- 1) Message to team to remind everyone of the new employee's start date. Upon the first onboarding week, the new hire will receive a detailed office tour and introductions with office and agency staff.
- 2) The new employee undergoes the New Employee Orientation presented by the SC Department of Administration - Human Resources Division.
- 3) The new employee undergoes the New Employee Orientation presented by the CHE Office of Internal Operations and Administration. This includes:
 - a. Agency governance, mission, and organization
 - b. Office functions,
 - c. Privacy and security
 - d. Building and office access
 - e. Communications, meeting information
 - f. Procurement and reimbursement

- g. Leave requests
- h. Employee Evaluation Process (EPMS)
- i. Pay dates and state holidays
- j. Internal policies and procedures (acknowledgement)

New hire paperwork, HR documents, and technology setup are provided to the new employee (computer equipment, agency telephone, FOB, parking, etc.). The new employee's email is added to relevant distribution lists and weekly team meeting invites; and new phone number is placed on relevant phone lists.

On going meetings with the direct supervisor, and introductory meetings are scheduled. This includes a review of new hire's first week schedule. The Standard Operating Procedure (SOP) is reviewed by the direct supervisor during these meetings as well informal meetings that help the new employees understand the company's structure, culture, and vision and adjust to the new responsibilities.

Feedback on initial work tasks and establishment of expectations for performance, including the EPMS Planning Stage are part of these meetings.

Office of Fiscal Affairs

For Auditor positions, the office has a detailed procedure manual. If one of the auditing positions becomes vacant, the remaining auditor will oversee the onboarding process. For the accounts payable and accounts receivable positions, the incumbent will already have a basic knowledge of the process and the remaining staff will oversee the onboarding process.

An agency policy that requires managers to meet with new employees on a regular basis to receive feedback is not listed in the agency's Employee Handbook. However, under Job Function Description of Supervisors: HR-206 Supervisory Position Description/Employee Performance Management System (EPMS) EPMS documents to include Planning Stage and Evaluation forms are submitted within the timeframes established by the EPMS policy. The agency mission and division goals are appropriately communicated to staff and reinforced in EPMS planning documents. Coaching, counseling, and constructive feedback is on-going, and problems are resolved in a timely manner. Management policies and initiatives are implemented timely and positively.

The agency has begun offering an informal agency overview and orientation to new employees and is developing a more formal orientation that will be used for each new employee.

Academic Affairs & Licensing

45. How does leadership measure the effectiveness of the Academic Affairs & Licensing division? Does this division have metrics to evaluate productivity and outcomes?

The President and Executive Director establishes performance metrics for the Director of the Office of Academic Affairs and Licensing (OAAL) as well as other Office Directors. The Directors, in turn, establish specific performance metrics for each staff member in their Office. The performance metrics established for the Director of the OAAL are specific to statutory responsibilities assigned to the Office and are reviewed annually through the Employee Performance Management System.

It is difficult to establish numerical or quantitative metrics to measure the effectiveness of the OAAL as a whole because, like the other CHE Offices, the work products it produces does not lend themselves to consistent, quantifiable objectives. The number of academic program proposals, program modifications

and notifications, licensing applications, and transcript requests vary each year but all items must be reviewed and processed.

The same approach is applied to the production of reports, both those required by statute or proviso and ad hoc requests. The OAAL, and other Offices, frequently get ad hoc requests from Commissioners, the governor's office, legislators, and other stakeholders. We measure success by completing the requests in a timely manner.

46. At the June 27, 2023, meeting, agency staff made note of the significant amount of manual data entry required to complete tasks. Agency staff also stated a software solution is being sought to reduce manual data entry.

- Has a software solution been identified? If so, what will this solution resolve and when is the solution projected to be available?

The CHE is migrating our antiquated, outdated data warehouse, a necessary first step for implementing other software solutions. The current system is why so much manual entry is required, especially for academic affairs and licensing. We are on schedule to have the migration complete by Fall 2024.

As part of the data migration work we have asked the vendor to develop an application to manage academic program review, maintaining the academic program inventory, and handling licensing applications and processes.

We adopted and have begun using the Microsoft Office Teams suite. It has been pushed out to all staff workstations and several training sessions have been held for staff. While this is an important first step we need to take full advantage of the products functionality and capability, especially in using to collaborate with external audiences.

The CHE has identified possible software solutions, have begun implementing several, and have begun the procurement process for others. I asked the Deputy Director and Office Directors to search for a software solution that could be used across the entire agency. What we found was many solutions specific to certain Offices but nothing that could work well for all Offices. The Office of Student Affairs, for example, identified a solution that would work very well for its responsibilities administering financial aid applications and awards, as well as other work. It would not work well, however, for other Offices. We reluctantly came to the conclusion that we would have to adopt multiple solutions to meet the needs of each Office.

The Office of Student Affairs identified a Customer Relationship Management (CRM) system as a solution to reduce its manual entry, and we have begun the procurement process. We are determining whether it can be considered a sole source provider. A huge concern is the cost of the product, which has been quoted at \$85,000 annually on a five-year contract. The cost would be less of a concern if it could be used across the entire agency. We're researching now to determine the extent to which other Offices could use the product.

47. Academic Affairs and Licensing is responsible for the following: Academic Program Review and Policies; Licensing Process; State Authorization Reciprocity Agreement (SARA); SmartState Program and Board Overview; Academic Common Market; Regional Contract Program; REACH Act Compliance; Institutional Mission Level and

Mission Statement Review; Scholarship Enhancement Eligibility; Student Complaints; Closed Institution Student Records Repository; and Academic Research and Reporting

- Does this division have adequate staff to efficiently complete these duties?
- Of the identified responsibilities, which are receiving consideration for software solutions to improve productivity, efficiency, and data management?

The Licensing unit is now fully staffed and, with software applications added, will be more efficient. The workload at present is heavy but manageable. While impossible to predict with precision it is possible the unit will receive an increased volume of applications for licensing.

The Academic Affairs unit at present is without a permanent Director; the President and Executive Director is filling this role temporarily while we search for new Director. We anticipate that within the month all front-line positions will be filled, at which time the unit will have the capacity to manage effectively academic program review and mission review. The unit does not have enough staff to provide academic research and reporting to the extent that the CHE and the state needs. The Academic Affairs unit is in transition while we search for a new Director. In the interim it has focused on high-priority tasks such as program review. Software solutions will help.

Academic Affairs	Licensing
•Academic Program Review and Policies	•Licensing Process
•State Authorization Reciprocity Agreement (SARA)	•Closed Institution Student Records Repository
•SmartState Program and Board Overview	•Student Complaints
•Academic Common Market;	
•Regional Contract Program	
•REACH Act Compliance	
•Institutional Mission Level and Mission Statement Review	
•Scholarship Enhancement Eligibility	
•Academic Research and Reporting	•

48. Provide a list of organizations licensed in the last five years.

See Attachment E.

49. At the June 27, 2023, meeting, staff stated all non-public institutions licensed by the CHE must submit documentation to renew their license annually.

- Have agency staff completed an analysis to identify a software solution to the annual license renewal process? If so, what is the associated cost and when could such a solution be implemented?

The Licensing staff has completed an analysis to identify a software solution to the annual license renewal process. Staff has identified a software provider that can securely address the unique complexities of the regulatory/compliance environment. The software will develop, support, and maintain online submission of applications, compliance surveys, and site visit audits with digital

attestation for verification.

The cost of the software is based on the need of the agency and the required specifications. The CHE staff is working with the vendor to determine the CHE's document management, data reporting, and multi-part/multi-step workflow processing needs.

- Have agency staff investigated the use of an Automated Clearing House (ACH) network to receive fee payments from institutions? Does the agency have the technology available to implement an electronic payment system? If not, what is the associated cost and when could such a solution be implemented?

Currently the CHE staff is working with a vendor and to develop an electronic payment system. The staff has met with the vendor that is leading the project to complete the necessary forms to begin developing the payment site.

As explained by the vendor, the CHE will not incur any cost for the development, use or maintenance of the electronic payment system. The users/institutions will incur a minimal transaction processing fee.

50. At the June 27, 2023, meeting, agency staff stated colleges and universities have varying processes for their internal review and submission of program modification applications and notifications.
- Has the CHE attempted to communicate and provide best practices to colleges and universities regarding these processes to streamline receipt of information and create efficiencies?

The software solution the CHE is considering for submission of program modifications, applications and notifications will benefit both the OAAL and the institutions, and will further establish consistent, uniform processes and guidelines.

- If the CHE were to only allow submission of modification and new program requests on established dates each quarter, would this impede a college or university's ability to make changes to their programs? Is there any benefit to the CHE implementing such a policy?

That's the process the CHE uses now for program proposals and program modifications. There are four review cycles, aligned with meetings of the Advisory Committee on Academic Programs, the Committee on Academic Affairs and Licensing, and CHE. The CHE could potentially apply a similar process for program notifications.

51. Provide the number of new program requests and modifications, by institution, for the last five years. Data should include information about the new program requested, nature of requested modifications, and whether the CHE gave approval.

See Attachment F.

52. At the June 27, 2023, meeting, agency staff stated South Carolina students participating in the Academic Common Market (ACM) do not have to give service back to the state.

- Has the CHE considered a service requirement for ACM participants? If so, what would be the benefits and drawbacks?

No. The ACM program is voluntary for institutions of each participating state and no funding is required for students to participate.

The SREB Regional Contract Programs (RCP) states can include service agreements because they provide a portion of the tuition for contract seats. The states with RCP service agreements view the funding as a “loan” and students must agree to return to the home state to work for a designated amount of time or pay the funds back to the state.

- List ACM states with a service requirement.

There are no ACM states with service agreements for participants. See answer above about service agreements with the SREB Regional Contract Program.

53. According to data provided by the CHE, the state had 256,812 postsecondary students in 2019.

- Provide complaint data for the last five years (e.g., institution, nature of complaint, outcome/resolution, etc.).

See Attachment G.

- Do you believe students are aware of how the complaint process works? If so, what information can you provide to support that claim?

Students are aware of the complaint process. The CHE has received calls, emails, and letters from students who were aware, but wanted clarification regarding the process.

- How can the CHE improve student knowledge of the complaint process and their associated rights?

Additional information can be placed on the website regarding the student complaint process. The CHE can also work closely with institutions to ensure the information is available and accessible on each institution’s websites.

54. At the June 27, 2023, meeting, agency staff stated the Director of Academic Affairs & Licensing gives the final determination regarding whether a program will receive a scholarship enhancement. Staff further stated the CHE is reevaluating this process.

- Should final approval be left to a single senior executive or should the Commission board make the final determination?

It is a common practice for senior-level executives and staff to make decisions on certain issues. For example, the Office of Academic Affairs and Licensing staff routinely approve program modifications rather than sending them to the full Commission. Staff can approve capital improvement projects if they meet certain criteria. The CHE follows a process, last revised in 2015, to determine program eligibility. The process can be find here: [Policies and Instructions for Applications for Academic Program and](#)

Course Eligibility for Scholarship Enhancement.

- When will the CHE complete its reevaluation of the scholarship enhancement approval process?

Given the OAAL's current state of transition the reevaluation won't be completed until 2024.

55. According to data provided by the CHE, there are currently over 150 approved programs receiving scholarship enhancements.

- Does the CHE reevaluate these programs to determine if scholarship enhancement is still warranted? If not, why?

The CHE does not currently reevaluate scholarship enhancement programs, but could consider conducting an audits in the future.

- Explain why the CHE does not proactively seek to identify programs that merit scholarship enhancement. According to agency testimony, institutions must request scholarship enhancements.

As part of the program approval process, the institutions indicate on the proposal form whether the program should be considered for a scholarship enhancement. It's a part of the academic degree program approval process.

Closed Institution Student Records Repository

56. At the June 27, 2023, meeting, agency testimony identified approximately 30 closed institutions with student records retained by the CHE.

- Where are these records located, how are they maintained, and who is responsible for curating the records?

Most of the closed school records are located on the CHE secure shared internal drive. The remaining hardcopy records are kept in locked file room with limited staff access.

An institution with an anticipated closure must submit a plan that provides for the retention of student records, as well as the process by which students will access their records. The plan must provide for the maintenance of and access to the records for a minimum of 50 years from graduation or termination of enrollment. The name and contact information for the person who will maintain student records, if different from the school owner must be provided. The institution may arrange for assignment of the records to another institution or agency willing to accept responsibility for their safety and maintenance including transcripts to former students. If the institution cannot provide a reliable plan for maintenance of the records, the CHE has authority to seize the records and arrange for their safety and maintenance.

- Does the CHE have a duty to ensure retained records are maintained and secure from loss? If so, should the agency work to digitize all records?

The CHE has a duty to ensure retained records are maintained and secure from loss. The agency is investigating the use of vendors to ingest, digitize, and maintain student academic transcripts.

- How much would it cost the agency to completely digitize the retained student

records and how long would it take to complete the process?

The process could begin immediately, and one vendor provided attached the quote. See Attachment H.

Management and Leadership

57. Regular 1:1 meetings with direct reports is a management best practice. How often does the executive director meet with direct reports? Please list staff members who report directly to the agency's executive director and the required updates provided by each direct report.

President Monhollon meets formally each month with Office Directors, and weekly with the Senior Advisor. On a practical level, he interacts almost daily with all of his direct reports. We also hold weekly senior leadership meetings.

President Monhollon does not request specific updates from his direct reports. During our regular meetings, we share issues and concerns, discuss solutions, anticipate problems, think strategically.

- Monica Goodwin
- Laura Belcher
- Georges Tippens
- Bryce Wilson
- Bunnie Ward
- Karen Woodfaulk
- OAAL Director (vacant)

58. Has the executive director set expectations for how often executive team members meet 1:1 with their direct reports? If yes, what is the expectation?

No. President Monhollon encourages them to meet regularly with their staff, and most do meet one-to-one regularly. It is not a requirement.

Productivity

59. Does the CHE have established metrics to evaluate staff productivity and performance? If yes, please list the metrics and the associated benchmarks by office or division (e.g., Academic Affairs & Licensing, Office of Data Management & IT, etc.).

The President and Executive Director establishes performance metrics for Office Directors. The Directors, in turn, establish specific performance metrics for each staff member in their Office. The performance metrics established for the Directors are specific to statutory responsibilities assigned to the Office and are reviewed annually through the Employee Performance Management System.

In general, the CHE's deliverables can be placed in three categories: responsive, routine, and initiating. The majority of the CHE's work products are responsive to external actions by institutions and state leaders. The agency could try to set specific numeric goals as it relates to academic degree program proposals, modifications, and notifications; institutional facility projects; Palmetto Fellows applications; scholarship appeals; licensing applications; student complaints; customer service inquiries, or requests

for data and information. However, all of these requests, submissions, and applications are prompted by outside entities and the CHE cannot control the volume of input. The CHE must respond to and administer policy and regulation guidelines to all of the submissions regardless of volume. And the volume of these inputs vary greatly year to year, making it difficult to set accurate goals and metrics. The way we measure productivity of these work products is by the timeliness, accuracy, thoroughness and quality of the CHE's actions and responses.

Of course, the CHE has routine work deliverables such as accounting, legislative and data reporting, meeting facilitation, program administration and communications. Some of these routine deliverables have set deadlines and clear guidelines and instruction and therefore can be planned in advance and measured.

The CHE also initiates strategic projects, events, task forces, policies, and analyses. These deliverables are more within our control and planning. However, the goals and expectations associated with them must be balanced with the volume of responsive and routine work products.

For the Office of Academic Affairs, the Director is responsible for leading the Office's initiatives including academic program review and approval, interstate contract programs, licensing nonpublic institution operations, grants program management, research and innovation management, and academic policy development. Work deliverables include program analysis and review; site visits; annual reviews; regional education requirement review and documentation; administration of statute-driven programs; research and reporting. Productivity measures vary but are primarily related to timeliness, accuracy, thoroughness, and quality.

For the Office of Strategic Initiatives and Engagement, the Director is responsible for leading the agency's efforts for specific initiatives. This office is both externally and internally focused. Some office staff drive the agency's role in assigned special initiatives, such as transfer and workforce development, which require significant input and contributions from other agency staff and external partners. Other office staff, including the communications and government relations professionals, fulfill responsibilities for the entire agency. Some measures of performance are interoffice, such as the development of a tracking system to monitor ASCEND 60x30 and may be performance measures for multiple office directors. Therefore, performance and productivity for this office includes the development of implementation timelines and goal metrics for Ascend 60x30 initiatives on transfer and articulation, dual enrollment, and college completion.

For the Office of Data Management and Information Technology, the Director is responsible for leading the Office's work regarding the management and reporting of higher education data (CHEMIS), data analysis and the partnership between the Department of Administration Division of Technology Operations and the CHE for the participation in shared computing services. Work deliverables include data reviews, data revisions, data reports, data request fulfillment, compliance with regional and federal reporting requirements, and the provision and maintenance of technology hardware and software for the agency. Productivity measures vary but are primarily related to timeliness, accuracy, thoroughness, and quality.

For the Office of Fiscal Affairs, the Director is responsible for leading the Office's work regarding fund allocation and distribution, accounting functions, budget management, compliance audits and federal grants management. Work deliverables include invoice payments, fund receipts, budget reports, institutional scholarship compliance audits and reports, procurement finalization and financial reporting

packages. Productivity measures vary but are primarily related to timeliness, accuracy, thoroughness, and quality.

For the Office of Internal Operations and Administration, the Director is responsible for the Office's work in managing and supporting operations for the agency, including HR, procurement approvals, agency-wide support, legal service and grant management. In addition, the office includes the State Approving Agency, which provides regulatory support to the federal Department of Veterans Affairs, and services around teacher education and preparation. Work deliverables include compliance audits, approval and documentation of personnel actions, legal analysis and opinions, review of agency-wide contracts and memorandums, and grant budgets and reports. Productivity measures vary but are primarily related to timeliness, accuracy, thoroughness, and quality.

For the Office of President and Executive Director, the President and Executive Director is responsible for managing Commissioner relations and meetings; ensuring the Council of Presidents and Council of Board Chairs meet regularly; participation in partnerships with other agencies and initiatives and leads the agency as a whole. Work deliverables include meeting facilitation and leadership, record documentation, final approvals and authorizations, meeting planning and guidance, participation in other boards and committees and agency guidance and strategy. Productivity measures vary but are primarily related to timeliness, accuracy, thoroughness, and quality.

For the Office of Student Affairs, the Director is responsible for leading the Office's work in administrative oversight and coordination of student financial aid programs which includes provision of statewide awards and consistency of selection criteria; veterans education programs; customer service; and awareness campaigns regarding the value of higher education and the many paths to postsecondary opportunities. Work deliverables include event initiation and leadership, reporting, application review and action, engagement with secondary students and veterans, partnerships with secondary school administration and financial aid offices at post-secondary institutions. Productivity measures vary but are primarily related to timeliness, accuracy, thoroughness, and quality.

Student Loans

60. According to data provided by the CHE, South Carolina students hold \$28.1 billion in student loan debt. The price of attending a state college, per agency staff, is a primary contributor to this issue.

- What does the CHE propose should be done to address South Carolina's student loan debt?

The CHE believes there is no one action an individual or an organization can take—short of forgiving all student loan debt—that will address the student loan debt issue. There is little, if anything, the CHE can do to “fix” student loan debt. The issue is complex and it depends on degree major, intended career pathway, salary, earning potential, and length of loan repayment time. In a recent nationally representative poll commissioned by *Chronicle of Higher Education*, survey participants were asked “what the maximum loan debt for a bachelor's degree should be, the median response was \$20,000.”¹ Views differed about the reasonable amount of student debt. Variances were significant and differed based on gender, age, race/ethnicity, and level of educational attainment.

¹ Diep, Francie, The Chronicle of Higher Education, [“How Much Should You Borrow for a College Education?”](#) October 18, 2023.

One place to start the conversation is to agree on what exactly is the problem. Is it the total amount of student loan debt held by South Carolinians? That many students hold debt? That student loans exist? It appears the primary concern is the sheer amount of debt students currently hold rather than student loans themselves. For many students, loans are the only way to pay for a college education.

Some 730,900 South Carolinians hold in the aggregate \$28.1 billion in student loan debt, which comes to about \$38,446 per borrower. Nearly 40 percent of all student loan debt is held by less than 10 percent of all borrowers who owe \$100,000 or more.² Taking these borrowers out of the calculation the average debt per borrower is \$26,381.

About 48 percent of all borrowers owe \$20,000 or less, and 13 percent of all borrowers owe less than \$5,000. The average debt for these borrowers is \$9,020.

The CHE has identified several strategies that could help alleviate the overall cost to students or contribute to the overall cost.

- “On-time completion”
Graduation rates are measured by completion within 150 percent of program length, six years for a four-year degree and three years for a two-year degree. Our state scholarships are four years in length, meaning students who have not completed in four years must find another source of revenue to complete their studies.
 - Separate “college” from “college experience” for interested students
Provide an option for students who are not interested in the traditional college experience and therefore do not pay for athletic programs, student housing, student activities, etc.
 - Increase state appropriations in exchange for tuition reductions
 - Develop a seamless, comprehensive statewide transfer process and system
 - Create clear degree maps and pathways for students
- Does the CHE and higher education institutions have a strategy to address the increasing amount of debt taken on by in-state students?

There is not a coordinated strategy.

- Does the CHE believe higher education institutions are intentional about ensuring the affordability of a college education?

The CHE believes our public higher education institutions are intentional about ensuring the affordability of a college education. The Commission’s Finance and Facilities Committee reviews and approves upgrades, refitting, or repair of campus facilities to reduce operating costs for institutions. The Boards of Trustees have held firm to not raising tuition despite increasing operating costs. It is the CHE’s belief, from talking with presidents, that their Boards would not have raised tuition even without state-supported tuition mitigation. Lander University several years ago reduced tuition. Higher education institutions offer institutional scholarships to students, in addition to state scholarships. They also are intentional about ensuring the quality of a college education. They go through rigorous accreditation processes, both for the institution and for specific programs.

²16.2 percent of the total debt is held by 16,500 borrowers (2.3 percent of all borrowers) who owe \$200,000 or more. About 22 percent of total debt is held by 44,600 borrowers (6.1 percent of all borrowers) who owe \$100,000-\$200,000.

As we talk about and look for ways to keep higher education within reach of all we should remember “affordability” is a relative term: what might be affordable to one family may be beyond the means of another.

- Does the current higher education finance model incentivize institution revenue generation through student access to federal and private loans?

The “Bennett Hypothesis” refers to Former Secretary of Education William Bennett who believed that “increases in financial aid in recent years have enabled colleges and universities blithely to raise their tuitions, confident that Federal loan subsidies would help cushion the increase.”

(<https://files.eric.ed.gov/fulltext/ED536151.pdf>)

Some scholars have found evidence that contradicts the notion, while others have found evidence that confirms the idea, which has allowed both opponents and supporters to claim vindication. There does not seem to be a consensus on whether student loan availability leads directly to tuition increases.

In South Carolina, each institution’s Board of Trustees decides tuition and fee prices and determines business decisions regarding revenue generation for their individual institutions.

- Is the current higher education finance model unsustainable? If so, how will a new funding paradigm impact state higher education institutions?

The current higher education finance model, for public institutions, is based on direct appropriations from the state and tuition revenue from students, the latter of which is subsidized by state-supported student financial aid.

Ultimately the sustainability of the current finance model of higher education depends on its value (rather than merely its cost), both to the individual and the larger society. There is a growing perception that higher education is losing its value, especially given the “cost” of obtaining a postsecondary credential.

How would a new funding paradigm impact higher education in South Carolina? The CHE believes the impact depends, in part, on what model the state adopts but primarily on the decisions the state makes. Some experts believe higher education will become universal, much as high school did in the mid-twentieth century. Digital delivery of course, while already widespread, will expand. Other questions to consider: Can we find ways to create greater efficiencies across the campus, and also across the system? Are we willing to look at creating course-sharing agreements to reduce costs across multiple institutions? Will we consider revising the missions of certain institutions to address statewide needs?

61. At the July 21, 2023, meeting, a member inquired about financial aid letters from colleges and universities. Does the CHE believe financial aid letters effectively inform students and families of the implications of taking on debt?

As financial aid awards and letters are generated by each individual college or university, there is no standard form letter that each college uses. The CHE has never evaluated the effectiveness of each institution’s financial aid letter, nor have we solicited that information from institutions. With federal aid, particularly loans, there are requirements for loan counseling that students must undergo before

receiving aid.

According to Federal Student Aid (an Office of the U.S. Department of Education), students may only borrow \$5,500 from the federal student loan program in their first year, which increases to \$6,500 in the second year, and to \$7,500 for the third year and beyond. There is a \$31,000 overall borrowing limit for federal loans, and a \$23,000 limit for subsidized loans. Students who are not dependents of their parents may borrow up to \$9,500 in their first year, \$10,500 in their second, and \$12,500 in their third year and beyond, up to a total of \$57,500. The subsidized limit remains at \$23,000.

Graduate students may borrow up to \$20,500 annually, up to an overall limit of \$138,500. Medical students may borrow up to \$40,500 annually, up to \$224,000 overall.

PLUS loans are available to parents of undergraduates and graduate students. PLUS loans can be for an amount up to the cost of attendance, which includes tuition and fees, housing, books and supplies, and transportation. PLUS loans do not require an evaluation of the borrower's ability to repay, but only a basic credit check. Because PLUS loans do not require credit counseling, these loans might lead to greater debt for the whole family and negatively impact the student.

Students may also take out private student loans. The terms of private loans vary from provider to provider but most will issue loans up to the institution's full cost of attendance.

- Do financial aid letters recommend certain types of loans or loan vendors (e.g., federal subsidized/unsubsidized loans, banks, etc.)?

As financial aid awards and letters are generated by each individual college or university, there is no standard form letter that each college uses. To staff's knowledge, institutions do not recommend non-federal aid that results from completing a FAFSA.

62. Did the CHE educate students and parents about information found in financial aid letters at the 24 financial aid events conducted by the Office of Student Affairs?

No. The 24 financial aid events were designed to provide information on state aid programs and general federal financial aid. In the future, the CHE could incorporate this topic into the financial aid events, but additional staff time and resources will need to be committed to ensure all institutions' processes and letter formats are understood and shared.

South Carolina Higher Education Foundation Inc.

63. Does the CHE have an active working relationship with the South Carolina Higher Education Foundation, Inc.? If so, explain the nature of this relationship.

Yes, the CHE has an active working relationship with the South Carolina Higher Education Foundation, Inc. (SCHEF). Two Commissioners sit on the board of the SCHEF, and the CHE President and Executive Director is an ex officio non-voting member. The CHE provides in-kind staff support to the SCHEF, such as filing its annual IRS non-profit tax return, filing required forms with the South Carolina Secretary of State's Office, developing meeting agenda, and recording minutes. Attachment I is the current MOU between the two entities.

