



# South Carolina Commission on Higher Education

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Ms. Dianne C. Kuhl, Vice Chair  
Mr. Paul O. Batson, III  
Mr. Devron H. Edwards  
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Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemyer  
Mr. Hood Temple  
Dr. Evans Whitaker  
  
Mr. Gary S. Glenn  
Interim Executive Director

## Committee on Access & Equity and Student Services Thursday, September 1, 2016 11:00 a.m. Palmetto Conference Room

### AGENDA

1. Introductions and Approval of Minutes Dr. Jennifer Settlemyer, Chair
2. Consideration of the FY 2017-18 Appropriations Request for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University  
*(For Approval)* Dr. Karen Woodfaulk
3. College Transition Need-based Grant Program  
FY 2016-17 *(For Information, No Action Required)*
4. Proposed Regulations: Dr. Karen Woodfaulk
  - a) SC Residency for Tuition and Fee Purposes
  - b) SC National Guard College Assistance Program
  - c) Tuition for Persons Sixty Years and Over  
*(For Approval)*
5. College Application Month (CAM) Mr. Gerrick Hampton  
*(For Information, No Action Required)*
6. Other Business Dr. Jennifer Settlemyer

Adjournment

**South Carolina Commission on Higher Education  
Committee on Access & Equity and Student Services**  
1122 Lady Street, Suite 300  
Columbia, SC 29201

**Minutes of the Meeting  
Palmetto Conference Room  
May 5, 2016  
11:00 a.m.**

**Members Present**

Dr. Jennifer Settlemyer, Chair  
Dr. Bettie Rose Horne  
Mr. Devron Edwards  
Mr. Clark Parker

**Staff Present**

Dr. Karen Woodfaulk  
Ms. Lorinda Copeland  
Ms. Carrie Eberly  
Mr. Kevin Glears  
Mr. Gerrick Hampton  
Ms. Elizabeth Jablonski  
Ms. Tanya Martin  
Mr. Frank Myers  
Ms. Laverne Sanders  
Ms. Peggy Simmons  
Ms. Leslie Williams

**Guests**

Mr. Charles Sanders  
SC Student Loan

Ms. Ann Harvin  
SC Student Loan

Mr. Grant Carwile  
SC Student Loan

Ms. Reinell Thomas-Myers  
SC State University

**1) Introductions and Approval of Minutes**

Dr. Jennifer Settlemyer called the meeting to order. She welcomed Mr. Devron Edwards as a member of the Committee on Access & Equity and Student Services. Introductions were made by guests in attendance. A **motion** was made (Dr. Horne), **seconded** (Edwards), and **carried** to approve the minutes of March 3, 2016.

**2) Consideration of SC Student Loan Corporation FY2016-2017 Administrative Budget Request: SC Teachers Loan Program (For Approval)**

Dr. Settlemyer explained that the SC Teachers Loan budget is presented for approval and will be presented to the Commission on June 2, 2016 for approval. Dr. Karen Woodfaulk explained that the General Assembly authorized the Commission to review the SC Teachers Loan for approval after the budget is approved by the SC Student Loan Corporation Board. She stated that the SC Student Loan Corporation Board approved the SC Teachers Loan budget on May 3, 2016. She explained that FY2015-16 budget which was approved by the Commission and totaled \$319,450. She stated that the estimated actual by June 30, 2016 is \$319,360 and the difference is \$90. Dr. Woodfaulk said the budget request for FY2016-17 is \$326,460 which is a 2.19% increase from FY2015-16.

Dr. Woodfaulk stated there were minor increases in the FY2016-17 budget request. She stated the personnel budget decreased from the previous budget year. She stated, however, there is an increase in the retirement line. Dr. Woodfaulk explained that the contractual expenses overall request is \$35,400. She stated that information technology services are expected to be somewhat higher this year due to the

increase in annual fees for software. She said the Student Loan Corporation expects an increase for accounting services. Dr. Woodfaulk explained that the general operating expenses increased 6.61%, which is primarily due to increases that are expected in telephone, printing, postage, and supplies. She stated that the SC Student Loan Corporation expects an increase in printing costs for the SC Teachers Loan brochures. Dr. Woodfaulk stated that there is a 5.45% increase in the equipment and maintenance expenses. She stated that, however, the SC Student Loan Corporation will keep expenses low for the SC Teachers Loan office space. She stated that overall, the SC Student Loan Corporation has kept expenses low.

Dr. Woodfaulk explained that in FY2007-2008 the cost for the SC Teachers Loan Program was \$465,600. She stated that FY2016-17 budget request is substantially lower than previous years. She said the staff recommends approval of the SC Student Loan Teacher's Loan program budget. Dr. Horne inquired about the brochures and if there were any shipping costs for the brochure publications. Mr. Charles Sanders, President and CEO of the SC Student Loan Corporation, explained that CERRA requested the SC Student Loan Corporation provide some promotional publications to promote the Teachers Loan program and provide the brochures to the financial aid offices and the SC Department of Education. He stated that although the SC Student Loan Corporation no longer processes federal loans, the brochures promote the teachers loans as well as the federal and private loan programs. Dr. Horne asked Ms. Thomas-Myers if SC-PRRMT was using technology as a part of their communications process. Ms. Thomas Myers replied that SC-PRRMT was communicating electronically as well. She said that even the non-traditional students are using more technology than literature. Dr. Horne asked how this effects SC-PRRMT's budget. Ms. Thomas-Myers replied that it has helped their budget although an IT person can be more expensive. Mr. Clark Parker requested a copy of the SC Student Loan's audit. Mr. Parker inquired about the rent amount of \$8,760. Mr. Sanders explained that the SC Student Loan Corporation owns the building and he explained that the \$8,760 is for utilities. Mr. Edwards asked whether the budget reflected an increase or decrease in the past five to ten years. Mr. Sanders replied that there was a decrease in the budget. He said overall the Student Loan Corporation has kept expenses low. Mr. Parker inquired about the average loan. Ms. Ann Harvin explained that the Teachers Loan budget is governed by state statute. She explained that if a student receives the loan and never teaches, the interest rate would be the same as the federal Stafford Loan plus two percent. She said there is an incentive for the person taking out the loan to teach. Ms. Harvin explained that if a person pursues teaching in a public school in SC, the interest rate becomes the same as the federal Stafford Loan rate at that time. She said if a person goes into teaching in a public school system defined as a critical, geographic area or critical subject area, the interest is not lowered but the loan can be forgiven. She stated that if a person pursues one or the other, the loan can be forgiven at 20%. Ms. Harvin said if the person pursues both at the same time then the rate forgiven is 33 1/3%, therefore accelerating the rate that the loan can be forgiven.

The **motion** was made (Horne) to approve the SC Student Loan Corporation's FY2016-17 proposed budget in the amount of \$326,460 for administration of the SC Teachers Loan Program, **seconded** (Edwards). The motion **carried**.

### **3) SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT** *(For Information, No Action Required)*

Dr. Woodfaulk explained that in FY2014, CHE approved the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) Expansion Plan. She stated that the SC-PRRMT Expansion Plan addresses SC State University's plans to increase the number of sites around the state as well as increasing the number of students participating in the program. She said that CHE requested SC-PRRMT provide a quarterly report on its progress in meeting the approved objectives that are in the Expansion Plan. Dr. Woodfaulk reported that five sites were established in FY2015-16. She said the sites established are in Moncks Corner, Richland District 1, Fairfield, Georgetown, Williamsburg, Florence, and Horry Counties. She stated that based on the Spring 2016 enrollment, SC-PRRMT has 61 participants enrolled in the program. Dr. Woodfaulk stated that the projected enrollment was 80 students. She said the average cost for a non-graduating SC student is \$12,222. She stated the average

forgivable loan is \$5,011. Dr. Horne asked Ms. Reinell Thomas-Myers how she would grade the program at the present time. Ms. Thomas-Myers replied that she would give the program a grade C+ or B- because she is the sole employee for the program. She stated she has to do all of the work for the program. Dr. Horne asked had there been a spike in enrollment for the program. Ms. Thomas-Myers replied that opening the sites in the lower areas of the state is challenging with the non-traditional students. Dr. Horne asked why she thought the students dropped out. Ms. Thomas-Myers stated discouragement, financial problems, financial aid and uncertainty about the continuation of the program. Dr. Horne asked if the students received from the public schools are appreciative, different or better. Ms. Thomas-Myers stated that most of the students come from the local area and remain in the area to teach so they know the students and superintendents. She said the students know about the progress of the schools which is an encouragement to the teacher. Dr. Settlemyer asked how can we incorporate or engage others to assist with the program in recruiting, coordinating and getting students in the program. Ms. Thomas-Myers stated that students who have graduated from the program and teaching in various districts are the biggest recruiters for SC-PRRMT. She said the graduates of the program assist with distributing literature, offer their testimonies of how they went through the program and how the program has helped their career. She said a number of principals are graduates from SC state schools and assist with recruiting. Mr. Edwards asked if the number of those applying show up as enrollment in the quarterly report. Ms. Thomas-Myers stated that this information is in the quarterly report. She reported that there were 36 applicants to apply in Fall 2015 and 14 students were accepted. She stated that 23 applicants applied in Spring 2016 and 11 students were accepted. Mr. Edwards referred to page 3 of the quarterly report that indicated there were 61 students enrolled for 2015-16 and in December 2015 there were five graduates. He asked if there was a way to go back four or five years ago to know how many were enrolled and actually graduated. Dr. Horne asked about expanding the recruiting to others besides teacher aides. Ms. Thomas-Myers stated that when SC-PRRMT recruits in a district and sends information to the superintendents or program coordinator for human resources, the information is also sent out to the communities, to the churches and to businesses for posting. She stated the information is not only directed toward teacher aides but the information is also directed to other people in the community. Dr. Horne asked about the percentage of the cohort of teacher aides who had an interest in college as opposed to those who were coming into the school from the outside. Ms. Thomas-Myers stated that she estimates that it may be around 15%. She stated that in some instances the students recruit their parents. Dr. Woodfaulk stated that she has contacted Ms. Jane Turner from CERRA and that a meeting is being arranged with SC-PRRMT, CERRA, the Call Me Mister, and Benedict's African American forgivable loan program.

**4) Coordination Between the SC Commission on Higher Education State Approving Agency and Apprenticeship Carolina for Registered Apprenticeship Establishments**  
*(For Information, No Action Required)*

Dr. Woodfaulk explained that the SC State Approving Agency (SAA) works with the Veterans Administration to allow students to use their Post 911 GI Bill for education benefits. She stated the SAA is working with Apprenticeship Carolina on the apprenticeship opportunities for SC veterans receiving the Post 911 GI Bill benefits.

Mr. Frank Myers reported that US Congress decided that each state should have their own State Approving Agency to approve programs for veterans education and training. Mr. Myers presented an overview of the State Approving Agency's function. Mr. Myers stated that the SAA is a part of the National Association of State Approving Agencies (NASAA) which is comprised of state agencies that have responsibility for the approval and training available through the Post 911 GI Bill. Mr. Myers further stated that the SAA acts on behalf of the federal government to evaluate educational/vocational institutions and training establishments. Mr. Myers explained that the SAA approves programs where veterans and those eligible for VA education benefits (under Title 38, US Code, Chapters 30, 32, 33, 35, 36, and Title 10 US Code, Chapter 1606 and 1607) can achieve quality training in either an educational, professional, or vocational objective.

Mr. Myers further explained that the focus of the SAA is the review, evaluation, and approval of quality programs under both the State and federal criteria. Mr. Myers stated that the latest chapter to be approved for veterans education and training was Chapter 33, which is the Post 911 GI Bill benefit. Mr. Myers also stated that beginning on August 1, 2016, the Department of Veterans Affairs will pay the educational institution up to \$21,084.89 per year. Mr. Myers explained that the Department of Veterans Affairs academic year runs from August 1 – July 31. Mr. Myers also stated that the Post 911 GI Bill may be used for other purposes besides college. He said that the Post 911 GI Bill may be used for registered and non-registered apprenticeship and on-the-job training programs. He explained that Title 38-21.4261 is the regulation that governs the Registered Apprenticeship and Non-Registered Apprenticeship program. He also explained that Title 38-21.4262 is the regulation that governs the On-the-Job training program.

Mr. Myers explained the SAA partnership with Apprenticeship Carolina. He stated that Apprenticeship Carolina works with the technical colleges system as does the SAA. He further stated that there is no cost associated for Apprenticeship Carolina nor the SAA to assist the employer to become approved to offer veterans education and training, so veterans can take advantage of using their entitlement of the Post 911 GI Bill.

Mr. Myers explained that Apprenticeship Carolina approval process consists of the agency going to the employer's establishment in order to streamline the approval process. Mr. Myers explained that once Apprenticeship Carolina has completed their approval process with the employer, the employer is given the SAA contact information. Mr. Myers stated that Apprenticeship Carolina contacts the SAA to inform them of their status as a newly approved registered apprenticeship establishment. He also stated that the SAA will be in communication with the newly approved registered apprenticeship establishment to explain how the veterans education and training program is administered for compliance with both state and federal regulations. Mr. Myers explained that all approval documents are reviewed for completeness and forwarded to the Department of Veterans Affairs for concurrence for approval. Mr. Myers said once the approval process is completed, the employer and the SAA will get a letter indicating that the approval process has been completed.

He also stated that as a part of the approval notification documents, the Department of Veterans Affairs will assign the establishment an eight (8) digit facility code. He said that any veteran in the state and nationwide can view South Carolina's list of employers that have been approved to offer veterans education and training, and if hired by the employer, he or she can apply to the Department of Veterans Affairs and receive their Post 911 GI Bill benefits there. Mr. Myers explained that South Carolina is identified with the last two numbers which is 40. He stated that a veteran has 10 years to exercise his VA benefits under the Chapter 30 and 15 years under Chapter 33.

Mr. Myers stated that if the employer wishes to become a registered apprenticeship establishment, the SAA office will meet with the employer to complete all the preparation for approval for the on-the-job training program. He said that after the SAA office meet with the employer and process the paperwork, the SAA will then forward the paperwork to the Department of Veterans Affairs for review and concurrence for approval.

Mr. Myers stated the employer pays the veteran wages while they are in the training program. While the veteran is enrolled in the training program at the establishment, he or she will receive a Department of Veterans Affairs stipend (for each month in the training program) (tax free). He said if the veteran changes job within the establishment, or goes to another employer that requires a minimum training timeframe of six (6) months, with at least one step increase in the private sector (government establishments are exempt from the one step increase) the enrollment process starts all over again. Mr. Myers stated that veterans are entitled to receive up to 36 months of payments/stipends if they serve for three years under Post 911 GI eligibility.

Mr. Myers stated that the SAA has been in communication with the South Carolina Department of Workforce to establish a partnership to conduct quarterly OJT presentations to employers and to the

veterans. He also stated that the employer can benefit by using veterans because veterans are typically exceptional employees. In addition, the employer receives state tax credit.

##### **5) An Overview and Data Report on College Goal South Carolina (For Information, No Action Required)**

Dr. Woodfaulk reported that College Goal South Carolina is held throughout the month of February. She said the Commission on Higher Education approved three college access programs: College Application Month, College Goal South Carolina and College Decision Day. She stated that College Goal South Carolina places emphasis on the completion of the Free Application for Federal Student Aid (FAFSA).

Mr. Gerrick Hampton provided background information about College Goal South Carolina which began in 2007 with a grant from the Lumina Foundation and was piloted along the I-95 corridor. He said the purpose of the program is to provide a FASFA completion program for the State. He said the national program was called the College Goal Sunday and the Commission has adopted the program and re-branded it as College Goal South Carolina. He said initially College Goal South Carolina was funded by a grant from the Lumina Foundation but that this year the grant was funded by the National College Access Network. Mr. Hampton stated that College Goal South Carolina was held on February 27, 2016. He said that there was a total of 923 students, parents and guardians who attended the 47 events that were held throughout the state. He stated 380 students completed the student survey which was requested of all participants. Mr. Hampton explained that of the 380 high school students who completed the survey, 295 students identified themselves as a college bound student and 251 students reported that they have completed and submitted a FAFSA. He said the target population was identified as being under-represented minorities, low income families and first generation college students. He stated that staff was able to identify 145 of the 380 respondents of the target audience.

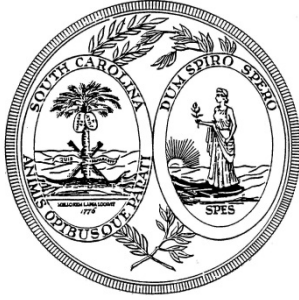
Mr. Hampton reported that the demographics of the participants were 221 females and 145 males at the College Goal South Carolina events. He said there were 233 respondents from the minority category of black/African American, Asian/Pacific Islander and Native American. He stated that the students were asked to identify their parents' highest education level as well as the highest education level that they would like to complete. He reported that the data show that 139 students reported that their parents had completed up to a high school diploma or GED. Mr. Hampton stated that the majority of respondents would like to obtain a bachelor's degree or higher and the data show that 67.6% of the respondents intend to achieve a higher level of education than their parents.

Mr. Hampton explained that 38% of the respondents were from families with incomes below the poverty line of \$30,000, as determined by the US Census, and the majority of students reported an average household of 3 to 4 members. He said that 251 respondents of the 380 respondents indicated they completed and submitted the FASFA which was a total of 66% who completed the FASFA.

Dr. Woodfaulk explained that Ms. Paula Harper Bethea, Executive Director, SC Educational Lottery (SCEL), reached out to the Commission and stated that the SCEL would like to provide some assistance, particularly for rural students. Dr. Woodfaulk presented brochures that were paid for with funds from SCEL. She stated that the brochures can also be accessed electronically through the CHE and SCCANGO websites. Dr. Woodfaulk stated that the brochures will be shared with the guidance counselors around the state. She said the rollout will be at Estill High School in May.

##### **6) Other Business**

With no further business, the meeting adjourned at 12:10 pm.



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September 1, 2016

## **Memorandum**

TO: Dr. Jennifer Settlemyer, Chair and Members,  
Committee on Access & Equity and Student Services

From: Dr. Karen Woodfaulk, Director  
Student Affairs Division

### **FY 2015-16 Annual Report and FY 2017-18 EIA Appropriations Request for the SC Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University**

## **Background**

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or independent colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY 1986-87. In FY 1986-87, a separate appropriation to South Carolina State University (SCSU) was made by the General Assembly to improve the recruitment of minority teacher candidates. Since FY 1986-87, continuing appropriations to SCSU have been made both through EIA and the General Fund. Beginning in FY 1990-1991, appropriations for the SC Teacher Recruitment Center (now the Center for Educator Recruitment, Retention and Advancement [CERRA] at Winthrop University) and the South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) at SC State University have been provided solely through EIA funds.

Beginning in FY 1988-89, CHE was required by a proviso included in the Appropriations Act to "monitor the use" of these funds and to report on the "effectiveness of the programs" to the Senate and House Committee and to the EIA Select Committee. The FY 1990-91 Appropriations Act included a more comprehensive proviso which instructed CHE to "ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the... teacher recruitment projects... review

the use of funds, and... have prior program and budget approval.” The proviso directing allocations and providing direction for CHE authority has continued each year. CHE is directed by the proviso to review the effectiveness of the programs annually and report findings and budget recommendations annually to Senate and House Education Committees, the State Department of Education (SDE) and the Education Oversight Committee (EOC) in a format agreed upon by SDE and EOC.

In FY 2015-16, the proviso included for the teacher recruitment programs - Part 1B Proviso 1A.8 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment) - directed allocation of \$4,243,527 in EIA funds, which flow through SDE to CHE for allocation, to two teacher recruitment programs, CERRA and SC-PRRMT. Of these funds, the proviso directs 92% or \$3,904,045 to CERRA and 8% or \$339,482 to SC-PRRMT. Of the funds directed to CERRA, \$3,045,155 (78%) is directed to Teaching Fellows and the remaining 22% (\$692,588) for other CERRA programs, of which \$166,302 must be used for specific programs to recruit minority teachers. In FY 2016-17, the appropriations remained level and direction by proviso regarding the recruitment programs also remained the same as the prior year (Part 1B Proviso 1A.7 SDE-EIA: XII.F.2- CHE/Teacher Recruitment).

Due to continued concerns raised by the Committee on Access & Equity and Student Services regarding the costs to administer the program, per student costs based on the overall budget, and the program’s recruitment efforts throughout the state, meetings took place with the Committee Chair and Student Services staff and SCSU officials in August 2013. Information regarding the proposed budget, personnel costs, and possible plans to recruit more students in the program were discussed and SCSU officials agreed to review the proposed budget for possible ways to increase the number of students and sites. At its meeting on August 27, 2013, the Committee on Access & Equity and Student Services expressed concerns about SC-PRRMT’s cost per student, the limited geographical areas served by the program, and the low percentage of graduates meeting the goal of the program as outlined in the proviso. The Committee requested that SCSU officials provide additional information about the program’s personnel costs, costs per student, number of graduates, and critical needs geographic and subject areas, as well as plans to expand the program. A revised FY 2014-15 budget was submitted to the Committee by SCSU official in addition to an Expansion Plan of Action. The SC-PRRMT budget and Expansion Plan was subsequently approved by the Commission on November 7, 2013.\* In addition, the Commission approved the Committee on Access & Equity and Student Services’ recommendation to place SC-PRRMT on conditional status.