Per the SCHEF's Case for Support: "The South Carolina Higher Education Foundation is a partner to the South Carolina Commission on Higher Education (CHE) and an advocate on behalf of the state's higher education system. The Foundation enhances funding flexibility to bring the institutions of our higher

education system and other stakeholders together to address the challenges facing our state.” The SCHEF seeks to

- Promote awareness, interest, support, and participation in higher education through events such as College and Career Decision Day, and Higher Education Day.
- Sponsor leadership and professional development activities for administrators and faculty to enhance the quality of instruction, research, and service at colleges and universities
- Support activities that further CHE’s educational goals such as increased access to higher education, increase awareness of workforce trends, and other information to facilitate informed decision making about higher education.
- Support and coordinate statewide conferences focusing on student issues, such as campus safety and academic support services.
- Sustain a funding base and distribute funds for the charitable purposes of the Foundation.

Donations to SCHEF are used to support various efforts the Commission undertakes to improve access to higher education, increase educational attainment, and build stronger relationships across higher education. SCHEF directly supports meetings of the Council of Presidents, as well as the annual Council of Board Chairs’ meeting and the Trustees’ Workshop. The Foundation will provide support to the Campus Safety Conference planned for July 2024.

The Foundation recently expanded its board membership from three (Ben Satcher, former CHE and current STCB member; Edgar Dyer, CHE and retired administrator, Coastal Carolina University; Paige Carlton, Director of Business Development, Thompson Turner Construction) to seven members. The new members are Al Panu, Chancellor of the University of South Carolina Beaufort; Dr. Randall Gary, Superintendent for Spartanburg 5; Karen Calhoun, Director of Business Development, McMillan/Pazdan/Smith; Dr. Joe Jarrett, retired orthopedic surgeon, Conway.

Artificial Intelligence (AI)

64. At the July 21, 2023, meeting, agency staff identified AI as an issue that will significantly disrupt higher education and the economy.

- Has the CHE formally engaged the state’s higher education institutions to analyze and assess the implications of AI and its impact on higher education and the economy?

No, not formally. It is an agenda item for the October 25 Council of Presidents’ meeting.

- Could the CHE task the Council of Presidents to study the issue of AI’s current and future impact on higher education? If so, does the CHE believe the council could effectively complete such a study?

The Council of Presidents could study this issue, which will be part of the discussion at the October 25, 2023, meeting. The ability of the CoP to study the issue would also depend on the scope of the study and how comprehensive it would be. If comprehensive, the CoP would need to discuss further with each institution committing a certain amount of resources so the matter could be fully investigated and reported.

IPUMS Microdata
1-Year estimates 2017, 2018, 2019, 2020, 2021

Men, Less than Associate's, 25+, Employed, with an Occupation Code

WEIGHTED

	Count
2017	606,805
2018	620,219
2019	624,443
2020	587,170
2021	584,134

SOC_Code	SOC Description	Count					Mean Individual Earnings					Median Individual Earnings				
		2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
11	Management	42,906	45,518	59,581	51,996	49,957	\$75,912	\$71,473	\$71,982	\$67,681	\$82,856	\$55,000	\$58,000	\$55,000	\$57,000	\$60,000
13	Business and Financial Operations	9,814	10,293	10,953	9,321	12,698	\$55,281	\$73,753	\$54,710	\$73,717	\$68,109	\$50,000	\$50,000	\$50,000	\$53,000	\$60,000
15	Computer and Mathematical	7,776	9,437	10,414	8,611	12,454	\$93,179	\$78,119	\$64,709	\$71,974	\$66,241	\$75,000	\$65,000	\$60,000	\$60,000	\$60,000
17	Architecture and Engineering	8,137	8,312	8,352	8,328	8,982	\$63,838	\$69,767	\$62,713	\$64,584	\$62,261	\$60,000	\$65,000	\$60,000	\$69,000	\$60,000
19	Life, Physical, and Social Sciences			1,745										\$50,000		
21	Community and Social Services	2,890	3,498	2,188	3,295	2,393	\$40,326	\$44,978	\$46,258	\$27,647	\$30,806	\$37,500	\$30,000	\$45,900	\$24,400	\$34,000
23	Legal															
25	Educational Instruction and Library	4,957	6,195	6,008	2,170	4,976	\$43,659	\$46,347	\$48,203	\$34,721	\$42,332	\$31,000	\$43,500	\$43,000	\$32,000	\$40,400
27	Arts, Design, Entertainment, Sports, and Media	6,198	3,646	3,501	6,960	3,600	\$31,834	\$49,425	\$44,337	\$44,378	\$39,233	\$20,400	\$41,600	\$30,000	\$40,000	\$30,000
29	Healthcare Practitioners and Technical	3,683	3,987	6,208	5,598	2,705	\$43,240	\$50,549	\$72,745	\$85,113	\$95,432	\$35,000	\$35,000	\$45,000	\$52,000	\$55,000
31	Healthcare Support		3,192	3,907	4,428	1,986		\$31,246	\$24,238	\$18,988	\$20,707		\$35,000	\$24,900	\$13,600	\$18,000
33	Protective Service	15,085	20,071	18,865	18,477	20,571	\$37,131	\$47,572	\$42,286	\$42,039	\$41,951	\$32,500	\$45,000	\$41,000	\$38,000	\$40,000
35	Food Preparation and Serving Related	32,947	28,725	30,602	27,667	25,047	\$22,386	\$27,222	\$26,204	\$22,890	\$23,228	\$19,300	\$20,000	\$24,000	\$19,200	\$20,000
37	Building and Grounds Cleaning and Maintenance	47,858	45,790	42,378	36,371	37,318	\$25,044	\$29,534	\$32,826	\$30,421	\$29,957	\$22,000	\$21,300	\$26,000	\$24,000	\$25,000
39	Personal Care and Service	6,243	6,728	6,472	7,387	4,120	\$24,895	\$24,919	\$24,338	\$34,493	\$24,874	\$18,800	\$20,000	\$22,000	\$35,000	\$25,000
41	Sales and Related	47,532	51,577	45,680	48,767	46,180	\$52,289	\$52,862	\$62,631	\$53,995	\$54,928	\$40,000	\$39,000	\$46,000	\$35,000	\$45,000
43	Office and Administrative Support	37,657	31,075	24,329	24,143	20,356	\$38,645	\$39,071	\$41,358	\$38,602	\$46,156	\$32,000	\$35,000	\$38,000	\$35,000	\$40,000
45	Farming, Fishing, and Forestry	7,215	5,115	3,327	4,658	5,695	\$31,076	\$28,508	\$33,361	\$34,407	\$43,790	\$22,000	\$21,000	\$25,000	\$29,000	\$32,000
47	Construction and Extraction	82,088	84,838	83,082	80,026	83,551	\$35,342	\$35,163	\$39,405	\$38,300	\$44,806	\$30,000	\$30,000	\$31,700	\$34,600	\$38,600
49	Installation, Maintenance, and Repair	55,209	62,753	60,031	60,676	63,219	\$43,988	\$43,048	\$49,372	\$52,791	\$54,763	\$42,000	\$40,000	\$47,500	\$48,000	\$50,000
51	Production	100,636	88,413	95,979	81,332	72,357	\$41,838	\$43,362	\$42,144	\$46,015	\$44,376	\$40,000	\$40,000	\$40,000	\$40,000	\$42,000
53	Transportation and Material Moving	81,636	96,399	97,812	90,293	100,628	\$36,299	\$39,428	\$40,744	\$43,794	\$41,308	\$30,000	\$32,700	\$34,000	\$35,000	\$35,000
55	Military Specific	2,950	2,281	2,493		4,064	\$44,641	\$61,802	\$59,499		\$47,880	\$43,000	\$60,000	\$50,000		\$48,000
Total		606,805	620,219	624,443	587,170	584,134	\$40,095	\$43,794	\$46,185	\$46,486	\$48,518	\$34,000	\$35,000	\$38,000	\$38,500	\$40,000

Observations removed due to small sample size.

**Note: SCDEW calculations from American Community Survey Microdata, retrieved via IPUMS 10/18/23; 2020 uses experimental weights due to pandemic disruptions

Sex=1
Educd<=80
Age>=25
Empstat=1

FY2024 CHE Goals, Strategies, Measures, Accountability Report

Goal 1: Increase Higher Education Enrollment

Strategy 1: Assist families with planning for higher education costs

Measure 1.1.1 Number of financial aid workshops held or attended by staff

Measure 1.1.2 Number of events promoting scholarships and grant programs

Strategy 2: Increase family awareness of postsecondary education opportunities

Measure 1.2.1 Number of participating families in College Goal Sunday

Measure 1.2.2 Number of completed Free Application for Federal Student Aid (FAFSA)s statewide

Strategy 3: Obtain grants targeting K-12 population to prepare them for postsecondary education.

Measure 1.3.1 Number of grants applied to that help prepare students for post-secondary education

Measure 1.3.2 Number of grants managed that help prepare students for post-secondary education

Measure 1.3.3 Number of students served by grants

Goal 2: Promote Quality and Excellence of South Carolina's Higher Education System

Strategy 1: Promote on-time degree completion

Measure 2.1.1 Percentage of students earning an associate degree in 2 years

Measure 2.1.2 Percentage of students earning a baccalaureate degree in 4 years

Measure 2.1.3 Percent of South Carolina high school graduates attending South Carolina postsecondary institutions immediately after graduating high school

Goal 3: Improve Affordability and Accessibility of South Carolina Higher Education Programs and Services for Students and Families

Strategy 1: Promote high-quality early college opportunities

Measure 3.1.1 Number of dual-enrollment sites

Measure 3.1.2 Number of visitors to South Carolina Transfer and Articulation Center (SC TRAC) for dual enrollment, AP, IB, and transfer and articulation opportunities

Strategy 2: Advance cost-saving opportunities to obtain a postsecondary credential

Measure 3.2.1 Number of Commission on Higher Education-convened Council of Presidents' meetings to discuss and share best practices

Measure 3.2.2 Number of Chief Financial Officer meetings to discuss and share best practices

Measure 3.2.3 Number of Council of Board Chairs' meetings to discuss and share best practices

Goal 4: Promote Higher Education's Value to the State's Economic Growth and Human Capital Development

Strategy 1: Collaborate with peer agencies and institutions

Measure 4.1.1 Number of data uploads to the Office of Revenue and Fiscal Affairs

Measure 4.1.2 Number of reports produced from partnering with other agencies

Measure 4.1.3 Number of presentations to outside agencies and the General Assembly about the value of higher education

Measure 4.1.4 Number of press releases promoting higher education

Measure 4.1.5 Number of social media views related to the agency's promotion of higher education

Measure 4.1.6 Number of social media posts promoting higher education

Measure 4.1.7 Number of reports produced highlighting impacts of higher education



Academic Affairs and Licensing Onboarding Process

Offer letter is signed and prior to first day of work:

- Email Deputy Director to request workspace.
- Email CHE Help Desk with name of new employee, start date, and workspace.
 - Computer
 - Phone
 - Email
 - Access to t & H drives
- Request CHE pin for new employee
- Email accountant/fiscal agent with name of employee so that a parking form can be sent in advance and 1st day parking can be arranged. Also request access fob.
- Inform administrative assistant/receptionist of new employee name, title, phone number, email address, and start date so contact lists can be updated.
- Send a welcome letter to the new employee with the following information:
 - First day arrival time and instructions for parking, building entry, etc.
 - Reminder of State HR orientation date/time
 - Parking application
 - Employee confidentiality agreement
 - Technology information including request for headset type
- Develop list of documents to read with storage location.
 - Create a first week reading folder for new employee based on specific role to include:
 - Employee Handbook
 - Employee Policy Manual
 - Communications Templates
 - Commission Overview
 - Required Signature documents

Two days prior to start date

- Ensure office/desk is clean and set up with basic supplies and welcome package.
- Ensure that computer, phone and digital space is ready for employee.

First day

- Greet employee on arrival. Meet at the elevator if possible.
- Show the employee to their workspace.
 - o Provide computer, phone, parking garage card, key fob
- Ensure access to State HR Orientation (if scheduled for 1st day)
- Give fourth floor overview tour (bathrooms, breakroom, reception, closest printer, exit stairwells).
- Send an email to all staff introducing the new employee. Give basic background and CHE position information.
- Ensure employee signs the employee confidentiality agreement ([Form HR-007A](#)) on first day (if employee has not done so already) and submit to the deputy director.
- Team meeting (getting to know you) – in person/zoom
 - o Welcome/Introduction email to staff
- Leadership meeting
 - o Goals/Purpose/Structure CHE
 - o Goals Purpose Structure AA&L
 - o Overview of role & expectations
 - Work hours or schedule
 - Requesting time off
 - Ideal means of communication
 - Workplace norms and behavior
 - In-person vs. virtual meetings
- Electronic shared workspace overview
- Reading time & assignments

Within three days

- Ensure employee signs and submits to Shared Services HR the I-9 form within three days of start date.
- Get State ID badge
- Full CHE staff introduction (circulation around office and via email)
- Review Job Description & make Initial work assignments
- Begin EPMS planning document
- Gather required signatures (Policy Manual & Employee Handbook)

- Required SCEIS training modules
- Review/Establish regular meetings times
 - Place important meetings on calendar

Within first four weeks

- Implement training plan via SOPs
- Regular check-ins to discuss short term goals, new ideas, and questions as well as progress and feedback
 - Professional Development
- Follow up on required trainings/EPMS
 - Policy Manual acknowledgement form
 - Employee Handbook acknowledgement form
- Review the planning document for the new employee and submit the signed planning document to Shared Services HR with a copy to the deputy director. Distribute a copy of the final signed document to the employee.
 - Set a calendar reminder for the EPMS review based on whether the employee is in a probationary period or trial period.

Licensing On-boarding Process

Session 1	Overview of Academic Affairs ACAP, CAAL, CHE	Asst. Director
Session 2	& CHE drive access orientation	
Session 3	Licensing Regulations Review	Asst. Director
Session 4	Initial Applications	Asst. Director
Session 5	Practice Application Review	Program Coordinator
Session 6	Renewal Applications	Asst. Director
Session 7	Practice Application Review	Program Coordinator
Session 8	Transcripts & Payments	Asst. Director/ Senior Program Coordinator
Session 9	Practice Transcripts & Payments	Program Coordinator
Session 10	Site Visits	Asst. Director
Session 11	Q & A	Asst. Director/Program Coordinator

On-going Meetings

Weekly Team Meetings

Weekly One-on-One Meetings

Special Projects Team Meetings

Staff Name:
 Position Title:
 Start Date:



Office of Strategic Initiatives and Engagement Onboarding Process

After offer letter is signed and prior to first day of work:

- Email Deputy Director to request workspace.
- Email CHE Help Desk with name of new employee, start date, and workspace.
 - Computer
 - Phone
 - Email
 - Access to t & H drives
 - Office Printers
 - VPN access
- Request CHE pin, name tag, and business cards for new employee from Communications.
- Email accountant/fiscal agent with name of employee to request an access fob and so that a parking form can be sent in advance and 1st day parking can be arranged.
- Inform administrative assistant/receptionist and of new employee name, title, phone number, email address, and start date so contact lists can be updated.
- Develop a two-week schedule that includes: 30-minute meetings with various office/division staff to learn about CHE, reading time, and touch base meetings with supervisor
 - CHE Introduction
 - Meet the President/Executive Director
 - Communications
 - Strategic Initiatives and Engagement
 - Events
 - Academic Affairs and Licensing
 - Data
 - Student Affairs
 - Finance
- Send a welcome email to the new employee with the following information:
 - First day arrival time and instructions for parking, building entry, etc.
 - Reminder of State HR orientation date/time
 - Parking application
 - Employee confidentiality agreement
 - Technology information
- Develop list of documents to read with storage location.
 - Create a reading folder for new employee based on specific role to include:
 - Employee Handbook
 - Employee Policy Manual
 - Communications Templates

- Email and cell phone signatures
- Commission Overview
- Required Signature documents
- List of CHE staff phone numbers
- Paperwork for State ID badge

Two days prior to start date

- Ensure office/desk is clean and set up with basic supplies and welcome package.
- Ensure that computer, phone, and digital space is ready for employee.
- Request access to Butterfly app for building entry from the Senior Advisor.
- Request Communications update the website with new employee's information.

First day

- Greet employee on arrival. Meet at the elevator if possible.
- Show the employee to their workspace.
 - Provide computer, phone, parking garage card, key fob
 - Phone Apps: Butterfly (if not already installed), DUO, SC Legislature, Zoom, Teams
- Ensure access to State HR Orientation (if scheduled for 1st day)
- Give fourth floor overview tour (bathrooms, breakroom, reception, closest printer, exit stairwells).
- Send an email to all staff introducing the new employee. Give basic background and CHE position information.
- Ensure employee signs the employee confidentiality agreement ([Form HR-007A](#)) on first day (if employee has not done so already) and submit to the Deputy Director.
- Take employee to lunch
- Team meeting (getting to know you) – in person/zoom
- Position meeting
 - Goals/Purpose/Structure CHE
 - Goals/Purpose/Structure AA&L
 - Overview of role & expectations
 - Work hours or schedule
 - Requesting time off
 - Ideal means of communication
 - Workplace norms and behavior
 - In-person vs. virtual meetings
- Electronic shared workspace overview
- Reading time & assignments

Within three days

- Ensure employee signs and submits to Shared Services HR the I-9 form within three days of start date.
- Get State ID badge
- Full CHE staff introduction (circulation around office and via email)
- Review Job Description & make Initial work assignments
- Begin EPMS planning document

- Gather required signatures (Policy Manual & Employee Handbook)
- Introduction to SCEIS (once login is activated)
 - Share required SCEIS training modules (location in SCEIS)
- Review/Establish regular meetings times
 - Place important meetings on calendar

Within first four weeks

- Implement training plan via SOPs
- Regular check-ins to discuss short term goals, new ideas, and questions as well as progress and feedback
 - Professional Development
- Follow up on required signatures and trainings/EPMS
 - Policy Manual acknowledgement form
 - Employee Handbook acknowledgement form
- Review the planning document for the new employee and submit the signed planning document to Shared Services HR with a copy to the deputy director. Distribute a copy of the final signed document to the employee.
 - Set a calendar reminder for the EPMS review based on whether the employee is in a probationary period or trial period.
- Establish VPN access for times the employee will be working from outside of the office.



New Hire Checklist

Forms to Sign

- I-9 Form (Shared Services HR within 3 days)
- Parking Garage Form
- Employee Confidentiality Agreement (HR-007A)
- CHE Policies and Procedures Manual Acknowledgement Form
- Four Admin Policies Acknowledgement Form
- Employee Handbook Acknowledgement Form
- Planning Document
- Mobile Device Acknowledgement Form
- Procurement Paperwork for Statehouse ID Badge

Reading Material

- [CHE Employee Handbook](#)
- [Admin Policies](#)
- [CHE Policies and Procedures](#)
- [Communications Templates](#)
- [Finance Forms](#)
- [Technology "How To"](#) (Zoom and VPN)
- [Office of Strategic Initiatives and Engagement](#) (t-drive office folder)
- [CHE Website](#)
- [Statistical Abstract](#)
- [ASCEND 60x30](#)

Role Specific

- [Transfer Convening Events Materials](#) (April 3)
- [Transfer and Articulation Materials from Other States](#)

Institutions Licensed
2018-2019 to 2022-2023

July 1, 2022 – July 2023

Institutions	Location
Nursing Unlimited Nurse Aid Training	Columbia
Carmichael Medical Training , LLC	Mount Pleasant
Chucktown Flight Training, LLC dba Craft Flight Training	Charleston
Chucktown Flight Training , LLC dba Craft Flight Training	Summerville
Palmetto Medical Coding Academy	Columbia
Franklin Home Health Agency, LLC	Marion
Step It Up Medical Training, LLC	Columbia
SC School of Phlebotomy	Fort Mill
Palmetto School of Career Development	N. Charleston
Palmetto School of Career Development	Columbia
Ocean Pointe Dental Academy	Hilton Head Island
Greenwood Medical Academy	Greenwood
Carolina School of Bodywork	N. Charleston
Laurel Business Institute dba Laurel Institute of Technology	Ft. Mill
Rock Hill Dental Assisting Academy, LLC	Rock Hill
AnMed Health	Anderson
EMBRACE Healthcare Academy	N. Charleston
Palmetto Training Center, LLC	Hartsville
Grace Medical Academy	N. Charleston
Hazel's Heart Healthcare Academy	Columbia
Essential Healthcare Services	Greenville
Southeastern Esthetic Institute	Elgin
System A Tech	Greenville
LIFT Academy	Myrtle Beach

July 1, 2021 – June 30, 2022

Institutions	Location
Metropolitan Phlebotomy Institute	St. Matthews
Integrity Billing Services, LLC	Florence
Emerald Healthcare Training	Ridgeland
Learning to Care Academy, LLC	Columbia

July 1, 2020 – June 30, 2021

Institutions	Location
Intrepid Healthcare Training	Rock Hill
Training Concepts	Columbia
Optimal Health School of Body Integration	Greenville
Advanced Aesthetics Academy	Hardeeville
Phlebotomy Training Specialist	Greenville
Accelerated Dental Assisting Academy	Beaufort
Liberty Tax	Charleston
Liberty Tax	Columbia
Providence Hospital	Columbia
Village Career Center, LLC	Abbeville
SC School of Welding	Beech Island
Revived Medical Training Academy	N. Charleston
St. Andrews	N. Charleston
St. Andrews	Columbia
Lowcountry Medical Training	Kingstree
Pee Dee Medical Training Center of Lake City	Lake City

7/1/2019 – 6/30/2020

Institutions	Location
Strand College of hair Design	Myrtle Beach
Dental Academy of SC	Swansea
Accelerated Dental Assisting Academy	Yemassee
Carolina Career School	Lexington
John-Thomas Medical Training Center	Florence
Community Trade Center	Yemassee

7/1/2018 – 7/1/2019

Institutions	Location
Carolina School of Massage & Wellness	Greenville
Advanced Diagnostic Institutions	Conway
Next Level Healthcare Institute	Rock Hill
Capstone Career Development Center	Greenville
Charleston School of Interior Decorating	Charleston
New Horizons Computer Learning Center of Columbia	Columbia

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2018	Clemson University	Agricultural Education Teacher Certificate	CERT	01.0801	New Program	The Clemson University College of Agriculture, Forestry and Life Sciences (CAFLS) proposes to create a 43-credit hour Agricultural Education Teacher Certificate to prepare students for initial South Carolina teaching certification in agriculture.	CHE Approval
2018	Clemson University	Data Science and Analytics (online)	M.S.	30.3001	New Program	This 30-credit hour online program will combine Mathematical Sciences and Management courses to train students to use, manage, and apply data science and analytics in a variety of industries and workplace scenarios. The courses offered are similar to existing courses but will be modified to include examples of relevant data science applications. Fields of application consider the unique economic landscape of the state and region and would include but are not limited to marketing, healthcare administration, manufacturing, and military fields.	CHE Approval
2018	Clemson University	Middle Level Education	B.S.	13.1201	New Program	approximately 12 students per year have been taking coursework to add-on middle level, and a recent survey of students shows that 16% of our current elementary or secondary majors would have selected middle level if it were an option (48% possibly would have), and 55% of students responded that they have one or more friends at Clemson University that would have definitely selected middle level if it were an option	CHE Approval
2018	Clemson University	Teacher Residency in Middle Level Education	M.A.T.	13.1203	New Program	focus of the Teacher Residency program is on developing teacher leaders who can accelerate growth and achievement in rural and underserved school districts throughout the state. Teacher Residency is an evidence-based practice providing both pre-service teachers and current classroom teachers with unique learning experiences, opportunities for mentorship, and pathways for career development.	CHE Approval
2018	Clemson University	Teacher Residency in Special Education	M.A.T.	13.1001	New Program	The focus of the Teacher Residency program is on developing teacher leaders who can accelerate growth and achievement in rural and underserved school districts throughout the state. Teacher Residency is an evidence-based practice providing both pre-service teachers and current classroom teachers with unique learning experiences, opportunities for mentorship, and pathways for career development. Current undergraduate students who are studying P-12 educational fields such as early childhood, elementary, and secondary education are currently enrolled in Teacher Residency degrees	CHE Approval
2018	Clemson University	Transportation Safety Administration	M.T.S.A.	52.0209	New Program	The Master of Transportation Safety Administration (MTSA) is a two-year, 30-credit-hour online interdisciplinary transportation (road) safety education curriculum designed to develop professionals skilled at administering and managing road safety programs involving the complex interactions of the human-vehicle-road system.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	Clemson University	Agriculture	M.S.	01.9999	New Program	The Master of Science in Agriculture (M.S.) is designed as an applied research degree program that will fulfill the needs of the agricultural and natural resource sectors of the South Carolina Economy. The M.S. program will offer both a thesis and non-thesis option. The program will offer two degree concentrations in (1) Agricultural Systems Management and (2) Agricultural Education.	CHE Approval
2019	Clemson University	Agriculture	Ph.D.	01.9999	New Program	The purpose of the Doctor of Philosophy (Ph.D.) in Agriculture is to develop leaders of professions in agricultural systems and agricultural education. This will be accomplished by preparing graduates for academic and technically-demanding agricultural positions in academic, government and the private sectors of the economy.	CHE Approval
2019	Clemson University	Human Resources Development	M.H.R.D.	52.1005	New Program	proposal requests approval for three changes: a) a modification of the CIP code to more correctly align the program to the most currently appropriate classification, b) a reduction of overall program credit hours from 36 to 30, and c) the addition of four concentration areas under the parent Master of Human Resource Development (MHRD) degree program.	CHE Approval
2019	Clemson University	Wildlife and Fisheries Resources	M.W.F.R.	03.0601	New Program	proposed non-thesis Master of Wildlife and Fisheries Resources degree is designed for students with substantial experience in natural resources who specifically wish to enhance their professional skills. These students will be Federal and State Agency wildlife and fisheries employees, educators, and private industry professionals who want to increase their knowledge about wildlife and fisheries biology while often continuing to work fulltime.	CHE Approval
2020	Clemson University	Art	B.A.	50.0702	New Program	The proposed BA Art curriculum will encourage students to not only explore multiple media within the Art Department, but also combine studio art practice with interdisciplinary coursework across campus through a required minor or a second major. This reflects the BA's integration with and application to other fields - students will be asked to identify, evaluate, and analyze disciplinary knowledge in the larger academic context and disciplinary interaction with society-at-large.	CHE Approval
2020	Clemson University	Economic Analytics	M.S.	45.0603	New Program	MS Economic Analytics degree program allows students from a range of backgrounds to advance their quantitative analytical skills with specific application to improving economic decision-making. Students will take 6 credit hours of economic theory, 6 credit hours of economic analytics for business, 6 credits of data analytics for economics, 6 credits hours of elective courses in economics, and 6 credit hours of research culminating in a thesis.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2020	Clemson University	Human Capital Education and Development	B.S.	13.9999	New Program	Clemson University College of Education proposes to blend expertise from three successful programs (learning sciences, systems improvement science, and human resource development) to introduce a new degree in Human Capital Education and Development (HCED). HCED is an interdisciplinary, comprehensive program focused on organizational learning, assessment, and development preparing students for diverse occupational settings across a variety of industries. Applying learning theory at the individual, organizational and societal levels, this program enables students to design effective training, change management, and career development programs to meet an organization's or a community's human capital needs.	CHE Approval
2020	Clemson University	Secondary Education	M.A.T.	13.1205	New Program	This proposal to our Education Preparation Program (EPP) in Secondary Education adds to the MAT the emphasis areas in Social Studies and Modern Languages (French, Spanish and American Sign Language).	CHE Approval
2021	Clemson University	Applied Computing	MAC	11.0701	New Program	Master of Applied Computing (MAC) is designed for students without a computer science background, who for purposes of qualifying for financial support, must be in a degree-granting program. Students with non-STEM, non-computer science backgrounds are required to complete 12 credit hours of pre-requisite, non-degree-granting courses prior to enrollment in our existing MS Computer Science program (MSCS). The MAC program combines the 12 credit hours of computer science background with 30 credit hours of advanced coursework for a total program requirement of 42 credit hours.	CHE Approval
2021	Clemson University	Digital History	Ph.D.	54.0199	New Program	Ph.D. in Digital History is a dynamic new program that integrates computing technology and humanities scholarship for the creation and dissemination of knowledge in digital mediums. The tools of digital history include employing software for big data analyses, data- and text-mining, data visualization, and geographic information systems (GIS).	CHE Approval
2021	Clemson University	Medical Biophysics	MS	30.0101	New Program	Medical biophysics represents an interdisciplinary and integrated convergence of physics, medicine, genetics, biochemistry, mathematics, physical chemistry, and molecular and cellular biology. 30 credit hour MS Medical Biophysics program will work collaboratively in a highly interdisciplinary research environment	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2021	Clemson University	Medical Biophysics	Ph.D.	30.0101	New Program	proposed program is a multidisciplinary degree of the physics, medicine, genetics, biochemistry, mathematics, physical chemistry, and molecular and cellular biology fields in response to the evolving landscape of "smart medicine". The program provides a flexibility not evident in Clemson's M.S. in Medical Biophysics and targets candidates without a traditional undergraduate science education interested in a science graduate degree.	CHE Approval
2021	Clemson University	Medical Device Reprocessing	MS	51.0722	New Program	professionally-oriented non-thesis-based MS degree in Medical Device Reprocessing	CHE Approval
2021	Clemson University	Nursing Practice	DNP	51.3818	New Program	adding 4 concentrations: Family Nurse Practitioner – Primary Care; Adult-Gerontology Nurse Practitioner – Primary Care; Pediatric Nurse Practitioner – Primary Care; and Health Systems Leadership concentrations to the extant Doctor of Nursing Practice program curriculum, which we wish to retain as a fifth concentration named Post-Masters DNP	CHE Approval
2021	Clemson University	Resilient Infrastructure & Environmental Systems	MS	30.0601	New Program	MS in Resilient Infrastructure requires completion of 30 credit hours with an option for a thesis or non-thesis degree. It is anticipated that the program will take 1.5 to 2 years to complete. Initially the MS degree will be marketed as both a terminal degree and en route pathway to an existing Ph.D. program at Clemson.	CHE Approval
2021	Clemson University	Secondary Education Modern Languages	BA	13.1205	New Program	addition of Modern Languages emphasis area to existing program	CHE Approval
2021	Clemson University	Teacher Residency in Secondary Education	MAT	13.1205	New Program	addition of Modern Languages emphasis area to existing program	CHE Approval
2022	Clemson University	Automotive Engineering	BS	14.9999	New Program	New Program in Automotive Engineering. new 124 credit hour degree program is aptly suited for college freshmen and associate degree holders that are enthusiastic about applying interdisciplinary skills to excel in the mobility industry. The credit load is comparable, albeit slightly smaller, than two similar BS programs currently offered at Clemson: Mechanical Engineering and Electrical Engineering.	CHE Approval
2023	Clemson University	Construction Science and Management	Ph.D.	15.1001	New Program	Research-based 60-credit hour PhD degree program proposed here will prepare students for scholarly research to advance the body of knowledge in CSM and for knowledge- and scholarship-based careers in academia, construction industry, and government.	CHE Approval
2023	Clemson University	Data Science	BS	30.7001	New Program	an interdisciplinary program at the intersection of mathematics foundations, statistics, and computer science.	CHE Approval
2023	Clemson University	Music Education	MME	50.0912	New Program	program is formulated to address both teaching and research for immediate use in the classroom and long-term goals for the educator.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2023	Clemson University	Public Health: Rural and Community Health; Outcomes and Quality Improvement	MPH	51.2201	New Program	proposed degree will require 40-43 credit hours and consists of a core curriculum with two unique concentrations: Rural & Community Health (RCH) and Outcomes & Quality Improvement (OQI). The 27- hour core curriculum (including a 6-credit community-based practical experience) is strategically designed to meet national accreditation standards for programs in Public Health while another 10 required credit hours in each concentration provide a depth and breadth of understanding in the related content area. An additional 3-6 credits are elective courses that allow students to develop career-tailored skills according to their interests. Implementation Science is integrated across both concentrations, emphasizing the bridge between research and practice.	CHE Approval
	Clemson University	Data Science and Analytics	MS	30.0301	New Program	This 30 credit hour online program will combine Mathematical Sciences and Management courses to train students to use, manage, and apply data science and analytics in a variety of areas.	CHE Approval
2023	Coastal Carolina Technical College	Teacher Education	AAS	13.0101	New Program	Associate in Applied Science (AAS) with a major in Teacher Education. The AAS in Teacher Education aims to provide a pathway for students interested in a career in public or private K-12 education, either as paraprofessionals or a teacher. Graduates choosing not to further their education will be qualified to seek employment in paraprofessional positions such as teacher aides, support staff, behavioral aides, and substitutes in public and private K-12 schools. The AAS in Teacher Education will also provide a pathway for graduates interested in becoming teachers in kindergarten to 12th grade (K-12) through transfer agreements with baccalaureate programs	CHE Approval
2018	Coastal Carolina University	Communication	M.A.	09.0900	New Program	Target audiences include early to mid-level communication workers in business, legal, medical, technology, or various levels of government seeking marketability or advancement and recent regional undergraduates seeking further education in communication study and practices.	CHE Approval
2018	Coastal Carolina University	Education	Ph.D.	13.9999	New Program	This program will involve candidates in developing depth of experiential understandings in one of three specialization areas and breadth of experiential understandings through selected courses in cognate areas. Areas of specialization include educational leadership, higher education administration, and the integrated discipline of curriculum, instruction, and assessment.	CHE Approval
2019	Coastal Carolina University	Applied Politics	M.A.	45.1001	New Program	The Master of Arts (M.A.) in Applied Politics will provide students with hands on experience in governance and advocacy. target audience for this program are students graduating from undergraduate institutions who want to work in government or work closely with organizations that work with the government	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	Coastal Carolina University	Applied Statistics	B.S.	27.0501	New Program	The Bachelor of Science (B.S.) in Applied Statistics at Coastal Carolina University seeks to provide students with a solid foundation in all aspects of statistical analysis; including programming, data analysis, and oral and written communication. . Along with the more traditional attributes, the proposed B.S. will blend together statistical methods along with programming and communication skills that are necessary in today's job market.	CHE Approval
2019	Coastal Carolina University	Public Health	B.S.	51.2207	New Program	changes were intended to strengthen the B.S. in PUBH program and make it more attractive to undergraduate students interested in health promoting and disease prevention professions as well as health-related graduate degree programs.	CHE Approval
2019	Coastal Carolina University	Religious Studies	B.A.	38.0201	New Program	The proposed program will allow students to choose from two primary concentrations. The first concentration is Religion in Public Life (RPL) and it focuses on the role that religion plays (past and present) in the public sphere, including government, legal systems, gender norms, and international relations and conflicts. The second concentration is Textual Studies (TS). This concentration focuses on the study of sacred texts from the religions of the world.	CHE Approval
2019	Coastal Carolina University	Women and Gender Studies	B.A.	05.0207	New Program	Women's and Gender Studies degree offers students a strong methodological and theoretical foundation for pursuing graduate studies in such fields as business, science, law, social work, or public health.	CHE Approval
2019	Coastal Carolina University	Women and Gender Studies	B.S.	05.0207	New Program	Women's and Gender Studies degree offers critical skills and abilities to understand and evaluate how the dynamics of identity operate in systems of power and inequality in the fields of science, technology, engineering, and mathematics	CHE Approval
2020	Coastal Carolina University	Engineering Science	B.S.	14.1301	New Program	Add Physics Concentration to existing program	CHE Approval
2020	Coastal Carolina University	Music Education	B.M.E.	13.1312	New Program	The B.M.E. seeks to provide music students with a four-year undergraduate degree in Music Education with initial licensure (Grades K-12; choral or instrumental). It is designed to attract music students who wish to become music educators and pursue jobs as public school music teachers at the elementary, middle, or high school level in general music, choral music, or instrumental music.	CHE Approval
2020	Coastal Carolina University	Sustainability and Coastal Resilience	B.A. & B.S.	30.3301	New Program	Bachelor of Science degree and a Bachelor of Arts degree in Sustainability and Coastal Resilience. Students may pursue a wide variety of jobs and interests in the area of sustainability, therefore offering both a B.S. degree and B.A. degree will allow students to tailor their degree program to their specific career goals.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2020	Coastal Carolina University	Visual Art	B.F.A.	50.0702	New Program	proposed B.F.A. in Visual Art, an applied professional degree program, will provide students in the Grand Strand region of South Carolina and beyond with the necessary competencies to find success in a creative economy. This program expands upon the successful Bachelor of Arts (B.A.) programs in the Department of Visual Arts by building upon the successes of the Department's most interdisciplinary students.	CHE Approval
2020	Coastal Carolina University	Visual Communication Design	B.F.A.	50.0409	New Program	the B.F.A. in Visual Communication Design creates a balanced education of skill and theory with competencies across multiple mediums that allows students to grow as creatives and prepares them for a structured professional environment.	CHE Approval
2021	Coastal Carolina University	Criminal Justice	BA	43.0104	New Program	Bachelor of Arts in Criminal Justice will help to prepare its graduates for careers in the criminal justice system, as well as assist current criminal justice professionals to advance in their chosen careers.	CHE Approval
2022	Coastal Carolina University	Applied physics	BS	40.0801	New Program	seeking to add new concentrations to respond to student demand and to prepare students for technical careers. BS in Applied Physics with Concentrations named General, Engineering, Environmental, Computational, Nuclear Security and Non-Proliferation, and Astronomy.	CHE Approval
2022	Coastal Carolina University	Education Sciences	PhD	13.0404	New Program	The core structure of the existing Ph.D. in Education is being retained, the same specializations will be offered, however, a set of programmatic core courses will be added to the program, additional research courses will be added, and the cognate offerings will change. The name of the program is being changed to allow students to better understand the prioritization of the research component of the degree and the CIP code was changed to more accurately represent the focus of the program. These changes also come as the university has removed its Ed.S. in Educational Leadership degree and a reconsideration of the role of the Ph.D. in relation to other programs merits consideration.	CHE Approval
2022	Coastal Carolina University	Higher Education and Community Engagement	BA	13.0406	New Program	BA in Higher Education and Community Engagement degree program distinguishes itself from other Education programs offered in South Carolina and within Coastal Carolina University. While including a focus on historical and current concepts of education, the program prepares students to work outside of the traditional PK-12 classroom in contexts that include higher education, adult education, and community organizations.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2022	Coastal Carolina University	Marine and Coastal Environmental Science	BS	03.0104	New Program	B.S. in Marine Coastal Environmental Science (MCES) will provide knowledge and practical training for students to quantitatively and critically evaluate and address marine and coastal environmental topics within an interdisciplinary framework encompassing at least two marine science subdisciplines. This degree builds on a broad quantitative natural science foundation (biology, chemistry, mathematics, physics) with focus on one marine science subdiscipline (biology, geology, chemistry, or physical oceanography). Students will integrate and apply these fundamental concepts to conservation, management, economic, and policy topics related to modern marine and coastal environments.	CHE Approval
2023	Coastal Carolina University	Biology Education	BS	13.1322	New Program	B.S. in Biology Education will provide foundational knowledge leading to licensure in secondary science education in Biology for grades 9-12, with the option to also earn licensure for General Science. This degree integrates a broad natural science foundation with a particular focus on biological science. Biology education graduates can apply data to demonstrate the scientific method relating to cellular and molecular biology, genetics, physiology, anatomy, evolution, and ecology.	CHE Approval
2023	Coastal Carolina University	Chemistry, Chemistry Education (Grades 9-12)	BA	40.0501	New Program	four-year undergraduate degree in Chemistry with a Chemistry Education, Grades 9-12 track. Students in the program will obtain solid foundations in both Chemistry and Education that will allow them to be Chemistry educators in secondary level schools.	CHE Approval
2023	Coastal Carolina University	English Education	BA	13.1305	New Program	BA in English Education (EED) is to attract students who want to earn a four-year degree that provides them with the content and credentials necessary to become English educators at the secondary level. The degree program requires students to complete core courses, foundational English courses, and upper-level courses in education and English studies.	CHE Approval
2023	Coastal Carolina University	Health Sciences	BS	51.0000	New Program	Bachelor of Science in Health Sciences will provide Coastal Carolina University students an opportunity to pursue a foundational and broad-based program in the health sciences and related health professions. It provides an accessible and flexible curriculum for students looking to gain entry to professional programs in health and medicine (e.g., physician/physician assistant) or students looking to pursue a wide variety of allied health professions (e.g., physical therapy, lab/clinical/tech support, patient care).	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2023	Coastal Carolina University	Journalism and Sports Media	BA	09.0401	New Program	The proposed program updates the current journalism curriculum and adds a focus on Sports Media based in part on significant applicant interest in the area. The target audience of this proposed program is two-fold. One audience is current CCU students who have already demonstrated interest in working as journalists by majoring in Communication with an interactive journalism concentration many of whom will likely switch to the proposed program. The second audience is potential students who are interested in working in sports journalism and sports broadcasting, such as doing play-by-play or running cameras for live sporting events.	CHE Approval
2023	Coastal Carolina University	Nursing	BS	51.3801	New Program	A Bachelor of Science in Nursing (BSN) will prepare nurses for a variety of entry-level nursing roles in the healthcare system and healthcare organizations. This program will provide Coastal Carolina University students a 4-year bachelor of science program that prepares them to take the National Council Licensure Examination (NCLEX) to become a registered nurse.	CHE Approval
2023	Coastal Carolina University	Physics Education	BA	13.1329	New Program	Bachelor of Arts in Physics Education provides Coastal Carolina University students with a four-year undergraduate degree in education with a specialization in physics. They will receive a strong foundation in the fundamentals of both physics and education practices that will enable them to be excellent educators in Physics with competitive qualifications. This degree is designed for students with a strong interest in both physics as a field of study and in education and pedagogical practices at the secondary level (9-12). This degree program requires students to take core classes, gain a strong foundation in educational principles and practices at the high school level, and obtain a thorough grasp of the fundamentals of physics through courses in common with all other physics major degree programs at CCU, plus upper-division courses in experimental laboratory skills and capstone research, the latter of which may be tailored to research areas in physics education pedagogy.	CHE Approval
2023	Coastal Carolina University	Professional Studies	BPS	30.9999	New Program	an online completion program primarily designed for students who have some college but no baccalaureate degree. The BPS degree will allow individuals, many of whom are in the workforce already, to complete their baccalaureate degrees online while remaining in their current professional roles.	CHE Approval
2023	Coastal Carolina University	Secondary Mathematics Education	BS	13.1311	New Program	New Program in Mathematics Education for the secondary level.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2023	Coastal Carolina University	Social Studies (Grades 9-12)	BA	13.1318	New Program	BA in Social Studies, Grades 9-12 (SSE) is to attract students who want to earn a four-year degree that provides them with the content background and credentials necessary to become history and social studies educators at the secondary level. The degree program requires students to complete core courses, foundational social studies courses, and upper-level courses in both history and education.	CHE Approval
2023	Coastal Carolina University	Spanish Language Education	BA	13.1330	New Program	BA in Spanish Education (SE) is to attract students who want to earn a four-year degree that provides them with the content background and credentials necessary to become Spanish educators at the secondary level. The degree program requires students to complete core courses, foundational language courses, and upper-level courses in both Spanish and education.	CHE Approval
	Coastal Carolina University	Music Education	BME	13.1312	New Program	WITHDRAWN	N/A (Institutional Withdrawal)
2018	College of Charleston	Data Science and Analytics	M.S.	11.0199	New Program	Graduates of this degree program will master the following core skills: Data Modeling, Data Wrangling, Experimental Design, Statistics, Optimization, Machine Learning, and Data Visualization.	CHE Approval
2018	College of Charleston	Bachelor of General Studies	B.G.S.	24.0199	New Program	BGS program requires students to fulfill the College's general education requirements, complete the requirements of two minors, earn a minimum of 24 credits hours at the 300-level or higher, complete a 1-credit hour introduction to the Bachelor of General Studies (BGST 101) and a 4-credit hour senior synthesis seminar (BGST 400), and complete elective courses as needed to earn a total of 122 credit hours.	CHE Approval
2019	College of Charleston	Electrical Engineering	B.S.	14.1001	New Program	establishment of a Bachelor of Science (B.S.) degree in Electrical Engineering program focused on educating students with the ability to analyze, design, and implement electrical systems within the context of Lowcountry industry applications and needs.	CHE Approval
2019	College of Charleston	Electrical Engineering	B.S.	14.1001	New Program	establishment of a Bachelor of Science (B.S.) degree in Electrical Engineering program focused on educating students with the ability to analyze, design, and implement electrical systems within the context of Lowcountry industry applications and needs.	CHE Approval
2019	College of Charleston	Systems Engineering	B.S.	14.2701	New Program	New Program proposes the establishment of a Bachelor of Science (B.S.) degree in Systems Engineering program with the goal of educating students to design, coordinate, and maintain modern systems that are increasingly integrating materials, structures, hardware, electronics, software, and people.	CHE Approval
2021	College of Charleston	Environmental Geosciences	BS & AB	40.0699	New Program	the first Environment-related undergraduate major at the College of Charleston. We currently have the Environmental and Sustainability Studies minor (ENVT), whose students may be interested in adding the Environmental Geosciences major. We also plan to market our courses to ENVT students as elective courses, when appropriate	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2021	College of Charleston	Management	BS/AB	52.0201	New Program	proposal to form a Management major from those courses we already offer, and relying on the faculty already at the College of Charleston. addition of this major provides students interested in Management greater access to management faculty as mentors. In addition, forming a Management major provides students clarity in career direction and job opportunities. By forming a major, there is a better channel of communication between faculty and students.	CHE Approval
2022	College of Charleston	Public Health	BA AB	51.2207	New Program	The B.A. major has traditionally been more interdisciplinary than the B.S. degree, and the proposed changes continue with this theme. We are proposing to restructure the 41-credit core curriculum and add two concentration areas where students will select one 18-credit concentration: 1) Global Health; and 2) Maternal and Child Health.	CHE Approval
2022	College of Charleston	Software Engineering	BS AB	14.0903	New Program	New Program in Software Engineering	CHE Approval
2022	College of Charleston	Special Education, Multi Categorical	BS AB	13.1001	New Program	New program in Multi-categorical special education	CHE Approval
2023	College of Charleston	Mathematics with Computation	Ph.D.	27.0503	New Program	proposes the establishment of an innovative doctoral program in Mathematics with Computation. Develop broad research training, high-level technical abilities, and long-term project skills for individuals interested in employment in the scientific and technical sector	CHE Approval
2023	College of Charleston	Biochemistry	BA AB	40.0599	New Program	B.A./A.B. program in Biochemistry. This new degree aligns with the mission of the College in its commitment to serve our students with a robust biochemistry curriculum while providing elective space in line with a liberal arts education.	CHE Approval
2023	College of Charleston	Environmental and Sustainability Studies	BA AB	30.3301	New Program	proposed Environmental and Sustainability Studies major is to prepare students with the breadth of knowledge and interdisciplinary thinking skills to innovate solutions to intertwined environmental, social, and economic problems. The proposed program will therefore include an interdisciplinary core curriculum for both the BS and the BA, featuring foundational coursework in natural sciences, humanities and social sciences, economics, and interdisciplinary environmental and sustainability studies	CHE Approval
2023	College of Charleston	Health Services Administration and Management	BS AB	51.0701	New Program	program serves to prepare students for graduate level degree programs in Health Care Administration and employment as medical and health services managers	CHE Approval
2023	College of Charleston	Mathematics with Computation	Ph.D.	27.0503	New Program	Develop broad research training, high-level technical abilities, and long-term project skills for individuals interested in employment in the scientific and technical sector (such as industry, laboratories, science policy jobs, and technology start-up companies).	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2023	College of Charleston	Teaching Multilingual Learners	MAT	13.1401	New Program	program is an initial teacher certification program aimed to prepare educators to teach multilingual learners in PK-12 public schools in South Carolina. The program emphasizes excellence through advanced coursework in the foundations of education, the fundamentals in developing proficiency in literacy and writing, educating diverse learners, implementing the best practices in second language acquisition, assessment, and setting curricular goals for the continued academic success of multilingual learners. The program features 75 hours of field experience prior to the guided mentorship in the culminating clinical practicum internship.	CHE Approval
2022	College of Charleston	Statistics	BS AB	27.0501	New Program	rebrand its Mathematics major's longstanding Statistics track with a stand-alone Statistics major	CHE Approval
2018	Francis Marion University	Adult Gerontology Acute Care Nurse Practitioner track	M.S.N.	51.3821	New Program	Francis Marion University (FMU) will use its successful, existing Master of Science in Nursing program template to develop a new complementary needed program track: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). The core MSN courses will remain the same as in the Family Nurse Practitioner (FNP) program track and continue to provide the excellent foundational knowledge needed for competency-based advance nursing practice.	CHE Approval
2018	Francis Marion University	Healthcare Informatics	B.S.	51.2706	New Program	BS in Healthcare Informatics with 2 tracks: (1) Information Management and (2) Information Technology. The Information Management track program's focus is more towards the analysis and interpretation of data with strong human resource skills which allows them to work and communicate effectively across the healthcare organization. The Information Technology track program's focus is predominantly in creating and maintaining the information systems where the healthcare data is stored.	CHE Approval
2018	Francis Marion University	History Secondary Education	B.S.	13.1328	New Program	History Secondary Education Option (HSEO) applies an interdisciplinary approach to prepare students to teach social studies at the high school level, with extensive training in all areas of history, in other fields in the humanities, in social studies, and in modern educational practices.	CHE Approval
2018	Francis Marion University	Mechanical Engineering	B.S.	14.1901	New Program	proposing a new Bachelor of Science degree in mechanical engineering. Mechanical engineers work in a variety of design and manufacturing industries, including aerospace, automotive, construction, energy, and robotics.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2018	Francis Marion University	Psychiatric Mental Health Nurse Practitioner	M.S.N.	51.381	New Program	Francis Marion University (FMU) would like to use its successful Master's of Science Family Nurse Practitioner (FNP) program template to develop a needed program option: Psychiatric Mental Health Nurse Practitioner (PMHNP). The specialty courses and clinical practicum will emphasize PMHNP concepts and prepare the graduate to assume primary care roles in healthcare organizations and outpatient facilities	CHE Approval
2018	Francis Marion University	Teaching and Learning	M.Ed.	13.0301	New Program	The creation of a M.Ed. in Teaching and Learning is an attempt to allow those persons matriculating through the alternative certification pathway to concomitantly obtain a master's degree. This program will also allow anyone else the opportunity to obtain a M.Ed., educator or non-educator.	CHE Approval
2019	Francis Marion University	Biology	B.S.	26.0101	New Program	Add Pre-Professional Studies Option to the existing Biology degree	CHE Approval
2019	Francis Marion University	Performing Arts	B.A./B.S.	50.0101	New Program	The new Performing Arts major will house the existing theatre and music programs and allow for more interdisciplinary programs which will both appeal more to students and make them more marketable	CHE Approval
2021	Francis Marion University	Accelerated Early Childhood Education	MAT	13.1210	New Program	Accelerated Masters of Arts in Teaching in Early Childhood Education as an option to the Bachelors of Science in Early Childhood Education through a 5th-year program. This master's degree allows for the undergraduate early childhood education major to take master's level courses during the 2nd semester of their senior year and have a full year of student teaching ,while completing the remaining master's courses, during this 5th year.	CHE Approval
2021	Francis Marion University	Accelerated Elementary Education	MAT	13.1202	New Program	Accelerated Masters of Teaching in Elementary Education as an option to the Bachelor's of Science in Elementary Education through a 5th-year program. This master's degree allows for the undergraduate elementary education major to take master's level courses during the 2nd semester of their senior year and have a full year of student teaching, while completing the remaining master's courses, during this 5th year	CHE Approval
2021	Francis Marion University	Engineering Technology	BS	15.9999	New Program	curriculum change and the addition of a new concentration in Mechanical Engineering Technology. new content includes a required minor in Business, Probability and Statistics (Math 134), Technical Communication (English 318), and Biological Sciences with Laboratory (Biology 105 and 115)	CHE Approval
2021	Francis Marion University	Environmental Studies (BA) & Environmental Science (BS)	BA/BS	03.0104 & 03.0103	New Program	environmental science degree will focus on students interested in careers in conservation, environmental chemistry, natural resource management, and environmental consulting. The environmental studies degree will focus on students interested sustainability, environmental economics, environmental politics and policy, and environmental nonprofits	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2021	Francis Marion University	Multi-Categorical Special Education	MAT	13.1007	New Program	address the continuing demand for teachers that hold certification in mild/moderate high-incidence disabilities (Developmental and Intellectual Disabilities, Learning Disabilities, and Emotional and Behavioral Disabilities). Continued requests from districts across the state for teachers with not only one, but rather a combination across all three certification levels	CHE Approval
2021	Francis Marion University	Occupational Therapy	OTD	51.2306	New Program	Occupational Therapy Doctoral degree program incorporates evidence-based practice, scholarly inquiry and knowledge translation experiences and has developed clinical experiences to specifically address needs of the local area.	CHE Approval
2022	Francis Marion University	Forestry	BS	03.0501	New Program	Bachelor of Science Degree in forestry that will be housed within the Department of Biology. Graduates of the FMU Forestry program will be able to meet the current and future workforce needs for the management and protection of forests for recreation and products as well as the conservation and management of wildlife. The program focuses on practical field skills and the reinforcement of sustainable and responsible forestry practices.	CHE Approval
2022	Francis Marion University	Mass Communication	BS	09.0102	New Program	is proposing the addition of a Bachelor of Science in Mass Communication degree as a counterpart to the existing, and successful, Bachelor of Arts in Mass Communication. While the B.A. degree focuses on the value of language and social humanities as an integral part of mass communication, the B.S. in Mass Communication will focus on more specialized approaches to communication that include opportunities in fields such as technology and new media, healthcare, business, and STEM-related disciplines.	CHE Approval
2022	Francis Marion University	Montessori Early Childhood Education	M Ed	13.1207	New Program	The program is intended for currently licensed teachers in South Carolina who wish to add Montessori Elementary certification and a Master's degree.	CHE Approval
2022	Francis Marion University	Montessori Elementary Education	M Ed	13.1207	New Program	program is intended for currently licensed teachers in South Carolina who wish to add Montessori Elementary certification and a Master's degree.	CHE Approval
2022	Francis Marion University	Teaching Elementary Education with Add-On in Montessori	MAT	13.1202	New Program	Accelerated Master of Arts in Teaching in Montessori Elementary Education as an option to the Bachelor of Science in Elementary Education through a 5th-year program. This master's degree allows for the undergraduate elementary education majors to take master's level courses during the 2nd semester of their senior year and have a full year of student teaching in both a traditional elementary classroom and a Montessori classroom.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2022	Francis Marion University	Teaching in Early Childhood Education with an Add-On in Montessori	MAT	13.1210	New Program	This master's degree allows for the undergraduate early childhood education majors to take master's level courses during the 2nd semester of their senior year and have a full year of student teaching. Students spend the summer completing Montessori coursework, and then come back for their 5th year. This program would allow the early childhood education major to have a longer student teaching time and to complete a master's degree in an accelerated timeline.	CHE Approval
2023	Francis Marion University	Psychology: Health Psychology	PsyD	42.8210	New Program	The PsyD program is a needed extension of the existing Master of Applied Psychology (MSAP) and Specialist in School Psychology (SSP) programs. The degree program will prepare students to become health psychologists by providing advanced and expanded mental health services and support in clinics, hospitals, schools, and outreach in the surrounding community. Students will undertake a systematic and sequential plan of integrated didactic and applied courses that will provide them with foundational knowledge and advanced skills to integrate evidence-based practice.	CHE Approval
2018	Greenville Technical College	Advanced Manufacturing Technology	B.A.S.	14.4201	New Program	The Applied Baccalaureate in Advanced Manufacturing Technology (ABMT) program will prepare students to move into areas of technical leadership within their organizations, with the skills to manage and implement advanced manufacturing processes and equipment, leading teams to execute new process development projects.	CHE Approval
2019	Horry-Georgetown Technical College	Teacher Education	A.A.S.	13.0101	New Program	Associate in Applied Science (AAS) with a major in Teacher Education. The purpose of the AAS in Teacher Education is to provide a pathway for students interested in a career in public or private K-12 education either as paraprofessionals or a teacher. Those graduates choosing not to further their education will be qualified to seek employment in a paraprofessional position such as teacher aides, support staff, behavioral aides, and substitutes in public and private K-12 schools.	CHE Approval
2018	Lander University	Management	M.S.M.	52.0201	New Program	The College of Business is proposing to offer a fully online, 30-credit Master of Science in Management (M.S.M.) program, focusing on Quality Management, starting in Fall 2019. Students may complete the program in 12 months.	CHE Approval
2019	Lander University	Business Administration	B.A.S.	52.0201	New Program	Bachelor of Applied Science is to provide students who have completed an Associate of Applied Science or have accumulated undergraduate credits from an accredited institution a pathway for completion of the baccalaureate degree. The program is designed to aid students in completing a bachelor's degree and gaining essential advanced managerial and analytical skills needed in the workforce.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	Lander University	Graphic and Interactive Media	B.Des.	50.0102	New Program	new degree in the field of Design and is positioned to be the degree of choice for design including Graphic Design, Web Design, Interactive and Mobile Design, New Media, Professional Photography, Interior Design, Industrial Design, Architecture, and other design related areas of study. Equivalent to a Bachelor of Fine Arts (B.F.A.) degree, the term "Design" more accurately describes the nature of the degree as it applies to design related practices as opposed to "Fine Art" as the B.F.A. suggests.	CHE Approval
2019	Lander University	Health Promotion and Wellness	B.S.	51.2207	New Program	The purpose of the HPW program is to provide foundational knowledge on the principles of health promotion and to prepare students to attain, preserve, and sustain individual and community health. The program will help students to understand the processes affecting individual and community health. The program is designed to equip students to scientifically analyze, develop, and evaluate evidence-based health promotion programs.	CHE Approval
2019	Lander University	Human Services	B.S.	44.0000	New Program	a B.S. in Human Services curriculum centers around core courses in Human Services and blends applied Psychology and Sociology courses.	CHE Approval
2019	Lander University	Humanities	B.A.	24.0103	New Program	Lander University's Bachelor of Arts in Humanities will be offered to students on the university's main campus who are interested in a broad, highly individualized, and multidisciplinary curriculum that will give them the critical thinking and communication skills they will need to succeed in graduate school and the modern workplace.	CHE Approval
2019	Lander University	International Studies	BA	30.2001	New Program	B.A. in International Studies curriculum centers around core courses in international studies, world history, and political science as students learn about globalization, culture, conflict, and cooperation. One upper-level core course examines political economy and the "policy and practice" category of courses exposes students to many applications within international studies, namely international business, the global environment, world health, bioethics, and policy courses about conflict and terrorism, foreign policy, and international law.	CHE Approval
2019	Lander University	Paralegal Studies	B.S.	22.0000	New Program	B.S. in Paralegal Studies through traditional and online environments on its main campus and through a blended/hybrid environment	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	Lander University	Visual Art	M.F.A.	50.0702	New Program	Lander's M.F.A. degree will directly prepare graduates for a broad range of professions which employ creativity and innovation, with the focus on experimental outcomes and innovative approach to materials. Students will gain many versatile hands-on skills with materials, tools, and techniques, as well as creative entrepreneurial knowledge. An additional component of Lander's M.F.A. program will be a commitment to pedagogy. In the second year of the program, each M.F.A. student will team teach with experienced professors and in the third year will teach as Instructor of Record	CHE Approval
2019	Lander University	Visual Art	M.A.T.	13.1302	New Program	The purpose of this degree, aside from providing initial K-12 certification in Art, is to give students interested in art education ample experience observing and teaching in the classroom, opportunity for reflection and research, and time for advanced studio coursework.	CHE Approval
2020	Lander University	Cybersecurity	B.S.	11.1003	New Program	B.S. in Cybersecurity program is to educate and train students for careers in technical and/or non-technical areas related to the field of cybersecurity. Students completing the core courses of this program will gain deep technical knowledge to develop and maintain cybersecurity solutions along with an understanding of non-technical areas including administrative, ethical, and legal aspects of cybersecurity. The program offers two emphases: Computer Information Systems and Political Science. The Computer Information Systems emphasis focuses on deeper technical skills needed for the professional developing and maintaining of cybersecurity solutions. The Political Science emphasis focuses on policy development and compliance, and the legal aspects related to the field of cybersecurity.	CHE Approval
2020	Lander University	Data Science	B.S.	30.7001	New Program	purpose of this program in Data Science is to prepare students for careers in areas of technology, business, natural science, or social science related to the field of Data Science. The program will provide instruction on the storage, analysis, and representation of large data sets. Additionally, students will gain deep technical knowledge in statistical, mathematical, and computational algorithms and methods in the context of data analysis.	CHE Approval
2020	Lander University	Entrepreneurship	B.A.	52.0201	New Program	Bachelor of Arts (B.A.) in Entrepreneurship degree program is designed to provide a holistic curricular approach to open a student's perceptual window and explore opportunity recognition in business through social and behavioral discovery and the honing of creative talents towards entrepreneurial developments.	CHE Approval
2020	Lander University	Business Administration	M.B.A.	52.0201	New Program	The College of Business is proposing to serve its region by offering a 30-credit Master of Business Administration (MBA) program with micro-credentials, starting in Fall 2021. Students may complete the program 100% online in 10 months.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2021	Lander University	Multi-Categorical Special Education	MAT	13.1001	New Program	a Master's in the Art of Teaching in Multi-Categorical Special Education to be offered in a blended/hybrid format. The program consists of a total of 51 hours of graduate level coursework, including at least two field experiences (3 credit hours each) and a culminating student teaching experience (9 credit hours). All content coursework will be completed online with field experience courses (EDUC 680 and 681) and student teaching experience (EDUC 699) being completed onsite in public schools.	CHE Approval
2021	Lander University	Digital Media Production	BS	09.0702	New Program	The Bachelor of Science (B.S) in Digital Media Production degree program is designed to address the ever-changing application and ubiquity of digital media content production and distribution. The program will provide a holistic curriculum that equips students with the theoretical and technical competence to create meaningful and effective audio-visual content.	CHE Approval
2021	Lander University	Exercise Science	MS	31.0505	New Program	Emphasis options: Sport Performance and Rehabilitation; Clinical Exercise Physiology; Health and Wellness. provide an opportunity for career professionals in physical education, sport, fitness, health and wellness, and healthcare within South Carolina and beyond to further specialize and expand their career opportunities.	CHE Approval
2021	Lander University	Medical Biology	BS	26.0101	New Program	This program will address the growing demand for students entering careers in the health professions. The aim of the Medical Biology degree is to prepare students for successful entrance and completion into professional health care programs or to enter the work force in a health care career.	CHE Approval
2022	Lander University	Fitness and Wellness	BS	31.0507	New Program	New Program in Fitness & Wellness	CHE Approval
2023	Lander University	Education and Child Development	BS	13.0101	New Program	proposed degree expands offerings within the Department of Teacher Education and meets the needs of students who are interested in fields related to child development and education but do not wish to become classroom teachers.	CHE Approval
2019	Medical University of South Carolina	Speech-Language Pathology	M.S.	51.0203	New Program	(MUSC) proposes to offer an 82-credit hour, six semester Master of Science in Speech-Language Pathology program in a traditional format	CHE Approval
2020	Medical University of South Carolina	Nursing Science	Ph.D.	51.3808	New Program	an existing , accelerated program, eligible to be completed in three years. While the program remains accelerated, the current application includes the addition of courses and modification of others (and removal of some) that will allow graduates to meet current recommendations for specific research knowledge, skills, and behaviors expected of a researcher in nursing science. The sum of changes to be made are elimination of 10 credit hours; 24 credit hours added; and 15 credit hours modified.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2021	Medical University of South Carolina	Extracorporeal Science	MS	51.0999	New Program	entry-level Master of Science in Extracorporeal Science (MS-ECS). The addition of the new program is designed to meet the growing demands of the international cardiovascular perfusion and critical care communities. The curriculum and degree are designed to reflect the depth and breadth of educational preparation necessary to prepare critical care professionals in treating patients in advanced cardiac and pulmonary failure.	CHE Approval
2021	Medical University of South Carolina	Genetic Counseling	MS	51.1509	New Program	offer a 58-credit hour, five semester Master of Science in Genetic Counseling program in a hybrid format. Genetic counselors are Masters-trained healthcare providers with specialized training in both medical genetics and psychosocial counseling.	CHE Approval
2022	Medical University of South Carolina	Public Health - Generalist	MPH	51.2201	New Program	to expand to offer a fourth MPH, an online Generalist MPH degree, which will be a 45-credit degree that can be completed in five semesters. This program will address an unmet training need in South Carolina by providing an MPH degree that is targeted to those currently working in the public health field and clinicians in South Carolina and beyond	CHE Approval
2019	Midlands Technical College	Engineering Fundamentals	A.A.S.	14.0102	New Program	purpose of this program is to provide students who wish to become engineers an opportunity to begin their studies at Midlands Technical College (MTC) and earn an associate degree that is essentially the same as the first two years of an engineering degree at the University of South Carolina (USC).	CHE Approval
2020	South Carolina State University	Mechatronics Engineering	B.S.	14.4201	New Program	Bachelor of Science degree in Mechatronics Engineering. Mechatronics is an engineering field that is multidisciplinary in nature and encompasses areas such as mechanics, electronics, sensors, actuators, control systems and computing, and utilizes principles of these areas to solutions and systems. Mechatronics Engineers are experts in a variety of engineering fields from mechanical engineering to electrical engineering. They work on the design, testing and manufacturing of smart systems in areas such as robotics, medical and assistive technology, human-machine interaction, manufacturing and unmanned aerial and ground vehicles.	CHE Approval
2021	South Carolina State University	Cybersecurity	BS	11.1003	New Program	New Program - Updating a BS in Computer Science with a concentration in Cybersecurity to a stand alone degree	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2023	South Carolina State University	Civil Engineering with Fire Protection Engineering	BS	14.0801	New Program	offer a concentration in Fire Protection Engineering in our Civil Engineering program. Fire Protection Engineering is the application of the principles of engineering and science to protect people and their environment from destructive fire. Fire Protection Engineering includes analysis of fire hazards; mitigation of fire damage by proper design, construction, and arrangement of buildings, materials, structures, industrial processes, and transportation systems. It also includes design, installation, maintenance of fire detection and suppression, communication systems, post-fire investigation and analysis.	CHE Approval
2018	The Citadel	Cyber Operations	B.S.	11.1003	New Program	The proposed B.S. in Cyber Operations will be a standalone major that will meet the academic standards of Center of Excellence in Cyber Operations program set by National Security Agency. This will be deeply technical and inter-disciplinary program grounded in computer science, computer engineering, and/or electrical engineering disciplines, with extensive opportunities for hands-on applications via labs and exercises.	CHE Approval
2018	The Citadel	Education	B.S.	13.0101	New Program	Undergraduate teacher education programs at The Citadel are currently housed in six departments/divisions within three academic schools. Creation of this new major, which will be housed in the Zucker Family School of Education, will allow undergraduate students desiring to teach to enroll in a single Education major. Students will pursue a second major in the content area in which they desire to teach.	CHE Approval
2018	The Citadel	Finance	B.S.B.A.	52.0801	New Program	This proposal is a reclassification of a current group of financial services electives to form an official Finance major. The Citadel currently groups 24 credit hours in Finance elective classes for students who are interested in a finance career pathway. The proposed new major will have 6 designated courses and two finance electives, so students can specialize further in the field of asset management, corporate finance and risk management.	CHE Approval
2018	The Citadel	Higher Education Leadership	M.Ed.	13.0406	New Program	The Master of Education in Higher Education Leadership degree features a 36-hour program of study designed to prepare professionals to assume leadership roles in post-secondary educational settings (e.g., colleges, universities, adult technical or trade schools).	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2018	The Citadel	Military History	M.A.	29.0201	New Program	The Master of Arts in Military History is designed to meet the diverse professional development needs of officers in the U.S. Armed Forces (particularly the South Carolina Army and Air National Guards and Reserve components); government officials in the fields of diplomacy, national defense, homeland security, and intelligence; public historians at the federal, state, and local levels; corporate and business leaders; and teachers and students of history	CHE Approval
2018	The Citadel	Supply Chain Management	B.S.B.A.	52.0203	New Program	This proposal is formalizing existing Supply Chain Management electives into a Supply Chain Management major. The Citadel currently offers over 24 credit hours in Supply Chain Management to students who are interested in a career pathway in Supply Chain Management.	CHE Approval
2018	The Citadel	Tactical Strength and Conditioning	B.S.	31.0505	New Program	Graduates from this program will have the knowledge, skills, and experience required to successfully help improve the physical fitness of “tactical athletes” so that they may successfully serve and defend our communities, state, and nation. The term tactical athlete (TA) refers to military and paramilitary personnel (e.g. law enforcement officers, firefighters, first responders), who require highly unique physical training.	CHE Approval
2018	The Citadel	Teaching	M.A.T.	13.0101	New Program	The target audience will be Citadel graduate students completing a degree program in science, mathematics, humanities, and social science and evening undergraduate 2+2 students who desire to pursue a career in teaching.	CHE Approval
2019	The Citadel	Computer Engineering	B.S.	14.0901	New Program	This proposal is formalizing existing Computer Engineering courses into a Computer Engineering major with a distinct CIP code. The Citadel currently offers over 90 credit hours in and related to computer engineering as required coursework in other majors and as electives.	CHE Approval
2019	The Citadel	Instructional Systems Design and Performance Improvement	M.S.	13.0501	New Program	The MS-ISPI degree features a 30-hour program of study designed to provide the knowledge and skills essential to the design and application of innovative learning and performance improvement within multiple settings. Students will gain the knowledge, skills, and experiences needed to create effective educational materials for a variety of learning environments, from public school and college classrooms to corporate environments.	CHE Approval
2020	The Citadel	Management	B.S.B.A.	52.0201	New Program	formalizing the existing Principled Management & Entrepreneurship pathway into a Management major. Our current pathway model, which serves as an advising tool and functions similarly to a concentration, allows students to group electives in a related area and focus in a given discipline. Although this approach allows students to achieve learning objectives in the area, the pathway approach is not recognized as a major nor is it annotated on student transcripts.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2020	The Citadel	Marketing & Business Development	B.S.B.A.	52.1401	New Program	formalizing the existing Professional Selling pathway into a Marketing & Business Development major. Our current pathway model, which serves as an advising tool and functions similarly to a concentration, allows students to group electives in a related area and focus in a given discipline. Although this approach allows students to achieve learning objectives in the area, the pathway approach is not recognized as a major nor is it annotated on student transcripts.	CHE Approval
	The Citadel	Human Services	BS	44.0000	New Program	WITHDRAWN	N/A (Institutional Withdrawl)
	The Citadel	Instructional Design and Technology	M.S.	13.0501	New Program	WITHDRAWN	N/A (Institutional Withdrawl)
2018	Univeristy of South Carolina Beaufort	Computational Science	M.S.	30.3001	New Program	develop a Master of Science degree program in Computational Science (CSci) at the University of South Carolina Beaufort (USCB). The program is designed to respond to regional needs, to train students with an advanced knowledge in CSci, and to prepare them to contribute to various science research and industry fields	CHE Approval
2018	Univeristy of South Carolina Upstate	Business Analytics	M.S.	52.1302	New Program	to provide students with the deep analytical skills needed to become analytics professionals where it is predicted market demand will exceed supply by 50% by 2018	CHE Approval
2018	Univeristy of South Carolina Upstate	Teaching and Learning	M.Ed.	13.0301	New Program	Concentrations in Early Childhood Education; Elementary Education; Literacy; Teaching English as a Second or Other Language (TESOL). program will provide a broad foundation in theories of learning and teaching along with ongoing real-world experiences in educational technology, instructional design, and teacher leadership.	CHE Approval
2020	Univeristy of South Carolina Upstate	Exercise Science	M.S.	26.0908	New Program	University of South Carolina Upstate School of Education, Human Performance, and Health proposes a graduate Program in Exercise and Sport Science. The proposed degree will provide an avenue to individuals with career or professional interests in Exercise Science focused on applied research, health promotion, human performance, and cardiac rehabilitation.	CHE Approval
2021	Univeristy of South Carolina Upstate	Health Information Management	BS	51.0706	New Program	Bachelor of Science in Health Information Management (HIM) is to provide students with the requisite knowledge and skills needed to be a health information administrator in a variety of settings such as hospitals, insurance companies, and government agencies. With a focus on electronic health information management, the degree program utilizes a multi-disciplinary approach to its curriculum, emphasizing health data management, information policy, finance, information systems, and administrative and clinical knowledge.	CHE Approval
2022	Univeristy of South Carolina Upstate	Nursing Practice: Public and Community Health	DNP	51.3818	New Program	proposed Doctoral Degree in Nursing Practice (DNP) program (hereafter the DNP program) will prepare advanced practice nurses in Public and Community Health Nursing.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2023	Univeristy of South Carolina Upstate	Business Administration	BAS	52.0201	New Program	degree builds on the AASBA curriculum to remove redundancies between the AASBA and BSBA degree course requirements, allowing block credit to be awarded toward the BASBA degree for the Business coursework taken at a two-year institution that does not directly articulate. If not used to satisfy another BASBA requirement, up to 26 credit hours of block credit will be granted for accounting (ACC), banking and finance (BAF), business (BUS), economics (ECO), logistics (LOG), management (MGT) and marketing (MKT) courses from a regionally accredited AASBA degree or an associate of applied science (AAS) degree that aligns with one of the JCBE's majors.	CHE Approval
2023	Univeristy of South Carolina Upstate	Criminal Justice	MS	43.0301	New Program	program offers rigorous training in social science theory and methods and their application in areas such as criminal justice administration, evidence-based policing, public policy reform, and victim advocacy.	CHE Approval
2023	Univeristy of South Carolina Upstate	Organizational Leadership with concentrations in Global Leadership, Nonprofit Leadership, and Healthcare Leadership	BA	52.0213	New Program	This is a program that focuses on leadership skills that can be applied to business, government, non-profit, or community settings. This degree meets the needs of students who have credit across different disciplines and seek to earn a baccalaureate degree with an app	CHE Approval
2018	University of South Carolina Aiken	Applied Computer Science	B.S.	11.0101	New Program	proposes a new program in Applied Computer Science that will help address the well-publicized need for computer professionals in our region, state, and nation and constitutes a reworking of our current degree in Mathematics/Computer Science. USC Aiken students desiring to focus on applied aspects of computer science will also receive fundamental computer science training and a high quality liberal arts foundation. Concentrations in cybersecurity and in applied gaming are also exciting options within this new degree.	CHE Approval
2018	University of South Carolina Aiken	Applied Mathematics	B.S.	27.0301	New Program	Working with local business and industry, the Department of Mathematical Sciences proposes a new program in Applied Mathematics to help fill the regional, state, and national need for professionals who can use mathematics to solve problems within a variety of industries. This reworking of our current degrees in Industrial Mathematics and in Mathematics/Computer Science will enable USC Aiken students to focus on applied aspects of mathematics while learning the necessary fundamentals	CHE Approval
2018	University of South Carolina Aiken	Educator Leadership	M.Ed.	13.1299	New Program	focus of this program is to prepare educators to take on a variety of leadership roles in their buildings or districts. The program develops administrative skills such as management, supervision and decision-making skills but also will focus on preparing school leaders to be instructional leaders. To improve instruction and in turn improve student learning, the program focuses on building collaborative cultures and professional learning as well as continuous improvement through data-driven decision making.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	University of South Carolina Aiken	Chemistry	B.A.	40.0501	New Program	This B.A. degree is an attractive pre-professional degree for students seeking to enter medical school, pharmacy school, or some other professional school (law, veterinary medicine, etc.). There are three major advantages to offering this degree: 1) it can be completed in three years, if a student entering USC Aiken has a solid math background (entering ready for pre-calculus or calculus) and plans to utilize summer school for completion of some of the general education courses, 2) it allows students to double major in chemistry and another discipline more easily, and 3) is a more flexible degree option that will increase the accessibility of a chemistry degree for students who want to change majors	CHE Approval
2019	University of South Carolina Aiken	Communication & Digital Arts	B.A.	09.0702	New Program	This B. A. degree combines courses from speech communication, media, and visual/digital communication technology to prepare students for careers in social media and integrated marketing, public relations, sports information, visual communication, desktop publishing, video editing, etc. It is fitting for students who will pursue graduate study in related programs	CHE Approval
2019	University of South Carolina Aiken	Music	B.A.	50.0901	New Program	The Bachelor of Arts - Major in Music is an innovative degree plan intended for those who seek broad studies in music. 1. Each student seeking the Bachelor of Arts – Major in Music will declare an area of interest (i.e. performance, musicology, music education, music therapy, music theatre) and will be matched with a panel of faculty whose expertise matches the student’s area of interest. Faculty will mentor each student on a prospective career path, with a culminating capstone project prior to graduation. The area of interest, faculty mentoring, and capstone project provide every student with individualized instruction in preparation for a career in music or continued studies in a related field.	CHE Approval
2019	University of South Carolina Aiken	Creative and Professional Writing	B.F.A.	23.0501	New Program	The new program would target students who lean toward the creative and professional side of English studies instead of emphasizing literature or teaching tracks for middle and high school.	CHE Approval
2020	University of South Carolina Aiken	Art	B.A.	50.0701	New Program	Bachelor of Arts – Major in Art is an innovative degree plan intended for those who seek broad studies in the arts and humanities and an option to specialize in one of the four listed tracks or areas of emphasis: Concentration in Studio and Digital Arts Concentration in Graphic Design Concentration in Art History Art Education with K-12 Teaching Certification	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2020	University of South Carolina Aiken	Earth Systems Science	B.S.	40.0601	New Program	Earth Systems Science Program (ESSP) at USC AIKEN offers a transdisciplinary approach to investigate the science of dynamic Earth processes. Through this program, students learn about and independently investigate complex environmental problems caused by human activities in conjunction with natural changes in the Earth system; equipping them for further study at the graduate level or for careers in a wide range of scientific fields.	CHE Approval
2021	University of South Carolina Aiken	Mechanical Engineering	BS	14.1901	New Program	proposed ME curriculum represents a 24 engineering credit hours differential from our current IPE curriculum. Because the first two years of the IPE and ME curricula are very similar, students will have time to explore each option and choose what is best for them. The differences between the degrees are important, and our EAB partners continue to state the need for mechanical engineers at their companies. At their behest, we are seeking this additional degree option for our students.	CHE Approval
2021	University of South Carolina Aiken	Spanish	BA	16.0905	New Program	BA Spanish with concentration in Translation and Interpretation, or Concentration in Language, Literatures, and Cultures	CHE Approval
2021	University of South Carolina Aiken	Theater	BA	50.0501	New Program	Bachelor of Arts - Major in Theatre (BA-Theatre), is an innovative degree plan intended for those who seek broad studies in theatre and the ability to refine skills in an active theatre production program.	CHE Approval
2019	University of South Carolina Beaufort	Information Science and Technology	B.S.	11.0103	New Program	ISAT is a field of computer and information sciences and support services, and the goal is to advance knowledge about information, apply information technologies to practice, and provide services to the society. ISAT complements the present B.S. in Computational Science (CSCI) at USCB in that CSCI emphasizes applied computing while ISAT trains information technology professionals.	CHE Approval
2019	University of South Carolina Beaufort	Literacy	M.Ed.	13.1315	New Program	New Program to prepare certified literacy teachers and literacy coaches capable of teaching research-based strategies with the specific target of improving reading achievement in P-12 classrooms	CHE Approval
2018	University of South Carolina Columbia	Adapted Physical Education	M.S.	13.1314	New Program	degree meets the needs of continuing professional education for certified teachers who work with, or aim to work with, children and adolescents with disabilities in physical education settings.	CHE Approval
2018	University of South Carolina Columbia	Aerospace Engineering	B.S.E.	14.0201	New Program	Students that successfully complete the aerospace program will be ready for employment in a knowledge-based economy and be competitive in a global society. In addition, the program prepares students for the existing master and future PhD program in aerospace engineering that is available at USC, ensuring the natural flow of students to the graduate and post-graduate programs.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2018	University of South Carolina Columbia	Applied Behavior Analysis	M.Ed.	42.2814	New Program	This proposal is for the creation of a new Master of Education (M.Ed.) in Applied Behavior Analysis. This face-to-face degree does provide opportunities for various courses delivered in online, hybrid, and face-to-face formats (see specific formats below under Curriculum). However, less than 25% of the courses are online. This proposed degree will not result in teacher certification, rather the degree will include the coursework and practicum hours required to be eligible to become a Board Certified Behavior Analyst (BCBA).	CHE Approval
2018	University of South Carolina Columbia	Athletic Training	M.S.	51.0913	New Program	On May 20, 2015, the Strategic Alliance, led by the CAATE announced the professional degree for AT would move from the Bachelors to Masters level. So all accredited athletic training programs will now need to move to the graduate level and meet CAATE-accreditation requirements. Therefore, it is necessary to terminate the current BS in AT and create a new Masters of Science (MS) in AT that will certainly continue to fit the mission of USC.	CHE Approval
2018	University of South Carolina Columbia	Health Information Technology	M.H.I.T.	51.2706	New Program	The Master of Health Information Technology (MHIT) is not a new program. It has been in existence since September 2012. However, due to the change in CIP Code from 51.0706 (Health Information/ Medical Records Administration) to 51.2706 (Medical Informatics) to be in alignment with accreditation requirements, the CHE staff has noted that a New Program Proposal must be submitted.	CHE Approval
2018	University of South Carolina Columbia	Nursing Informatics	M.S.N.	51.3899	New Program	Nursing informatics integrates nursing science, computer science, and informatics science to manage and communicate data, information, knowledge and wisdom in nursing practice.	CHE Approval
2019	University of South Carolina Columbia	Educational Practice and Innovation	Ed.D.	13.9999	New Program	New Program: updated program will have a CIP Code of 13.9999 ;name of the updated program will be Educational Practice and Innovation; concentration will change to Learning Design and Technologies; additional concentration in Education Systems Improvement	CHE Approval
2019	University of South Carolina Columbia	Master of Studies in Law, Health Systems Law	M.S.L.	51.0707	New Program	Students who earn a Master’s of Law in Health Systems Law will have the knowledge of legal principles and skills necessary to work in a position of significant responsibility within a health care industry. Students will understand the various government entities which govern the U.S. health system and regulate health care entities. Students will understand the role of law and the legal profession in that system.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	University of South Carolina Columbia	Master's Entry Practice Nursing	M.S.N.	51.1601	New Program	The proposed Master's Entry to Practice of Nursing (MEPN) program is an entry into practice master's degree that prepares students with a previously earned bachelor's degree without prior nursing experience to gain education and experience to provide direct care as a nurse in a variety of settings. The degree also provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree.	CHE Approval
2019	University of South Carolina Columbia	Nurse Anesthesia	D.N.P.	51.3818	New Program	A program leading to a Master of Nurse Anesthesia from University of South Carolina was accredited in 1993, and in 2010 GHSUMC was approved as an additional primary clinical site. The graduate program in Nurse Anesthesia has existed for 20+ years at the School of Medicine. Due to changes in the national accreditation standards the program must convert to a doctoral level program by 2022.	CHE Approval
2020	University of South Carolina Columbia	Bus. Admn. Business Analytics	M.S.	52.1302	New Program	Master of Science in Business Analytics (MSBA) is a 30-credit hour program structured to be completed in a single year. Students will acquire knowledge and competencies in the acquisition, data crunching, and utilization of large streams of data, and in the identification, formulation, analysis, and interpretation of statistical and mathematical models for use in business decision-making.	CHE Approval
2020	University of South Carolina Columbia	Cyber Intelligence	B.S.	43.0404	New Program	Cyber Intelligence degree program is an interdisciplinary degree program that will prepare students to analyze cyber challenges in a holistic manner. The degree combines coursework in 1) data analytics, 2) ethics and human behavior, 3) regulation and public policy, and 4) and geographic information systems and spatial data.	CHE Approval
2020	University of South Carolina Columbia	Informatics	Ph.D.	11.0104	New Program	The Doctor of Philosophy (PhD) in Informatics educates researchers, teachers, and leaders who advance the science of informatics and digital transformation. As a multidisciplinary field, Informatics emphasizes convergent research strategies and team-based science that engage diverse perspectives of information technology and computing with business, engineering, and social, behavioral and economic sciences to address a variety of complex problems in health care, business, engineering, and other domains.	CHE Approval
2021	University of South Carolina Columbia	Coaching Education	MS	13.1314	New Program	The Department of Physical Education is seeking to expand graduate degrees offered in the department by developing a Master of Science (MS) in Coaching Education with two concentrations: (1) Athletic Coaching and (2) Mental Performance Coaching. This degree meets the needs of continuing professional education of teachers who often seek coaching opportunities as central career goals, collegiate student-athletes with post-athletics coaching aspirations and coaching staff striving to expand their theory and research into practice knowledgebase.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2021	University of South Carolina Columbia	Data and Communication	MS	30.7199	New Program	MS Data and Communication program has been developed using market data that indicates this program will attract professionals interested in upskilling. Employers increasingly seek out data strategists with skills in data analysis and data visualization, as well as seeking marketing professionals who can strategically communicate the meaning of the data.	CHE Approval
2021	University of South Carolina Columbia	Music Industry Studies	BS	50.1003	New Program	The University of South Carolina currently offers a minor in Music Industry Studies that can be taken by students in any professional or liberal arts major. This minor has become popular among majors from various programs in Business, Sports and Entertainment Management, and Film & Media Studies who desire careers in or additional familiarity with the music industry. The Bachelor of Science in Music Industry Studies integrates courses and experiences from the existing music industry minor, as well as business, and sports and entertainment. This degree culminates in a capstone project that allows focus on an area of interest within the music industry, resulting in a portfolio whose development will equip students with greater understanding of and experience with at least one dimension of the music industry.	CHE Approval
2021	University of South Carolina Columbia	Neuroscience	BS	26.1501	New Program	proposed B.S. in Neuroscience degree is designed to encourage critical thinking and problem solving using the methods of scientific inquiry, promote understanding of the theories and methods of modern neuroscience, and prepare students for entry into a wide range of postbaccalaureate graduate and professional programs.	CHE Approval
2021	University of South Carolina Columbia	Nurse Education	MSN	51.3203	New Program	Nursing Education program: Post BSN Entry level.	CHE Approval
2021	University of South Carolina Columbia	Special Education	M ED	13.1001	New Program	Adding a Multi-categorical concentration to the M.Ed. in Special Education and sunsetting the following concentrations: Emotional and Behavioral Disorders, Intellectual Disabilities, and Learning Disabilities.	CHE Approval
2021	University of South Carolina Columbia	Special Education	MAT	13.1001	New Program	Adding a Multi-categorical concentration to the MAT in Special Education and sunsetting the following concentrations: Emotional and Behavioral Disorders, Intellectual Disabilities, and Learning Disabilities.	CHE Approval
2022	University of South Carolina Columbia	Interdisciplinary Studies in Services Management	BAIS	24.0101	New Program	The BAIS program has existed for some years offered in the College of Arts & Sciences and the College of Hospitality, Retail, and Sports Management. HRSM seeks to change the name of its program to Bachelor of Arts in Interdisciplinary Studies in Services Management (BAIS, Services Management) because students in its program must complete at least 15 credit hours of coursework from one department within HRSM (i.e., from programs in Retailing, Hospitality Management, Tourism Management, or Sport and Entertainment Management)	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2022	University of South Carolina Columbia	Special Education, Multi Categorical	BA	13.1001	New Program	new Bachelor of Arts in Special Education within the College of Education's Department of Educational Studies. The degree will be an on-campus in residence program on the Columbia campus. The degree will include the coursework and student teaching experience that leads to initial teacher certification in Multi-Categorical Special Education (PK-Grade 12) in South Carolina.	CHE Approval
2023	University of South Carolina Columbia	Cyber Policy and Ethics	BS	43.0404	New Program	proposed program is a redesign of and will ultimately replace the existing B.S. in Cyber Intelligence. Pathways include: Cyber Tools and Digital Skills, Governance and Policy, Society and Ethics, Global Cyber Cultures, and Challenges and Development. Add courses to each element of the major requirement.	CHE Approval
2023	University of South Carolina Columbia	Dance Studies	MAT	50.0301	New Program	M.A. in Dance Studies is a 36 semester-credit hour program designed for working professionals that consists of online coursework mixed with brief summer residencies. The degree can be completed in six semesters, including two summers of study, and all students will be encouraged to complete the program in that timeframe. The Master of Arts in Dance Studies provides a broad-based curriculum that prepares students for future graduate study and creative and academic leadership in the profession. Coursework enables students to enhance and extend their pedagogical and artistic practice and develop an educational foundation that aligns with general, and focused, artistic, scholarly, and/or pedagogical goals relevant to a variety of specializations within the field.	CHE Approval
2023	University of South Carolina Columbia	Information Security and Cyber Leadership	MS	11.0401	New Program	new graduate degree program marries information science (with a focus on the theory, organization, and process of information) with cybersecurity (with a focus on assessment of security needs, recommending safeguard solutions, and auditing security devices, systems, and procedures) and leadership.	CHE Approval
2023	University of South Carolina Columbia	Information Technology	MSIT	11.0103	New Program	Master of Science in Information Technology (MSIT) enables students to advance their technical expertise and their ability to integrate technologies into organizations. The degree addresses workforce demand in South Carolina and beyond for expertise in information technology and digital transformation needed to work effectively in today's data and technology centric environments.	CHE Approval
2019	University of South Carolina Upstate	Community Health	B.A.	51.1504	New Program	New Program is to provide education and training for students interested in the field of health, increase the number of community health workers for organizations in the region and state, and provide students the opportunity to leverage interest in careers in health into viable career trajectories that improve the well-being of the individuals and the communities they would serve.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2019	University of South Carolina Upstate	Cybersecurity	B.S.	11.1003	New Program	new 4-year Bachelor of Science in Cybersecurity at USC Upstate. The purpose of this degree program is to prepare graduates for employment in the rapidly-evolving world of data security and information assurance	CHE Approval
2019	University of South Carolina Upstate	Nursing	M.S.N.	51.3801	New Program	Registered Nurses (RN) pursuing a Bachelor of Science in Nursing degree (BSN) with an interest in continuing their education to earn a Master of Science in Nursing degree (MSN). Registered nurses in the RN-MSN Track will be awarded the BSN and will select a concentration for completing the MSN degree. Concentrations to choose from will be Clinical Nurse Leader, Nursing Education, and Nursing Leadership.	CHE Approval
2020	University of South Carolina Upstate	Accounting	B.S.B.Admin.	52.0301	New Program	The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major.	CHE Approval
2020	University of South Carolina Upstate	Economics/Finance	B.S.B.Admin.	52.0601	New Program	The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major.	CHE Approval
2020	University of South Carolina Upstate	Entrepreneurship and Innovation	B.S.B.Admin.	52.0701	New Program	The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major.	CHE Approval
2020	University of South Carolina Upstate	Logistics and Supply Chain Management	B.S.B.Admin.	52.0203	New Program	The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2020	University of South Carolina Upstate	Management	B.S.B.Admin.	52.0201	New Program	The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major.	CHE Approval
2020	University of South Carolina Upstate	Marketing	B.S.B.Admin.	52.1401	New Program	The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major.	CHE Approval
2018	Winthrop University	Bachelor of Professional Studies	B.P.S.	30.9999	New Program	The Bachelor of Professional Studies (BPS) is a degree-completion program constructed to provide an efficient and flexible option by which adult learners who have previously earned college credits can complete an undergraduate degree.	CHE Approval
2018	Winthrop University	Learning Design and Technology	M.Ed.	13.0501	New Program	The purpose of the Master of Education in Learning Design and Technology (30 hrs.) is to prepare professional educators in a variety of fields to create, analyze, deliver and evaluate learning materials and improve human learning and performance through the appropriate use of learning theory and technology tools.	CHE Approval
2018	Winthrop University	Teacher Leadership	M.Ed.	13.1299	New Program	Teachers will acquire the knowledge base and skills needed in the areas of curriculum development and assessment, pedagogy, and leadership so they can affect high-impact teaching and learning in their classrooms and positively influence change in their schools.	CHE Approval
2020	Winthrop University	Applied Software Development	B.S.	11.0701	New Program	The proposed Bachelor of Science in Applied Software Development degree program is designed to be completed in two years and is targeted at students that have completed the Associate in Applied Science in Computer Technology – Programming Specialization degree (AAS.CPT.PROG) from a South Carolina Technical College.	CHE Approval
2020	Winthrop University	Cybersecurity	B.S.	11.1003	New Program	BS in Cyber security. target audience of this program is traditional students who enter from high school with an anticipated career path in the Cybersecurity area such as: Information Security Officer, Penetration Tester, Cybersecurity Analyst, or Cybersecurity Engineer.	CHE Approval
2020	Winthrop University	Data Science	B.A.	30.3001	New Program	Bachelor of Arts degree in Data Science necessary knowledge comes from the fields of statistics, computer science, machine learning, mathematics, and substantive domain knowledge	CHE Approval
2020	Winthrop University	Early Childhood	M.A.T.	13.1210	New Program	Master of Arts in Teaching in Early Childhood Education program will provide a graduate-level pathway for teacher certification in grades PK – 3 to complement the existing undergraduate pathway.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action
2020	Winthrop University	Educational Studies	B.S.	13.0101	New Program	B.S. in Educational Studies provides an additional pathway for teacher certification while also serving individuals considering careers related to education, but that do not require teacher certification. This program will serve students who decide later in their undergraduate academic career to pursue teacher certification or transfer to the university with significant coursework unrelated to certification.	CHE Approval
2020	Winthrop University	Elementary	M.A.T.	13.1202	New Program	Master of Arts in Teaching program in Elementary Education will provide a graduate pathway for teacher certification in grades 2 – 6 to complement the existing undergraduate pathway.	CHE Approval
2020	Winthrop University	Middle Level Education	M.A.T.	13.1203	New Program	Master of Arts in Teaching in Middle Level Education program will provide a graduate-level pathway for teacher certification in Middle Level Education to complement the existing undergraduate pathway.	CHE Approval
2020	Winthrop University	Special Education	M.A.T.	13.1001	New Program	Master of Arts in Teaching in Special Education (Multicategorical) program will provide a graduate-level pathway for teacher certification in Special Education (Multicategorical) to complement the existing undergraduate pathway.	CHE Approval
2021	Winthrop University	Athletic Training	MS	51.0903	New Program	This new program is required to replace the Bachelor of Science in Athletic Training (BSAT). The national accrediting agency for athletic training, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that all professional athletic training programs must be offered at the graduate level	CHE Approval
2018	York Technical College	Surgical Technology	A.A.S.	51.0909	New Program	Associate in Applied Science degree with a major in Surgical Technology. Students completing this degree may seek employment in hospitals, surgery centers, and doctors' offices.	CHE Approval