Subsequent to this approval, SC-PRRMT submitted a revised FY 2015-16 budget proposal on October 15, 2014, which directed all funding to forgivable student loans only. No funds were to be used for administrative oversight of the program. At its meeting on November 6, 2014\*\* the Commission reviewed alternatives in consideration of the SC-PRRMT FY 2015-16 revised proposed budget and approved the FY2015-16 budget in the amount of \$339,482 for a minority Teacher recruitment program provided that the following conditions were met:

\* [http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda\\_Item\\_703A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/Nov2013MtgMaterials/Agenda_Item_703A.pdf)

\*\*[http://www.che.sc.gov/CHE\\_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda\\_Item\\_603A.pdf](http://www.che.sc.gov/CHE_Docs/commission%20calendar&materials/November2014MtgMaterials/Agenda_Item_603A.pdf)



- a. All funds appropriated to SC-PRRMT in FY 2015-16 are to be used to meet direct student costs. No funds shall be used for administrative oversight of the program.
- b. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and
- c. CHE shall retain approval for the budget and monitor the use of funds to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis.

**SC-PRRMT EIA Budget for FY 2013-14, FY 2014-15, FY 2015-16 (Actuals) FY 2016-17 (Budget Estimate) and Appropriations Request for FY 2017-18**

Below is the FY 2017-18 SC-PRRMT proposed budget submitted to CHE which directs all funds in the amount of \$339,482 towards forgivable teacher loan awards to new and current participants. SCSU officials stated that the University would absorb all administration costs for SC-PRRMT to include the establishment of additional sites throughout the state.

For FY 2016-17, SCSU officials estimate \$222,560.67 in collections, revenue and carried forward funds. Funds repaid in SC-PRRMT in collections, revenue and carried forward are used to augment yearly appropriations in the forgivable loan budget line item. The FY 2016-17 total amount to be used for forgivable loans if needed is \$562,042.67.

**Table I. EIA Budget for FY 2013-2014, FY 2014-2015, FY 2015-2016, FY 2016-2017 and Proposed FY 2017-2018**

|  | <b>FY<br/>2013-2014<br/>Actual</b>   | <b>FY<br/>2014-2015<br/>Actual</b>                                      | <b>FY<br/>2015-2016<br/>Actual*</b>            | <b>FY<br/>2016-17<br/>Estimated*</b>           | <b>Proposed<br/>Budget<br/>2017-2018</b>       |
|--|--|---|--|--|--|
| <b>EIA</b>   | \$339,482.00   | \$339,482.00  | \$339,482.00                                   | \$339,482.00                                   | \$339,482.00                                   |
| <b>+Personnel Services</b>   |  |   |  |  |  |
| 1. Salaries  | 146,388.57   | 119,053.04  | -0-  | -0-  | -0-  |
| 2. Fringes   | 31,344.71  | 25,289.00   | -0-  | -0-  | -0-  |
| <b>OTHER EXPENDITURES</b>  |  |   |  |  |  |
| <b>Office Support</b>  |  |   |  |  |  |
|  | 1150.72  | 2,598.55  | -0-  | -0-  | -0-  |
| <b>Postage</b>   | 400.00   | 239.00  | -0-  | -0-  | -0-  |
| <b>Equipment &amp; Maintenance</b>   | 750.00   | 261.50  | -0-  | -0-  | -0-  |
| <b>Telephone (WATS LINE)</b>   | 400.00   | 200.08  | -0-  | -0-  | -0-  |
| <b>Printing</b><br><i>Newsletter/Annual Reports and other documents</i>  | 440.00   | -0-   | -0-  | -0-  | -0-  |
| <b>Forgivable Loans</b>  | 155,063.00   | 182,826.00  | -0-  | -0-  | -0-  |
| <b>Promotional Service</b><br><i>TV Ad, Website, Promotional/ Recruitment Materials</i>  | -0-  | 402.49  | -0-  | -0-  | -0-  |
| <b>Intervention/Workshops for Pre-Service Teachers</b>   | -0-  | -0-   | -0-  | -0-  | -0-  |
| <b>Travel</b><br><i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i> | 3,545.00   | 8,612.34  | -0-  | -0-  | -0-  |
| <b>TOTAL OTHER EXPENDITURES</b>  | \$161,748.72   | \$195,139.79  | \$339,482.00                                   | \$339,482.00                                   | -0-  |
| <b>TOTAL PROJECT EXPENDITURES</b>  | \$339,482.00   | \$339,482.00  | -0-  | -0-  | -0-  |
| <b>TOTAL PROJECT APPROPRIATIONS</b>  | \$339,482.00   | \$339,482.00  | \$339,482.00                                   | \$339,482.00                                   | \$339,482.00                                   |
| <b>COLLECTIONS/REVENUE/CARRIED FORWARD</b>   | \$170,771.68   | \$193,247.14  | \$193,247.14                                   | \$222,560.67                                   |  |
| <b>Total (Appropriations/Collections/Revenue/Carried Forward)</b>  | \$510,253.68   | \$532,247.14  | \$532,729.14                                   | \$562,042.67                                   |  |
| <b>APPROPRIATIONS REQUESTED</b>  | \$339,482.00   | \$339,482.00  | \$339,482.00                                   | \$339,482.00                                   | \$339,482.00                                   |
| <b>APPROPRIATIONS RECEIVED</b>   | \$339,482.00   | \$339,482.00  | \$339,482.00                                   | \$339,482.00                                   |  |
|  |  |   |  |  |  |
| <b>+Personnel Services</b>   | Program Manager (1)<br>Program Recruiter (1)<br>Secretary (1)<br>Adjunct Instructors (8) | Program Manager (1)<br>Program Recruiter (1)<br>Adjunct Instructors (8) | Program Manager (1)<br>Adjunct Instructors (9) | Program Manager (1)<br>Adjunct Instructors (8) | Program Manager (1)<br>Adjunct Instructors (6) |

\*FY 2015-16 and FY 2016-17 budget directed all funding to student costs only. No funds are used for administrative oversight of the program.

**Forgivable Teacher Loans Awarded to Eligible SC-PRRMT Participants**

To be eligible for a forgivable teacher loan, SC-PRRMT participants must be residents of South Carolina and possess a high school diploma or high school equivalent. In addition, eligible participants must be employed as academic or support staff in South Carolina's public school system and have a cumulative grade point average of 2.75 or above on a 4.0 scale in an Associate of Arts or Associate of Science degree at one of South Carolina's technical colleges or in general education courses. Students must be admitted to SCSU, enrolled in the teacher education program of study full-time (12+ credit hours) or part-time (6+ credit hours) and agree to teach in South Carolina. Graduate students must be fully admitted and enrolled in the Master of Arts in Teaching (MAT) degree program at SCSU and have a cumulative grade point average of 3.00 or above.

Seventy students participated in SC-PRRMT during FY 2014-15. Fourteen freshmen, 10 sophomores, 10 juniors, 8 seniors and 13 MAT students were in the program. In addition, 15 students graduated from the program during FY 2014-15. Of the 15 FY 2014-15 graduates, four graduates majored in a critical need subject areas and 13 of the 15 graduates were placed in critical geographic area schools (87%). Some graduates majored in critical need subject areas and accept teaching positions in critical geographic schools.

Sixty-six students participated in SC-PRRMT during FY 2015-16 (as of May 2016) - 12 freshmen, 12 sophomores, 12 juniors, 22 seniors and 8 MAT students. Ten students graduated from the program and 8 were teaching in SC schools during FY 2015-16 (again, some graduates majored in critical need subject areas and accepted teaching positions in critical geographic schools). Information about the two remaining 2016 graduates will be provided in the October Quarterly Report.

For FY 2014-2015, the average cumulative cost per graduate was \$11,065 (increase of 9.9% from FY 2013-14). The average forgivable loan award per SC-PRRMT participant was \$3,472.30 in the fall term and \$3,472.30 during the spring term. For FY 2015-2016, the average cumulative cost per graduate was \$13,962.40 (increase of 26.2%) from FY 2014-15). The average forgivable loan award in FY 2015-16 per SC-PRRMT participant was \$5,143 in the fall term and \$5,143 during the spring term. According to SCSU officials, the average forgivable loan award per participant in FY 2016-17 is projected to be \$4,243 for the fall and spring terms.

### **Expansion Plan Approved by the Commission on Higher Education**

SC-PRRMT's Expansion Plan included the objective to recruit 15 students beginning in FY 2013 and 25 students during spring 2014. The number of sites would increase each year by adding three new sites in FY 2013-14, in addition to two sites in FY 2012-13 SCSU and Berkley County. Using funding from FY 2013-14, budget three sites were to be established (Richland County District 1, Georgetown County and Williamsburg County), adding three additional sites in FY 2014-15 (Richland County District 2, Fairfield County and Florence County), four sites in FY 2015-16 (Clarendon County, Horry County, Marion County and Marlboro County), three sites in FY 2016-17 (Beaufort County, Hampton County and Jasper County), and finally three sites in FY 2017-18 (Allendale County, Bamberg County, and Barnwell County), thereby increasing the number of sites from two in FY 2012-13 to 18 sites by FY2017-18. The projected number of students enrolled at each site was seven (average N=7) and classes were to be held at program sites in designated public schools.

| <b>+ Sites Counties per Expansion Plan</b>             | <b>Established Sites</b>                                | <b># of Students enrolled from County (as of 5/16)</b> |
|--|---|--|
| <b>Sites Established in FY 2013-14</b>                 |   |  |
| South Carolina State Campus                            | SC State  | 14   |
| Berkley County   | St. Stephan   | 17   |
| Richland District 1, Richland 2                        | *Richland Counties and Fairfield County combined sites) | 20   |
| Georgetown County                                      | **On line (combined site)                               | *  |
| Williamsburg County                                    | **On line (combined site)                               | *  |
| <b>Sites Established in FY 2014-2015</b>               |   |  |
| Richland #2  | *On line (combined site)                                | *  |
| Fairfield  | *On line (combined site)                                | *  |
| Florence/Georgetown/Williamsburg                       | **On line (combined site)                               | 15   |
| <b>***Sites to be Established Beginning FY 2015-16</b> |   |  |
| Clarendon County                                       |   |  |
| Marion County  |   |  |
| Marlboro County  |   |  |
| <b>FY 2016-17 Counties</b>                             |   |  |
| Beaufort County  |   |  |
| Hampton County   |   |  |
| Jasper County  |   |  |
| <b>FY 2017-18 Counties</b>                             |   |  |
| Allendale County                                       |   |  |
| Bamberg County   |   |  |
| Barnwell County  |   |  |

+South Carolina Program for the Recruitment and Retention of Minority Teachers Expansion Plan of Action Satellite Teacher Education Program Sites pp.9-10, September 2013

\*Combined sites include Richland One, Richland Two, and Fairfield County School District

\*\*Combined sites include Florence County, Georgetown School District and County, Williamsburg School District and County and Horry County

\*\*\*Meetings to be conducted beginning Fall 2016

According to SCSU officials, SC-PRRMT combined sites with students from various areas in South Carolina. On line classes were started as an innovative method to help reduce administrative cost and to assist with statewide recruiting efforts. Some of the combined sites in the various areas also have face-to face classes in central locations.

The combined sites, according to SCSU, are Richland Districts 1 and 2 and Fairfield, which is comprised of Richland One, Richland Two, and Fairfield County School Districts, and Florence/Georgetown/ Williamsburg/Horry which is consists of Florence County, Georgetown School District and County, Williamsburg School District and County and Horry County. Some of the combined sites also have face-to face classes in central locations.

The FY 2015-16 SC-PRRMT approved budget placed all funding towards forgivable teacher loans. Review of forgivable teacher loan disbursements, loan repayments and debt collections should be continued throughout FY 2016-17 and FY 2017-18 to determine if funds are used to efficiently and effectively to increase the number of minority teachers in the state per the proviso and approved CHE Expansion Plan. Monitoring the effectiveness of this program throughout the current year and during FY 2017-18 should include: 1) average cost per participant; 2) number of critical sites established throughout the state; 3) forgivable teacher loans amounts awarded to each participant; 4) annual revenue sources (debt collections, carry forward and any other sources; 5) number of graduates; and 6) number of graduates who entered the teaching profession in South Carolina (critical geographic/subject areas).

SC-PRRMT's Expansion Plan was to: 1) increase the number of teachers through statewide delivery of coursework to non-traditional students; and 2) increase the program's effectiveness through the use of forgivable teacher loans to attract minority students to the teaching profession. SC-PRRMT is a statewide teacher recruitment program to attract minorities to the teaching profession (Part 1B Proviso 1A.7 (SDE-EIA: XII.F.2-CHE/Teacher Recruitment)). Given the constraints and challenges in attracting traditional and non-traditional students to the teaching profession - especially in the rural areas of the state - SC-PRRMT should continue expand to Clarendon, Marion and Marlboro counties as planned for outlined in the Expansion Plan. Also, during the upcoming year, SC-PRRMT should provide plans for FY 2017-18 to reach Beaufort, Hampton and Jasper counties). Partnerships with existing teacher recruitment programs throughout the state during the upcoming year and in FY 2017-18 could assist in this effort. Again, the important goal is to increase the number of minority teachers throughout the state, and serve as many eligible students as financially possible.

**Recommendation:**

The Commission staff recommends to the Committee on Access & Equity and Student Services approval of the FY 2017-18 SC-PRRMT budget in the amount of \$339,482 for minority teacher recruitment at SCSU provided that the following conditions are required:

1. All funds appropriated to SC-PRRMT in FY 2017-18 are to be used to meet direct student costs. No funds shall be used for administrative oversight of the program;
2. The program, in accordance with the proviso, shall recruit minority teachers throughout the state; and
3. CHE shall retain approval for the budget and monitor the use of funds, including revenue sources (collections, carry forward and any other sources) to ensure that all funds are used to meet direct student costs to promote minority teacher recruitment on a statewide basis. SC-PRRMT shall provide a report to CHE each quarter on the program's progress in meeting the goals outlined in the approved Expansion Plan.



South Carolina Program for the  
Recruitment & Retention of Minority Teachers

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*Lift a Life...Teach*

**2015-2016  
ANNUAL REPORT**

**Prepared for: The South Carolina Commission on Higher Education  
Submitted by: Reinell Thomas-Myers, Program Manager**

**South Carolina State University  
Orangeburg, South Carolina  
August 2016**

**Mr. James E. Clark, President**

**ANNUAL REPORT OF THE SOUTH CAROLINA PROGRAM FOR THE  
RECRUITMENT AND RETENTION OF MINORITY TEACHERS**

**2015-2016**

**SOUTH CAROLINA STATE UNIVERSITY  
EXECUTIVE SUMMARY**

**MISSION STATEMENT:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is an Education Improvement Act – funded program. SC-PRRMT seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the Program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements. In collaboration with South Carolina State University’s Department of Teacher Education, the Program is authorized by the South Carolina General Assembly to establish and maintain Satellite Teacher Education Program (off-campus) sites in twenty-one geographic areas of the State. SC-PRRMT also administers an EIA Forgivable Loan Program and participates in state, regional, and national teacher recruitment initiatives.

**PROGRAM OBJECTIVES AND OUTCOMES 2015-2016**



**Objective 1**

To increase the pool of teachers in South Carolina by targeting non-traditional students for enrollment in teacher education programs at South Carolina State University.

**OUTCOME:**

**TABLE 1  
ENROLLMENT FIGURES FALL 2012 - SPRING 2016**

| <b>Year</b>          | <b>Number</b> |
|----------------------|---------------|
| Enrollment 2012-2013 | 27            |
| Enrollment 2013-2014 | 52            |
| Enrollment 2014-2015 | 70            |
| Enrollment 2015-2016 | 66            |
| <b>Mean</b>          | <b>53</b>     |

True to its mission, the Program continues to target non-traditional students for careers in teaching. In an effort to serve as many students as is financially feasible, the Program teams with Financial Aid and other programs with teaching missions to fund student participants. As shown in Table 1 above, the Program’s average enrollment in Teacher Education Curricula is 53 for fall 2012-spring 2016.

**Objective 2**

On an annual basis, SC-PRRMT targets no less than 50% of SC-PRRMT program participants for majors in a state-declared critical need subject area or employment placement in a state-declared critical geographic school (graduation and employment placement data—annual and longitudinal).

**OUTCOMES:**

**TABLE 2  
STATE- DECLARED CRITICAL NEEDS**

| Year      | Total Number of Graduates | Graduation in a Critical Need Subject Area | Placement in Critical Geographic School | Percentage of Graduates Teaching in State-Declared Subject Areas or Schools |
|-----------|---------------------------|--|---|---|
| 2012-2013 | 12                        | 2 (17%)                                    | 12 (100%)                               | 100%  |
| 2013-2014 | 14                        | 2 (14%)                                    | 14 (100%)                               | 100%  |
| 2014-2015 | 15                        | 4 (27%)                                    | 15 (100%)                               | 100%  |
| 2015-2016 | 10                        | 6(60%)                                     | 8(80%)                                  | 100%  |

\* Information for two 2015-2016 graduates was being researched at the time of this report.

**Program Graduates’ Placement (Critical Needs)**

|   |           |
|---|-----------|
| Number of Graduates Placed in South Carolina Schools as of May 2016 | 207 (94%) |
| Number of Graduates in State-Declared Critical Need Subject Areas   | 73 (33%)  |
| No. of Graduates Placed in Critical Geographic Schools              | 179 (86%) |

**Note:** Some graduates major in critical need subject areas and accept jobs in critical geographic schools.



### **Objective 3**

To ensure the success of EIA Forgivable Loan Program participants by monitoring their academic achievement/grade point averages (in the various teacher education majors), graduation and certification rates, and employment placement.

#### **OUTCOMES:**

- ◆ The Program continues to offer teacher education curricula and administer a Forgivable Loan Program. This past academic year 66 students participated in the program.
- ◆ Fifty-eight (88%) undergraduate Program participants maintained their eligibility during the 2015-2016 Academic Year. Fifty (76%) achieved Dean's List status, earning cumulative grade point averages of 3.00 or better. One hundred percent of the Program's M.A.T. participants (8) maintained their eligibility.
- ◆ For academic year 2015-2016, Eighty-eight percent of program participants achieved a cumulative grade point average of 3.00 or above. The distribution was as follows:

|             |      |
|-------------|------|
| 3.75 – 4.00 | (16) |
| 3.50 – 3.74 | (18) |
| 3.00 – 3.49 | (24) |

- ◆ For the 2015-2016 Academic Year, 10 students graduated; all 10 (100%) met certification requirements.
- ◆ Of the Program's ten 2015-2016 graduates, to date, 8 (80%) have gained employment in a South Carolina Public school. All are teaching in a critical geographic school and/or state-declared critical need subject area.
- ◆ Program graduates continue to further their education after graduation. Many have obtained additional certification, master's degrees, doctoral degrees, and national board certification. A number of program graduates have acquired positions as principals, assistant principals, district administrators, and certified counselors.
- ◆ The teaching experience of graduates range from 1 to 22 years.
- ◆ One hundred and Fifty-three (74%) of the Program's placed graduates have gained 5 to 22 years teaching experience, and the mean years of teaching for all graduates is 18.5 years.

***THE SUPPORT OF STATEWIDE RECRUITMENT AND  
RETENTION EFFORTS***

- ◆ The Program Manager assisted with the development of a comprehensive Recruitment plan for the Department of Education FY 2011-2012. The Recruitment plan was fully implemented FY 2012-13 and continued FY 2014-2016.
- ◆ SC-PRRMT, in collaboration with CERRA and the Call Me Mister Program, developed a Statewide Partnership Plan for Teacher Recruitment, and presented it to the Access and Equity Committee of the South Carolina Commission on Higher Education. The Partnership remained ongoing for 2014-2016.
- ◆ Program recruitment activities for AY 2015-2016 also included: recruitment exhibitions and participation in fall open house, Youth Day, and spring open house at SC State University, freshman orientation, mailings and responses to program inquiries, visits to school districts, technical colleges, and participation and recruitment exhibitions at college fairs, career day, and SC State's Alumni Showcase. Recruitment activities/events included the following:

Berkeley County Schools  
Freshman University Fair (SC State)  
Georgetown County Schools  
Marlboro County Schools  
SCSU Open House (Spring and Fall)  
Piedmont Technical College  
Richland County School District One  
Technical College of the Low Country

*EIA BUDGET  
PROPOSED BUDGET  
FY 2017-2018*

**BUDGET REQUEST \$339,482.00**

|                                     |                     |
|-------------------------------------|---------------------|
| Forgivable Loans                    | \$339,482.00        |
| <b>TOTAL PROJECT APPROPRIATIONS</b> | <b>\$339,482.00</b> |

Budget for FY 2013-2014, FY 2014-2015, FY 2015-2016, and Current FY 2016-2017.

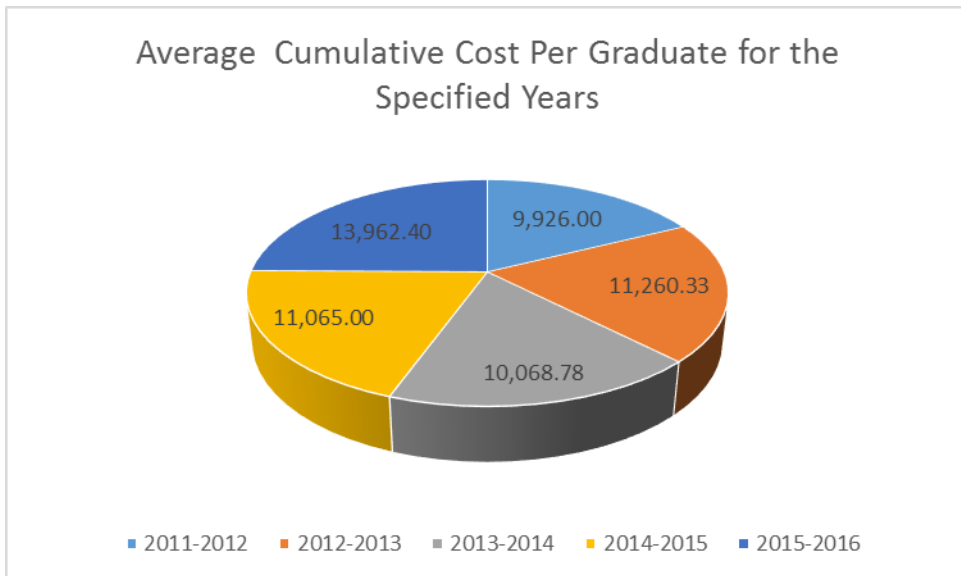
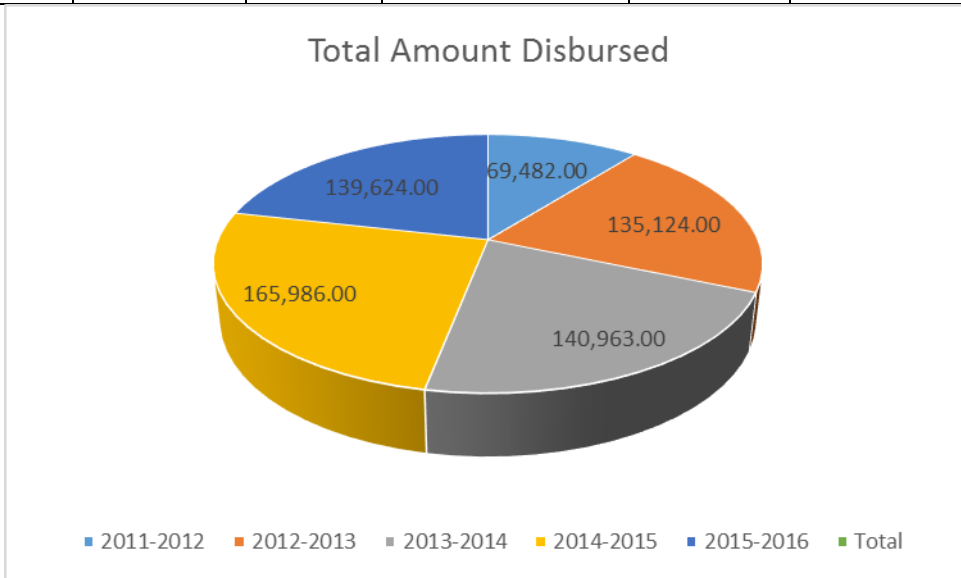
| Funding Source  | FY 2013-2014 Actual    | FY 2014-2015 Actual    | FY 2015-2016 Actual   | Current 2016-2017 Estimated                                   |
|---|------------------------|------------------------|---|---|
| EIA   | \$339,482.00           | \$339,482.00           | \$339,482.00  | \$339,482.00  |
| General Fund  | -0-                    | -0-                    | -0-   | -0-   |
| Lottery   | -0-                    | -0-                    | -0-   | -0-   |
| Fees  | -0-                    | -0-                    | -0-   | -0-   |
| Other Sources   | -0-                    | -0-                    | -0-   | -0-   |
| Grant   | -0-                    | -0-                    | -0-   | -0-   |
| Contributions, Foundation   | -0-                    | -0-                    | -0-   | -0-   |
| Other (Specify)   | -0-                    | -0-                    | -0-   | -0-   |
| Carry Forward from Prior Yr.  | -0-                    | -0-                    | -0-   | -0-   |
| <b>TOTAL</b>  | <b>\$339,482.00</b>    | <b>\$339,482.00</b>    | <b>\$339,482.00</b>   | <b>\$339,482.00</b>   |
| Expenditures  | FY 2013-2014 Actual    | FY 2014-2015 Actual    | FY 2015-2016 Actual   | Current 2016-2017 Estimated                                   |
| Personnel Service   | \$146,388.57           | 119,053.04             | -0-   | -0-   |
| Contractual Services  | 740.00                 | 402.49                 | -0-   | -0-   |
| Supplies and Materials  | 1,150.72               | 3,037.63               | -0-   | -0-   |
| Fixed Charges   | 1,250.00               | 261.50                 | -0-   | -0-   |
| Travel  | 3,545.00               | 8,612.34               | -0-   | -0-   |
| Equipment   | -0-                    | -0-                    | -0-   | -0-   |
| Employer Contributions  | 31,344.71              | 25,289.00              | -0-   | -0-   |
| Allocations to Districts/Schools/<br>Agencies/Entities              | -0-                    | -0-                    | -0-   | -0-   |
| Other:<br>Forgivable Loans  | 155,063.00             | 182,826.00             | -0-   | -0-   |
| Balance Remaining   | -0-                    | -0-                    | -0-   | -0-   |
| <b>TOTAL</b>  | <b>\$339,482.00</b>    | <b>\$339,482.00</b>    | <b>\$339,482.00</b>   | <b>\$339,482.00</b>   |
| <b>TOTAL Collections/Revenue Carried Forward</b>                    | <b>\$170,771.68</b>    | <b>\$193,247.14</b>    | <b>\$193,247.14</b>   | <b>\$222,560.67</b>   |
| TOTAL (Appropriations Received/Collections Revenue/Carried Forward) | \$510,253.68           | \$532,729.14           | \$532,729.14  | \$562,042.67  |
| Expenditures  | FY 2013-2014 Actual    | FY 2014-2015 Actual    | FY 2015-2016 Actual   | Current 2016-2017 Estimated                                   |
| <b>Personnel Service</b>  | Program Manager (1)    | Program Manager (1)    | Program Manager(1)  | Program Manager(1)  |
|   | Program Recruiter (1)  | Program Recruiter (1)  | Program Recruiter Position deleted by SC State Administration | Program Recruiter Position deleted by SC State Administration |
|   | Secretary (1)          | Secretary(-0-)         | Secretary(-0-)  | Secretary(-0-)  |
|   | Adjunct Instructors(8) | Adjunct Instructors(9) | Adjunct Instructors (8)                                       | Adjunct Instructors (6)                                       |

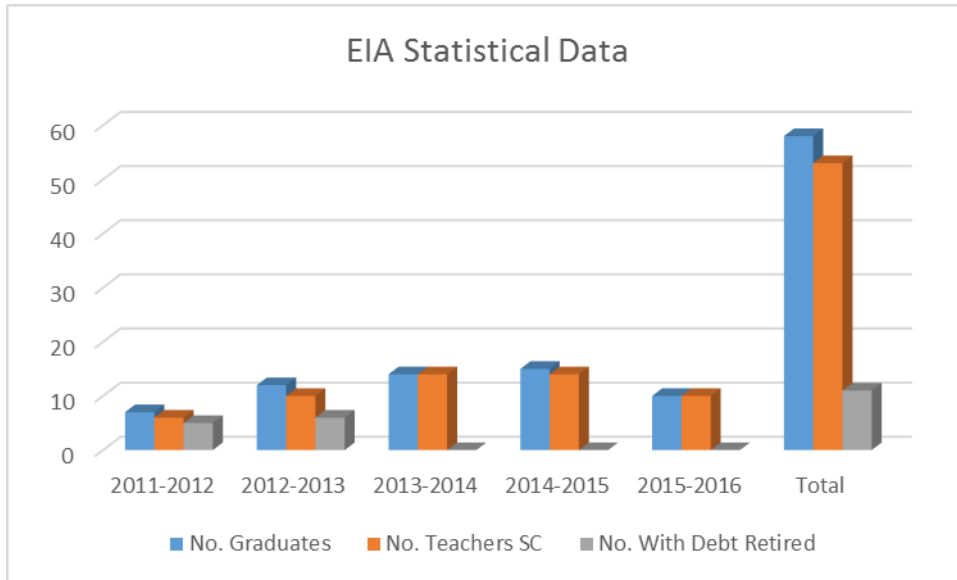
Collections Revenue used if needed for additional Forgivable Loans.

EIA Forgivable Loan Program

Annual program costs for the SC-PRRMT program – total amount of funds expended on the program, including all aid and administrative costs, to graduate and place each student in FY 2011-2012, FY 2012-2013, FY 2013-2014, FY 2014-2015, and FY 2015-2016

|              | No. Graduates | No. Teachers SC | Total Amount Disbursed | No. With Debt Retired | Average Cumulative Cost Per Graduate for the Specified Years |
|--------------|---------------|-----------------|------------------------|-----------------------|--|
| 2011-2012    | 7             | 6               | 69,482.00              | 5                     | 9,926.00   |
| 2012-2013    | 12            | 10              | 135,124.00             | 6                     | 11,260.33  |
| 2013-2014    | 14            | 14              | 140,963.00             | 0                     | 10,068.78  |
| 2014-2015    | 15            | 13              | 165,986.00             | 0                     | 11,065.00  |
| 2015-2016    | 10            | 8               | 139,624.00             | 0                     | 13,962.40  |
| <b>Total</b> | <b>58</b>     | <b>53</b>       |                        |                       |  |





Total number of participants per year by gender and race/ethnicity.

#### Distribution of Participants

| Years            | BF        | WF       | Asian/   |           |          | Asian/   | Number of Participants |
|------------------|-----------|----------|----------|-----------|----------|----------|------------------------|
|                  |           |          | His.F    | BM        | WM       | His.M.   |                        |
| 2011-2012        | 18        | 4        | 1        | 3         | 1        | 0        | 27                     |
| 2012-2013        | 20        | 3        | 1        | 2         | 1        | 0        | 27                     |
| 2013-2014        | 40        | 1        | 1        | 9         | 1        | 0        | 52                     |
| 2014-2015        | 52        | 3        | 1        | 14        | 0        | 0        | 70                     |
| <b>2015-2016</b> | <b>43</b> | <b>6</b> | <b>1</b> | <b>16</b> | <b>0</b> | <b>0</b> | <b>66</b>              |

The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) is a self-supporting program. Program responsibilities/disbursements include:

- ◆ forgivable loan awards for students
- ◆ classes for the Praxis exam. Students must pass all parts of the Praxis Core examination to enter the Teacher Education program
- ◆ refresher courses to help students re-enter college and assist them in passing the Praxis examination. Some students would benefit from one-on-one tutoring. The population is non-traditional students, mainly instructional assistants and transfer students
- ◆ longer enrollment time. Classes are offered in the evenings. Non-traditional students sometimes take a semester or two longer than traditional students to complete their program
- ◆ all program materials, supplies, and equipment
- ◆ part-time personnel/instructors
- ◆ program marketing and recruitment
- ◆ normal operating costs

Budget reductions limit the number of students the program can award assistance, as well as the number of Satellite Teacher Education Program sites the PRRMT can maintain.

Contractual services for equipment and maintenance have been reduced or eliminated.

The program has cancelled its television ads used for marketing and recruitment.

Many of the students do not qualify for other types of financial aid and must receive full funding to participate in the program.

The Summer Institute, which focuses on workshops, seminars, and classes to help prepare students for the Praxis exam has been suspended.

Staff can no longer attend or participate in professional development and educational conferences and seminars.

**SC-PRRMT APPROPRIATIONS REQUESTS AND ACTUAL BUDGET**  
**Budget for FY 2013-2014, FY 2014-2015, 2015-2016, 2016-2017 and Proposed FY 2017-2018**

|   | <b>FY<br/>2013-2014<br/>Actual</b>   | <b>FY<br/>2014-2015<br/>Actual</b>  | <b>FY<br/>2015-2016<br/>Actual</b>   | <b>FY<br/>2016-2017<br/>Actual</b>   | <b>Proposed<br/>Budget<br/>2017-2018</b>   |
|---|--|---|--|--|--|
| <b>Revenue</b>  |  |   |  |  |  |
| Amount in Collections   | \$170,771.68   | \$193,247.14  | \$193,247.14   | \$222,560.67   | -0-  |
| Carried Forward Funds   | -0-  | -0-   | -0-  | -0-  | -0-  |
| Total Collections/Carried Forward   | \$170,771.68   | \$193,247.14  | \$193,247.14   | \$222,560.67   | -0-  |
| <b>Expenditures</b>   |  |   |  |  |  |
| <b>+Personnel Services</b>  |  |   |  |  |  |
| 1. Salaries   | 146,388.57   | 119,053.04  | -0-  | -0-  | -0-  |
| 2. Fringes  | 31,344.71  | 25,289.00   | -0-  | -0-  | -0-  |
| <b>OTHER EXPENDITURES</b>   |  |   |  |  |  |
| <b>Office Support</b>   | 1150.72  | 2,598.55  | -0-  | -0-  | -0-  |
| <b>Postage</b>  | 400.00   | 239.00  | -0-  | -0-  | -0-  |
| <b>Equipment &amp; Maintenance</b>  | 750.00   | 261.50  | -0-  | -0-  | -0-  |
| <b>Telephone (WATS LINE)</b>  | 400.00   | 200.08  | -0-  | -0-  | -0-  |
| <b>Printing</b> <i>Newsletter/Annual Reports and other documents</i>  | 440.00   | -0-   | -0-  | -0-  | -0-  |
| <b>Forgivable Loans</b>   | 155,063.00   | 182,826.00  | \$339,482.00   | \$339,482.00   | \$339,482.00   |
| <b>Promotional Service</b><br><i>TV Ad, Website, Promotional/ Recruitment Materials</i>   | -0-  | 402.49  | -0-  | -0-  | -0-  |
| <b>Intervention/Workshops for Pre-Service Teachers</b>  | -0-  | -0-   | -0-  | -0-  | -0-  |
| <b>Travel</b> <i>Regional meetings, Education Conferences, Partnership, CHE and EOC Meetings, and Recruitment Visitations and Exhibitions</i> | 3,545.00   | 8,612.34  | -0-  | -0-  | -0-  |
| <b>TOTAL OTHER EXPENDITURES</b>   | \$161,748.72   | \$195,139.79  | \$339,482.00   | \$339,482.00   | \$339,482.00   |
| <b>TOTAL PROJECT EXPENDITURES</b>   | \$339,482.00   | \$339,482.00  | -0-  | -0-  | -0-  |
| <b>TOTAL PROJECT APPROPRIATIONS</b>   | <b>\$339,482.00</b>  | <b>\$339,482.00</b>   | <b>\$339,482.00</b>  | <b>\$339,482.00</b>  | <b>\$339,482.00</b>  |
| <b>APPROPRIATIONS REQUESTED</b>   | <b>\$339,482.00</b>  | <b>\$339,482.00</b>   | <b>\$339,482.00</b>  | <b>\$339,482.00</b>  | <b>\$339,482.00</b>  |
| <b>APPROPRIATIONS CUTS</b>  | -0-  | -0-   | -0-  |  |  |
| APPROPRIATIONS RECEIVED   | \$339,482.00   | \$339,482.00  | \$339,482.00   | \$339,482.00   | \$339,482.00   |
| <b>Total Collections Revenue/Carried Forward</b><br><b>Collections Revenue used if needed for additional Forgivable Loans.</b>                | \$170,771.68   | \$193,247.14  | \$193,247.14   | \$222,560.67   | -0-  |
| Total (Appropriations Received / Collections Revenue/Carried Forward)   | \$510,253.68   | \$532,729.14  | \$532,729.14   | \$562,942.67   | \$339,482.00   |
| <b>+Personnel Services</b>  | Program Manager (1)<br>Program Recruiter (1)<br>Secretary (1)<br>Adjunct Instructors (8) | Program Manager (1)<br>Program Recruiter (1)<br>Secretary(-0-)<br>Adjunct Instructors (8) | Program Manager (1)<br>Program Recruiter (-0-)<br>Secretary (-0-)<br>Adjunct Instructors (9) | Program Manager (1)<br>Program Recruiter (-0-)<br>Secretary(-0-)<br>Adjunct Instructors (15) | Program Manager (1)<br>Program Recruiter (-0-)<br>Secretary(-0-)<br>Adjunct Instructors (12) |



**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**PRRMT**

**Expansion Plan of Action**

South Carolina Program for the Recruitment and Retention of Minority Teachers

Reinell Thomas-Myers, Program Manager

August 2016

## SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

To continue to address the state's teacher shortage, as part of its overall expansion initiatives PRRMT plans to expand into, establish, and maintain Satellite Teacher Education Program (off-campus) sites in the Midlands, PeeDee and Piedmont areas. Expanding into these areas will increase enrollment, thereby increasing the number of graduates.

Although these areas are critical geographic areas of the state, programs offered at these sites will include at least three state-declared critical need subject areas. Enrollees (non-traditional students) meeting entry and award requirements will be given a forgivable loan award to assist with expenses while obtaining a baccalaureate degree in teacher education. Awards are used to help cover tuition, fees, and educational materials.

The program plans to continue to produce quality teachers for South Carolina's teaching force. The return on the investment to educate these non-traditional students has a positive outcome. Our graduates, the majority of whom are paraeducators-to-teachers, have been placed in 43 school districts throughout the state. Their commitment to both the teaching profession and the communities in which they live is evidenced by the longevity of their continued employment beyond their contractual teaching requirements.

To aid in this expansion, PRRMT will continue to market and promote the teaching profession and its benefits to South Carolina school districts and personnel by developing promotional materials to increase statewide awareness, and to establish partnerships with the major targeted areas. Current budget allocations limit the number of Satellite Teacher Education Program sites PRRMT can establish and maintain, as well as the number of students the program can award assistance. **To expand to additional sites for AY 2017-2017 and subsequent years, the program will need additional funding.**

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**Mission:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

**A Purpose Number 1**

To increase the pool of teachers in the State.

**B. Specific Objective Number 1**

To increase enrollment by expanding beyond the geographic areas it currently serves, to increase on-line classes offered, and to implement classes by video conference. Increasing enrollment will increase graduation rates. Based on the matriculation of the population of students served by the program, to experience maximum effects using this mode of delivery, approximately five years of implementation is needed.

**C. Performance Evaluation Measure:** Increased enrollment resulting in an increase in the number of graduates.

**Ongoing (Fall 2013 – Spring 2018)**

1.1 Recruitment and expansion activities remain ongoing (Fall 2013 – Spring 2018).

For AY 2014-2015 the program had established sites and offered classes to students in Berkeley, Columbia (Richland County), Fairfield, Florence, Horry, Georgetown, and Williamsburg counties. For 2015-2016 classes continued in these areas. Interest meetings will be scheduled in Chesterfield, Marion, Marlboro.

In order to expand into different areas of the state, PRRMT’s original plan listed several areas/counties in which the program plans to establish off-campus sites. To clarify the locations and the number of sites, the counties have been collapsed into regions. In keeping with the overall expansion initiative, by spring 2018 the goal is to establish sites in each region. Below is a breakdown of the regions:

Region 1 – Columbia (Richland County), Fairfield, Lexington, Newberry

Region 2 – Berkeley, Charleston, Dorchester

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

Region 3 – Chesterfield, Dillon, Florence, Marion, Marlboro

Region 4 – Georgetown, Horry, Williamsburg

Region 5 – Abbeville, Aiken, Barnwell, Edgefield, Laurens, McCormick, Saluda

Region 6 – Allendale, Bamberg, Calhoun, Orangeburg

Region 7 – Beaufort, Colleton, Hampton, Jasper

Region 8 – Clarendon, Kershaw, Lee, Sumter

Region 9 – Chester, Lancaster, Union, York

Region 10 – Anderson, Cherokee, Greenville, Oconee, Pickens, Spartanburg

- a. Contact district personnel and set up initial visit
- b. Provide marketing materials to district to determine interest
- c. Meet with instructional assistants (teacher aides)
- d. Disseminate and assist in the completion of necessary admissions and financial aid documents
- e. Follow-up with applicants and district personnel – to include telephone calls, mailings, etc.
- f. Emphasis will be placed on enrolling participants in state-declared critical need subject areas
- g. Analyze applicants transcripts to determine eligibility
- h. Process students for enrollment

1.2 Maintain current sites and establish additional sites.

Selected sites and areas will be charged with assisting to locate qualified instructors in the area.