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2018	Clemson University	Architecture	M.Arch. and M.S.	04.0902	Program Modification	We request that the CIP code for the Master in Architecture (including the Master in Architecture with a concentration in Architecture + Health) and the Master of Science in Architecture be changed from 04.0201 (Architecture) to 04.0902 (Architectural and Building Sciences/Technology).	Approved	
2018	Clemson University	Wildlife and Fisheries Biology	M.S.	03.0601	Program Modification	We request a return to the original CIP coding. When this MS program was duly established and approved by CHE over 20 years ago, both our University and CHE records indicate the program was initiated with the CIP code 03.0601. both Clemson University and CHE records indicate that when the MS program underwent a name change in 2004, its CIP code had inexplicably changed to 01.0303.	Approved	
2019	Clemson University	Computer Science	M.S.	11.0101	Program Modification	Add New Site: Clemson University - Campbell Graduate Engineering Center (Clemson University ICAR)	Approved	
2019	Clemson University	History	B.A.	54.0101	Program Modification	Add Digital History Concentration	Approved	New pathways - no change in curriculum
2019	Clemson University	Parks, Recreation & Tourism Management	B.S.	31.0301	Program Modification	Merging the 1) Travel and Tourism, and 2) Parks and Conservation Area Management concentrations within the BS Parks, Recreation, and Tourism Management program into a modified extant Community Recreation, Sport, and Camp Management concentration and renaming that concentration Parks, Recreation, and Tourism. The modification ensures alignment of the concentration curricula with a common student curriculum experience in the BS program, and achieves greater efficiency for students and faculty in meeting and delivering course requirements.	Approved	New pathways - no change in curriculum
2019	Clemson University	Parks, Recreation & Tourism Management	B.S.	31.0301	Program Modification	Curriculum change leading to net reduction in required hours and more focused concentration requirements	Approved	Overall reduction in credit hours - decrease the time to graduation.
2019	Clemson University	Planning, Design, and the Built Environment	Ph.D.	04.0401	Program Modification	Reduce the total number of credits required for the Ph.D. in Planning, Design and the Built Environment from 76 to 61 to align the requirements of this program with similar ones offered nationally and allow students the time to publish original program-based research.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2019	Clemson University	Teaching and Learning	M.Ed.	13.0101	Program Modification	Add 5 concentrations•STEAM•Experiential Learning for Early Childhood •Instructional Coaching • Effective and Reflective Teaching •Self-Designed Specialization REMOVE 5 sites: University Center of Greenville; Anderson County School District; Greenville County School District; Pickens County School District; Oconee County School District;	Approved	New pathways - no change in curriculum
2019	Clemson University	Social Science	M.S.	45.9999	Program Modification	First, we propose a change in name to MS Social Science that reflects the composition of the faculty and the courses offered in the department that related to sociology, anthropology, and criminal justice. Second, we propose a streamlined curriculum that is in alignment with the lower credit hour requirements of other Master’s programs at Clemson and related programs at peer institutions.	Approved	Overall reduction in credit hours - decrease the time to graduation.