- a. Coordinate with district personnel to determine infrastructure currently in place
- b. Review participants transcripts to determine courses needed
- c. Prepare a schedule of classes
- d. Contract instructors
- e. Implement instruction by virtual delivery
  - 1). Online classes
  - 2). Video Conferencing
  - 3). Combine sites for classes
- f. Although video conferencing reduces teacher costs, an on-site technician will be needed at each location to provide technical support.

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

- g. Facilities Usage Fee
- h. Budget reductions limit the number of satellite teacher education program sites PRRMT can maintain.

**2015-2016**

Nine(9) face-to-face/Hybrid classes

Six(6) on-line classes

**Fall 2016**

Three(3) face-to-face/hybrid classes

Three(3) on-line classes

Three(3) on-line classes offered by SC State

1.3 Award Forgivable Loan.

Determine if student meets the requirements for a forgivable loan award.

So that funds may reach more participants, awards will be based on need.

The served population is non-traditional students and many do not qualify for other types of financial aid.

Budget reductions also limit the number of students the program can award assistance.

1.4 Increase the number of program graduates.

The increase in the number of Satellite Teacher Education Program sites, the increase in online courses, and the implementation of classes by video conferencing is expected to increase student enrollment.

Full implementation in the expanded areas using this mode of delivery and the increase in enrollment will result in an increase in the number of program graduates.

Although the matriculation of this population sometimes takes a semester or two longer than traditional students, with the expansion, the number of graduates will increase.

With full implementation of the expansion PRRMT expects to at least double the number of graduates to approximately 22 – 24 for the 2017-2018 academic year.

1.5 Monitor student progress by visiting established sites.

Maintain copies of participant transcripts, and state required examination scores.

Schedule intervention workshops.

Coordinate with districts to offer workshops and enhancement seminars.

**Enrollment Projections**

**Table 1**

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**Satellite Teacher Education Program Sites**

|             | <b>Total Number of Enrollees for all PRRMT Sites<br/>(Provided funding is available)</b> | <b>Actual Number of Enrollees for PRRMT</b> | <b>Enrollees per Site</b>  |
|-------------|--|---|--|
| 2013 - 2014 | 40   | 52<br>Increase of 79%<br>from 2012-2013     | Berkeley - 9<br>Richland One - 11<br>SC State Campus - 32<br>Non-traditional students, technical college transfers,<br>and career path changers from various counties attend<br>classes at the sites and on SC State's campus. |
| 2014 - 2015 | 70   | 70  | Berkeley - 12<br>Florence/Georgetown/Williamsburg - 9<br>Richland One - 19<br>SC State Campus - 29   |
| 2015 - 2016 | 80   | 66  | Berkeley - 17<br>Florence/Georgetown/Williamsburg - 15<br>Richland One - 20<br>SC State Campus - 14  |
| 2016 - 2017 | 100  |   |  |
| 2017 - 2018 | 120  |   |  |

**Table 2**

**Projected Graduation Rates**

|             | <b>Total Number of Graduates for all PRRMT Sites</b> | <b>Actual Number of Graduates for PRRMT</b> |
|-------------|--|---|
| 2013 - 2014 | 12 - 14  | 14  |
| 2014 - 2015 | 15 - 17  | 15  |
| 2015 - 2016 | 18 - 20  | 10  |
| 2016 - 2017 | 20 - 22  |   |
| 2017 - 2018 | 22 - 24  |   |

**Table 3**

**Classification of Participants  
as of May 2016 - AY 2015-2016**

|            |    |
|------------|----|
| Graduates  | 10 |
| Seniors    | 12 |
| Juniors    | 12 |
| Sophomores | 12 |
| Freshmen   | 12 |
| MAT        | 8  |

## SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS EXPANSION PLAN OF ACTION

**Mission:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

**A. Purpose Number 2**

To increase the pool of teachers in the State.

**B. Specific Objective Number 2**

To increase the pool of teachers in the State by targeting teacher aides, technical college transfer students, and career path changers for employment in the teaching profession.

**C. Performance Evaluation Measure:**

Recruitment and Retention data, as well as graduation data will demonstrate progress toward increasing the state's pool of teachers from the targeted population. Files on participants and workshops will be maintained, as well as printed copies of marketing materials and annual reports. **Quantitative** measures include: a) Praxis (Content Area) scores, b) PLT (Principles of Learning and Teaching) scores, c) Graduation rates, d) Employment Placement rates, and e) Retention rates. **Qualitative** measures include: a) Demographic data on program participants (e.g. gender, race/ethnicity) b) Program participants' Academic Data (e.g. grade point averages /honors), and c) Employer/employee feedback through surveys.

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

| <b>MILESTONES</b>   | <b>TIME FRAME</b>                 |
|---|-----------------------------------|
| 2.1 Recruit teacher aides and career path changers from targeted school districts throughout the State. Distribute information.   | Ongoing                           |
| 2.2 Continue to implement the Department of Education’s Recruitment plan. This will generate increases in the number of non-traditional applicants. Increased applicants will yield increases in the number of graduates. | Ongoing                           |
| 2.3 Assists prospective applicants with completing necessary documents for admission to the university and completion of financial aid forms.   | July 1- April 30 for upcoming AY  |
| 2.4 Collaborate with South Carolina State’s Office of Admissions and Recruitment and SCSU’s Transfer Coordinator to identify students interested in pursuing a degree in teacher education.                               | July 1 – April 30 for upcoming AY |
| 2.5 Analyze applicant application and transcript. Process application and forward to Office of Admissions.  | July 1 – April 30 for upcoming AY |
| 2.6 Develop a schedule of classes to be offered at established sites.   | May 30 for upcoming AY            |
| 2.7 Coordinate with school district personnel to determine infrastructure for identified sites.   | June 1 for upcoming AY            |
| 2.8 Provide incentives for education by administering a forgivable loan program.  | August 15 – June 30 annually      |



**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

|  |  |
|--|--|
| 2.9 Work with those students who do not currently meet the requirements for a forgivable loan award to determine other options.                        | Ongoing  |
| 2.10 Offer off-campus courses and make distance education courses accessible to program participants.<br>Summer classes will be held on SCSU's campus. | August – fall semester<br>January – spring semester<br>June – summer session |
| 2.11 Monitor student progress by attaining copies of transcript from the Office of Records and Registration.   | December 15 for fall semester<br>May 15 for spring semester                  |
| 2.12 Maintain copies of Praxis I/Praxis Core, Praxis II, and PLT scores of participants.   | Ongoing  |
| 2.13 Schedule Intervention Workshops for Praxis I/Praxis Core.   | August – fall semester<br>January – spring semester<br>June – summer session |
| 2.14 Track employment placement of graduates. Maintain records of graduation and placement.  | Ongoing  |
| 2.15 Prepare program reports.  | September 1 annually<br>October 1 annually                                   |

**SOUTH CAROLINA PROGRAM FOR THE RECRUITMENT AND RETENTION OF MINORITY TEACHERS  
EXPANSION PLAN OF ACTION**

**Mission:** The South Carolina Program for the Recruitment and Retention of Minority Teachers (SC-PRRMT) seeks to promote teaching as a career choice by publicizing the many career opportunities and benefits in the field of education in the State of South Carolina. The mission of the program is to increase the pool of teachers in the State by making education accessible to non-traditional students (teacher assistants, career path changers, and technical college transfer students) and by providing an academic support system to help students meet entry, retention, and exit program requirements.

- A **Purpose Number 3**  
To increase the pool of teachers in the State.
  
- B. **Specific Objective Number 3**  
To increase awareness of the dearth of minority teachers in SC teaching force by participating in state-wide initiatives that focus upon teacher recruitment and issues in educating minorities.
  
- C. **Performance Evaluation Measure:** Published newsletter, Conference printed programs, correspondence.

| <b>MILESTONES</b>   | <b>TIME FRAME</b>   |
|---|---|
| 3.1 Promote the PRRMT and the Teaching Profession by publishing promotional brochures, flyers, newsletters, and digital presentations.  | Ongoing   |
| 3.2 Attend, make presentations or set up exhibition booth at the annual conferences of the South Carolina Alliance of Black School Educators (SCABSE) and the South Carolina Education Association. | January/spring each annual year providing funds are available |
| 3.3 Participate in forums, organizations, and meetings focused on minority teacher recruitment, teacher recruitment in general, and critical needs of the state, as related to education.           | Ongoing   |

**South Carolina State University  
South Carolina Department of Education**

**Recruitment Plan 2013-2018**

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

|   |  |  |
|---|--|--|
| <p><b>Strategy 1:</b> Department of Education Faculty Members will attend ED-OP Recruitment College Sessions to help with recruitment of Students. The schedule and information for ED-OP can be found here: <a href="http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm">http://www.cacrao.org/SCEdOp2011/SCEdOp-index.htm</a>. Each committee member would choose a recruitment area/date which the SCSU admissions/recruitment office as designated to go as a representative of SCSU's Department of Teacher Education.</p>  |  |  |
| <p>Action Step 1: <u>DOE faculty members will attend an ED-OP Recruitment College Session in the Fall Semester of each academic year.</u></p> <p><b>COST ANALYSIS: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit</b></p> <ol style="list-style-type: none"> <li>1. Devise a process where faculty can receive the schedule for ED-OP recruitment days.<br/><i>(Responsible Persons: Recruitment Committee)</i></li> <li>2. Have faculty members sign up for their preferred recruitment visit day .</li> <li>3. Faculty members complete their recruitment visits and report back to next immediate faculty meeting what they have gained information-wise.</li> <li>4. Obtain list of contact students at end of ED-OP visits.</li> </ol> |  |  |

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

|   |   |  |
|---|---|--|
| <p>5. Divide up contact information by program.</p> <p>6. Have program faculty contact/correspond with prospects (<i>Responsible Persons: Program Coordinators</i>)</p>   |   |  |
| <p><b>Strategy 2: The Department of Education will increase the number of Education majors by 20% by the 2016-2017 using the Pre-Education Clubs (BETA Clubs) as a recruitment focus within the middle schools along with focusing on Pro-Team programs in selected schools.</b></p>  |   |  |
| <p>Action Step 1: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to give monthly co-presentations with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.</u></p> <p><b>COST ANALYSIS—At least \$1,500: Standard Rate For Mileage/Meals For Each Faculty Member Traveling to Recruitment Visit, Copies of Brochures (\$500.00), LCD Projectors and Laptops (\$1,000 if DOE equipment must be replaced).</b></p> <ol style="list-style-type: none"> <li>1. Meet with the teaching fellows, teacher cadets, and Call Me M.I.S.T.E.R. advisors to discuss how to give collaborative presentations to these pre-education clubs in an effective manner about majoring in an education discipline in matriculating to SC State.</li> <li>2. The DOE Recruitment Committee and the scholars program advisors will create a plan and schedule for</li> </ol> | <p>Action Step 2: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to give once a semester professional development with teaching fellows, teacher cadets in local high schools, and Call me M.I.S.T.E.R. scholars.</u></p> <p><b>COST ANALYSIS: (\$3,000 at minimum) to include food for students, presentation supplies, meeting space, and possible payment for staffers to work overtime.</b></p> <ol style="list-style-type: none"> <li>1. The DOE Recruitment Committee will work with district principals/super to establish a date on which the PD day will take place and how long.</li> <li>2. Meet with the teaching fellows, teacher cadets, and</li> </ol> | <p>Action Step 3: <u>Using the BETA Clubs, National Honor Society, and Pro-Teams to survey student interest on why they would choose education as a career thus applying that data to future advertizing efforts</u></p> <p><b>COST ANALYSIS: (\$100 at minimum) for travel to schools if necessary.</b></p> <ol style="list-style-type: none"> <li>1. DOE Recruitment Committee works with principal to survey students in Spring Semester via computers on scheduled days.</li> <li>2. DOE Committee works with Research Committee to create a survey focusing on gathering information on why students would like/would not like to be teachers.</li> <li>3. DOE Committee presents survey to faculty who vet it. Survey is revised in conjunction with Research Committee until approved by faculty.</li> <li>4. Survey administered online (e.g.</li> </ol> |

**South Carolina Department of Education**

**Albert Hayward, Reinell Thomas-Myers, Bessie Powell, Reginald Williams and Evelyn Fields (Chairperson)**

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF  
EDUCATION MAJORS BETWEEN 2013-2018**

|  |   |   |
|--|---|---|
| <p>meeting with each of the organizations. The length and time would be established by contacting the middle school organization’s advisor (through the school’s principal).</p> <p>3. In the first faculty meeting for the school year, faculty members would sign up for the date that they wish to volunteer to do the presentation. That date would correspond with a particular middle school student group and an assigned Fellow, M.I.S.T.E.R., or Cadet. A count will also be made of the number of education students who are “declared education majors” for comparison when these same tallies are made in 2015.</p> <p>4. Faculty members will complete their assigned presentation dates for 2016-2017.</p> | <p>Call Me M.I.S.T.E.R. advisors to discuss how to gain information from teachers about what education topics will engage children</p> <p>3. The DOE Recruitment Committee and the scholars program advisors will create a professional development day incorporating as many faculty as possible (through the school’s principal).</p> <p>4. In the first faculty meeting for the school year, faculty would be presented with the planned day and prospectively assigned parts. Modifications will be made within the first month until finalized. (Early Fall 2012).</p> <p>5. DOE Recruitment Committee will coordinate space, supplies, advertisement, and announcements at schools. (Early Fall)</p> <p>6. PD will be conducted with survey data collected. (October 2012 Tentative)</p> <p>7. DOE Recruitment Committee will analyze results of data to plan for a more effective PD day the next year. (Mid Fall)</p> <p>8.</p> | <p>SureyMokey.com) with special sessions set up in coordination with school principals so that students can complete survey at their school’s cpu labs if necessary.</p> <p>5. Results are collected and analyzed. Ideas are drawn up on how to use the data to advertize to students as they progress from middle school to high school to graduation.</p> |
| <p><b>Strategy 3: The Department of Education will hold a reception for the undecided majors and make an effort to convince 15% of the</b></p>   |   |   |

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

|  |  |   |
|--|--|---|
| <b>attendees to declare Education as a major.</b>  |  |   |
| <p>Action Step 1: <u>Holding a reception for the undecided majors and make an effort to convince attendees to declare education as a major by holding a session with medium/light refreshments.</u></p> <p><b>COST ANALYSIS: (\$500.00) for refreshments, equipment.</b></p> <ol style="list-style-type: none"> <li>1. Get the list of Undecided Majors to be used to dictate how to execute the reception efficiently.</li> <li>2. Meeting with recruitment committee to decide (based on the number and demographics of the undecided students) on a time, the place (possibly the State Room), menu, advertizing plan, and available budget for the reception. Designate committee members to take care of planning components.</li> <li>3. At the event hand out TE brochures, program studies; have faculty members speak briefly on each area; answer questions; have students to sign a contact form; have change of major forms for students to complete on site.</li> <li>4. After session, tally number of change of major forms completed and compare to total attendees to see if 15% of them have declared</li> </ol> | <p>Action Step 2: <u>Creating a resource room/educational library in CARE CENTER where students can explore the education field, resources, and career choices</u></p> <p><b>COST ANALYSIS: (\$1,000 depending on types of resources)</b></p> <ol style="list-style-type: none"> <li>1. IF FUNDS AVAILABLE, DOE Recruitment Committee works with CARE Center Staff to assess what new resources and realistically be included in CARE Center and a budget.</li> <li>2. DOE Recruitment Committee will receive ideas from faculty on possible resources that could aid undecided students in choosing education or at least exploring the possibility.</li> <li>3. DOE Recruitment Committee presents ideas to CARE Center which helps to identify what the center can handle space-wise.</li> <li>4. DOE Recruitment Committee Presents final</li> </ol> | <p>Action Step 3: Updating the DOE website to include links to many different education related websites and testimonials on students who were once un-decided majors</p> <p><b>COST ANALYSIS: None(?)</b></p> <ol style="list-style-type: none"> <li>1. DOE Recruitment Committee brainstorms with faculty on possible additions to website (faculty contact info, testimonials, links, sample syllabi for classes, electronic PDF Program of Study Sheets).</li> <li>2. DOE Recruitment Committee creates a plan on how to upgrade website and presents to faculty.</li> <li>3. Committee works with SCSU webmaster to update system as requested.</li> <li>4. Website is upgraded and launched.</li> </ol> |

South Carolina Department of Education  
 Albert Hayward, Reinell Thomas-Myers, Bessie Powell, Reginald Williams and Evelyn Fields (Chairperson)

## GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018

|   |  |  |
|---|--|--|
| <p>as education majors; follow-up with other students for the rest of the CURRENT semester.</p> | <p>plan to faculty at last faculty meeting of semester. Faculty vets and approves plan with necessary changes.</p> <ol style="list-style-type: none"> <li>5. DOE Committee gives info to Chair to order materials.</li> <li>6. Resources are integrated into CARE Center.</li> <li>7. Resources are made available to students.</li> </ol> |  |
| <p><b>Strategy 4:</b> Expand the number of non-traditional enrollees by 25%.</p>                |  |  |



South Carolina Department of Education

Albert Hayward, Reinell Thomas-Myers, Bessie Powell, Reginald Williams and Evelyn Fields (Chairperson)

**GOAL: TO INCREASE THE NUMBER OF DEPARTMENT OF EDUCATION MAJORS BETWEEN 2013-2018**

|  |  |  |
|--|--|--|
| <p>Action Step 1: <u>SC-PRRMT makes contact with and visits school districts.</u></p> <p><b>COST ANALYSIS—At least \$1,500: Standard Rate For Mileage Traveling to school districts, copies of all marketing materials (\$500.00).</b></p> <ol style="list-style-type: none"> <li>1. Make Presentation</li> <li>2. Distribute marketing materials on the SC-PRRMT</li> <li>3. Distribute information from Admissions Office</li> <li>4. Distribute Financial aid information or Financial Aid Counselor will attend the visit to assist with Financial Aid information</li> <li>5. Process SC-PRRMT Personal Data Recruitment Forms</li> </ol> | <p>Action Step 2: <u>Forward student’s completed SC State Application and other required documents to Admissions Office for processing and evaluation.</u></p> | <p>Action Step 3: <u>Obtain Official Letter of Acceptance from Office of Admissions</u></p>          |
| <p>Action Step 4: <u>Obtain student’s G.P.A., and if it meets the required minimum or above, and the student meets the specified standards for a program forgivable loan scholarship, forward the student an EIA Forgivable Loan Application Form..</u></p>  | <p>Action Step 5: <u>Forward letter of inquiry and financial aid disclosure form to the Financial Aid Office regarding the student’s financial status.</u></p> | <p>Action Step 6: <u>Process student for enrollment and determine EIA Forgivable Loan Award.</u></p> |
| <p>Action Step 7: <u>Schedule of Classes Prepared by Program Manager and Program Recruiter.</u></p>  |  |  |

**For additional information, write or call**

**The South Carolina Program for the Recruitment  
and Retention of Minority Teachers**

**Post Office Box 7793**

**South Carolina State University**

**Orangeburg, South Carolina 29117-0001**

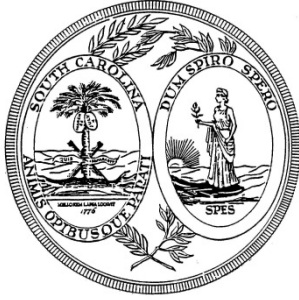
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# South Carolina Commission on Higher Education

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Interim Executive Director

September 1, 2016

## **MEMORANDUM**

**TO:** Dr. Jennifer Settlemyer, Chair and Members,  
Committee on Access & Equity and Student Services

**FROM:** Dr. Karen Woodfaulk, Director  
Student Affairs Division

### **College Transition Need-based Grant Program 2016-17 Academic Year**

#### **Historical Background**

The General Assembly included Proviso 11.19 in the FY 2013-14 Appropriations Act to enable funds appropriated to the College Transition Connection be redirected through the need-based grant program to be available as need-based grants for students enrolled in recognized College Transition Programs (CTP) at South Carolina institutions. As of Fall 2016, these institutions include: Clemson University, Coastal Carolina University, College of Charleston, University of South Carolina, and Winthrop University.

The U.S. Department of Education offers financial aid to those students enrolled or accepted for enrollment in a comprehensive transition and postsecondary program for students with intellectual disabilities at post-secondary institution that participates in the *federal student aid programs*. According to the U.S. Department of Education, institutions must participate in a federal approval process in order to provide federal funds to students enrolled in these programs. As of April 30, 2016 there were 40 approved programs with South Carolina being home to five of those programs.

Initial efforts to assist intellectually disabled students were directed by the College Transition Connection (CTC)\*. During the FY 2013-14, CTC worked with select colleges and universities in South Carolina to design, create and fund transition and post-secondary opportunities for young adults with intellectual disabilities. The CTC worked with the South Carolina General Assembly and the South Carolina Commission on Higher Education (CHE) in an effort to redirect funds for the purposes of creating a state based program to provide additional financial assistance to students who enroll in these programs in South Carolina.

In working with CHE, CTC helped to identify the eligible South Carolina CTP's. The CTP serves students with intellectual disabilities who demonstrate financial need. These programs allow for students to attend a four-year institution and engage in academics, independent living environments, employment/career opportunities, and socialization. These programs are non-degree seeking and successful completion of these programs allows for students to receive a non-degree certificate of post-secondary education.

## **CTP Institutional Data**

Proviso 11.12 in the FY 2016-2017 Appropriations Act went into effect July 1, 2016.

**11.12.** *(CHE: College Transition Need-Based Grants) Of the currently appropriated need-based grants funding, no more than \$350,000 shall be used to provide need-based grants to South Carolina resident students enrolled at a public institution of higher education in an established college transition program that serves students with intellectual disabilities. The Commission on Higher Education shall allocate the available funds to eligible institutions on the basis of student need and enrollment in the established college transition programs. All other grants and gift aid for which these students are eligible must be applied first to the cost of attendance prior to using the need-based grant funding. If the cost of attendance for an eligible student is met with all other grants and gift aid, the need-based grant shall not be used. The participating institutions, in cooperation with the Commission on Higher Education, shall track the number of grant recipients and other information determined necessary to evaluate the effectiveness of these grants in assisting students with intellectual disabilities in college transition programs.*

The Proviso transfers and dedicates recurring funds provided to CTP for the purpose of need-based student grants. The guidelines provide for eligibility consistent with eligibility for the financial assistance programs authorized under Title IV of the Higher Education Act of 1965. Participants of this program are required to complete a Free Application for Federal Student Aid (FAFSA) and demonstrate financial "need," as well as meet the established South Carolina residency requirements in order to receive funding. In order to meet the anticipated growth of eligible South Carolina students with financial need, additional funding for FY 2016-17 was approved by General Assembly in the amount of \$350,000. Which reflects an increase of \$170,822 from FY 2015-2016.

Collaboration and development of the CTP programs have resulted in the following outcomes:

1. Guidelines for determining eligibility for a student enrolled in an eligible CTP program.
2. Process for grant award disbursement and requesting funds from CHE.

Because the CTP is directed by a temporary one-year budget proviso, considerations for the program in subsequent and future years will be subject to any statutory or regulatory changes that may occur during the upcoming 2017 Session of the General Assembly or renewal of the budget proviso for FY 2017-18.

Below is a brief overview of the South Carolina CTP programs and disbursements.

**TABLE 1**

| Institution                      | Length of Program<br>(All programs offer on & off campus housing) | Certification Awarded  | Total Participants |           |           |           |
|----------------------------------|---|--|--------------------|-----------|-----------|-----------|
|                                  |   |  | 2013-14            | 2014-15   | 2015-16   | Fall 2016 |
| Clemson University               | 2 Years<br>An optional 3rd year is available for select students  | Certificate of Postsecondary Education upon completion of 2-year program | 1                  | 2         | 3         | 6         |
| Coastal Carolina University      | 4 Years   | University Certificate of Completion                                     | 8                  | 9         | 8         | 9         |
| College of Charleston            | 4 Years   | Certificate of Completion  | 3                  | 0         | 0         | 1         |
| University of South Carolina     | Students have the option to enroll in a 2, 3, or 4 Year program   | Certificate of Completion  | 8                  | 7         | 7         | 8         |
| Winthrop University*             | 2 Years   | Letter of Completion   | N/A                | 8         | 11        | 13        |
| <b>Total Participants in CTP</b> |   |  | <b>20</b>          | <b>26</b> | <b>29</b> | <b>37</b> |

\*Effective Spring 2015 Winthrop University's CTP program received final federal approval required for their program implementation. Winthrop University is currently operational with enrollment for this Spring 2015 term and moving forward.

**TABLE 2**

| Institution                  | Award Disbursement |                                 |          |   |
|------------------------------|--------------------|---------------------------------|----------|---|
|                              | 2013-14            | 2014-15                         | 2015-16  | Projected Award Disbursement Fall 2016 Only |
| Clemson University           | \$6,300            | \$13,340                        | \$13,952 | \$30,000                                    |
| Coastal Carolina University  | \$55,736           | \$55,713                        | \$50,550 | \$45,000                                    |
| College of Charleston        | \$21,000           | \$0                             | \$0      | \$5,000                                     |
| University of South Carolina | \$56,000           | \$45,500                        | \$43,755 | \$40,000                                    |
| Winthrop University*         | N/A                | \$28,000<br><i>*Spring Only</i> | \$68,079 | \$65,000                                    |

Table 1 illustrates a steady growth in CTP students at Clemson and Winthrop University since initiation of the program. There has been minimal growth at Coastal Carolina University and the University of South Carolina, with College of Charleston at a slight decline in program participants. Despite the minimal growth and decline at some S.C. intuitions, the overall number of participants in the College Transition program has grown 46% since inception.

Table 2 illustrates the Award Disbursement at each participating institution. In FY 2013-14 and 2014-15 the maximum award could not exceed \$7000 per student. As the program participants continued to increase, the

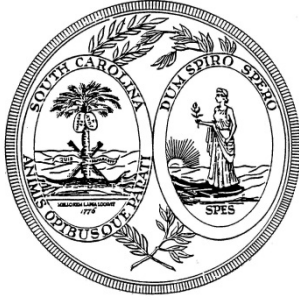
funding available to each student decreased. With the rise of tuition & program fees at each institution and the anticipated growth of program participants, CTP was funded an additional \$170,833; total of \$350,000 for FY 2016-17. For FY 2016-17, maximum award amount cannot exceed \$10,000 per student.

**Part 1B SECTION 11 - H030 - COMMISSION ON HIGHER  
EDUCATION**

**2016-2017 Appropriation Act**

**SECTION 11 - H030 - COMMISSION ON HIGHER EDUCATION**

**11.12.** (CHE: College Transition Need-Based Grants) Of the currently appropriated need-based grants funding, no more than \$350,000 shall be used to provide need-based grants to South Carolina resident students enrolled at a public institution of higher education in an established college transition program that serves students with intellectual disabilities. The Commission on Higher Education shall allocate the available funds to eligible institutions on the basis of student need and enrollment in the established college transition programs. All other grants and gift aid for which these students are eligible must be applied first to the cost of attendance prior to using the need-based grant funding. If the cost of attendance for an eligible student is met with all other grants and gift aid, the need-based grant shall not be used. The participating institutions, in cooperation with the Commission on Higher Education, shall track the number of grant recipients and other information determined necessary to evaluate the effectiveness of these grants in assisting students with intellectual disabilities in college transition programs.



# South Carolina Commission on Higher Education

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Mr. Gary S. Glenn  
Interim Executive Director

September 1, 2016

## Memorandum

TO: Dr. Jennifer Settlemyer, Chair and Members,  
Committee on Access & Equity and Student Services

FROM: Dr. Karen Woodfaulk, Director  
Student Affairs Division

### **Proposed Regulatory Amendments** **Determination of Rates for Tuition and Fees**

At the request of the institutional officers, Commission staff has made revisions to the Regulations Regarding the Determination of Rates of Tuition and Fees.

A special advisory group of state residency officers, organized in 2013 by CHE staff, was contacted on August 2, 2016 and asked to provide suggested changes and amendments to the regulation for the determination of rates of tuition and fees. Feedback on proposed changes was accepted through August 19, 2016. Once the proposed regulations are approved by the Committee on Access & Equity and Student Services, the draft of changes will be sent to institutional residency officers for feedback.

The regulation proposes two significant amendments, based of statutory changes enacted since the last time the regulation was amended in 2001, and several clarifying amendments to the administration of the South Carolina Residency program.

Section 62-602: Sets forth clarifications to definition used in the regulation. "Dependent" is clarified to be consistent with CHE Guidance issued in 2015. Definition of "Family Domicile in this state is terminated" was struck to ensure that regulation is consistent with Section 59-112-30 of SC Code of Laws. Definition of "Independent" is clarified to identify institutional cost of attendance as support measure.

Section 62-604: Clarifies that the federal agency responsible for issuance of permanent residency is the US Citizenship and Immigration Services



Section 62-607 A: Amended to ensure that regulation is consistent with Section 59-112-30 of SC Code of Laws, related to independent individuals who leave the state while they have a dependent enrolling in college in the immediate future

Section 62-609 A: Amended to ensure that regulation is consistent with Section 59-112-50 of SC Code of Laws, related to active duty military members and veterans. Changes were necessary due to the passage of Act 33 of 2012, related to military members transferred away from South Carolina while their dependents were enrolled in higher education. Changes were also necessary due to the passage of Act 11 of 2015, related to veterans who are receiving federal educational benefits.

Section 62-609 B & C: Amended to clarify residency requirements for the SREB contract program and the Academic Common Market Program.

### **Recommendation**

The Commission staff recommends that the Committee on Access & Equity and Student Services approve the proposed amendments to the regulation for the Determination of Rates of Tuition and Fees. If approved by the Committee on Access & Equity and Student Services and the Commission on Higher Education, the proposed regulation will be submitted to the SC General Assembly during the 2017 legislative session for approval under the Administrative Procedures Act.

**COMMISSION ON HIGHER EDUCATION**  
**CHAPTER 62**

Statutory Authority: 1976 Code Section 59-149-10

62-600. Determination of Rates of Tuition and Fees

**Preamble:**

R.62-600 of Chapter 62 is being amended. Revisions to the existing regulation for the SC Residency Regulation are being considered to clarify the policies and procedures for administering the program. In the proposed amendment, the definition of an independent is clarified to provide flexibility for the student and institution in determining if a student meets the definition. In addition, clarification is being given to the list of items that serve as indicia of intent for South Carolina Residency. There are also additional clarifications being proposed, such as correctly identifying the Federal Agency which issues permanent residency cards to new residents of the United States. The revisions seek to promote consistency among the State institutions and their residency classification processes.

The proposed regulation will require legislative review.

A Notice of Drafting for the proposed regulation was published in the South Carolina State Register on July 22, 2016.

**Section-by-Section Discussion**

- Section 62-602: Sets forth clarifications to definition used in the regulation. “Dependent” is clarified to be consistent with CHE Guidance issued in 2015. Definition of “Family Domicile in this state is terminated” was struck to ensure that regulation is consistent with Section 59-112-30 of SC Code of Laws. Definition of “Independent” is clarified to identify institutional cost of attendance as support measure.
- Section 62-603: Amended title for this section to include “Establishing Residency”.
- Section 62-604: Clarifies that the federal agency responsible for issuance of permanent residency is the US Citizenship and Immigration Services
- Section 62-605: Sets forth the requirements to demonstrate intent to become a South Carolina resident for tuition and fee purposes. Clarification for vehicle registrations is provided.
- Section 62-606: Provides the necessary requirements for active duty military members stationed outside of South Carolina, who are looking to maintain South Carolina Residency for tuition and fee purposes.
- Section 62-607: Amended to ensure that regulation is consistent with Section 59-112-30 of SC Code of Laws, related to independent individuals who leave the state while they have a dependent enrolling in college in the immediate future.
- Section 62-609: Amended to ensure that regulation is consistent with Section 59-112-50 of SC

Code of Laws, related to active duty military members and veterans. Changes were necessary due to the passage of Act 33 of 2012, related to military members transferred away from South Carolina while their dependents were enrolled in higher education. Changes were also necessary due to the passage of Act 11 of 2015, related to veterans who are receiving federal educational benefits. Finally, changes were made to develop Sections B & C, concerning determining residency requirements for the SREB contract program and the Academic Common Market Program.

**Notice of Public Hearing and Opportunity for Public Comment:**

Interested members of the public and regulated community are invited to make oral or written comments on the proposed regulation at a public hearing to be conducted by the South Carolina Commission on Higher Education on December 1, 2016, to be held in the Main Conference Room at 1122 Lady Street, Suite 300, Columbia, SC. The meeting will commence at 1:00 p.m. at which time the Commission will consider items on its agenda in the order presented. The order of presentation for public hearings will be noted in the Commission's agenda to be published by the Commission ten days in advance of the meeting.

Interested persons are also provided an opportunity to submit written comments on the proposed regulation by writing to Dr. Karen Woodfaulk, Director of Student Services, South Carolina Commission on Higher Education, 1122 Lady Street, Suite 300, Columbia, SC 29201. Comments must be received no later than 5:00 p.m. on November 28, 2016. Comments received shall be considered by the staff in formulating the final proposed regulation for the public hearing on December 1, 2016, as noticed above. Comments received by the deadline shall be submitted to the Commission in summary of public comments for consideration at the public hearing.

**Preliminary Fiscal Impact Statement:**

There will be no increased administrative costs to the state or its political subdivisions.

**Statement of Need and Reasonableness:**

**DESCRIPTION OF REGULATION:** 62-600 DETERMINATION OF RATES OF TUITION AND FEES

Purpose: R.62-600 of Chapter 62 is being amended and replaced in its entirety. Revisions to the existing regulation for the SC Residency Regulation are being considered to clarify the policies and procedures for administering the program. In the proposed amendment, the definition of a dependent is clarified and the use of voter registration cards to prove SC residency will be prohibited. In addition, institutional residency officers will be allowed to develop an appeal process for students to challenge institutional residency decisions. There are also additional clarifications being proposed, such as adding definitions and minor grammatical changes to promote consistency among the State institutions and their residency classification processes.

Legal Authority: The legal authority for R.62-900.85-140 is 1976 Code Section 59-149-10.

Plan for Implementation: The proposed regulation will take effect upon approval by the South Carolina General Assembly and publication in the *State Register*. The proposed regulation will be implemented by providing the regulated community with copies of the regulation.

**DETERMINATION OF NEED AND REASONABLENESS OF THE PROPOSED REGULATION BASED ON ALL FACTORS HEREIN AND EXPECTED BENEFITS:** The proposed regulation is needed to provide information to South Carolina residents concerning the requirements to receive in state tuition and fee classification and to provide guidance to state institutions when classifying students as in state students for tuition and fee purposes.

**DETERMINATION OF COSTS AND BENEFITS:** Promulgation of this regulation will not result in additional costs to the state or its political subdivisions. It is believed that the proposed regulation will benefit our state by providing students with requirements for receiving in state classification and institutions by providing guidance in determining student residency classification.

**UNCERTAINTIES OF ESTIMATES:** None.

**EFFECT ON ENVIRONMENT AND PUBLIC HEALTH:** Not applicable.

**DETRIMENTAL EFFECT ON THE ENVIRONMENT AND PUBLIC HEALTH IF THE REGULATION IS NOT IMPLEMENTED:** Not applicable.

**Statement of Rationale:**

R.62-600 of Chapter 62 is being amended. Revisions to the existing regulation for the SC Residency Regulation are being considered to clarify the policies and procedures for administering the program. In the proposed amendment, the definition of an independent is clarified to provide flexibility for the student and institution in determining if a student meets the definition. In addition, clarification is being given to the list of items that serve as indicia of intent for South Carolina Residency. There are also additional clarifications being proposed, such as correctly identifying the Federal Agency which issues permanent residency cards to new residents of the United States. The revisions seek to promote consistency among the State institutions and their residency classification processes.

**Instructions:**

Amend R.62-600 through 62-612 with the following.

**Text:**

Table of Contents:

- 62-600. Rates of Tuition and Fees.
- 62-601. Code of Laws Governing Residence.
- 62-602. Definitions.
- 62-603. Citizens and Permanent Residents.
- 62-604. Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents.
- 62-605. Establishing the Requisite Intent to Become a South Carolina Domiciliary.
- 62-606. Maintaining Residence.
- 62-607. Effect of Change of Residency.
- 62-608. Effect of Marriage.
- 62-609. Exceptions.
- 62-610. Application for Change of Resident Status.

62-611. Incorrect Classification.

62-612. Inquiries and Appeals.

62-600. Rates of Tuition and Fees.

A. Resident classification is an essential part of tuition and fee determination, admission regulations, scholarship eligibility, and other relevant policies of the state. It is important that institutions have fair and equitable regulations that can be administered consistently and are sensitive to the interests of both students and the state. The Commission on Higher Education hereby establishes regulations for the Statute Governing Residency for Tuition and Fee Purposes to be applied consistently by all South Carolina institutions of higher education. These regulations do not address residency matters relating to in county categories used within the State's technical colleges.

B. Institutions of higher education are required by the Statute to determine the residence classification of applicants. The initial determination of one's resident status is made at the time of admission. The determination made at that time, and any determination made thereafter, prevails for each subsequent semester until information becomes available that would impact the existing residency status and the determination is successfully challenged. The burden of proof rests with the students to show evidence as deemed necessary to establish and maintain their residency status.

62-601. Code of Laws Governing Residence.

Rules regarding the establishment of legal residence for tuition and fee purposes for institutions of higher education are governed by Title 59, Chapter 112 of the 1976 South Carolina Code of Laws, as amended.

62-602. Definitions.

A. "Academic Session" is defined as a term or semester of enrollment. (62-607.B)

B. "Continue to be Enrolled" is defined as continuous enrollment without an interruption that would require the student to pursue a formal process of readmission to that institution. Formal petitions or applications for change of degree level shall be considered readmissions. (62-607.A)

C. "Dependent Person" is defined as one whose predominant source of income or support is from payments from a parent, spouse, or guardian, who claims the dependent person on his/her federal income tax return. In the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, a dependent person can be defined as one who qualifies as a dependent or exemption on the federal income tax return of the parent, spouse, or guardian. A dependent person is also one for whom payments are made, under court order, for child support and the cost of the dependent person's college education. A dependent person's residency is ~~based upon the residency~~ presumed to be that of the person upon whom they are dependent. (62-602.G) (62-602.N) (62-603.B) (62-605.C) (62-607.A)

D. "Domicile" is defined as the true, fixed, principal residence and place of habitation. It shall indicate the place where a person intends to remain, or to where one expects to return upon leaving without establishing a new domicile in another state. For purposes of this section, one may have only one legal domicile. One is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for student at institutions shall be presumed not to be a place of principal residence, as residency in such housing is by its nature temporary. (62-602.E) (62-

602.K) (62-602.M) (62-602.N) (62-603.A) (62-603.B) (62-605.B) (62-605.C) (62-607.A) (62-607.B) (62-608.A) (62-608.C) (62-608.D) (62-609.A.3) (62-609.A.4)

~~E. “Family’s Domicile in this State is Terminated” is defined as an employer directed transfer of the person upon whom the student is dependent and is not construed to mean a voluntary change in domicile. Also included is a relocation of the person upon whom the student is dependent who is laid off through no fault of their own, e.g., plant closure, downsizing, etc., who accepts employment in another state prior to relocating. (62-607.A)~~

F. “Full time employment” is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status, with gross earnings of at least minimum wage. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time if such status is verified by the employer. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they satisfy their prescribed employment specifications in order to qualify as having full time employment. (62-605.C.1) (62-609.A.2) (62-609.A.3)

G. “Guardian” is defined as one legally responsible for the care and management of the person or property of a minor child based upon the five tests for dependency prescribed by the Internal Revenue Service; provided, however, that where circumstances indicate that such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect. (62-602.C) (62-602.E) (62-602.I) (62-602.M) (62-603.B) (62-605.C)

H. “Immediately Prior” is defined as the period of time between the offer of admission and the first day of class of the term for which the offer was made, not to exceed one calendar year. (62-607.A)

I. “Independent Person” is defined as one in his/her majority (eighteen years of age or older) or an emancipated minor, whose predominant source of income is his/her own earnings or income from employment, investments, or payments from trusts, grants, scholarships, commercial loans, or payments made in accordance with court order: and for the purposes of determining residency for tuition and fees, ~~An an independent person:~~

(1) must provide more than half of his or her support, which shall include the institutional cost of attendance as defined by Title IV, during the twelve months immediately prior to the date that classes begin for the semester for which resident status is requested; ~~An independent person~~

(2) cannot claim the domicile of another individual as their own for the purposes of establishing intent to become a South Carolina resident; ~~An independent person~~

(3) must have established his/her own domicile and provide documentation of establishing his/her own domicile for twelve months to include documentation of renting a domicile if applicable, prior to receiving in-state in-state tuition and fees; ~~and An independent person~~

(4) cannot be claimed as a dependent or exemption on the federal tax return of his or her parent, spouse, or guardian for the year in which resident status is requested (62-602.N) (62-603.A) (62-605.C) (62-607.B) (62-608.B)

J. “Minor” is defined as a person who has not attained the age of eighteen years. An “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor. (62-602.G)

K. “Non-resident Alien” is defined as a person who is not a citizen or permanent resident of the United States. By virtue of their non-resident status “non-resident aliens” generally do not have the capacity to establish domicile in South Carolina. (62-602.M) (62-604.A)

L. “Parent” is defined as the father, mother, stepfather, stepmother, foster parent or parent of a legally adopted child. (62-602.C) (62-602.E) (62-602.I) (62-602.J) (62-602.M) (62-603.B) (62-603.C) (62-605.C)

M. “Reside” is defined as continuous and permanent physical presence within the State, provided that absences for short periods of time shall not affect the establishment of residence. Excluded are absences associated with requirements to complete a degree, absences for military training service, and like absences, provided South Carolina domicile is maintained. (62-603.A) (62-606.B) (62-609.A) (62-609.A.3) (62-609.A.4) (62-609.B)

N. “Resident” for tuition and fee purposes is defined as an independent person who has abandoned all prior domiciles and has been domiciled in South Carolina continuously for at least twelve months immediately preceding the first day of class of the term for which resident classification is sought and for whom there is an absence of domiciliary evidence in other states or countries, notwithstanding other provisions of the Statute. (62-600.A) (62-600.B) (62-602.I) (62-602.K) (62-602.M) (62-603.A) (62-603.B) (62-603.C) (62-604.A) (62-605.A) (62-605.C) (62-605.C.7) (62-606.A) (62-606.A.5) (62-606.B) (62-607.A) (62-608.B) (62-609.A.3) (62-610.A) (62-610.B) (62-611.A) (62-611.B)

O. “Spouse” is defined as the husband or wife of a married person in accordance with Title 20, Chapter 1 of the 1976 South Carolina Code of Laws, as amended. (62-602.C) (62-602.E) (62-602.I) (62-602.M) (62-603.B) (62-605.C)

P. “Temporary Absence” is defined as a break in enrollment during a fall or spring semester (or its equivalent) during which a student is not registered for class. (62-606.A)

Q. “Terminal Leave” is defined as a transition period following active employment and immediately preceding retirement (with a pension or annuity), during which the individual may use accumulated leave. (62-609.A.4)

R. “United States Armed Forces” is defined as the United States Air Force, Army, Marine Corps, Navy, and Coast Guard. (62-606.B) (62-609.A(1))

S. “Trust” is defined as a legal entity created by a grantor for the benefit of designated beneficiaries under the laws of the state and the valid trust instrument. However, that where circumstances indicate that such trust was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or independent person, it shall not be given such effect.