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	Clemson University	Communications	B.A.	23.1304	Program Modification	two sets of changes to the BA Communication degree: a) a refocusing of the core curriculum to enhance the senior capstone experience through high impact practices, which is in line with guidelines recommended by national higher education associations, and b) the addition of 4 concentration areas that align with the department's primary research and teaching areas in health communication, strategic communication, and media and technology studies. A generalist concentration is explicitly identified to facilitate degree completion and serve students with varied interests.	Approved	New pathways - no change in curriculum
2020	Clemson University	Construction Science and Management	B.S.	15.1001	Program Modification	Change of CIP Code to a more appropriate coding that is also aligned with a USCIS/DHS STEM designation	Approved	
2020	Clemson University	Mechanical Engineering	M.S.	14.1901	Program Modification	We request extending our currently approved MS Mechanical Engineering program to the Campbell Graduate Engineering Center (CU-International Center for Automotive Research) instructional site in Greenville.	Approved	
2020	Clemson University	Middle Level Education	M.A.T.	13.1203	Program Modification	The following changes are proposed to the MAT in Middle Level Education: 1.Reduce the overall number of credit hours from 36 to 30. 2.Limit students to one area of certification. 3.Add 100% online delivery of the program.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Clemson University	Real Estate Development	M.R.E.D.	52.1501	Program Modification	Add a new site location (Clemson Design Center in Charleston) for the Master of Real Estate Development program; declare as concentrations two curricular pathways in the MRED program that have been operating since the 2016/17 academic year.	Approved	New pathways - no change in curriculum
2020	Clemson University	Secondary Education	M.A.T.	13.1205	Program Modification	1) reducing the overall number of credit hours of the MAT Secondary Education program from 42 to 30, and 2)Adding 100% online delivery of the program.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Clemson University	Sociology	B.A.	45.1101	Program Modification	Revising the BA Sociology curriculum to streamline major requirements, reduce the program's required credit hours, and eliminate the emphasis area/concentration in Criminal Justice	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Clemson University	Sociology	B.S.	45.1101	Program Modification	streamline major requirements, reduce the program's required credit hours, and eliminate the emphasis area/concentration in Criminal Justice	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Clemson University	Sociology	B.S.	45.1101	Program Modification	Revising the BS Sociology curriculum to streamline major requirements, reduce the program's required credit hours, and eliminate the emphasis area/concentration in Criminal Justice	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Clemson University	Special Education	M.Ed.	13.1001	Program Modification	Curriculum revision exceeding 12 credit hours of gross cumulative change resulting in a net reduction in the overall number of hours from 36 to 33; dropping emphasis areas in the degree; dropping site locations in four school districts and the University Center of Greenville. and Terminate (5) Sites: University Center of Greenville; Pickens County School District; Greenville County School District; Oconee County School District; Anderson County School District;	Approved	Overall reduction in credit hours - decrease the time to graduation.
2021	Clemson University	Business Administration	Ph.D.	52.0205	Program Modification	Add Executive Leadership concentration. Formalize Entrepreneurship, Information Systems, Organizational Behavior, Strategic Management, and Supply Chain & Operations Management concentrations.	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2021	Clemson University	Business Administration, Digital Brand Communications Concentration	MBA	52.0201	Program Modification	Add Digital Brand Communications Concentration	Approved	New pathways - no change in curriculum
2021	Clemson University	Communication	MA	09.0199	Program Modification	Guided by recommendation from an external program review, the proposed modifications are: 1) a retitling of the degree to Communication, 2) a revision to the core curriculum to improve instruction in communication theory, research methods, and professional development, and to refocus topical seminars that align with the department's primary research and teaching areas in health communication, strategic communication, sports communication, and media and technology studies.	Approved	Revise curriculum
2021	Clemson University	Curriculum & Instruction	PhD	13.0301	Program Modification	We request a change in the program name as well as curriculum changes related to course and credit hour requirements for the PhD in Curriculum & Instruction. We are also requesting the elimination of specializations associated with the PhD in Curriculum & Instruction. proposed modifications are to: change the name to PhD Teaching and Learning to better align with the Department of Teaching and Learning in which it is housed; reduce the total hours required from 65 to 56; close current specializations (Mathematics Education, Science Education, Early Childhood Education, Social Studies, and Educational Foundations); and add cognate areas that are determined by students and their committees. Through these modifications, the program will also replace three existing courses (9 hours) with three new courses (9 hours) that align with the program goals.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2021	Clemson University	Policy Studies	Ph.D.	44.0501	Program Modification	Reduce required credit hours from 81 to 57 and remove extraneous pre-dissertation requirements.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2023	Clemson University	Applied Psychology (3 Concentrations: Human Factors Psychology; Industrial-Organizational Psychology; Health Psychology)	MS	42.2801	Program Modification	adding a new concentration in Health Psychology to the extant MS Applied Psychology program.	Approved	New pathways - no change in curriculum
2023	Clemson University	History (4 concentrations: Public History; Digital History; Legal History; and Historical Perspectives on Global Security and Challenges)	BA	54.0101	Program Modification	adding a Legal History concentration and a Historical Perspectives on Global Security and Challenges concentration to the BA History program.	Approved	New pathways - no change in curriculum
2023	Clemson University	Marketing	BS	52.1401	Program Modification	addition of five concentrations to our extant BS Marketing program: Research and Insights; Advertising and Media; Sales; Experiential Marketing; General Marketing	Approved	New pathways - no change in curriculum
2023	Clemson University	Philosophy (Concentrations: 1. Law, Liberty, and Justice; and 2. Medicine, Health, and Human Values)	BA	38.0101	Program Modification	adding a Medicine, Health, and Human Values concentration to the BA Philosophy program.	Approved	New pathways - no change in curriculum
2023	Clemson University	Real Estate Development	MRED	04.1001	Program Modification	modify its extant Master of Real Estate Development (MRED) program to yield a single-track/no-concentration program having a reduction in credit hours (from 56 to 35) that can be completed by full-time or part-time students. Remove tracks: Experienced Development Professional; Entry Level Early Career. Remove redundant content. Simplify and streamline program.	Approved	Overall reduction in credit hours - decrease the time to graduation.

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2018	Coastal Carolina University	Music	B.A.	50.0901	Program Modification	The proposed modification to the Concentration in Commercial Music and Jazz is the inclusion of the course Careers in Music to the Specialized Block – Commercial Music Core. This change will raise the credits in this block from 17 to 19.	Approved	Increased required credits by 2 semester credit hours. Potential increase in time to graduation.
2018	Coastal Carolina University	Theatre	B.F.A.	50.0501	Program Modification	Add Musical Theatre concentration: objective of the program is to cultivate practitioners of theatre and live entertainment. This is achieved by developing a practical knowledge and competence that includes sensitivity to technique, artistry, and style, as well as an insight into the role of the theatre arts.	Approved	New pathways - no change in curriculum
2019	Coastal Carolina University	Applied Mathematics	B.S.	27.0301	Program Modification	Add two Concentrations: Teacher Preparation and Graduate School Preparation	Approved	New pathways - no change in curriculum
2019	Coastal Carolina University	Communication	B.A.	09.0101	Program Modification	Add Sports Communication concentration	Approved	New pathways - no change in curriculum
2019	Coastal Carolina University	Computer Science	B.S.	11.0101	Program Modification	Revise Curriculum. This modification will require CSCI 250Q and CSCI 270 in the major requirements (CSCI 250Q is a new course and CSCI 270 was an elective), swap CSCI 310 and CSCI 473 in the major requirements, modify the science electives in the foundation requirements, and move all required CSCI courses from the foundation to the major requirements.	Approved	Revise curriculum
2019	Coastal Carolina University	Engineering Science	B.S.	14.1301	Program Modification	Revise Curriculum. The proposed modifications adjust the physics preparation in the foundational courses, update the choices for a science elective, strengthen the communications requirement, and update the list of major electives.	Approved	Revise curriculum
2019	Coastal Carolina University	English	B.A.	23.0101	Program Modification	Proposing the creation of four concentrations within the English B.A.: 1. Composition, Rhetoric, and Linguistics, 2. Creative Writing, 3. Literature and Culture, and 4. English Studies. Every student majoring in English will declare one of the four concentrations. The current major is 51 credit hours (3 foundation hours + 48Additional hours). The proposed major is also 51 hours (33 foundation hours + an 18-hour concentration).	Approved	New pathways - no change in curriculum
2019	Coastal Carolina University	Information Systems	B.S.	11.0401	Program Modification	Revise Curriculum. The modification will require the addition of two new courses to the curriculum, Linux Fundamentals and Introduction to Information Systems Security. In addition, this modification will add restrictions to the minor/cognate option to have 15 unique credit hours outside of the Information Systems (IS) course list.	Approved	Revise curriculum
2019	Coastal Carolina University	Information Technology	B.S.	11.0103	Program Modification	Revise Curriculum. This modification will remove the requirement for a student majoring in Information Technology (IT) to have a minor in addition to the major. IT majors will take an additional 18 hours of Computer Science (CSCI) courses in place of the minor, which will increase the technical rigor of the degree program.	Approved	Revise curriculum
2019	Coastal Carolina University	Interdisciplinary Studies	B.A.	24.0101	Program Modification	Revise Curriculum: changes that are being proposed scaffold the degree better and require students (with the help of a skilled advisor/mentor) to purposefully plan their coursework with a primary and secondary discipline when they declare this major.	Approved	Revise curriculum
2019	Coastal Carolina University	Interdisciplinary Studies	B.S.	24.0101	Program Modification	Revise Curriculum: changes that are being proposed scaffold the degree better and require students (with the help of a skilled advisor/mentor) to purposefully plan their coursework with a primary and secondary discipline when they declare this major.	Approved	Revise curriculum
2019	Coastal Carolina University	Business Administration	M.B.A.	52.0201	Program Modification	Add concentration: Nonprofit Administration.	Approved	New pathways - no change in curriculum
2019	Coastal Carolina University	Business Administration	M.B.A.	52.0201	Program Modification	Add Commercial and Investment Real Estate Concentration	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	Coastal Carolina University	Hospitality, Resort and Tourism Management	B.S.B.A.	52.0906	Program Modification	Coastal Carolina University's Department of Marketing and Hospitality, Resort, and Tourism Management is proposing to add three concentrations within the Hospitality, Resort, and Tourism Management, Bachelor of Science in Business Administration. Proposed changes to our curriculum:1.A reduction in the number of specific course credits required from 15 to now 12 course credits. 2.An increase in the number of HRTM elective credits from 6 course credits to now 9 course credits. 3.Three new HRTM concentrations characterized by the elective course choices. 4.NumerousAdditional existing courses now being listed as major or concentration electives 5.One proposed new HRTM elective course.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Coastal Carolina University	Coastal Marine and Wetland Studies	MS	26.1302	Program Modification	proposing to add the Professional Studies option to the Master of Science in Coastal Marine and Wetland Studies.	Approved	New pathways - no change in curriculum
2021	Coastal Carolina University	Business Administration: Coastal Marine and Wetland Studies	MBA	52.0201	Program Modification	a new concentration to the existing Master of Business Administration (MBA) program focusing on Coastal Marine and Wetland Studies.	Approved	New pathways - no change in curriculum
2021	Coastal Carolina University	Engineering Science	BS	14.1301	Program Modification	adding three new concentrations. 1.Civil Concentration 2.Electrical Concentration 3.Innovation Design Concentration	Approved	New pathways - no change in curriculum
2021	Coastal Carolina University	Exercise and Sport Science	BS	31.0505	Program Modification	create three concentrations within the Exercise and Sport Science (EXSS) major. Exercise Science Professional Concentration Strength and Conditioning Concentration Pre-Allied Health Professions Concentration.	Approved	New pathways - no change in curriculum
2021	Coastal Carolina University	Graphic Design	BA	50.0409	Program Modification	Curricular changes to accommodate new faculty, additional course options, and accommodate and coordinate with the recently approved BFA in Visual Communication Design changes will do the following: 1.Establish a consistent art & design foundation curriculum (first two years) that a student seeking a BA in Graphic Design or a BFA in Visual Communication Design will follow. 2.Allow the students an opportunity to decide after their first two years to choose between continuing with the BA or elect to apply for the BFA. 3.Expose those students that choose to continue with the BA to a series of art and design courses that will build on the fundamental skills of the practice of design.	Approved	Revise curriculum
2021	Coastal Carolina University	History	BA	54.0101	Program Modification	removing the option for two tracks: 1) the general major track and 2) the concentrations track.	Approved	Simplify pathways
2021	Coastal Carolina University	Marine Science	PhD	40.0607	Program Modification	The proposed modification will change the required core courses within the Marine Science Ph.D. program from seven required courses to five required courses. Four highly specialized required courses will be removed and replaced with two broader courses	Approved	Simplify pathways
2021	Coastal Carolina University	Public Health, Pre Health Professions Concentration	BS	51.2207	Program Modification	Remove Pre Health Professions Concentration	Approved	remove pathway

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2022	Coastal Carolina University	Health Administration	BS	51.0701	Program Modification	There are four primary changes: 1) Remove duplicative courses in the Health Administration curriculum, 2) More clearly delineate the Health Administration curriculum requirements, 3) Add newly-developed courses to the required Health Administration curriculum, and 4) Update the Health Administration curriculum to more closely reflect Association of University Programs in Health Administration (AUPHA) certification requirements.	Approved	Revise curriculum
2022	Coastal Carolina University	Teaching	MAT		Program Modification	This program removes the cohorting and will allow anyone with an appropriate undergraduate degree to work towards licensure. By allowing prospective candidates to enter the program any time of the year, they can now enter at a time that works best for them rather than conform to the schedule the cohort model demanded. This revised MAT program answers our partners' requests for more knowledge in technology and special education by adding 3 credit hours of introduction to each of those subject areas. The proposed revision also removes the 12-16 credit hours of graduate content course work. Since prospective candidates come to us with a full undergraduate degree in their content areas, it makes sense to remove the content courses and focus on educational needs they have as practitioners. With these revisions, the MAT program will require 39 hours to completion, rather than the former 45 hours to completion.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2023	Coastal Carolina University	Psychology with a Mental Health concentration	BS	42.0101	Program Modification	Adding a new optional Mental Health concentration to the BS in Psychology	Approved	New pathways - no change in curriculum
2018	College of Charleston	(Bachelor of Professional Studies)	B.P.S.	30.9999	Program Modification	Add Legal Studies concentration to the Bachelor of Professional Studies degree	Approved	New pathways - no change in curriculum
2019	College of Charleston	English	B.A. & A.B.	23.0101	Program Modification	Add Literature, Film, and Cultural Studies Concentration	Approved	New pathways - no change in curriculum
2019	College of Charleston	Professional Studies	B.P.S.	30.9999	Program Modification	Revise Applied Communication Concentration Curriculum	Approved	New pathways - no change in curriculum
2019	College of Charleston	Professional Studies	B.P.S.	30.9999	Program Modification	Add Construction Management Concentration	Approved	New pathways - no change in curriculum
2019	College of Charleston	Professional Studies	B.P.S.	30.9999	Program Modification	Add Quality and Risk Management Concentration	Approved	Revise curriculum
2020	College of Charleston	Business Administration	B.S.	52.0201	Program Modification	Revise Finance Concentration Curriculum: increase the required courses from one to four and thereby reduce the elective courses from five to two.	Approved	Revise curriculum
2020	College of Charleston	Jewish Studies	B.S./A.B.	38.0206	Program Modification	Revise Curriculum: The Jewish Studies Program is proposing to update its curriculum by adding several new courses, and expand the language requirement for the Jewish Studies major, adding Arabic and German (the two most spoken Jewish languages historically) to Hebrew, so that students can complete the major with one of those three languages.	Approved	Revise curriculum
2020	College of Charleston	Marine Biology	B.S.	26.1302	New Program	Substantial revision of curriculum that has been changed little since implementation in 1970. College of Charleston's Department of Biology therefore underwent a curricular revision process in 2018/2019 that culminated in departmental and school-wide approval of a largely redesigned BS in Marine Biology curriculum.	Approved	Revise curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	College of Charleston	Physical Education	B.S./A.B.	13.1314	Program Modification	Revise Teacher Education Concentration Curriculum: The B.S. and A.B. in Physical Education, Teacher Education Concentration, proposes to update the curriculum to provide a program of study that 1) aligns with recent changes in the national accreditation through SHAPE, America; 2) reflects recent changes to the institutions Exercise Science B.S. degree program, and 3) provides a path to graduation and certification in South Carolina.	Approved	Revise curriculum
2020	College of Charleston	Sociology	B.S.	45.1101	Program Modification	The Sociology BS program proposes to update the curriculum by adding and deleting courses and removing restrictions on 300-level courses in order to provide students more flexibility in focusing on coursework consistent with their career goals.	Approved	Revise curriculum
2021	College of Charleston	Exercise Science	BS & AB	26.0908	Program Modification	credit hour reduction from 124 to 122 hours by: Reduce major credit requirements from 73 to 57 credits; move one course (HEAL 257, Principles of Nutrition) from the list of required courses to the core requirements; remove PHYS 101 and 101L from the required courses; move 3 courses (EXSC 355, 420 and 440) from the core requirements to the bucket of directed elective credits; decrease the bucket of directed elective credits from 9 to 6 hours; remove EXSC 360 from the directed elective credits;	Approved	Overall reduction in credit hours - decrease the time to graduation.
2021	College of Charleston	Foreign Language Education and Ger	BS & AB	13.1206	Program Modification	Change program name; add and remove multiple courses from the 300 and 400-level elective options in the German content area; however, NO changes to the Foreign Language Education curriculum that is part of this major. The major will be thus formulated: <ul style="list-style-type: none"> •Required: GRMN 313 and 314 •18 credit hours in electives, up to 6 credit hours from GRST courses or JWST 230 or 330. •3 credits GRMN 400+ 	Approved	Revise curriculum
2021	College of Charleston	German Studies	BA & AB	16.0501	Program Modification	Program name change and Curriculum change: the major will change to allow students the opportunity to take up to 6 credit hours of their overall 18 elective credits in the major from German Studies courses (new prefix: GRST) in English. The major will be thus formulated: <ul style="list-style-type: none"> •Required: GRMN 313 and 314 •18 credit hours in electives, up to 6 credit hours from GRST courses or JWST 230 or 330. •3 credits GRMN 400+ 	Approved	Revise curriculum
2021	College of Charleston	Science and Mathematics Education	M Ed	13.1399	Program Modification	Rename the M.Ed., Science and Math for Teachers to M.Ed., Science and Mathematics Education; eliminate the Integrated Science & Fundamental Science/Math requirements along with the two science and one mathematics course requirements; implement a new Science & Mathematics Curriculum area that requires 18 credit hours and allows up to 3 hours of SMFT 698 (independent study); reduce all SMFT courses in the program from 4 to 3 credit hours; renumber and rename 2 SMFT math courses in the program from 500 to 600 level; remove the 75 hr. field experience; reduce total program hours from 32 to 30-31.	Approved	Overall reduction in credit hours - decrease the time to graduation.

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2021	College of Charleston	Sociology – Teacher Education	BS & AB	13.1205	Program Modification	update the curriculum by adding and deleting courses and removing restrictions on 300-level courses in order to provide students more flexibility in focusing on coursework consistent with their career goals. For the program, we are deleting 13 courses (39 hours), Adding 13 courses (39 hour), and 12 (36 hours) are new courses. Credit hours for the program change from 33 to 33+, but the total credit hours for the degree remains at 122.	Approved	Revise curriculum
2022	College of Charleston	Geology	BA AB	40.0604	Program Modification	Add a Paleontology Concentration to the current Geology, BA/AB	Approved	New pathways - no change in curriculum
2022	College of Charleston	Mathematics	BS AB	27.0101	Program Modification	Modifying the Mathematics B.S./A.B. to remove the three “tracks” and add a Capstone requirement.	Approved	Simplify pathways
2023	College of Charleston	Executive Business Administration	MBA	52.0201	Program Modification	modifying its existing full time MBA to offer a version for working professionals with at least five years of work experience.	Approved	New pathways - no change in curriculum
2019	College of Charleston & The Citadel	History	M.S.	54.0101	Program Modification	Add Public History concentration	Approved	New pathways - no change in curriculum
2018	Francis Marion University	Physician Assistant Studies	M.S.	51.0902	Program Modification	The entire didactic curriculum has been revised based on student and faculty feedback as well as data analysis of end of course reports to include student performance. The original curriculum followed a problem-based learning format and an organ systems approach. This andragogical approach was modified to follow a competency-based and information-based learning approach while still following a horizontal integration of organ systems. The didactic curriculum proposed modifications follows a more effective integration of essential content both horizontally and vertically. The curriculum will continue to reflect the expected content to be covered by the National Commission for Certification of the Physician Assistant while ensuring comprehensive coverage and adequate time investment for each organ system	Approved	Program pathway made more efficient and effective for students to master content.
2018	Francis Marion University	Nursing	M.S.N.		WITHDRAWN	WITHDRAWN	N/A (Institutional Withdrawal)	
2019	Francis Marion University	Nursing	B.S.N.	31.3801	Program Modification	update the current curriculum for relevancy for today’s graduate nurse and to further improve program outcomes.	Approved	Revise curriculum
2020	Francis Marion University	Chemistry	B.S.	40.0501	Program Modification	Add Forensic Science Concentration	Approved	New pathways - no change in curriculum
2020	Francis Marion University	Chemistry	B.S.	40.0501	Program Modification	new pre-pharmacy option in chemistry	Approved	New pathways - no change in curriculum
2020	Francis Marion University	Management Information Systems	B.B.A.	52.1201	Program Modification	Add Systems Management and Systems Design Concentrations	Approved	New pathways - no change in curriculum
2020	Francis Marion University	Visual Arts	B.A.	50.0701	Program Modification	We are proposing to add a new option in Art Education to the B.A. in Visual Arts. Due to the nature of the option and the number of credit hours required, this new option will be a B.S. degree. We will be terminating the existing B.S. in Art Education in favor of a B.S. in Visual Arts, Art Education Specialty	Approved	New pathways - no change in curriculum
2021	Francis Marion University	Biology, Veterinary Studies	BA & BS	26.0101	Program Modification	new Veterinary Studies Option in Biology Major that will prepare students for careers working with animals.	Approved	New pathways - no change in curriculum
2021	Francis Marion University	Management Information Systems	BBA	52.1201	Program Modification	Adding a new track to the BBA in Management Information Systems Degree which will allow students who have finished their Associates in Network Systems Management to complete a their four year degree	Approved	New pathways - no change in curriculum
2021	Francis Marion University	Marketing, Digital Marketing	BBA	52.1401	Program Modification	Adding a new track to the BBA in Marketing Degree which will allow students complete a track in Digital Marketing	Approved	New pathways - no change in curriculum
2021	Francis Marion University	Sociology, Health Track	BA & BS	45.1101	Program Modification	addition of a new health track to the sociology major	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2021	Francis Marion University	Speech Language Pathology	MSLP	51.0203	Program Modification	updating the curriculum by adjusting course offerings to better reflect the needs of the program and the profession. The modifications more accurately reflect the amount and breath of the content required for the profession and eliminate redundancy within the curriculum	Approved	Revise curriculum
2023	Francis Marion University	Doctor of Nursing Practice (DNP) • BSN to DNP (Family Nurse Practitioner) • BSN to DNP (Psychiatric-Mental Health Nurse Practitioner) • MSN to DNP	DNP	51.3818	Program Modification	proposing changes to the Doctor of Nursing Practice program tracks (BSN-Family Nurse Practitioner/DNP, BSN-Psychiatric-Mental Health Nurse Practitioner/DNP, and MSN-DNP).BSN-DNP tracks are proposing to eliminate the Internship courses to be replaced by a series of three residency courses. PMHNP track is introducing two new courses that are relevant for students within that track, including a course that provides detailed information on the neuroscience of psychiatric disorders and a course focused on psychopharmacology. e BSN-Family Nurse Practitioner track will remain at their current 70 total program credits. In order to incorporate the two new PMHNP-specific courses into the BSN-Psychiatric-Mental Health Nurse Practitioner track, the total programs credits will increase from 70 to 72 hours. MSN-DNP track is proposing to add a series of three residency courses by removing the clinical hours from existing courses and placing them into these standalone clinical-based residency courses	Approved	Revise curriculum. Increase in number of credit hours for some students.
2023	Francis Marion University	Master of Science in Nursing (MSN) • Family Nurse Practitioner (FNP) • Psychiatric-Mental Health Nurse Practitioner (PMHNP)	MSN	51.1605	Program Modification	Department of Nursing is proposing changes to the curricula of the Master of Science in Nursing Nurse Practitioner tracks (Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner). Both tracks are proposing to eliminate some of the 500-level courses currently in the curricula and to replace them with 800-level courses. additionally, the PMHNP track is introducing two new courses that are relevant for students within that track, including a course that provides detailed information on the neuroscience of psychiatric disorders and a course focused on psychopharmacology. The PMHNP track is also intending to eliminate the two internships in the final semester to be replaced by an advanced practicum and synthesis course, which combines the content and hours of the two internship courses. Lastly, some course credits are being slightly modified in both tracks to incorporate additional direct patient care clinical hours within the clinical-based courses.	Approved	Revise curriculum
2018	Lander University	Chemistry	B.S.	40.0501	Program Modification	The Health Sciences Emphasis is based on the core chemistry courses in the current chemistry degree. The Health Sciences Emphasis will still allow students to move into the workforce as chemists or attend graduate school in chemistry. It will, however, add to the flexibility of the current program through the addition of chemistry and science electives required for entry into the health sciences professional programs. This program allows for science classes outside the chemistry curriculum, including classes such as anatomy, physiology, microbiology, and kinesiology, to count as science electives in the major. These topics not only allow the students to meet the professional schools requirements, but they also prepare them for the entrance exams required for the health related professional programs.	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2018	Lander University	Teaching and Learning	M.Ed.	13.1299	Program Modification	Add Montessori Education concentration to existing degree program	Approved	New pathways - no change in curriculum
2019	Lander University	Environmental Science	B.S.	03.0104	Program Modification	Add Forensic Science concentration	Approved	New pathways - no change in curriculum
2020	Lander University	Business Administration	B.S.	52.0201	Program Modification	Add Online and Hybrid Delivery and add Three Concentrations: - Emphasis in Sports Management -Emphasis in Hospitality Management -Emphasis in Information Technology Management	Approved	New pathways - no change in curriculum
2020	Lander University	Business Administration	B.S.	52.0201	Program Modification	Online delivery and UCG site	Approved	
2020	Lander University	History	B.S.	54.0101	Program Modification	Add Public History Concentration	Approved	New pathways - no change in curriculum
2020	Lander University	Media and Communication	B.S.	09.0102	Program Modification	The program modification being submitted includes curriculum changes and a change in the name of the program. -Name change to B.S. in Media and Communication. The name change replaces the outdated term "Mass Communication," with the more general term "Communication," which better encompasses speech, online and social media communication, and is more in line with the department's plans for growth in media production and digital/social media. -Reduction of major program requirements from 64 to 40 hours and addition of a required minor or second major. This will make the program more flexible and transfer friendly.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2023	Lander University	Clinical Nurse Leader Concentration: Nursing Education	MS	51.3817	Program Modification	The proposed modification will add a NEC to the master's degree of Nursing (MSN)- Clinical Nurse Leader (CNL) program. The master's level NEC is designed for nurses interested in teaching in an academic setting or the care delivery environment as a clinical educator. In addition to the CNL core courses, students in the NEC complete three education courses (NUR 631, 641, and 661) and faculty-designed practice experiences, which may include precepted experiences with faculty oversight and/or experiences with direct faculty supervision. In addition, according to the American Association of Colleges of Nursing (AACN) Essentials, students must complete a minimum of 500 practice hours in the discipline of nursing as a demonstration of advanced-level sub-competencies.	Approved	New pathways - no change in curriculum
2018	Medical University of South Carolina	Biomedical Sciences	M.S.	26.0102	Program Modification	Change MS Biomedical Sciences concentration in Biometry and Epidemiology to two separate concentrations for the MS Biomedical Sciences (1) Concentration in Biostatistics and (2) Concentration in Epidemiology	Approved	New pathways - no change in curriculum
2018	Medical University of South Carolina	Biometry	Ph.D.	26.1102	Program Modification	Change degree to Ph.D. We request CHE approval to modify our existing program as two separate doctoral training programs in Biostatistics (CIP 26.1102) and Epidemiology (CIP 26.1309). The proposed modified degree programs are fundamentally unchanged with respect to curriculum and research training, so students enrolled in the current PhD program will not be disadvantaged.	Approved	Change one degree with 2 concentrations to 2 stand alone degrees per accreditation requirements.
2018	Medical University of South Carolina	Health and Rehabilitation Sciences	Ph.D.	51.2399	Program Modification	Post-graduate education entry point. Specifically, students entering the program with post-baccalaureate degrees would have the currently approved 90-credit hour curriculum. Students entering through the post-graduate option would have a 53-credit hour curriculum, which would obviate the need to transfer credits from previously earned graduate degrees to sum to the 90 credit hours.	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2018	Medical University of South Carolina	Medical Sciences	M.S.	26.0102	Program Modification	To offer the option for MD students who complete the first three semesters of medical school at MUSC (but who do not earn the MD degree) to be awarded a Master of Science in Medical Sciences (an existing, approved degree program at MUSC).	Approved	Stop out degree program for students who do not complete the MD.
2018	Medical University of South Carolina	Doctor of Medicine	M.D.	51.1201	Program Modification	accelerated pathway. Program which allows selected high-achieving students to meet requirements of the MD degree in an accelerated manner (3 years) and enter a conditional residency position at MUSC.	Approved	Implementing a 3-year degree path; reduced time to graduation.
2018	Medical University of South Carolina	Epidemiology	Ph.D.	26.1309	Program Modification	Change degree to Ph.D. We request CHE approval to modify our existing program as two separate doctoral training programs in Biostatistics (CIP 26.1102) and Epidemiology (CIP 26.1309). The proposed modified degree programs are fundamentally unchanged with respect to curriculum and research training, so students enrolled in the current PhD program will not be disadvantaged.	Approved	Change one degree with 2 concentrations to 2 stand alone degrees per accreditation requirements.
2019	Medical University of South Carolina	Clinical Research	M.D./ M.S.	51.1201	Program Modification	Dual degree program MD and MS in Clinical Research	Approved	Creates a dual degree pathway for students interested in completing both degrees. Ultimately, it shortens the time to graduation for these students.
2019	Medical University of South Carolina	Dentistry	M.S.	51.0502	Program Modification	Add Digital Dentistry concentration	Approved	New pathways - no change in curriculum
2019	Medical University of South Carolina	Dual Degree Doctor of Pharmacy and MS in Health Informatics	Pharm.D & MSHI	51.2001 51.2706	Program Modification	Health Informatics and PharmD as a dual degree program	Approved	Creates a dual degree pathway for students interested in completing both degrees. Ultimately, it shortens the time to graduation for these students.
2019	Medical University of South Carolina	Healthcare Studies	B.S.	51.0000	Program Modification	Revise Curriculum The proposed program modifications are as follows; 1.Revise the admissions criteria such that applicants are not required to have an AS degree. 2.Revise the admissions criteria such that applicants must have a minimum of 72 credit hours and all general education requirements from an accredited institution to apply to the Bachelor of Science in Healthcare Studies program. 3.Reduce the number of course credits to be delivered by MUSC from 61 to 48. 4.Reduce the number of semesters to complete the degree from 5 to 4. 5.Reduce the number of concentrations from two to zero so that each student follows the same plan of study.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2019	Medical University of South Carolina	Molecular and Cellular Biology	Ph.D.	26.0499	Program Modification	Add concentrations7/26/2023 Request approval to offer the following tracks: (1) Cancer Biology; (2) Molecular Cell Regulation; (3) Cardiovascular Biology; (4) Molecular and Structural Biology; (5)Tissue Development, Injury & Repair; (6) Oral Health Sciences; (7) Biomarine, Environmental and Coastal Health (BEACH).	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	Medical University of South Carolina	Biomedical Sciences	M.S.	26.0102	Program Modification	proposed to better align the concentrations available for the MS Biomedical Sciences degree at MUSC with the comparable PhD degrees. This alignment will allow students who are on track for transitioning to the PhD to better reflect the focus of expertise; and it will allow current PhD students who wish to stop-out with the MS Biomedical Sciences degree to reflect the expertise they have acquired. Thus, the proposal seeks to: <ul style="list-style-type: none"> •deactivate one concentration •add one new concentration •rename one concentration 	Approved	New pathways - no change in curriculum
2020	Medical University of South Carolina	Health Administration	M.H.A.	51.0701	Program Modification	add a track to the Master in Health Administration (MHA) academic program to offer an accelerated pathway (via advanced standing) to achieve the MHA degree for students graduating with a Bachelor in Healthcare Studies degree from the Medical University of South Carolina (MUSC). This pathway would decrease the length of time required to earn the MHA from MUSC, will allow students to maximize state scholarship support, and will thus decrease students' costs.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Medical University of South Carolina	Nursing Practice	D.N.P.	51.3818	Program Modification	Add Concentration in Lifespan Palliative Care (post-MSN)	Approved	New pathways - no change in curriculum
2021	Medical University of South Carolina	MS Nursing, Psychiatric Mental Health concentration	MSN	51.3803	Program Modification	Add Psychiatric Mental Health concentration	Approved	New pathways - no change in curriculum
2019	South Carolina State University	Health and Physical Education	B.S.	31.0501	Program Modification	This proposal requests the addition of Applied Exercise Science as a new concentration within the existing Physical Education program. In addition, this proposal requests a program name change from "Physical Education" to "Health and Physical Education" associated with CIP code 310501	Approved	New pathways - no change in curriculum
2020	South Carolina State University	Biology	B.S.	26.0101	Program Modification	add a concentration in Applied Oncology Honors Sciences to its BS Biology program.	Approved	New pathways - no change in curriculum
2020	South Carolina State University	Business Administration	M.B.A.	52.0101	Program Modification	1.The MBA curriculum is being modified to reduce the number of hours in the core curriculum, increase hours in each concentration, and add new courses in the core and each concentration. The total hours in each curriculum remains the same after these changes. 2.All concentrations of the MBA program will be delivered on-line in addition to traditional delivery.	Approved	Revise curriculum
2021	South Carolina State University	Counselor Education	M Ed	13.1101	Program Modification	curriculum change to satisfy the M.A. Rehabilitation Counseling program's accrediting board's (CACREP) mandate that the length of all graduate counseling programs must be at least 60 credits. To satisfy the CACREP requirement, the program is adding three new courses and revising three other courses Add delivery modes to include: a hybrid mode and fully online.	Approved	Increase program length in keeping with programmatic accreditation requirements
2021	South Carolina State University	Education Administration	EdS	13.0401	Program Modification	The proposed modification is to add the "Superintendent Certification" track to the existing Ed.S. Program and offer it in traditional face-to-face and online instructional delivery modes.	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2021	South Carolina State University	Industrial Technology	BS	15.0612	Program Modification	SC State wishes to develop a standalone B.S. Industrial Technology program by: 1) Deleting the Industrial Education option from the B.S. Industrial Education program (with options in Industrial Education and Industrial Technology), 2) Changing the program title from "Industrial Education" to "Industrial Technology," 3) Enhancing the Industrial Technology curriculum by removing three Education courses (9 credit hours) and replacing them with three Industrial Technology courses (9 credit hours), and 4) Changing the current CIP Code from 131309 to 15.0612.	Approved	Revise curriculum, remove a pathway
2021	South Carolina State University	Rehabilitation Counseling	MA	51.2399	Program Modification	curriculum change to satisfy the M.A. Rehabilitation Counseling program's accrediting board's (CACREP) mandate that the length of all graduate counseling programs must be at least 60 credits. To satisfy the CACREP requirement, the program is adding five new courses and revising one course Add delivery modes to include: a hybrid mode and fully online.	Approved	Increase program length in keeping with programmatic accreditation requirements
2018	The Citadel	Health, Exercise, and Sport Science	M.S.	31.0505	Program Modification	Adding a new concentration in Tactical Performance and Resiliency to existing our Master of Science in Health, Exercise and Sport Science from the Department of Health and Human Performance in order to provide students with unique knowledge and skills to meet a rapidly growing workforce demand across the state and the nation.	Approved	New pathways - no change in curriculum
2021	The Citadel	Chemistry	BA	40.0501	Program Modification	Add two new concentrations to the Chemistry BA: Clinical Chemistry and Environmental Chemistry. Prior to this proposal the BA in Chemistry has had no concentrations.	Approved	New pathways - no change in curriculum
2021	The Citadel	Literacy Education	M Ed	13.1315	Program Modification	We propose eliminating the following courses from the program of study for the MEd in Literacy Education: <ul style="list-style-type: none"> ●EDUC 536: Educational Psychology ●EDUC 589: Methods and Materials in Literacy Education ●EDUC 590: Literacy Assessment and Instruction In addition, we propose adding these three courses: <ul style="list-style-type: none"> ●EDUC 668: Principles and Strategies for Teaching ESOL to PK-12 Learners ●EDUC 667: Linguistics for Educators ●EDUC 665: Cultural and Linguistic Diversity in Education We also propose modifications to the following existing core courses, so that they emphasize the literacy development of English language learners: <ul style="list-style-type: none"> ●EDUC 570 Teaching Reading and Writing with ELLs and Students from Historically Marginalized Communities ●EDUC 592 Teaching Language and Literacy across the Curriculum Finally, we propose adding online and hybrid delivery options to all of the courses in the MEd in Literacy Education.	Approved	Revise curriculum
2020	University of South Carolina Aiken	Chemistry	B.S.	40.0501	Program Modification	Add Concentration in Computational Chemistry	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	University of South Carolina Aiken	Special Education, Multi-Categorical	B.A.S.Ed.	13.1001	Program Modification	focus of the multi-categorical program will be teaching students to use evidence-based practices to teach all students with exceptionalities and different learning needs. These skills and content knowledge are critical for all K-12 educators. With the inclusion movement, more and more special educators are being asked to co-teach in general education classrooms. Our preservice teachers must be able to plan and teach (and adapt) academic content (e.g., reading, writing, and math - grades K-12), as well as manage behavior, assess student strengths and needs, and collaborate with families and other professionals. Add Palmetto College Online Delivery	Approved	New pathways - no change in curriculum
2018	University of South Carolina – Palmetto College	Liberal Studies	B.A.	24.0101	Program Modification	Add New Site: Lexington Middle School, 702 N. Lake Drive, Lexington, SC 29072	Approved	
2018	University of South Carolina – Palmetto College	Organizational Leadership	B.A.	52.0206	Program Modification	Add New Site: Lexington Middle School, 702 N. Lake Drive, Lexington, SC 29072	Approved	
2018	University of South Carolina Aiken	Middle Level Education	B.A.Ed.	13.1203	Program Modification	Move Two Concentrations to Single concentration: The Middle Level Education Program at USC Aiken will offer the Middle Level Certification in four areas instead of six. We will move from 2 concentration areas of 15 credits each, to a single concentration area of ~ 26 credits plus electives. This aligns with the new guidelines established by the Association for Middle Level Education, the professional organization for Middle schools. This will also allow for a more in-depth mastery of their content and reduce the overall number of credit hours required for graduation, bringing it closer to the 120 hours recommended.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2018	University of South Carolina Aiken	Music Education	B.A.	13.1312	Program Modification	Add Choral and Instrumental Music concentrations: request seeks to clarify concentrations offered through the Bachelor of Arts – Major in Music Education degree plan. There are no programmatic changes as part of this request. The sole purpose of this program modification is to provide clarity in degree offerings and align degree outcomes with both the state Department of Education and NASM.	Approved	New pathways - no change in curriculum
2019	University of South Carolina Aiken	Chemistry	B.S.	40.0501	Program Modification	Add Engineering concentration	Approved	New pathways - no change in curriculum
2019	University of South Carolina Aiken	Early Childhood Education	B.A.	13.1210	Program Modification	Add New Site: USC Salkehatchie	Approved	
2019	University of South Carolina Aiken	Elementary Education	B.A.	13.1202	Program Modification	Add New Site: USC Sumter campus	Approved	
2019	University of South Carolina Aiken	Nursing	B.S.N.	51.3801	Program Modification	Add New Sites: USC Sumter & USC Union	Approved	
2018	University of South Carolina Beaufort	Nursing	B.S.N.	51.3801	Program Modification	Revise Curriculum: • Reduced BSN degree credits from 127 to 121. •Edited department mission and vision to align with uses mission. •Reduced program outcomes from 9 to 6. •Separated didactic and clinical course content into two related courses. •Increased focus on collaboration in interprofessional teams. •Increased use of evidenced based guidelines. •Increased focus on care of patient populations in addition to the care of individuals, families, and communities. •Improved content on quality improvement, organizational leadership , change management , and high stakes communications. • Increased use of patient care and information technologies. •Enhanced focus on care transitions to improve health outcomes.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2019	University of South Carolina Beaufort	Hospitality Management	B.S.	52.0901	Program Modification	Add New Site: USC Beaufort – Hilton Head Island Campus	Approved	
2019	University of South Carolina Beaufort	Nursing	B.S.N.	51.3801	Program Modification	Add University of South Carolina Salkehatchie Site	Approved	
2020	University of South Carolina Beaufort	Biology	B.S.	26.1302	Program Modification	Add Marine Biology Concentration and add Delivery Site Hilton Head Island Campus - 56518	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2022	University of South Carolina Beaufort	Biology	BA	26.0101	Program Modification	Students at USC Upstate may currently earn a BS degree in biology that prepares students for employment in industry or graduate-level work in academic or professional programs such as medical, dental, and veterinary school. We propose a BA degree for students who want to enter graduate or professional programs for which a lesser degree of mastery of biology and chemistry is required	Approved	New pathways - no change in curriculum
2022	University of South Carolina Beaufort	Public Health	BA	51.2207	Program Modification	Addition of a new degree type (Bachelor of Arts in Public Health) of the same program at the same degree level. Both programs share comparable core requirements. The distinction exists in the Bachelor of Arts (B.A.) degree emphasizing more cognates outside of natural science to include areas such as Psychology, Nutrition, Sociology, Business, Computer Science, Education or Human Services as a few examples. Students have increased flexibility to build minors in their particular area of interest.	Approved	New pathways - no change in curriculum
2023	University of South Carolina Beaufort	Associate of Science/Associate of Arts	AA/AS	24.0101	Program Modification	The purpose of the program modification is to close two instructional delivery sites on the local military installations: Marine Corp Recruiting Depot at Parris Island (PI), and the Marine Corp Air Station Beaufort (MCAS), and add the University of South Carolina Beaufort Campuses as the new instructional locations for the for the AA/AS programs. In addition, we would like to add hybrid, and 100% online delivery options in addition to the traditional delivery format.	Approved	
2018	University of South Carolina Columbia	Business Administration	Ph.D.	52.0201	Program Modification	Dual Degree with Instituto Tecnológico y de Estudios Superiores de Monterrey	Approved	New pathways - no change in curriculum
2018	University of South Carolina Columbia	Business Administration	Ph.D.	52.0201	Program Modification	Dual Degree with Universidad de Chile	Approved	New pathways - no change in curriculum
2018	University of South Carolina Columbia	Hospitality Management	B.S.	52.0903	Program Modification	Clarifying the Dual Degree Program in Tourism Management/Hospitality Management between the College of Hospitality, Retail and Sport Management, School of Hotel, Restaurant and Tourism and Beijing International Studies University, China	Approved	New pathways - no change in curriculum
2018	University of South Carolina Columbia	Tourism Management	B.S.	52.0903	Program Modification	Clarifying the Dual Degree Program in Tourism Management/Hospitality Management between the College of Hospitality, Retail and Sport Management, School of Hotel, Restaurant and Tourism and Beijing International Studies University, China	Approved	New pathways - no change in curriculum
2018	University of South Carolina Columbia	(Masters in International Business)	M.I.B.	52.1101	Program Modification	Dual Degree with ESSEC Business School, France	Approved	New pathways - no change in curriculum
2018	University of South Carolina Columbia	Business Administration	Professional M.B.A.	52.0201	Program Modification	Add New Sites•Marine Corps Recruit Depot Parris Island, Building 923, 355 Chosin Reservoir Rd, MCRD Parris Island, SC 29905•Marine Corps Air Station, Building 596, Geiger Blvd., MCAS Beaufort, SC 29904	Approved	
2019	University of South Carolina Columbia	Business Administration	Ph.D.	52.0201	Program Modification	Dual Degree with La Universidad Austral, Buenos Aires, Argentina	Approved	New pathways - no change in curriculum
2019	University of South Carolina Columbia	Curriculum and Instruction	Ed.D.	13.0301	Program Modification	Add STEM concentration to EdD.	Approved	New pathways - no change in curriculum
2019	University of South Carolina Columbia	Elementary Education	M.A.T.	13.1202	Program Modification	Reduce credit hours from 51 to 33.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2019	University of South Carolina Columbia	Hospitality Management	B.S.	52.0901	Program Modification	Dual Degree with National Economic University, Vietnam	Approved	New pathways - no change in curriculum
2019	University of South Carolina Columbia	Speech Pathology	M.S.	51.0203	Program Modification	Change Degree Designation (From MSP to MS) and add Online Delivery	Approved	
2020	University of South Carolina Columbia	Business Administration	Ph.D.	52.0201	Program Modification	Dual Degree with Sungkyunkwan University, Seoul, Korea	Approved	New pathways - no change in curriculum
2020	University of South Carolina Columbia	Exercise Science	M.S.	26.0908	Program Modification	Dual Degree with Hamid Bin Khalifa University, Qatar and add Blended Distance Education	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	University of South Carolina Columbia	Journalism and Mass Communications	M.A.	09.0401	Program Modification	Dual Degree with National Chengchi University, Taiwan	Approved	New pathways - no change in curriculum
2020	University of South Carolina Columbia	Journalism and Mass Communications	M.M.C.	09.0401	Program Modification	Dual Degree with National Chengchi University, Taiwan	Approved	New pathways - no change in curriculum
2020	University of South Carolina Columbia	Sport and Entertainment Management	M.S.E.M.	31.0504	Program Modification	Dual Degree with Hamid Bin Khalifa University, Qatar	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Anthropology	MA	45.0201	Program Modification	proposal seeks to break Cultural and Linguistic Anthropology into two separate concentrations so the program has the following concentrations: 1. Archaeology; 2. Biological/ Biocultural Anthropology; 3. Cultural Anthropology; and 4. Linguistic Anthropology.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Anthropology	PhD	45.0201	Program Modification	the proposal referenced offering training in the following subfields: archaeology, cultural anthropology, linguistic anthropology, and biological/physical anthropology. The program has continued to offer training in these subfields and would like to have the following concentrations formally recognized on the CHE Inventory: 1. Archaeology; 2. Biological/ Biocultural Anthropology; 3. Cultural Anthropology; and 4. Linguistic Anthropology.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Business Administration with AUS	PhD	52.0201	Program Modification	dual degree program gives students the opportunity to acquire the Ph.D. in Business Administration from UofSC and the Ph.D. in Business Administration from the College of Business Administration at the American University of Sharjah in Sharjah, UAE.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Business Administration with CNU	PhD	52.0201	Program Modification	dual degree program gives students the opportunity to acquire the Ph.D. in Business Administration from UofSC and the Ph.D. in Business and Management from Chonnam National University, College of Business Administration, Gwanju, S. Korea.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Business Administration with UAI	PhD	52.0201	Program Modification	dual degree program gives students the opportunity to acquire the Ph.D. in Business Administration from UofSC and the Ph.D. in Business and Management from UAI Business School, Universidad Adolfo Ibanez, Santiago Chile.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Business Analytics	MS	52.1302	Program Modification	To establish a dual degree with Sungkyunkwan University (SKKU) in Seoul, South Korea so that students can earn the Master of Science in Business Analytics (MSBA) from USC and the Master of Science in Financial Technology (MS FinTech) from SKKU.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Chemical Engineering Dual Degree with Claflin University	BSE	14.0701	Program Modification	To establish a dual degree with Claflin University (using a 3+2 pathway) so students can earn a B.S. in Chemistry from Claflin University and a BSE in Chemical Engineering from UofSC Columbia.	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Civil Engineering Dual Degree with National University of Science and Technology, Sultanate of Oman	BSE	14.0801	Program Modification	To establish a dual degree with the National University of Science and Technology (NU) in the Sultanate of Oman so students can earn a BEng Civil Engineering from NU and a BSE in Civil Engineering from UofSC Columbia	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Electrical Engineering Dual Degree with National University of Science and Technology, Sultanate of Oman	BSE	14.1001	Program Modification	To establish a dual degree with the National University of Science and Technology (NU) in the Sultanate of Oman so students can earn a BEng Civil Engineering from NU and a BSE in Civil Engineering from UofSC Columbia	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	English, Secondary Education concentration	BA	23.0101	Program Modification	Adding a concentration in Secondary English Education to the BA in English	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2021	University of South Carolina Columbia	Geological Sciences	BS	40.0601	Program Modification	Adding a new concentration and revising the names of existing concentrations for the Geological Sciences, B.S. degree. Proposed: B.S., Geological Sciences with concentrations in 1) General Geological Sciences 2) Environmental Geosciences, 3) Intensive Geological Sciences and 4) Geophysics	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Health Services Policy and Management	MHA	51.0702	Program Modification	To establish a 3+2 program with Nanjing Medical University to allow students to finish their undergraduate degree while simultaneously beginning graduate work towards an MHA in Health Services Policy and Management	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Health Services Policy and Management	MPH	51.2201	Program Modification	To establish a 3+2 program with Nanjing Medical University to allow students to finish their undergraduate degree while simultaneously beginning graduate work towards the MPH in Health Services Policy and Management	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Languages, Literature, and Culture	BA	16.0101	Program Modification	This proposal is a consolidation of undergraduate programs for all B.A. Language programs into a single degree program. Bachelor of Arts in Languages, Literatures, and Cultures (LLC) with concentrations in Chinese, Classics, Comparative Literature, French, German, Russian, and Spanish	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Languages, Literature, and Culture	MA	16.0101	Program Modification	combines four current Master's programs into a single program with four concentrations. M.A., Languages, Literatures and Cultures with concentrations in Comparative Literature, French, German, and Spanish.	Approved	Revise pathways - change 4 degree programs to one degree/4 pathways.
2021	University of South Carolina Columbia	Learning Design and Technology,	M Ed	13.0501	Program Modification	dissolution of partnership with USC Aiken	Approved	
2021	University of South Carolina Columbia	M.B.A./PharmD Combination Degree	M.B.A./PharmD Combination Degree	51.2001 & 52.0201	Program Modification	To establish a combination degree for the MBA and Pharm.D. programs to allow students to work on two degrees at the same time with a preset program of study that allows them to take fewer courses than needed if students pursued each degree separately.	Approved	Creates a dual degree pathway for students interested in completing both degrees. Ultimately, it shortens the time to graduation for these students.
2021	University of South Carolina Columbia	Mechanical Engineering Dual Degree with National University of Science and Technology, Sultanate of Oman	BSE	14.1901	Program Modification	To establish a dual degree with the National University of Science and Technology (NU) in the Sultanate of Oman so students can earn a BEng in Mechanical Engineering from NU and a BSE in Mechanical Engineering from USC Columbia	Approved	New pathways - no change in curriculum
2021	University of South Carolina Columbia	Medicine	MD	51.1201	Program Modification	realignment of the second-year medical school curriculum to optimize student learning and retention of foundational sciences for application to later clinical work. Content previously taught as the foundational sciences of Microbiology/Immunology, Pathology, and Pharmacology as well as the continuation of the Introduction to Clinical Medicine course from the first year will be integrated into an organ system based curriculum (general principles, cardiovascular, renal, pulmonary, hematology, musculoskeletal, gastrointestinal, endocrine/reproduction, and neuroscience). In addition, curriculum that was previously part of the Introduction to Clinical Medicine course will be expanded and developed into a course on Health Systems Science.	Approved	Revise curriculum
2021	University of South Carolina Columbia	Psychology	Ph.D.	42.0101	Program Modification	consolidating three existing Ph.D. programs in Psychology (Experimental Psychology CIP Code 422704; Clinical-Community Psychology CIP Code 422801; and School Psychology CIP Code 422805) into a single Ph.D. in Psychology program. All three of the existing Ph.D. in Psychology programs currently include a concentration in Quantitative Psychology; this concentration will remain as a fourth concentration in the consolidated Ph.D. program.	Approved	Revise pathways - change 3 degree programs to one degree/4 pathways.