#### 62-603. Establishing Residency, Citizens and Permanent Residents.

A. Independent persons who have physically resided and been domiciled in South Carolina for twelve continuous months immediately preceding the date the classes begin for the semester for which resident status is claimed may qualify to pay in state tuition and fees. The twelve month residency period starts when the independent person establishes the intent to become a South Carolina resident per Section 62-605 entitled “Establishing the Requisite Intent to Become a South Carolina Domiciliary.” The twelve month residency period cannot start until the absence of indicia in other states is proven. Absences from

the State during the twelve month period may affect the establishment of permanent residence for tuition and fee purposes.

B. The resident status of a dependent person is based on the resident status of the person who provides more than half of the dependent person's support and claims or, only in the case of those individuals who are supported by family members who do not earn enough reportable income for taxation purposes, qualifies to claim the dependent person as a dependent for federal income tax purposes. Thus, the residence and domicile of a dependent person shall be presumed to be that of their parent, spouse, or guardian.

C. In the case of divorced or separated parents, the resident status of the dependent person may be based on the resident status of the parent who claims the dependent person as a dependent for tax purposes; or based on the resident status of the parent who has legal custody or legal joint custody of the dependent person; or based on the resident status of the person who makes payments under a court order for child support and at least the cost of his/her college tuition and fees.

#### 62-604. Non-Resident Aliens, Non-Citizens, and Non-Permanent Residents.

A. Except as otherwise specified in this section or as provided in Section 62-609 (1) & (2), independent non-citizens and non-permanent residents of the United States will be assessed tuition and fees at the non-resident, out of state rate. Independent non-resident aliens, including refugees, asylees, and parolees may be entitled to resident, in state classification once they have been awarded permanent resident status by the [U.S. Department of Justice United States Citizenship and Immigration Services \(USCIS\)](#) and meet all the statutory residency requirements provided that all other domiciliary requirements are met. Time spent living in South Carolina immediately prior to the awarding of permanent resident status does not count toward the twelve month residency period. Certain non resident aliens present in the United States in specified visa classifications are eligible to receive in state residency status for tuition and fee purposes as prescribed by the Commission on Higher Education. They are not, however, eligible to receive state sponsored tuition assistance/scholarships.

B. Title 8 of the Code of Federal Regulations (CFR) serves as the primary resource for defining visa categories.

#### 62-605. Establishing the Requisite Intent to Become a South Carolina Domiciliary.

A. Resident status may not be acquired by an applicant or student while residing in South Carolina for the primary purpose of enrollment in an institution or for access to state supported programs designed to serve South Carolina residents. An applicant or student from another state who comes to South Carolina usually does so for the purpose of attending school. Therefore, an applicant or student who enrolls as a non-resident in an institution is presumed to remain a non-resident throughout his or her attendance and does not qualify under any of the residency provisions.

B. If a person asserts that his/her domicile has been established in this State, the individual has the burden of proof. Such persons ~~should~~ must provide to the designated residency official of the institution to which they are applying any and all evidence the person believes satisfies the burden of proof. The residency official will consider any and all evidence provided concerning such claim of domicile, but will not necessarily regard any single item of evidence as conclusive evidence that domicile has been established.



C. For independent persons or the parent, spouse, or guardian of dependent persons, examples of indicia showing intent to become a South Carolina resident may include, ~~although any single indicator may not be conclusive,~~ the following indicia:

1. Statement of full time employment;
2. Designating South Carolina as state of legal residence on military record;
3. Possession of a valid South Carolina driver's license, or if a non-driver, a South Carolina identification card. Failure to obtain this within 90 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until a valid South Carolina driver's license is obtained;
4. Possession of a valid South Carolina vehicle registration card for every vehicle the independent person is in sole or partial ownership. Failure to obtain this within 45 days of the establishment of the intent to become a South Carolina resident will delay the beginning date of residency eligibility until the applicant obtains a valid South Carolina vehicle registrations card(s);
5. Maintenance of an established and current domicile in South Carolina;
6. Paying South Carolina income taxes as a resident during the past tax year, including income earned outside of South Carolina from the date South Carolina domicile was claimed;
7. Ownership of principal residence in South Carolina; ~~and~~
8. Licensing for professional practice (if applicable) in South Carolina.

D. The individual seeking residency must ensure that no item from the list above or any other item, reflects residency or intent to be a resident in another state or country. Having any one item from the list above or any other item(s) reflecting residency in another state or country will delay the beginning date of residency. The absence of indicia in other states or countries is required before the student is eligible to pay in state rates.

#### 62-606. Maintaining Residence.

A. A person's temporary absence from the State does not necessarily constitute loss of South Carolina residence unless the person has acted inconsistently with the claim of continued South Carolina residence during the person's absence from the State. The burden is on the person to show retention of South Carolina residence during the person's absence from the State. Steps a person should take to retain South Carolina resident status for tuition and fee purposes include:

1. Continuing to use a South Carolina permanent address on all records;
2. Maintaining South Carolina driver's license;
3. Maintaining South Carolina vehicle registration;
4. Satisfying South Carolina resident income tax obligation. Individuals claiming permanent residence in South Carolina are liable for payment of income taxes on their total income from the date that they established South Carolina residence. This includes income earned in another state or country.

B. Active duty members of the United States Armed Forces and their dependents who are permanently assigned to a state outside of South Carolina on active duty are eligible to pay in state tuition and fees as long as they continuously claim South Carolina as their state of legal residence during their military service. Documentation will be required in all cases to support this claim, including an official Leave and Earnings Statement (LES) demonstrating South Carolina as the member's state of legal residence. South Carolina residents who change their state of legal residence while in the military lose their South Carolina resident status for tuition and fee purposes.

#### 62-607. Effect of Change of Residency.

A. Notwithstanding other provisions of this section, any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three

years ~~and whose family's domicile in this state is terminated~~ immediately prior to his/her enrollment may enroll at the in state rate and may continue to be enrolled at such rate even if the parent, spouse or guardian upon whom he is dependent moves his domicile from this State. ~~Any dependent person of a legal resident of this state who has been domiciled with his/her family in South Carolina for a period of not less than three years and whose family's domicile in this state is terminated after his/her enrollment may continue to receive in state rates, however, a~~ The student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters. Transfers within or between South Carolina colleges and universities of a student seeking a certificate, diploma, associate, baccalaureate, or graduate level degree does not constitute a break in enrollment.

B. ~~If a dependent or independent person voluntarily leaves the state~~ domicile of an independent person in South Carolina is lost after enrollment, and information becomes available that would impact the existing residency status, eligibility for in state rates shall end on the last day of the academic session during which domicile is lost. Application of this provision shall be at the discretion of the institution involved. However, a student must continue to be enrolled and registered for classes (excluding summers) in order to maintain eligibility to pay in state rates in subsequent semesters.

#### 62-608. Effect of Marriage.

A. In ascertaining domicile of a married person, irrespective of gender, such a review shall be determined just as for an unmarried person by reference to all relevant evidence of domiciliary intent.

B. If a non-resident marries a South Carolina resident, the non-resident does not automatically acquire South Carolina resident status. The non-resident may acquire South Carolina resident status if the South Carolina resident is an independent person and the non-resident is a dependent of the South Carolina resident.

C. Marriage to a person domiciled outside South Carolina shall not be solely the reason for precluding a person from establishing or maintaining domicile in South Carolina and subsequently becoming eligible or continuing to be eligible for residency.

D. No person shall be deemed solely by reason of marriage to a person domiciled in South Carolina to have established or maintained domicile in South Carolina and consequently to be eligible for or to retain eligibility for South Carolina residency.

#### 62-609. Exceptions.

A. Persons in the following categories qualify to pay in state tuition and fees without having to establish a permanent home in the state for twelve months. Persons who qualify under any of these categories must meet the conditions of the specific category on or before the first day of class of the term for which payment of in state tuition and fees is requested. The following categories apply only to in state tuition and do not apply to State supported scholarships and grants. Individuals who qualify for in state tuition and fees under the following exceptions do not automatically qualify for LIFE, SC HOPE or Palmetto Fellows Scholarships.

1. "Military Personnel and their Dependents": Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty and their dependents are eligible to pay in state tuition and fees. When such personnel are transferred from the State, their dependents may continue to pay in state tuition and fees as long as they are continuously enrolled or transfer to an eligible institution during the term or semester, excluding summer terms, immediately following their enrollment at the

previous institution. In the event of a transfer, the receiving institution shall verify the decision made by the student's previous institution in order to certify the student's eligibility for in-state tuition rates. It is the responsibility of the transferring student to ensure that all documents required to verify both the previous and present residency decisions are provided to the institution. Members of the United States Armed Forces who are permanently assigned in South Carolina on active duty Such persons (and their dependents) may also be eligible to pay in state tuition and fees as long as they are continuously enrolled after their discharge from the military, provided they have demonstrated an intent to establish a permanent home in South Carolina and they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Military personnel who are not stationed in South Carolina and/or former military personnel who intend to establish South Carolina residency must fulfill the twelve month “physical presence” requirement for them or their dependents to qualify to pay in state tuition and fees.

2. “Faculty and Administrative Employees with Full Time Employment and their Dependents”: Full time faculty and administrative employees of South Carolina state supported colleges and universities and their dependents are eligible to pay in state tuition and fees.

3. “Residents with Full Time Employment and their Dependents:” Persons who reside, are domiciled, and are full time employed with an employer that is physically located in the State and who continue to work full time until they meet the twelve month requirement and their dependents are eligible to pay in state tuition and fees, provided that they have taken steps to establish a permanent home in the State. Steps an independent person must take to establish residency in South Carolina are listed in Section 62-605 entitled (“Establishing the Requisite Intent to Become a South Carolina Domiciliary”).

4. “Retired Persons and their Dependents:” Retired persons who are receiving a pension or annuity who reside in South Carolina and have been domiciled in South Carolina as prescribed in the Statute for less than a year may be eligible for in state rates if they maintain residence and domicile in this State. Persons on terminal leave who have established residency in South Carolina may be eligible for in state rates even if domiciled in the State for less than one year if they present documentary evidence from their employer showing they are on terminal leave. The evidence should show beginning and ending dates for the terminal leave period and that the person will receive a pension or annuity when he/she retires.

5. “Covered Individuals Receiving Specific Education Benefits:” Covered individuals living in South Carolina, who are enrolled in a public institution of higher education and receiving educational assistance under Chapter 30 and Chapter 33, Title 38 of the United States Code, are entitled to pay in-state tuition and fees without regard to the length of time the covered individual has resided in this State. For purposes of this subsection, a covered individual is defined as either a veteran receiving educational assistance under Chapter 30 and Chapter 33, Title 38 of the United States Code, who served ninety days or longer on active duty in the Uniformed Service of the United States, their respective Reserve forces, and the National Guard and who enrolls within three years of discharge; or a person who is entitled to and receiving assistance under Section 3311(b)(9) or 3319, Title 38 of the United States Code by virtue of the person's relationship to the veteran described in sub-item, who enrolls in an eligible South Carolina institution within three years of the eligible veteran’s discharge. At the conclusion of the applicable three-year period described in this section, a covered individual shall remain eligible for in-state rates as long as he remains continuously enrolled in an in-state institution or transfers to another in-state institution during the term or semester, excluding summer terms, immediately following his enrollment at the previous in-state institution. In the event of a transfer, the in-state institution receiving the covered individual shall verify the covered individual's eligibility for in-state rates with the covered individual's prior in-state institution. It is the responsibility of the transferring covered individual to ensure all documents required to verify both the previous and present residency decisions are provided to the in-state institution

B. South Carolina residents who wish to participate in the Regional Contract Program ~~Contract for Services program~~ sponsored by the Southern Regional Education Board (SREB) must have continuously resided in the State for other than educational purposes for at least two years immediately preceding their submission of the residency status application ~~for consideration~~ and must meet all other residency requirements during this two year period. A determination of one's resident status made at the time of one's initial application to be certified as a South Carolina resident for purposes of participation in the Regional Contract Program does not prevail for each subsequent academic year. A South Carolina resident student who has been certified as a State resident for the purpose of participating in the Southern Regional Education Board Contract Program must be recertified prior to the beginning of each fall semester for each academic year for which benefits are requested.

C. South Carolina residents who wish to participate in the Academic Common Market program sponsored by the Southern Regional Education Board must be a resident for at least one year, or satisfy the conditions of an exception as provided in R.62-609A(1), R.62-609A(3) or R.62-609A(4), immediately preceding application for consideration and must meet all other residency requirements during this one year period.

#### 62-610. Application for Change of Resident Status.

A. Persons applying for a change of resident classification must complete a residency application/petition and provide supporting documentation prior to a reclassification deadline as established by the institution.

B. The burden of proof rests with those persons applying for a change of resident classification who must show required evidence to document the change in resident status.

#### 62-611. Incorrect classification.

A. Persons incorrectly classified as residents are subject to reclassification and to payment of all non-resident tuition and fees not paid. If incorrect classification results from false or concealed facts, such persons may be charged tuition and fees past due and unpaid at the out of state rate. The violator may also be subject to administrative, civil, and financial penalties. Until these charges are paid, such persons will not be allowed to receive transcripts or graduate from a South Carolina institution.

B. Residents whose resident status changes are responsible for notifying the Residency Official of the institution attended of such changes.

#### 62-612. Inquiries and Appeals.

A. Inquiries regarding residency requirements and determinations should be directed to the institutional residency official.

B. Each institution will develop an appeals process to accommodate persons wishing to appeal residency determinations made by the institution's residency official. Each institutions appeal process should be directed by that institutions primary residency officer, in conjunction with those individuals who practice the application of State residency regulations on a daily basis. The professional judgment of the residency officer and administrators will constitute the institutional appeal process. Neither the primary residency official nor appellate official(s) may waive the provisions of the Statute or regulation governing residency for tuition and fee purposes.

**Fiscal Impact Statement:**

The SC Commission on Higher Education estimates that no additional costs will be incurred by the State and its political subdivisions by approving the above regulations.

**Statement of Rationale:**

The SC Commission on Higher Education is mandated to promulgate regulation and establish procedures for the determination of tuition and fee rates.

DRAFT

CHAPTER 112  
Determination of Rates of Tuition and Fees

**SECTION 59-112-10. Definitions.**

As used in this chapter:

A. The words “state institution” mean those post- secondary educational institutions under the jurisdiction of:

- (1) the Board of Trustees, Clemson University;
- (2) the Board of Trustees, Medical University of South Carolina;
- (3) the Board of Trustees, South Carolina State University;
- (4) the Board of Trustees, College of Charleston;
- (5) the Board of Trustees, Lander University;
- (6) the Board of Trustees, Francis Marion University;
- (7) the Board of Visitors, The Citadel;
- (8) the Board of Trustees, the University of South Carolina;
- (9) the Board of Trustees, Winthrop University;
- (10) the Board of Trustees, Coastal Carolina University;
- (11) the State Board for Technical and Comprehensive Education.

B. The word “student” shall mean any person enrolled for studies in any State Institution.

C. The word “residence” or “reside” shall mean continuous and permanent physical presence within this State, provided, that temporary absences for short periods of time shall not affect the establishment of a residence.

D. The word “domicile” shall mean a person’s true, fixed, principal residence and place of habitation; it shall indicate the place where such person intends to remain, and to which such person expects to return upon leaving without establishing a new domicile in another state. For purposes of this section one may have only one legal domicile; one is presumed to abandon automatically an old domicile upon establishing a new one. Housing provided on an academic session basis for students at State Institutions shall be presumed not to be a place of principal residence, as residency in such housing is by nature temporary.

E. The words “in-state rates” shall mean charges for tuition and fees established by State Institutions for persons who are domiciled in South Carolina in accordance with this chapter; the words “out-of-state rates” shall mean charges for tuition and fees established by State Institutions for persons who are not domiciled in South Carolina in accordance with this chapter.

F. The words “independent person” shall mean a person in his majority, or an emancipated minor, whose predominant source of income is his own earnings or income from employment, investments, or payments from trusts, grants, scholarships, loans or payments of alimony or separate maintenance made pursuant to court order.

G. The words “dependent” or “dependent person” mean:

- (1) one whose financial support is provided not through his own earnings or entitlements, but whose predominant source of income or support is payments from a parent, spouse, or guardian, and who qualifies as a dependent or an exemption on the federal tax return of the parent, spouse, or guardian; or
- (2) one for whom payments are made, under court order, for child support and the cost of his college education by an independent person meeting the provisions of Section 59-112-20 A or B.

The words “dependent” or “dependent person” do not include a spouse or former spouse who is the recipient of alimony or separate maintenance payments made pursuant to court order.

H. The word “minor” shall mean a person who has not attained the age of eighteen years; and the words “emancipated minor” shall mean a minor whose parents have entirely surrendered the right to the care, custody and earnings of such minor and are no longer under any legal obligation to support or maintain such minor.

I. The word “parent” shall mean a person’s natural or adoptive father or mother; or if one parent has custody of the child, the parent having custody; or if there is a guardian or other legal custodian of such person, then such guardian or legal custodian; provided, however, that where circumstances indicate that

such guardianship or custodianship was created primarily for the purpose of conferring South Carolina domicile for tuition and fee purposes on such child or dependent person, it shall not be given such effect.

J. The word "spouse" shall mean the husband or wife of a married person.

HISTORY: 1978 Act No. 466, Section 1; 1988 Act No. 510, Section 10; 1988 Act No. 578, Section 1; 2000 Act No. 254, Section 4.

**SECTION 59-112-20.** South Carolina domicile defined for purposes of rates of tuition and fees.

South Carolina domicile for tuition and fee purposes shall be established as follows in determinations of rates of tuition and fees to be paid by students entering or attending State Institutions:

A. Independent persons who reside in and have been domiciled in South Carolina for a period of no less than twelve months with an intention of making a permanent home therein, and their dependents, may be considered eligible for in-state rates.

B. Independent persons who reside in and have been domiciled in South Carolina for fewer than twelve months but who have full-time employment in the State, and their dependents, may be considered eligible for in-state rates for as long as such independent person is employed on a full-time basis in the State.

C. Where an independent person meeting the provisions of Section 59-112-20 B above, is living apart from his spouse, or where such person and his spouse are separated or divorced, the spouse and dependents of such independent person shall have domiciliary status for tuition and fee purposes only under the following circumstances:

(1) if the spouse requesting domiciliary status for tuition and fee purposes remains domiciled in South Carolina although living apart or separated from his or her employed spouse;

(2) if the dependent requesting domiciliary status for tuition and fee purposes is under the legal custody or guardianship, as defined in Section 59-112-10 I above, of an independent person who is domiciled in this State; or if such dependent is claimed as an income tax exemption by the parent not having legal custody but paying child-support, so long as either parent remains domiciled in South Carolina.

D. The residence and domicile of a dependent minor shall be presumed to be that of the parent of such dependent minor.

E. Independent persons who reside in and are domiciled in Chatham-Effingham and Bryan County Georgia, and their dependents, may be considered eligible for in-state rates for as long as the Georgia Board of Regents offers its Georgia Tuition Program by which it grants in-state tuition to students residing in the Beaufort and Jasper county area.

HISTORY: 1978 Act No. 466, Section 2; 2008 Act No. 353, Section 2, Pt 1F, eff July 1, 2009.

Effect of Amendment

The 2008 amendment added E, effective July 1, 2009.

**SECTION 59-112-30.** Effect of change of residency.

When the domicile of a student or of the person upon whom a student is financially dependent changes after enrollment at a State Institution, tuition charges shall be adjusted as follows:

A. Except as provided in Section 59-112-20 B above, when domicile is taken in South Carolina, a student shall not become eligible for in-state rates until the beginning of the next academic session after expiration of twelve months from date of domicile in this State.

B. When South Carolina domicile is lost, eligibility for in-state rates shall end on the last day of the academic session in which the loss occurs; however, application of this subsection shall be at the discretion of the institution involved.

C. Notwithstanding the other provisions of this section, any dependent person who has been domiciled with his family in South Carolina for a period of not less than three years immediately prior to his enrollment may enroll in a state-supported institution of higher learning at the in-state rate and may continue to be enrolled at such rate even if the parent, spouse or guardian upon whom he is dependent moves his domicile from this State.

HISTORY: 1978 Act No. 466, Section 3; 1979 Act No. 130, Section 1.

**SECTION 59-112-40.** Effect of marriage.

Except as provided in Section 59-112-20 above, marriage shall effect determinations of domicile for tuition and fee purposes only insofar as it operates to evince an intention by the parties to make a permanent home in South Carolina.

HISTORY: 1978 Act No. 466, Section 4.

**SECTION 59-112-50.** Tuition rates for military personnel and their dependents.

(A) Notwithstanding another provision of law, during the period of their assignment to duty in South Carolina, members of the Armed Services of the United States stationed in South Carolina and their dependents are eligible for in-state tuition rates. When these armed service personnel are ordered away from the State, their dependents are eligible for in-state tuition rates as long as they remain continuously enrolled at the state institution in which they are enrolled at the time the assignment ends or transfer to an eligible institution during the term or semester, excluding summer terms, immediately following their enrollment at the previous institution. In the event of a transfer, the receiving institution shall verify the decision made by the student's previous institution in order to certify the student's eligibility for in-state tuition rates. It is the responsibility of the transferring student to ensure that all documents required to verify both the previous and present residency decisions are provided to the institution. These persons and their dependents are eligible for in-state tuition rates after their discharge from the armed services even though they were not enrolled at a state institution at the time of their discharge, if they have evidenced an intent to establish domicile in South Carolina and if they have resided in South Carolina for a period of at least twelve months immediately preceding their discharge. Active duty military personnel may be charged less than the undergraduate tuition rate for South Carolina residents for courses that are presented on a distance basis, regardless of residency.

(B)(1) Active duty military personnel may be charged less than the undergraduate tuition rate for South Carolina residents for courses that are presented on a distance basis, regardless of residency.

(2) For purposes of this section, "active duty military personnel" includes, but is not limited to, active duty guardsmen and active duty reservists.

(C)(1) Notwithstanding any other provision of law, a covered individual enrolled in a public institution of higher education and receiving educational assistance under Chapter 30 and Chapter 33, Title 38 of the United States Code are entitled to pay in-state tuition and fees without regard to the length of time the covered individual has resided in this State.

(2) For purposes of this subsection, a covered individual is defined as:

(a) a veteran who served ninety days or longer on active duty in the Uniformed Service of the United States, their respective Reserve forces, and the National Guard and who enrolls within three years of discharge; or

(b) a person who is entitled to and receiving assistance under Section 3311(b)(9) or 3319, Title 38 of the United States Code by virtue of the person's relationship to the veteran described in subitem (a).

(3) A covered individual must live in this State while enrolled at the in-state institution.

(4) At the conclusion of the applicable three year period in subsection (C)(2)(a), a covered individual shall remain eligible for in-state rates as long as he remains continuously enrolled in an in-state institution or transfers to another in-state institution during the term or semester, excluding summer terms, immediately following his enrollment at the previous in-state institution. In the event of a transfer, the in-state institution receiving the covered individual shall verify the covered individual's eligibility for in-state rates with the covered individual's prior in-state institution. It is the responsibility of the transferring covered individual to ensure all documents required to verify both the previous and present residency decisions are provided to the in-state institution.



HISTORY: 1978 Act No. 466, Section 5; 2008 Act No. 299, Section 1, eff June 11, 2008; 2010 Act No. 246, Section 4, eff July 1, 2010; 2012 Act No. 133, Section 1, eff April 2, 2012; 2015 Act No. 11 (S.391), Section 1, eff July 1, 2015.

Editor's Note

2010 Act 246, Section 5, provides as follows:

"This act takes effect July 1, 2010, contingent upon available funding and agreement by the Interstate Commission to SECTION 3 of this act."

Effect of Amendment

The 2008 amendment, in the second sentence, substituted "are eligible for in-state tuition rates so long as they remain continuously enrolled at" for "may continue for an additional twelve months to have this eligibility at", in the third sentence deleted "for a period of twelve months" following "in-state rates" and substituted "evidenced" for "evinced", and made nonsubstantive amendments throughout.

The 2010 amendment rewrote this section.

The 2012 amendment added the subsection (A) designator before the first paragraph; added language permitting active duty military personnel to be charged less than in-state tuition for distance learning classes at the end of subsection (A); and added subsection (B), regarding the definition of "active duty military personnel".

2015 Act No. 11, Section 1, in (B), added (1), and redesignated former (B) as (B)(2); and added (C).

**SECTION 59-112-60.** Faculty, administrative employees and dependents; eligibility to attend classes and receive tuition assistance.

(A) Except as provided in this section, full-time faculty and administrative employees of State Institutions and their spouses and children are excluded from the provisions of this chapter.

(B) Employees of public colleges, universities, and technical colleges may attend classes at an institution of higher learning and receive tuition assistance in accordance with State Fiscal Accountability Authority guidelines and regulations.

HISTORY: 1978 Act No. 466, Section 6; 2002 Act No. 356, Section 1, Part II.G.

Code Commissioner's Note

At the direction of the Code Commissioner, references in this section to the offices of the former State Budget and Control Board, Office of the Governor, or other agencies, were changed to reflect the transfer of them to the Department of Administration or other entities, pursuant to the directive of the South Carolina Restructuring Act, 2014 Act No. 121, Section 5(D)(1), effective July 1, 2015.

**SECTION 59-112-70.** Abatement of rates for nonresidents on scholarship. waiver for students participating in international Sister-State agreement or student exchange programs.

(A) Notwithstanding other provisions of this chapter, the governing boards listed in Section 59-112-10A, are authorized to adopt policies for the abatement of any part or all of the out-of-state rates for students who are recipients of scholarship aid.

(B) State-supported colleges and universities, including the technical colleges, may waive the nonresident portion of tuition and fees for those students who are participating in an international Sister-State agreement program which the Governor and the General Assembly have entered to promote the economic development of South Carolina. The nonresident fee waiver for the students is applicable only for those Sister-State agreements where South Carolina students receive reciprocal consideration. The Commission on Higher Education, through coordination with the State Fiscal Accountability Authority, will annually notify institutions of the Sister-State agreements eligible for the nonresident fee waiver. The credit hours generated by these students must be included in the Mission Resource Requirement for funding.

(C) State-supported colleges and universities that have an established and ongoing relationship in one or more degree programs with an international institution, the terms of which have been formally approved by the institution's board of trustees, and a relationship that includes regular arrangements for the enrollment of qualified students and the exchange of faculty between the institutions, although not

necessarily in equal exchange numbers, may waive the nonresident portion of tuition and fees for nonresident students enrolled in the program.

**HISTORY:** 1978 Act No. 466, Section 7; 2002 Act No. 356, Section 1, Part II.F; 2008 Act No. 353, Section 2, Pt 1.E.1, eff July 1, 2008.

Code Commissioner's Note

At the direction of the Code Commissioner, references in this section to the offices of the former State Budget and Control Board, Office of the Governor, or other agencies, were changed to reflect the transfer of them to the Department of Administration or other entities, pursuant to the directive of the South Carolina Restructuring Act, 2014 Act No. 121, Section 5(D)(1), effective July 1, 2015.

Effect of Amendment

The 2008 amendment added subsection (C) relating to foreign student exchange programs.

**SECTION 59-112-80.** Administration of chapter; burden of proving eligibility on students.

Each State Institution shall designate an official to administer the provisions of this chapter. Students making application to pay tuition and fees at in-state rates shall have the burden of proving to the satisfaction of the aforesaid officials of State Institutions that they have fulfilled the requirements of this chapter before they shall be permitted to pay tuition and fees at such rate.

**HISTORY:** 1978 Act No. 466, Section 8.

**SECTION 59-112-90.** Penalties for willful misrepresentations.

Where it appears to the satisfaction of officials charged with administration of these provisions that a person has gained domiciliary status improperly by making or presenting willful misrepresentations of fact, such persons shall be charged tuition and fees past due and unpaid at the out-of-state rate, plus interest at a rate of eight percent per annum, plus a penalty amounting to twenty-five percent of the out-of-state rate for one semester; and until these charges have been paid no such student shall be allowed to receive transcripts or graduate from any State Institution.

**HISTORY:** 1978 Act No. 466, Section 9.

**SECTION 59-112-100.** Regulations.

The Commission on Higher Education may prescribe uniform regulations for application of the provisions of this chapter and may provide for annual review of such regulations.

**HISTORY:** 1978 Act No. 466, Section 10.

**SECTION 59-112-110.** University of South Carolina's Aiken Campus and Aiken Technical College; in-state tuition for certain Georgia residents.

The University of South Carolina's Aiken Campus and Aiken Technical College may offer in-state tuition to a student whose legal residence is in the Richmond/Columbia County area of the State of Georgia as long as the Georgia Board of Regents continues its Georgia Tuition Program by which in-state tuition is offered to students residing in the Aiken/Edgefield/McCormick County area of the State of South Carolina, or students residing in the Aiken/Edgefield County area of the State of South Carolina if the Georgia Board of Regents does not include McCormick County residents in its Georgia Tuition Program.

**HISTORY:** 2002 Act No. 356, Section 1, Part II.B.

**SECTION 59-112-115.** Vote on tuition change.

When the governing board of a public institution of higher learning, excluding technical colleges, adopts a change to the tuition or fees imposed on students, the change may be implemented by the institution only

after a public vote with the number of trustees voting for and against the change being counted. A majority vote is required to implement any change to the tuition or fees. For technical colleges, when the local area commission of a technical college adopts a change to the tuition or fees imposed on students, the change may be implemented by the technical college only after a public vote with the number of local area commissioners voting for and against the change being counted. A majority vote is required to implement any change to the tuition or fees. A change to tuition or fees adopted by the local area commission must be reported to the State Board for Technical and Comprehensive Education within five business days.

HISTORY: 2011 Act No. 74, Pt VI, Section 11, eff August 1, 2011.

**SECTION 59-112-120.** In-state tuition at technical colleges for bordering state residents.

The South Carolina Technical Colleges may offer in-state rates to residents of bordering North Carolina and Georgia communities if a reciprocal agreement is in effect with the two-year colleges in these neighboring regions or when students from these out-of-state communities are employed by South Carolina employers who pay South Carolina taxes.

HISTORY: 2008 Act No. 353, Section 2, Pt 1.G.1, eff July 1, 2008.

**SECTION 59-112-130.** Institutions with law schools; fee waivers.

A public institution of higher learning with a law school may offer fee waivers to no more than four percent of the law school student body. This waiver does not affect the capacity of the fee waivers for four percent of the undergraduate student body. This waiver must not be applied to fees for out-of-state students.

HISTORY: 2008 Act No. 353, Section 2, Pt 1.H, eff July 1, 2009.

**SECTION 59-112-140.** Caterpillar Dealer Academy.

The area commission for the Florence-Darlington Technical College may waive the requirements of this chapter for student participants in the Caterpillar Dealer Academy operated by Florence-Darlington Technical College.

HISTORY: 2011 Act No. 74, Pt VI, Section 15, eff August 1, 2011.



# South Carolina Commission on Higher Education

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Mr. Gary S. Glenn  
Interim Executive Director

September 1, 2016

## Memorandum

**To:** Dr. Jennifer B. Settlemyer, Chair and Members  
Committee on Access & Equity and Student Services

**From:** Dr. Karen Woodfaulk, Director  
Student Affairs Division

### Proposed Regulatory Amendments for the 2017-18 Academic Year

#### South Carolina National Guard College Assistance Program (SCNG CAP)

Members of the SCNG CAP Advisory Committee and the SC National Guard CAP representatives reviewed the regulation governing SCNG CAP. Amendments to the regulation are proposed for further clarification of administrative procedures. Additional definitions have also been added for clarification.

The major amendment to the regulation strikes all language regarding the 130 attempted hour maximum and all references to attempted or credit hours earned.

- **Section 62-251 (P)** - Strikes "Attempted hours" definition
- **Section 62-252 (B)** - Strikes 130 attempted hour maximum language
- **Section 62-252 (J)** - Strikes 130 attempted hour maximum language
- **Section 62-256 (C)** - Strikes attempted semester hours and credit hours earned language
- **Section 62-256 (D)** – Strikes credit hours earned language
- **Section 62-258 (D) (5)** – Strikes credit hours and 130 attempted hour language
- **Section 62-258 (H)** – Strikes attempted semester hours and credit hours earned language

Other major amendments to the regulation strike the language that allows the recipient to receive the full annual benefit in the final semester of enrollment as required for degree completion and revision to the language regarding the proration of awards for less than full-time students.

- **Section 62-252 (A) (3)** - Strikes the language that allows the recipient to receive the full annual benefit in the final semester of enrollment as required for degree completion
- **Section 62-252 (G) (2)** - Strikes “Pell Grant Model” from the language

The proposed regulation includes changes to section 62-251 (Program Definitions) for clarification and some rewording.

- **Section 62-251(P)** - Adds a definition for “Qualified Member”
- **Section 62-251 (Q)** - Adds a definition for “Good Standing”
- **Section 62-251 (R)** - Adds a definition for “Four Years”
- **Section 62-252 (A)** - Strikes “Qualifying” and adds “Qualified”
- **Section 62-252 (A) (3)** - Strikes “Sequential” and adds “Succeeding”
- **Section 62-253 (D)** - Strikes “Technical Training” and adds “Initial Active Duty Training” (IADT)
- **Section 62-258 (H)** - Strikes “Subsequent” and adds “Succeeding”

The proposed regulation also includes minor changes for clarification of administrative procedures.

- **Section 62-253 (E)** - Language added to clarify that enlisted personnel are not eligible for benefits after the discharge date
- **Section 62-256 (C)** - Language added to clarify eligibility is in accordance with the eligibility requirements listed in section 62-253
- **Section 62-258 (F)** - Language added to clarify eligibility is in accordance with the eligibility requirements listed in section 62-253
- **Section 62-259 (A) (1)** – Language added to clarify ineligibility is in accordance with the eligibility requirements listed in section 62-253 C. (1)
- **Section 62-260 (B)** – Strikes “Audit Policies and Procedures for Benefit and Grant Programs Manual” from the language

Section 59-114-30 of the Code of Laws states “Qualifying members of the National Guard may receive college assistance program grants up to an amount equal to one hundred percent of college tuition and fees, provided, however, the total of all grants received may not exceed eighteen thousand dollars. A member may not qualify for college assistance program grants for more than one hundred thirty semester hours or related quarter hours.” Members of the Advisory Committee reviewed the possibility of removing the 130 attempted credit hour maximum for CAP participants during previous monthly and Advisory Committee meetings (April 15, 2015, May 13, 2015, December 1, 2015, February 16, 2016, March 17, 2016, and May

25, 2016). The SCNG CAP Advisory Committee met on April 20, 2016. During this meeting, the recommendation was made to remove the 130 attempted credit hour maximum. The primary reasons for removal of the 130 attempted credit hour maximum are: 1) National Guard members are exceeding the maximum due to their required Reserve Officer Training Corps (ROTC) and their Required Physical Education Program (RPED) courses; and 2) National Guard members are exceeding the maximum due to their required military training. Eligibility for awards would be based on the available funding not to exceed the \$18,000 benefit maximum. Further consideration will require a change in statute.

### **Recommendation**

CHE staff recommends that the Committee on Access & Equity and Student Services approve the proposed amendments to the regulation for the South Carolina National Guard College Assistance Program (SCNG CAP). If approved by the Committee on Access & Equity and Student Services, the proposed regulation will be presented to the Commission on Higher Education during the October 6, 2016 meeting.

Document No. 4533  
**COMMISSION ON HIGHER EDUCATION**  
 CHAPTER 62  
 Statutory Authority: 1976 Code Section 59-114-75

62-250 through 62-263 ~~2~~. South Carolina National Guard College Assistance Program

**Synopsis:**

The South Carolina Commission on Higher Education promulgates Regulation 62-250 through 62-263~~2~~ that governs requirements for the operation and administration of the South Carolina National Guard College Assistance Program under SC Code of Laws, Section 59-114-10 et seq. The program is administered by the Commission in coordination with the South Carolina National Guard and provides ~~tuition~~ financial assistance for eligible enlisted guard members enrolled in undergraduate programs. The Commission proposes amendments to these regulations for further clarification of administrative procedures and additional definitions for clarification. ~~Amendments to the existing regulation incorporate changes enacted by Act 151 of 2014 effective April 7, 2014. These amendments include: 1) clarification that each academic year's annual maximum grant must be based on the amount of available program funds~~ removal of the 130 attempted hour maximum and all references to attempted or credit hours earned; 2) ~~a change in qualification such that a SC National Guard Member becomes qualified for program funding upon completion of Basic Training and Advanced Individual Training rather than upon enlistment;~~ removal of the language that allows the recipient to receive the full annual benefit in the final semester of enrollment as required for degree completion and 3) ~~codification of a budget proviso enabling appropriations to the SC National Guard College Assistance Program are to be carried forward to a subsequent fiscal year and expended for the same purpose, and to be exempted from any midyear budget reductions. The amended regulation incorporates these changes and further clarifies procedures for administration of the program~~ revision to the language regarding the prorating of awards for less than full-time students; and 4) added definitions for qualified member, good standing, and four years.

Notice of Drafting for the proposed amendments to the regulation was published in the *State Register* on ~~June 27, 2014~~ July 22, 2016.

**Instructions:**

The following Regulations 62-250 through 62-263~~2~~ are modified as provided below.

**Text:**

Table of Contents:

- 62-250. Purpose of the South Carolina National Guard College Assistance Program
- 62-251. Program Definitions
- 62-252. Program Benefits and Maximum Assistance
- 62-253. College Assistance Program Terms of Eligibility (Student Eligibility)
- 62-254. Participant Application Process and Continued Eligibility
- 62-255. Enrollment in Internships, Cooperative Work Programs, Travel Study Programs and National and International Student Exchange Programs
- 62-256. Military Mobilization
- 62-257. Appeals Procedures
- 62-258. Institutional Policies and Procedures for Awarding
- 62-259. Benefits Disbursement and Reimbursements

- 62-260. Program Administration and Audits
- 62-261. Suspension or Termination of Institutional Participation
- 62-262. Funding

62-250. Purpose of the South Carolina National Guard College Assistance Program

Pursuant to Act 40 of 2007, the Commission on Higher Education shall develop a college assistance program for providing incentives for enlisting or remaining for a specified time in both the South Carolina Army and Air National Guard. The Commission on Higher Education, along with the South Carolina National Guard, shall promulgate regulation and establish procedures to administer the South Carolina National Guard College Assistance Program. These South Carolina National Guard College Assistance Program benefits will cover the cost of attendance as defined by Title IV regulation, up to a maximum amount each award year. The maximum amount will be made annually and detailed in established procedures to be administered by the Commission on Higher Education.

62-251. Program Definitions

A. The “Academic Year” shall be defined as the beginning twelve month period as defined by the institution for the awarding of financial aid to a student and which includes regular terms (fall, spring, or trimester) or other terms (summer and other) in any combination.

B. “College assistance program” means the South Carolina National Guard college assistance program.

C. “Commission” means the South Carolina Commission on Higher Education.

D. “Eligible institution” means:

(1) a public institution of higher learning as defined in Section 59-103-5 and an independent institution of higher learning as defined in Section 59-113-50; and

(2) a public or independent bachelor's level institution chartered before 1962 whose major campus and headquarters are located within South Carolina; or an independent bachelor's level institution which was incorporated in its original charter in 1962, was granted a license to operate in 1997 by the Commission on Higher Education, has continued to maintain a campus in South Carolina, and is accredited by the Southern Association of Colleges and Secondary Schools. Institutions whose sole purpose is religious or theological training or the granting of professional degrees do not meet the definition of “public or independent institution” for purposes of this chapter.

E. “National Guard” means South Carolina Army or Air National Guard.

F. “Cost of Attendance” is defined as “tuition and fees” charged for registering for credit hours of instruction, costs of textbooks, and other fees and costs associated with attendance at an eligible institution in accordance with Title IV Regulations.

G. “Degree-seeking student” is defined as any student enrolled in an eligible institution which leads to the first one-year certificate, first two-year program or associate’s degree, or first bachelor’s, or a program of study that is structured so as not to require a bachelor’s degree for acceptance into the program (and leads to a graduate degree).

H. “Eligible program of study” is defined as a program of study leading to:

(1) at least a one-year educational program that leads to the first certificate or other recognized educational credential (e.g., diploma) as defined by the U.S. Department of Education for participation in federally funded financial aid programs and prepares students for gainful employment in recognized occupations;

(2) the first associate’s degree;

(3) at least a two-year program that is acceptable for full credit towards the first bachelor’s degree; or

(4) the first bachelor’s degree.