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2022	University of South Carolina Columbia	Accounting	BSBA	52.0301	Program Modification	Adding new concentration in Sustainability in Business and correcting name of Business Data Analytics concentration to Business Analytics.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Baccalaureus Artium et Scientae (BARSC), Interdisciplinary Studies (Honors)	BARSC-MD	24.0199	Program Modification	To add the Accelerated Pre-Medicine concentration option of the BARSC program (UofSC's BARSC-MD program) to the CHE inventory.	Approved	Add new accelerated pathway - shorten time to graduation
2022	University of South Carolina Columbia	Business Administration AND Sport and Entertainment Management	MBA/MSEM	52.0201 & 31.0504	Program Modification	To establish a combination degree for the MBA and MSEM programs to allow students to work on the two degrees at the same time with a preset program of study that allows them to take fewer courses than needed if students pursued each degree separately.	Approved	Creates a dual degree pathway for students interested in completing both degrees. Ultimately, it shortens the time to graduation for these students.
2022	University of South Carolina Columbia	Business Economics	BSBA	52.0601	Program Modification	Adding new concentration in Sustainability in Business and correcting name of Business Data Analytics concentration to Business Analytics.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Chemical Engineering	BSE	14.0701	Program Modification	To establish a dual degree with Columbia College (using a 3+2 pathway) so students can earn a B.S. in Chemistry from Columbia College and a BSE in Chemical Engineering from USC Columbia.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Computer Engineering	BSE	14.0901	Program Modification	Adding two optional concentrations to the current B.S.E. in Computer Engineering degree: 1. Artificial Intelligence and 2. Cybersecurity.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Computer Information Systems	BSE	11.0101	Program Modification	Adding two optional concentrations to the current B.S.E. in Computer Engineering degree: 1. Artificial Intelligence and 2. Cybersecurity.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Computer Science	BSE	11.0101	Program Modification	Adding two optional concentrations to the current B.S.E. in Computer Engineering degree: 1. Artificial Intelligence and 2. Cybersecurity.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Finance	BSBA	52.0801	Program Modification	Adding new concentration in Sustainability in Business	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Health Systems Law	MSL	5100717	Program Modification	curriculum changes and change the program start date to Spring 2023 (instead of Fall 2021). Students will now have 27 required hours and three elective hours. The required hours include a Directed Independent Study which will serve as the comprehensive assessment tool.	Approved	Revise curriculum
2022	University of South Carolina Columbia	International Business	BSBA	52.1101	Program Modification	Adding new concentrations in Sustainability in Business and correcting the name of the concentration in "Global Business Administration" to "Global Business Innovation"	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Management	BSBA	52.0201	Program Modification	Adding new concentration in Sustainability in Business.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Marketing	BSBA	52.1401	Program Modification	Adding new concentration in Sustainability in Business	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Operations and Supply Chain Management	BSBA	52.1301	Program Modification	Adding new concentration in Sustainability in Business and correcting name of "Business Data Analytics" concentration to "Business Analytics."	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Pharmaceutical Sciences	PhD	51.2003	Program Modification	1.Change the name of the concentration in Pharmacy Administration to Pharmaceutical Outcomes Sciences and specify areas of specialization within the Pharmaceutical Outcomes Sciences concentration. 2.Consolidate concentrations in Medicinal Chemistry, Pharmacology, and Pharmaceuticals into Drug Discovery and Biomedical Sciences (this concentration includes areas of emphasis in Biomedical Chemistry, Synthetic Medicinal Chemistry, Pharmaceuticals, and Pharmacology) 3.Correct the CHE Inventory to remove the joint with MUSC designation as both institutions have been offering the program separately for some time.	Approved	Revise curriculum/add pathway

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2022	University of South Carolina Columbia	Professional MBA	PMBA	52.0201	Program Modification	Adding a new concentration in Operations and Supply Chain Management	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Real Estate	BSBA	52.1501	Program Modification	Adding new concentration in Sustainability in Business and correcting name of "Business Data Analytics" concentration to "Business Analytics."	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Risk Management	BSBA	52.1701	Program Modification	Adding new concentration in Sustainability in Business.	Approved	New pathways - no change in curriculum
2022	University of South Carolina Columbia	Theatre	BA	50.0501	Program Modification	Adding two new concentrations 1. Design and Technology and 2. Performance	Approved	New pathways - no change in curriculum
2023	University of South Carolina Columbia	Biomedical Sciences with concentrations in 1. Applied Biotechnology and 2. Health Professional Sciences	MS	26.0102	Program Modification	adding a concentration in Health Professional Sciences	Approved	New pathways - no change in curriculum
2023	University of South Carolina Columbia	Accountancy with concentrations in 1. Business Measurement and Assurance, 2. Taxation, and 3. Information Systems and Controls	Macc	52.0301	Program Modification	adding a new concentration in Information Systems and Controls and revising the curriculum of the program. the CPA exam is changing to require students to choose between an Audit, Tax, or Information Systems discipline. The addition of the Information Systems and Controls and revisions made to the existing concentrations to the M..Acc. program will allow students to choose a course of study that aligns with their CPA exam discipline.	Approved	New pathways - no change in curriculum
2023	University of South Carolina Columbia	Cardiovascular Technology	BS	51.0901	Program Modification	Curriculum change – change to major requirements. the curricular changes to the CVT major described here provide students an introduction to health economics (HSPM 412), to health care management and organization (HSPM 500), to how health care professionals can work together (SOWK 698) and to sociological issues relevant to women’s health (WGST 113). While no longer requiring a full year of organic chemistry nor of physics, students still have opportunities to take these classes as electives to round out their knowledge of basic sciences and so will be well positioned to apply to relevant graduate programs if desired. At the same time, by not requiring these highly rigorous classes (which go above and beyond the knowledge needed to become a successful cardiovascular technologist), we are also opening the door to promote even greater numbers of USC graduates who can enter the work force.	Approved	Revise curriculum
2023	University of South Carolina Columbia	Civil Engineering	MS	14.0801	Program Modification	Adding an optional Railway Engineering concentration to the current M.S. in Civil Engineering degree	Approved	New pathways - no change in curriculum
2023	University of South Carolina Columbia	Civil Engineering	Ph.D.	14.0801	Program Modification	Adding an optional Railway Engineering concentration to the current M.S. in Civil Engineering degree	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2023	University of South Carolina Columbia	Global Studies	BA	05.0199	Program Modification	Restructuring the curriculum, including adding new course options, removing previous course options, changing the assessment plan, and removing the concentration in Leadership in the Global Economy. The proposed modifications follow a year of bench-marking the Global Studies degree with its peer/aspirant programs. It also follows information about student progress gleaned from the first successful assessment of the major. The changes bring much needed clarity to which courses count for the degree, including clarification about the specific major requirements for which each course counts. Moreover, the modifications allow a more practical approach to language requirements based upon Global Studies majors' previous experiences in the degree and lessons learned from the program's recent assessment. Current requirements limit which languages and language levels can be used in the major requirements. This acts as a disincentive to study abroad – which, at the moment, is largely confined to Europe – and to national fellowships such as the Critical Language Fellowship and the National Security Education Program. The modifications to the program will thus help “foster a campus environment” that encourages students to seek national fellowships by allowing work in less-commonly-taught language to count toward graduation. We made changes to this degree in order for students to have better opportunities to work with municipal, state, and federal partners through fellowship and internships. In particular, students will have more opportunities to work with the institute's partners at the Columbia World Affairs Council, including internships and potential to study abroad with Columbia, SC's sister cities.	Approved	Revise curriculum
2023	University of South Carolina Columbia	Language and Literacy	M Ed	13.1315	Program Modification	Creating two concentrations within the M.Ed. in Language and Literacy and updating program delivery (Online Degree Programs)	Approved	New pathways - no change in curriculum
2023	University of South Carolina Columbia	Languages, Literatures and Cultures	BA	16.0101	Program Modification	Adding two new concentrations in Italian and Linguistics and separating the Classics concentrations: Bachelor of Arts in Languages, Literatures and Cultures with concentrations in Chinese Studies, Classics – Classical Studies, Classics-Greek, Classics-Latin, Classics-Latin PK-12 Teacher Certification, Comparative Literature, Francophone Studies, Francophone Studies PK-12 Teacher Certification, German, German PK-12 Teacher Certification, Italian, Linguistics, Russian, Spanish, and Spanish PK-12 Teacher Certification.	Approved	New pathways - no change in curriculum
2023	University of South Carolina Columbia	Marketing with concentrations in 1. Product Management, 2. Sales Leadership, 3. Business Analytics, and 4. Sustainability in Business Concentration	BSBA	52.1401	Program Modification	The proposed modification adds two concentrations to require students to select one of three pathways to complete the B.S.B.A. in Marketing: a. Marketing (general major) b. Marketing with Product Management Concentration c. Marketing with Sales Leadership Concentration. Any of these pathways in the marketing major can be supplemented with the optional Business Analytics concentration and Sustainability in Business Concentrations. Therefore, if a student chooses to complete the major with the concentration in Product Management as well as complete the Business Analytics concentration, both concentrations will be recorded on the student's transcript.	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2023	University of South Carolina Columbia	Nursing Master's Entry to Practice	MSN	51.3801	Program Modification	The Master's Entry to Practice Nursing Program (MEPN) previously was required to meet the Essentials of Master's Education in Nursing (2011). The Accreditation Standards for Commission on Collegiate Nursing Education (CCNE) were updated in April 2021 to the Essentials: Core Competencies for Professional Nursing Education. The revisions to the MEPN program outlined in this proposal updates the curriculum to meet the new CCNE Essentials. As a result of the curriculum changes, the overall program credit hours is decreased from 70 hours to 68 hours.	Approved	Overall reduction in credit hours - decrease the time to graduation.
2023	University of South Carolina Columbia	Nursing Practice	DNP	51.3818	Program Modification	The College of Nursing (CON) currently has one Doctor of Nursing Practice (DNP) major entitled "Nursing Practice" with five concentrations for the preparation of advanced practice clinical doctorates in nursing. The CON is accredited by the American Association of Colleges of Nursing (CCNE). CCNE requires the student transcript to show the preparation of the candidate. While the CON is currently in compliance with accreditation standards as the transcript does list the student concentration, the official USC diploma does not list the student concentration. Therefore, the CON requests to elevate all DNP concentrations currently offered to full majors for the DNP degree: 1. The DNP, Nursing Practice with no concentration will elevate to DNP, Clinical Expert. 2 The DNP, Nursing Practice with a concentration in Adult-Gerontology Acute Care Nurse Practitioner will elevate to DNP, Adult-Gerontology Acute Care. 3. The DNP, Nursing Practice with a concentration in Executive Healthcare Leadership will elevate to DNP, Executive Healthcare Leadership. 4. The DNP, Nursing Practice with a concentration in Family Nurse Practitioner will elevate to DNP, Family Nurse Practitioner. 5. The DNP, Nursing Practice with a concentration in Psychiatric Mental Health Nurse Practitioner, will elevate to DNP, Psychiatric Mental Health Nurse Practitioner.	Approved	Change one degree with 5 concentrations to 5 stand alone degree per accreditation requirements.
2023	University of South Carolina Columbia	Psychology	MA	42.0101	Program Modification	The University of South Carolina Columbia is consolidating three existing MA programs in Psychology (Experimental Psychology; Psychology; and School Psychology) into a single M.A. in Psychology program. The single M.A. will include four concentrations in: Clinical Community Psychology, Cognitive and Neural Sciences, School Psychology and Quantitative Psychology. The newly proposed degree will mirror the recent change to the Department's Psychology PhD program, which now consists of a single Ph.D. degree with concentrations in Clinical Community Psychology, Cognitive and Neural Sciences, School Psychology and Quantitative Psychology.	Approved	Combine 3 degrees into one with 3 concentrations.

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2023	University of South Carolina Columbia	Social Work	Ph.D.	44.0701	Program Modification	proposed curriculum modification eliminates a two-course sequence that combines history of the profession, social science theories, and examination of social problems (SOWK 800 and SOWK 801) and replaces it with four courses that will better prepare our students both for the dissertation stage of their studies, and for their future as social work/social welfare scholars more generally. We want our graduates to be thoughtful stewards of the profession, both in their future teaching and in their scholarship, with a strong foundation in both the predominant theories and the existing state of knowledge in their individual area of scholarship. we also propose to reduce the number of required electives from 5 to 3	Approved	Revise curriculum
2018	University of South Carolina Lancaster	Associate of Arts	A.A.	24.0101	Program Modification	Add New Site: Indian Land High School, 8063 River Road, Fort Mill, SC 29707	Approved	
2018	University of South Carolina Lancaster	Associate of Science	A.S.	24.0101	Program Modification	Add New Site: Indian Land High School, 8063 River Road, Fort Mill, SC 29707	Approved	
2019	University of South Carolina Lancaster	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Gray Collegiate Academy Site	Approved	
2019	University of South Carolina Lancaster	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Legion Collegiate Academy Site	Approved	
2022	University of South Carolina Lancaster	Associate of Arts/Science	AA/AS	24.0101	Program Modification	Extending existing program to a new site: add 30114 - Andrew Jack	Approved	
2019	University of South Carolina Salkehatchie	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Holly Hill Academy Site	Approved	
2019	University of South Carolina Salkehatchie	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Polaris Tech Charter School Site	Approved	
2022	University of South Carolina Salkehatchie	Associate of Arts/Science	AA/AS	24.0101	Program Modification	Extending existing program to a new site: add 30003 - Allendale Fa	Approved	
2019	University of South Carolina Sumter	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Blythewood High School Site	Approved	
2019	University of South Carolina Sumter	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Gilbert High School Site	Approved	
2019	University of South Carolina Sumter	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Lexington Two Innovation Center Site	Approved	
2019	University of South Carolina Sumter	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Richland Two Institute of Innovation Site	Approved	
2019	University of South Carolina Sumter	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add White Knoll High School Site	Approved	
2019	University of South Carolina Sumter	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Ridge View High School Site	Approved	
2022	University of South Carolina Sumter	Associate of Arts/Science	AA/AS	24.0101	Program Modification	Extending existing program to a new site: add 30249 - Cardinal Nev	Approved	
2019	University of South Carolina Union	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Clover High School Site	Approved	
2019	University of South Carolina Union	Associate of Arts & Associate of Science	A.A. & A.S.	24.0101	Program Modification	Add Legion Collegiate Academy Site	Approved	
2022	University of South Carolina Union	Associate of Arts/Science	AA/AS	24.0101	Program Modification	Extending existing program to a new site: add 30129 - Broome Hig	Approved	
2023	University of South Carolina Union	Associate of Science/Associate of Arts	AA/AS	24.0101	Program Modification	Adding a new site, Thornwell Charter School, for dual enrollment courses.	Approved	

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2018	University of South Carolina Upstate	Chemistry	B.A.	40.0501	Program Modification	Students at USC Upstate may currently earn a BS degree in chemistry that prepares students for graduate level work, as well as employment in industry. The BS degree has an American Chemical Society Certified track that requires in-depth study of advanced topics and many hours of lab coursework (including undergraduate research that must be experiment-based). We propose a BA degree that would be tailored for students who either want to enter the chemical workforce immediately after graduation but don't need in-depth coursework or for those students who want to pursue a field that has significant chemical content (pre-health disciplines such as medicine, pharmacy, dentistry, etc.), but do not have plans to attend chemistry graduate school.	Approved	New pathways - no change in curriculum
2019	University of South Carolina Upstate	Applied Learning and Instruction	M.Ed.	13.1299	Program Modification	Add Research in Practice Concentration	Approved	New pathways - no change in curriculum
2019	University of South Carolina Upstate	Business Administration	B.S.B. Admin.	52.0201	Program Modification	Add Entrepreneurship and Innovation concentration	Approved	New pathways - no change in curriculum
2019	University of South Carolina Upstate	Middle Level Education	B.A.	13.1203	Program Modification	In response to the State Board of Education approval of the policy revision in December 2017 allowing EPPs the option of offering middle level programs with one concentration area, USC Upstate would like to make a curriculum change to our current middle level program, shifting to a single concentration area (English Language Arts, Mathematics, Science, or Social Studies) with a cognate.	Approved	Revise curriculum in keeping with SCDE requirements
2020	University of South Carolina Upstate	Information Management and System	B.A.	11.0103	Program Modification	Adding concentration in Health Information Management.	Approved	New pathways - no change in curriculum
2023	University of South Carolina Upstate	Popular Music Studies	BA	50.0999	Program Modification	Change Name from Commercial Music to Popular Music. AND, Modifications to Required Music Core; Additional courses are now options in the commercial music emphasis; All tracks are deleted; Certificate, Cognate, or Minor requirement is removed; Electives credits change from 0-4 credits to 17-19 credits	Approved	Revise curriculum
2020	University of South Carolina, Palmetto College, Sumter Campus	Associate of Arts/Science	A.A./A.S.	24.0101	Program Modification	Extending existing program to a new site: Dreher High School	Approved	
2020	University of South Carolina, Palmetto College, Sumter Campus	Associate of Arts/Science	A.A./A.S.	24.0101	Program Modification	Extending existing program to a new site: Lower Richland High School,	Approved	
2022	USC School of Medicine	Medicine	MD	51.1201	Program Modification	This proposed curriculum modification is a realignment of the pre-clerkship phase of the curriculum to optimize student learning and retention of foundational sciences for application to clinical work and earlier completion of Step 1 USMLE examination. Two: I to add a parallel curriculum, Primary Care Accelerated Track (PCAT), to complete the M.D. requirements in an accelerated fashion. Three: The school is seeking to increase the class size to 125 in a staged approach over the next 5 academic years. The proposed class size is inclusive of students enrolled in both the 4-year and 3-year curriculum.	Approved	Revise curriculum to optimize student learning.
2023	Winthrop	Music	BA	50.0901	Program Modification	This proposal adds a second concentration to the existing BA in Music program: Concentration in Commercial Music	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2018	Winthrop University	Human Nutrition	B.S.	19.0504	Program Modification	Add Chronic Disease Prevention concentration: The Department of Human Nutrition in the College of Arts and Sciences currently offers a degree program which meets the academic requirements of the Academy of Nutrition and Dietetics for eligibility to apply to accredited dietetic internships. In recent surveys of program graduates, it was suggested that an alternative major be developed for students who are not going to pursue a career in dietetics yet have a strong interest in the nutrition field, especially in the area of nutrition education and wellness.	Approved	New pathways - no change in curriculum
2018	Winthrop University	Music	B.A.	50.0901	Program Modification	Add Music Technology concentration. Provide Winthrop music students with a more structured educational experience and give them access to equipment, software, and instruction that will help them to either enhance their creativity, or learn skills that will provide them with alternate sources of income	Approved	New pathways - no change in curriculum
2018	Winthrop University	Business Administration	M.B.A.	52.0201	Program Modification	Add Sports Marketing and Revenue Generation concentration: Students who pursue the MBA-Sport Marketing and Revenue Generation are required to complete the MBA core and an additional 9 credit hours in sports revenue generation and marketing-focused coursework. These courses focus on Branding and Merchandising in Sport, Development and Sales in Sport, and topics such as global competitiveness, e-commerce, and business analytics. Students may also choose to complete an internship that specializes in sports revenue generation.	Approved	New pathways - no change in curriculum
2018	Winthrop University	Learning Design & Instruction	M Ed	13.0501	WITHDRAWN	WITHDRAWN	N/A (Institutional Withdrawal)	
2018	Winthrop University	Teacher Leadership	M Ed	13.0301	WITHDRAWN	WITHDRAWN	N/A (Institutional Withdrawal)	
2019	Winthrop University	Human Development and Family Studies	B.S.	19.0799	Program Modification	The B.S. in HDFS is making the following changes to its existing degree program: <ul style="list-style-type: none"> •Splitting the HDFS 595 six credit-hour internship course into two separate three-hour courses (HDFS594 and 595) •Replacing a general HLTH 506 Human Sexuality (3 credit hours) course with an HDFS 506 Human Sexuality across the Lifespan (3 credit hours)--a new course that will allow the infusion of the NCFR family life education content in the course, thereby, making it more major specific; •Replacing the outdated Consumer Studies concentration (18 credit hours) with the option to minor in Gerontology (15 credit hours); •Updating the title of the Adolescent Studies concentration (18 credit hours) to Child and Adolescent Studies (18 credit hours) with revised course options; and •Updating the title of the Early Childhood Studies concentration (17 credit hours) to Child and Family Services (18 credit hours) with revised course options. 	Approved	Revise curriculum
2019	Winthrop University	Middle Level Education	B.S.	13.1203	Program Modification	existing B.S. in Middle Level Education degree program is moving from two required areas of concentration to one required area of concentration with an option to pursue credits toward a second content area.	Approved	Remove concentration and add option for second content area.
2020	Winthrop University	Accounting	M.B.A.	52.0201	Program Modification	reduce the number of credit hours to match competing programs in the region and to integrate more cutting-edge content into the program by introducing data analytics and data management	Approved	Overall reduction in credit hours - decrease the time to graduation.
2020	Winthrop University	Exercise Science	B.S.	31.0505	Program Modification	Add Athletic Training Concentration to existing program	Approved	New pathways - no change in curriculum

YEAR	Institution	Program	Degree Level	CIP Code	Proposal type	Change	CHE action	Impact on Graduation
2020	Winthrop University	Music Education	B.M.E.	13.1312	Program Modification	Merge two B.M.E. programs and add Two Concentrations to Single Program: Bachelor of Music Education in Music with concentrations in Choral or Instrumental	Approved	revise pathway
2020	Winthrop University	Sociology	B.A.	45.1101	Program Modification	Add Social Inequalities Concentration to existing program	Approved	New pathways - no change in curriculum
2020	Winthrop University	Studio Art	M.F.A.	50.0701	Program Modification	proposed modifications to the M.F.A. in Studio Art utilizes current resources to create more structure and support for students and faculty; increase program rigor via delivery method, content, and degree requirements; and facilitate a more efficient degree timeline by reducing the program from three years to two years.	Approved	Overall reduction in time to graduation.
2020	Winthrop University	Business Administration	M.B.A.	52.0201	Program Modification	The revision shortened the program from 36 to 30 hours and made the concentrations optional. This modification also removes the International Business and the Software Project Management concentrations from the program. We are also changing the program title for the on-campus program in the CHE listing from "Evening Business Administration" to "Business Administration"	Approved	Overall reduction in credit hours - decrease the time to graduation.
2021	Winthrop University	Curriculum & Instruction	M Ed	13.0301	Program Modification	Change the name of the program from M.Ed. in Teacher Leadership to M.Ed. in Curriculum and Instruction with three concentrations (Learning Design and Technology, Literacy, and Special Education) and offer the program fully online.	Approved	
2021	Winthrop University	Design	B Des.	50.0499	Program Modification	modifying the BFA in Visual Communication Design, with concentrations in Graphic Design and Illustration and the BFA in Interior Design by 1) merging the two programs into one major (Design, with concentrations in Graphic Design, Illustration, and Interior Design, 2) changing the degree to the Bachelor of Design, and 3) Adding a fourth concentration: Experience Design	Approved	New pathways - no change in curriculum
2021	York Technical College	Nursing	AAS	51.3801	Program Modification	Termination of an articulation agreement with USC Lancaster which created a shared associate degree program.	Approved	

Student Complaints FY2018-19 to FY 2022-23

Date	Complainant Relationship	Formal or Informal Complaint	Institution	Institution Type	Issue Type	Resolution
8/17/2018	advisor	Informal	Clinton College	SC Independent	Administration	Referred to Federal Student Aid office, Office of Civil Rights
8/17/2018	Staff/Faculty	Informal	Trident Technical College	SC Public Exempt	Administration	Sent to CHE leadership
8/26/2018	Student	Formal	Professional Medical Training Center	In State Licensed Non-Degree	Miscellaneous	Pending
10/22/2018	Student	Informal	Forrest College	In State Licensed Degree	Administration	Sent complaint form 10/22
12/19/2018	Student	Informal	South University	Out of State Degree Branch	Administration	Sent complaint form 12/19
12/19/2019	Student	Informal	Ashford University	Miscellaneous	Academic	contacted student; no answer
1/9/2019	Student	Informal	Capella University	Miscellaneous	Academic	contacted student; no answer
1/17/2019	Student	Formal	University of SC	SC Public Exempt	Administration	Commission does not have jurisdiction
5/16/2019	Student	Informal	Centura College	In State Licensed Degree	Financial	Sent complaint form 5/16/2019
5/16/2019	Student	Informal	Piedmont Tech	SC Public Exempt	Financial	Sent complaint form 5/16/2019
4/30/2019	Student	Formal	Palmetto School of Career Development	In State Licensed Non-Degree	Financial	School made full refund to student 6/12/2019
6/11/2019	Student	Formal	Professional Medical Training Center	In State Licensed Non-Degree	Miscellaneous	School added additional test date.
6/11/2019	Student	Informal	South University	Out of State Degree Branch	Academic	Sent complaint form 6/11/2019
6/28/2019	Student	Formal	Professional Medical Training Center	In State Licensed Non-Degree	Miscellaneous	School remained willing to allow student to retake exam.

9/12/2019	Student	Informal	Fortis College	In State Licensed Degree	Academic	Student was directed to initiate and complete the complaint process prior to decision to submit a formal complaint to the Commission.
9/13/2019	Student	Formal	Luthern Theological Southern Seminary	SC Religious Exempt	Financial	No evidence of policy violations by University. Letter sent to student. Closed out.
9/16/2019	Student	Informal	Allen University	SC Independent	Miscellaneous	Pending
9/18/2019	Husband of Student	Informal	South University	In State Licensed Degree	Academic	Advised the student to go through South University's formal complaint process.
9/25/2019	Student	Informal	South University	In State Licensed Degree	Academic	Encouraged students to review and go through South University's program, institutional and academic grievance policy. If student(s) remain dissatisfied with resolution as the institution's level, then they may complete Commission's complaint application if needed. Also, advise students that their complaint must be individual/seperate.

10/11/2019	Parent of Student	Informal	South Carolina State University	SC Public Exempt	Conduct	Provided response: CHE cannot intervene until the student has completed SC State's internal disciplinary process. Provided community resource telephone number for possible advocacy during student conduct hearing scheduled for 10/16/19
10/14/2019	Student	Informal	Clemson University	SC Public Exempt	Miscellaneous	Student informed of complaint process and provided complaint form.
10/14/2019	Parent of Student	Informal	Lander University	SC Public Exempt	Academic	Advised student that CHE cannot intervene until the student has completed Lander's internal disciplinary process. Provided internal Lander Student Affairs and Disabilities Coordinator telephone numbers and information on Lander complaint process.
10/15/2019	Student	Informal	University of SC	SC Public Exempt	Academic	Advised student to review and adhere to the institution's grievance policy. Encouraged student to communicate with school officials by email and suggested more specificity of the resolution she requests of the institution. Once she has exhausted the institution's grievance procedures she may submit a compliant complaint with the Commission.

10/15/2019	Student	Informal	Clemson University	SC Public Exempt	Financial	Advised student to submit a complaint/grievance with institution.
10/15/2019	Student	Formal	Clemson University	SC Public Exempt	Miscellaneous	Completed 10/23/19. Student needs to provide formal complaint to SCHAC or USDE OCR prior to CHE intervention (Regulation 62-67(C)).
10/16/2019	Student	Informal	Greenville Technical College	SC Public Exempt	Administration	Recommended student allow legal representation continue to pursue a resolution on her behalf.
10/21/2019	Prospective Student	Informal	University of Phoenix - Greenville, SC	Out of State Degree Branch	Financial	(School does not operate in SC) Student last spoke with Constitute Services on 10/16/2019. Recommended student to contact consumer affairs regarding complaint.
11/26/2019	Student	Informal	Strayer University	In State Licensed Degree	Financial	11/26/19 Student has not completed Strayer's internal complaint process. Student provided information about complaint process.
1/7/2020	Student	Formal	Clemson University	SC Public Exempt	Financial	No evidence of policy violations by University. Letter sent to student. Closed out.
1/14/2020	Student	Informal	Professional Medical Training Center	In State Licensed Non-Degree	Financial	Student was advised to wait for the 40 days to receive the refund and if she does not receive it to contact our office.

1/22/2020	Student	Informal	Professional Medical Training Center	In State Licensed Non-Degree	Academic	Student was advised of the school's conduct policy and refund policy due to withdrawal from program.
8/13/2020	Student	Informal	Morris College	SC Independent	Financial	Pending
8/13/2020	Student	Informal	Benedict College	SC Independent	Financial	Provided clarification on application of grants and scholarships from the school. There is no inaccurate application of the CARES ACT funds taking place.
8/19/2020	Student	Formal	South University	Out of State Degree Branch	Academic	No violation
8/14/2021	Student	Formal	Midlands Technical College	Public	Financial	Student stopped communicating with the school and CHE
3/11/2023	Student	Informal	Woodsmount University	Out of State Degree Branch - Online	Academic	School in violation/Attempts to contact school via mail, email, and phone
3/15/2023	Student	Informal	The Citadel	SC Public Exempt	Miscellaneous	Student did not submit a formal complaint
3/20/2023	Student	Informal	Clafin	SC Independent	Financial	No violation
5/2/2023	Student	Informal	Career Center & Training School	In State Licensed Non-Degree	Academic	Student did not submit a formal complaint
5/31/2023	Student	Informal	Voorhees	SC Public Exempt	Financial	Student has received a full accounting of her balance from the school but has not contacted the school to pay the balance
6/22/2023	Student	Formal	South Carolina State University	SC Public Exempt	Financial	Pending

ACADEMIC TRANSCRIPT FEE SUMMARY

Ingestion of Digital Transcripts

1. \$10,000 for Verif-y to ingest up to 100,000 Academic Transcripts (assuming sent in agreed upon electronic formatⁱ). Additional \$10,000 for each additional 100,000 Academic Transcripts.
2. \$20,000 for Verif-y to review and/or ingest up to 100,000 pages sent that are not in the agreed upon electronic format. Additional \$20,000 for each additional 100,000 pages.

Ingestion of Paper Transcripts

1. \$250 per Banker Box in Agreed Format. “Agreed Format” is a box that contains: (A) only Academic Transcripts and no other documents, (B) Academic Transcripts that are filed by last name in alphabetic order, (C) paper transcripts that are able to be feed in bulk into a scanner, and (D) Academic Transcripts where the font on the paper transcripts have not faded such that they are too light to be machine readable.
2. \$300 per Banker Box that meets criteria (C) and (D) of the Agreed Format definition set forth above, but not criteria (A) and/or (B).
3. Non-Banker Box. Any box larger than a Banker Box in the Agreed Format shall incur an increased fee based on the size of the box relative to a Banker Box in the agreed format. All measurements will be rounded up to a Banker Box, no fractional measurements. For illustrative purposes only, if the box sent is in the Agreed Format and is approximately 1 ½ times the size of a Banker Box, the fee will be 2 x \$250. For all non-banker boxes that meet criteria (C) and (D) of the Agreed Format definition set forth above, but not criteria (A) and/or (B), such box fee based on the size of the box relative to a Banker Box in Agreed Format shall incur a fee of \$750 per Banker Box for digitizing the paper Academic Transcripts.
4. Individual Manually Scanned Academic Transcripts. If an Academic Transcript is not able to be feed in bulk into a scanner, and/or the font is too light on the Academic Transcript and requires Verif-y to scan the Academic Transcript individually (and not as part of a bulk scan), Credential Provider shall pay a fee of \$1.00 per page that requires an individual manual scan.

Storage of Academic Transcripts

1. \$2,500 per year repository storage fees for storing up to 100,000 Academic Transcripts.

Credential Earner Fees

1. \$15.00 one-time set up fee which includes one digital access to Academic Transcript. The Set-Up Fee includes identity verification of the Credential Earner.

ⁱ Agreed electronic format: (i) Comma-Separated Values file (“CSV”) for all Academic Transcripts containing all available metadata associated with each transcript, which metadata must include the transcript filename, the Credential Earner’s first name, last name, date of birth, the name of the issuing institution, and any other information necessary to uniquely identify the individual to whom the transcript was issued, and (ii) a separate PDF File for each Academic Transcript uploaded. Each separate PDF File for each Academic Transcript must follow these minimum requirements: (A) each Academic Transcript must be in machine-readable PDF format, (2) there must be only one Academic Transcript per PDF file, (3) only Academic Transcripts shall be delivered, there shall be no other pages in the PDF file other than Academic Transcript pages, and (4) each PDF file shall be given a unique filename.

**Memorandum of Understanding between
the South Carolina Higher Education Foundation Inc. and
the Commission on Higher Education**

This Memorandum of Understanding (MOU), while not a legally binding document, does indicate a voluntary agreement between the South Carolina Commission of Higher Education (CHE) and the South Carolina Higher Education Foundation, Inc., herein known as (Foundation).

The Foundation was organized and incorporated as a not-for-profit 501(c) (3) in 2000 for the purpose of championing higher education through the development of programs that benefit higher education statewide.

The Foundation seeks private support from friends, corporations, and others for the benefit of enhancing the quality of higher education, increasing interest and participation in higher education, fostering institutional collaboration among all of the state's public and private institutions of higher learning, and inspiring a greater value for higher education among the public and the state's business and political leaders. The Foundation may partner with the CHE on a variety of issues.

As stated in its articles of incorporation, the Foundation is a separate 501(c)(3) nonprofit organization from CHE, responsible for soliciting cash, securities, real property and other private resources to support its mission.

The Foundation board of trustees is responsible for the control and management of all assets of the Foundation, including prudent management of all gifts consistent with donor intent.

The Foundation is responsible for the performance and oversight of all aspects of its operations based on a comprehensive set of bylaws that clearly address the board's fiduciary responsibilities, including expectations of board members based on ethical guidelines and policies.

The Foundation's relationship with CHE:

CHE recognizes that the Foundation is a private corporation.

The CHE Executive Director shall serve as an ex-officio member of the Foundation board and shall assist in providing certain minimal administrative functions for the Foundation, including:

- Providing meeting space for Foundation board meetings;
- Providing staff support at Foundation board meetings, which includes drafting agenda and taking and publishing official minutes of public meetings;
- Retaining all documents of the Foundation;
- Maintaining financial records for the Foundation;
- Informing the Foundation President or Secretary-Treasurer of any actions the Foundation board needs to be aware;
- Coordinating payment of vendors with the Foundation's fiscal agent; and
- Filing any necessary paperwork with the South Carolina Secretary of State.

Consistent with provisions appearing in the Foundation's bylaws and its articles of incorporation, should the Foundation cease to exist or cease to be an IRS 501(c)(3) organization, CHE will assist the Foundation with the necessary paperwork in transferring its assets and property to another 501(c)(3) organization with a similarly aligned mission in accordance with the law and the donor intent.

Asset Management

The Foundation will establish spending policies that adhere to applicable federal and state laws.

The Foundation will receive, hold, manage, invest, and disperse contributions of cash, securities, forms of property, and deferred gifts that are contributed in the form of planned and deferred-gift instruments.

The Foundation will engage an independent accounting firm to conduct an annual audit of the Foundation's financial and operational records and will provide CHE with a copy of the annual audited financial statements.

Foundation Flexibility

The Foundation may explore opportunities with other organizations which may result in additional costs savings, or benefits, as it pertains to the operations of the Foundation.

Foundation Administration

The Foundation has the right to use a reasonable percentage of the annual unrestricted funds and assess fees for services to support its operations. (These fees should be disclosed to donors and reviewed annually by the trustees.)

TERMS of the MOU

This MOU, made this 25 of March, 2019 by and between the South Carolina Higher Education Foundation, Inc., and the South Carolina Commission on Higher Education is intended to set forth policies and procedures that will contribute to the coordination of their mutual activities. It is effective upon signature by the President and Executive Director of CHE and President of the Foundation. The agreement is renewable from year to year, unless either party gives notice of intent to withdraw from the agreement. Either party may, upon 30 days prior written notice to the other, terminate this agreement.

Ben W. Satchum
President – SCHE Foundation, Inc.

Date 3/25/19

Mike Heffner
President and Executive Director – CHE

Date 3/25/19

College Financing Plan Survey

<u>Name of Institution</u>	<u>Does your institution currently utilize the College Financing Plan for your students/families?</u>	<u>If no, does your institution utilize anything else to help students/families with financial planning?</u>	<u>Has your institution utilized the College Financing Plan for your students/families in the past?</u>
College of Charleston	Yes		Yes
Coker University	Yes		Yes
MUSC	We use it only for VA students now as required by Isaakson-Roe and plan to use it for all students in our new SIS system effective 25-26 ACYR	Yes. We have an Office of Student Financial Literacy	No
Northeastern Technical College	Yes		Yes
Florence Darlington Technical College	Yes		Yes
Clemson University	Yes		Yes
University of South Carolina Beaufort	Yes		Yes
The Citadel	Yes		Yes
Converse University	No	Our award offer outlines direct costs, total aid, and out-of-pocket estimates	No
Greenville Technical College	Yes		Yes
Coastal Carolina University	We supplement the CFP with an Offer Letter & personalized financial aid videos for primary financial aid package notifications.		We supplement the CFP with an Offer Letter & personalized financial aid videos for primary financial aid package notifications.
USC-Columbia	Yes		Yes
Anderson University	For some students		For some students
Presbyterian College	Only as required	We have a financial planning document that the Business Office puts together.	Only as required
Denmark Technical College	Yes	N/A	Yes
USC Aiken	Yes		Yes
USC Upstate	Yes		Yes
Limestone University	Yes		Yes
Orangeburg-Calhoun Technical College	Yes		Yes
University of South Carolina Salkehatchie	Yes		Yes
Winthrop University	Yes for military students only at this time	Incoming students get a paper aid offer that includes costs, etc. Returning students get information in their self-service portal. The federal College Financing Plan is very limiting and doesn't provide a lot of room for customization. Also - I understand that everyone wants transparency and clarity. But the students/parents don't read it. It is just one more thing that we have to provide that no one reads. We also need to focus on Direct Costs not COA but so much focuses on COA when it should focus on direct costs. That is the apples-to-apples comparison students need to be doing.	For military students only as it was required by VA regulations.

Summary of Responses

Institutions that replied

- College of Charleston
- Coker University
- MUSC
- Northeastern Technical College
- Florence Darlington Technical College
- Clemson University
- University of South Carolina Beaufort
- The Citadel
- Converse University
- Greenville Technical College
- Coastal Carolina University
- USC-Columbia
- Anderson University
- Presbyterian College
- Denmark Technical College
- USC Aiken
- USC Upstate
- Limestone University
- Orangeburg-Calhoun Technical College
- University of South Carolina Salkehatchie
- Winthrop University

Does your institution currently utilize the College Financing Plan for your students/families?

21 responses



If no, does your institution utilize anything else to help students/families with financial planning?

- Yes. We have an Office of Student Financial Literacy
- Our award offer outlines direct costs, total aid, and out-of-pocket estimates
- We have a financial planning document that the Business Office puts together.
- Incoming students get a paper aid offer that includes costs, etc. Returning students get information in their self-service portal. The federal College Financing Plan is very limiting and doesn't provide a lot of room for customization. Also - I understand that everyone wants transparency and clarity. But the students/parents don't read it. It is just one more thing that we have to provide that no one reads. We also need to focus on Direct Costs not COA but so much focuses on COA when it should focus on direct costs. That is the apples-to-apples comparison students need to be doing.