I. “Full-time student” shall mean a student who has matriculated into an eligible program of study and who enrolls full-time, usually 12 credit hours for fall and spring terms.

J. “Less-than full-time student” shall mean a student who has matriculated into an eligible program of study and who enrolls part-time, e.g., usually fewer than 12 credit hours, for the fall and spring terms.



K. "Military mobilization" is defined as a situation in which the U.S. Department of Defense orders members of the United States Armed Forces to active duty away from their normal duty assignment during a time of war or national emergency, or as determined by the South Carolina Military Department.

L. "Remedial/developmental coursework" shall mean sub-collegiate level preparatory courses in English, mathematics, reading and any courses classified as remedial by the institution where the course is taken.

M. "Transfer student" shall be defined as a student who has changed enrollment from one institution to an eligible institution.

N. "Home institution" shall mean the institution where the student is currently enrolled as a degree seeking student and may be eligible for financial aid at the same institution.

O. "Satisfactory academic progress" shall be defined as the academic progress as required by the institution in which the student is enrolled as a degree-seeking student for Title IV financial aid eligibility.

~~P. "Attempted hours" include all enrolled semester hours or related quarter hours, whether passed or not, and does not include those hours dropped or withdrawn in accordance with institutional drop-add policies.~~

P. "Qualified Member" shall be defined as a member who has completed Advanced Individual Training (AIT)/Initial Active Duty Training (IADT).

Q. "Good Standing" shall be defined as a member who is a satisfactory participant in the SC National Guard.

R. "Four Years" shall be defined as four calendar years from the term the benefit covered.

#### 62-252. Program Benefits and Maximum Assistance

A. ~~Qualifying~~ Qualified members of the National Guard may receive college assistance program benefits up to an amount equal to one hundred percent of college cost of attendance, provided, however, these college assistance program benefits in combination with all other grants and scholarships shall not exceed the cost of attendance at the particular eligible institution in any given award year; and the cumulative total of all college assistance program benefits received may not exceed eighteen thousand dollars.

(1) These college assistance program benefits cover the cost of attendance; however, the benefit maximum per award year may be reduced if, in combination with other financial aid, the cumulative total of all aid received would exceed the cost of attendance.

(2) The annual maximum grant will be determined prior to the beginning of each academic year based on the amount of available program funds.

(3) Disbursements of this grant will typically be paid in two (fall semester, spring semester, or its equivalent) equal disbursements. Any remaining funds can be used in any ~~sequential~~ succeeding terms prior to annual expiration date. ~~If the recipient is in his/her final semester of enrollment as required for degree completion, the recipient may receive up to the full annual benefit in the final semester.~~

~~B. A member shall not qualify for college assistance program benefits for more than one hundred thirty attempted hours from the time of initial eligibility into the college assistance program.~~

~~(1) The award will be prorated so that a student's funded hours shall not exceed 130 attempted hours from the time of initial eligibility.~~

~~(2) A student will not be penalized toward the maximum one hundred thirty attempted hours for which the student enrolled but withdraws in accordance to institutional drop-add policies.~~

~~C. B.~~ Students may not receive college assistance benefits upon completion of an eligible program to pursue an eligible program of study in the same or preceding level.

~~D. C.~~ Students who have been awarded a bachelor's or graduate degree are not eligible for the College Assistance Program benefit.

~~E. D.~~ Students may not receive college assistance benefits at more than one institution during the same term. Where students are enrolled in more than one institution during a semester, the benefit will be received at the student's home institution.

~~F. E.~~ College assistance benefits must not be awarded for graduate degree courses.

~~G. F.~~ Less than full-time students may receive college assistance program benefits.

(1) Awards for less than full-time students cannot exceed the cost of attendance.

(2) College assistance program benefits will be prorated for less than full-time enrolled students. The prorated method (based on semester calculation) will be based on the Pell Grant model ( $\frac{3}{4}$  time;  $\frac{1}{2}$  time; less than  $\frac{1}{2}$  time to include  $\frac{1}{4}$  and less than  $\frac{1}{4}$  time) of the recipient's full time award value.

**H.G.** College assistance program benefits may not be applied to the cost of continuing education or graduate coursework.

**I.H.** A Guard member who qualifies under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 must meet all eligibility requirements as defined in "Program Benefits and Maximum Assistance" Sections except for the full-time enrollment requirement, if approved by the Disability Services Provider at the home institution. A Guard member must comply with all institutional policies and procedures in accordance with ADA and Section 504 of the Rehabilitation Act of 1973. It is the responsibility of the Guard member to provide written documentation concerning services from the institutional Disability Services Provider. The institutional Disability Services Provider must provide written documentation to the Office of Financial Aid prior to each academic year verifying that the student is approved to be enrolled in less than full-time status. The institution is responsible for retaining appropriate documentation according to the "Institutional Policies and Procedures for Awarding" Section.

~~J. Remedial/developmental or non-degree attempted hours shall be used toward the National Guard member's 130 attempted hours.~~

#### 62-253. College Assistance Program Terms of Eligibility (Student Eligibility)

A. Members of the National Guard enrolled or planning to enroll in an eligible institution may apply to the National Guard for a college assistance program benefit.

B. College assistance program benefits may be applied by giving priority to service members in areas of critical need. The National Guard will determine areas of critical need.

C. To qualify, an applicant must:

(1) be in good standing with the active National Guard at the beginning of each academic year and remain a member in good standing with the active National Guard throughout the entire academic year for which benefits are payable;

(2) have valid tuition and fee expenses from an eligible institution;

(3) maintain satisfactory academic progress as defined by the institution;

(4) be a U.S. citizen or a legal permanent resident who meets the definition of an eligible non-citizen under State Residency Statutes;

(5) be admitted, enrolled and classified as a degree-seeking full-time or part-time student at an eligible institution in South Carolina; and

(6) satisfy additional eligibility requirements as may be promulgated by the Commission.

D. Individuals joining the National Guard become eligible for college assistance program benefits upon completion of Basic Combat Training (BCT)/Basic Military Training (BMT) and Advanced Individual Training (AIT)/~~Technical Training~~ **Initial Active Duty Training (IADT)** for sequential regular terms (fall, spring, or trimester) or other terms (summer and other).

E. Enlisted personnel must continue their service in the National Guard during all terms of courses covered by the benefit received. Officers shall continue their service with the National Guard for at least four years after completion of the most recent award or degree completion. **Enlisted personnel will not be eligible for benefits after the discharge date.**

F. National Guard members receiving a full Reserve Officer's Training Corps (ROTC) scholarship are not eligible for college assistance program benefits.

#### 62-254. Participant Application Process and Continued Eligibility

A. New applications must be completed and submitted each year prior to the beginning of the fall term of the academic year by the deadline determined by the National Guard.

(1) The application is to be submitted to the National Guard and must include information identifying the student's home institution and intent to enroll at the institution in the upcoming year.

(2) Guard members who intend to enroll only for the spring and/or summer semester must also complete a new application prior to the fall term of each academic year by the established deadline determined by the National Guard.

(3) The National Guard shall determine eligibility for the college assistance program.

(4) Once eligibility has been determined by the National Guard, all documents must be initiated and submitted by the student to the institution.

B. Currently enrolled members must have applied prior to the beginning of the fall term of each academic year by the National Guard established deadline and should contact their college's financial aid office to initiate benefit award for the current academic year. The financial aid office will coordinate with the Commission to verify student eligibility and coordinate payment to the college or university on behalf of the student member.

C. For continued eligibility, students must apply prior to the beginning of the fall term of each academic year by the established deadline as determined by the National Guard, continue to meet all eligibility requirements as stated in the Section 62-253, College Assistance Program Terms of Eligibility (Student Eligibility).

D. Transfer students who are eligible prior to the beginning of the academic year for the college assistance program and who transfer mid-year to another eligible institution may be eligible to receive the assistance for the spring term if they continue to meet eligibility requirements.

#### 62-255. Enrollment in Internships, Cooperative Work Programs, Travel Study Programs and National and International Student Exchange Programs

A. Students enrolled in internships, cooperative work programs, travel study programs, or National or International Student Exchange Programs that are approved by the home institution and that the home institution accepts as full-time transfer credit are eligible to receive the college assistance program benefit during the period in which the student is enrolled in such programs. Students will be required to meet the continued eligibility requirements.

#### 62-256. Military Mobilization

A. Service members who are enrolled in college and during which affected by military mobilizations will not be penalized for the term they are required to withdraw after the full refund period based on institutional policies and procedures. Institutions are strongly encouraged to provide a full refund of required tuition, fees and other institutional charges or to provide a credit in a comparable amount against future charges for students who are forced to withdraw as a result of military mobilization. The service member must re-enroll in an eligible institution within twelve months upon demobilization and provide official documentation to verify military deployment to the institutional Financial Aid Office upon re-enrollment. Reinstatement will be based upon the service member's eligibility at the time he/she was mobilized. If the student re-enrolls after the twelve month period, the service member must submit an appeal application per the established procedures of the Office of the Adjutant General to the Office of the Adjutant General by the established deadline in order to be considered for reinstatement.

B. Service members who are enrolled in college and are mobilized for an entire academic year may renew the scholarship for the next academic year, if they met the eligibility requirements at the end of the prior academic year. Service members who did not use the college assistance program benefits/terms of eligibility during this period due to military mobilization shall be allowed to receive the college assistance benefits during the succeeding term.

C. The home institution will be responsible for receiving verification of military mobilization status, from the National Guard, ~~attempted semester hours, credit hours earned,~~ and eligibility for benefit renewal for the next academic year in accordance with section 62-253.

~~D. Service members of the United States Armed Forces will not be penalized for any credit hours earned while on military mobilization. The credit hours earned will be used toward the maximum credit hour requirement for the college assistance program.~~

#### 62-257. Appeals Procedures

A. Students may appeal an adverse determination as to the awarding or continuation of the college assistance program benefit to the Office of the Adjutant General.

B. The Adjutant General shall devise procedures addressing student appeals to provide students an opportunity to submit documentation for a second review and determination of award.

#### 62-258. Institutional Policies and Procedures for Awarding

A. Each institution is responsible for reviewing all students based on the “Eligibility Requirements/Satisfactory Academic Progress” to determine eligibility for college assistance program benefits.

B. College assistance program awards are to be used only for payment toward the cost-of-attendance as established by Title IV Regulations. The college assistance program in combination with all other gift aid, including Federal, State, private and institutional funds, shall not exceed the cost-of-attendance as defined in Title IV regulations for any academic year.

C. Institutions will notify students of any adjustments in the college assistance program benefit funds that may result from an over award, change in eligibility, or change in financial status or other matters.

D. The institution must retain annual paper or electronic documentation for each award to include at a minimum:

- (1) Award notification
- (2) Institutional disbursement to student
- (3) Refunds and repayments (if appropriate)
- (4) Enrollment and curriculum requirements

~~(5) Verification of required number of annual credit hours based on that (s)he is within the eligible 130 attempted hours from the time of initial eligibility of the program.~~

- ~~(6)~~ (5) Military mobilization orders (if appropriate)

E. The National Guard shall be responsible for providing a list of all eligible Guard members to the Commission on Higher Education, which in turn shall provide this list to all the eligible institutions. Only Guard Members who are on the list shall be awarded the college assistance program benefits.

F. Eligible participant lists will be accessed through the Commission portal (via log-on/password); eligibility will reflect assurance that the student is eligible for the annual maximum in accordance with section 62-253 unless otherwise noted.

G. The college assistance program awards are to be used to meet unmet need or to replace any loans or work-study up to the student’s cost-of-attendance.

H. The home institution will be responsible for obtaining official certification of the student’s grade point average, ~~attempted semester hours, credit hours earned,~~ and satisfactory academic progress for the purposes of determining student eligibility for the college assistance program benefit and renewal in ~~subsequent~~ succeeding academic years.

#### 62-259. Benefits Disbursement and Reimbursements

A. The Commission shall disburse benefits awarded pursuant to this chapter to the eligible institutions to be placed in an account established for each eligible student.

(1) In the event that a student who has received a benefit withdraws, is suspended, ineligible under section 62-253 C. (1), or otherwise becomes ineligible, the institution must reimburse the college assistance program for the amount of the benefit for the applicable term pursuant to the refund policies of the institution.

(2) The institution is responsible for collecting any amount due to the institution from the student.

(3) In the event a student withdraws or drops below eligibility requirements after the institution's refund period and therefore must pay tuition and fees for full-time or less-than full time enrollment, the benefits may be retained pursuant to the refund policies of the institution.

B. The institution is responsible for awarding college assistance program funds according to the “Institutional Policies and Procedures for Awarding” section, R.62-258, and procedures that may be prescribed by the Commission.

C. Eligible institutions shall award amounts which, when combined with other financial aid, cannot exceed the student’s cost-of-attendance or defined program award maximums.

D. After the last day to register for each term of the eligible academic year, the institution will verify enrollment of each recipient and award amount based upon enrollment status.

E. The institution must submit a request for funds and/or return of funds by the established deadline each term. In addition, a listing of all eligible recipients by identification numbers with award amounts for the term must be sent to the Commission. At this time any funds must be returned to the Commission on Higher Education immediately.

F. The Commission will disburse awards to the eligible institutions to be placed in each eligible student’s account.

G. At the time of disbursement, the student must be enrolled at the institution indicated as the home institution (on the National Guard application form) as a degree-seeking student at the home institution.

#### 62-260. Program Administration and Audits

A. The Commission on Higher Education, in conjunction with the National Guard, shall be responsible for the oversight of functions (e.g., guidelines, policies, rules, regulations) relative to this program with participating institutions.

(1) The Commission shall be responsible for the allocation of funds, promulgation of guidelines and regulations governing the college assistance program, and any audits or other oversight as may be deemed necessary to monitor the expenditures of scholarship funds.

(2) The National Guard shall be responsible for Officers continuing their service with the National Guard for at least four years after completion of the most recent benefit awarded or degree completion.

(3) The National Guard shall be responsible for any and all student appeals.

(4) The National Guard shall be responsible for providing a list of all eligible Guard members to the Commission on Higher Education, which in turn shall provide this list to all the eligible institutions. Only Guard Members who are on the list shall be awarded the college assistance program benefits.

~~B. According to the “Audit Policies and Procedures for Benefit and Grant Programs Manual,” all eligible institutions that participate in the program~~ Institutions must abide by program policies, rules or regulations. Institutions also agree to maintain and provide all pertinent information, records, reports or any information as may be required or requested by the Commission or the General Assembly to ensure proper administration of the program.

C. The Chief Executive Officer at each participating institution shall identify to the Commission a college assistance program institutional representative who is responsible for the operation of the program on the campus and will serve as the contact person. The institutional representative will act as the student’s fiscal agent to receive and deliver funds for use under the program.

#### 62-261. Suspension or Termination of Institutional Participation

A. The Commission may review institutional administrative practices to determine institutional compliance with pertinent statutes, guidelines, rules or regulations. If such a review determines that an institution has failed to comply with program statutes, guidelines, rules or regulations, the Commission may suspend, terminate, or place certain conditions upon the institution's continued participation in the program and require reimbursement to the college assistance program for any funds lost or improperly awarded.

B. Upon receipt of evidence that an institution has failed to comply, the Commission shall notify the institution in writing of the nature of such allegations and conduct an audit.

C. If an audit indicates that a violation or violations may have occurred or are occurring at any eligible institution, the Commission shall secure immediate reimbursement from the institution in the event that any funds were expended out of compliance with the provisions of the Act, any relevant statutes, guidelines, rules, and regulations.

#### 62-262. Funding

A. Benefits provided through the college assistance program are subject to the availability of funds appropriated by the General Assembly.

B. Funds appropriated for the college assistance program may be carried forward and expended for the same purpose. If a midyear budget reduction is imposed by the General Assembly or the State Budget and Control Board, the appropriations for the college assistance program are exempt.

C. Up to five percent of the amount appropriated to the college assistance program may be used to defray administrative costs incurred by the Commission associated with the implementation of this chapter.

#### **Fiscal Impact Statement:**

The South Carolina Commission on Higher Education estimates that no costs will be incurred by the state and its political subdivisions as a result of the revisions. Funding for the South Carolina National Guard Student College Assistance Program is dependent upon annual appropriations by the General Assembly.

#### **Statement of Rationale:**

The revisions to the regulation will ~~incorporate statutory changes to align the South Carolina National Guard College Assistance Program regulation with state law and will promote greater consistency with respect to program administration~~ further clarify administrative procedures.



CHAPTER 114  
South Carolina National Guard College Assistance Program Act

**SECTION 59-114-10.** Short title.

This chapter may be cited as the “South Carolina National Guard College Assistance Program Act”.

**HISTORY:** 1979 Act No. 199, Part II, Section 5; 2007 Act No. 40, Section 1, eff June 4, 2007, applicable beginning with the 2007-2008 academic year.

**Effect of Amendment**

The 2007 amendment substituted “College Assistance Program” for “Tuition Assistance”.

**SECTION 59-114-20.** Definitions.

As used in this chapter:

(1) “Academic year” means a period of three hundred sixty-five days beginning with the first day of enrollment for a course of instruction by a National Guard member.

(2) “College assistance program” means the South Carolina National Guard College Assistance Program.

(3) “Commission” means the South Carolina Commission on Higher Education.

(4) “Eligible institution” means:

(a) a public institution of higher learning as defined in Section 59-103-5 and an independent institution of higher learning as defined in Section 59-113-50; and

(b) a public or independent bachelor’s level institution chartered before 1962 whose major campus and headquarters are located within South Carolina; or an independent bachelor’s level institution which was incorporated in its original charter in 1962, was granted a license to operate in 1997 by the Commission on Higher Education, has continued to maintain a campus in South Carolina, and is accredited by the Southern Association of Colleges and Secondary Schools. Institutions whose sole purpose is religious or theological training, or the granting of professional degrees do not meet the definition of ‘public or independent institution’ for purposes of this chapter.

(5) “National Guard” means South Carolina Army or Air National Guard.

(6) “Tuition and fees” means the amount charged for registering for credit hours of instruction, costs of textbooks, and other fees and charges associated with attendance at an eligible institution as approved by the commission.

**HISTORY:** 1979 Act No. 199, Part II, Section 5; 2007 Act No. 40, Section 1, eff June 4, 2007, applicable beginning with the 2007-2008 academic year.

**Effect of Amendment**

The 2007 amendment rewrote this section.

**SECTION 59-114-30.** College assistance program grants; restrictions.

Qualifying members of the National Guard may receive college assistance program grants up to an amount equal to one hundred percent of college tuition and fees, provided, however, the total of all grants received may not exceed eighteen thousand dollars. A member may not qualify for college assistance program grants for more than one hundred thirty semester hours or related quarter hours. Grants are not to be awarded for graduate degree courses. A new application must be submitted for each separate academic year prior to the beginning of the academic year. The annual maximum grant must be determined for each academic year based on the amount of available program funds.

**HISTORY:** 1979 Act No. 199, Part II, Section 5; 1997 Act No. 155, Part II, Section 53A; 2007 Act No. 40, Section 1, eff June 4, 2007, applicable beginning with the 2007-2008 academic year; 2014 Act No. 151 (H.3784), Section 1, eff April 7, 2014.

**Effect of Amendment**

The 2007 amendment rewrote this section.

2014 Act No. 151, Section 1, in the second to the last sentence, added “prior to the beginning of the academic year”, and added the last sentence, relating to annual maximum grant.

**SECTION 59-114-40. Qualification requirements.**

(A) Members of the National Guard enrolled or planning to enroll in an eligible institution may apply to the commission for a college assistance program grant. To qualify, an applicant must:

(1) be in good standing with the active National Guard at the beginning of each academic year and remain a member in good standing with the active National Guard throughout the entire academic year for which benefits are payable;

(2) have valid tuition and fee expenses from an eligible institution;

(3) maintain a cumulative grade point average that the institution requires to remain as a student; and

(4) satisfy additional eligibility requirements as may be promulgated by the commission.

(B) Individuals joining the National Guard become eligible for college assistance program grants upon completion of basic training and Advanced Individual Training (AIT). Enlisted personnel shall continue their service in the National Guard during the term of the courses covered by the grant received. Officers shall continue their service with the National Guard for at least four years after completion of the most recent grant awarded or degree completion.

(C) National Guard members receiving a full Reserve Officer’s Training Corps (ROTC) scholarship are not eligible for college assistance program grants.

**HISTORY:** 1979 Act No. 199, Part II, Section 5; 1997 Act No. 155, Part II, Section 53B; 2007 Act No. 40, Section 1, eff June 4, 2007, applicable beginning with the 2007-2008 academic year; 2014 Act No. 151 (H.3784), Section 2, eff April 7, 2014.

**Effect of Amendment**

The 2007 amendment rewrote this section.

2014 Act No. 151, Section 2, in subsection (B), substituted “upon completion of basic training and Advanced Individual Training (AIT)” for “on the day of enlistment”.

**SECTIONS 59-114-50, 59-114-60. Omitted by 2007 Act No. 40, Section 1, eff June 4, 2007.**

**Editor’s Note**

Former Section 59-114-50 was entitled “Administration of program; regulations” and was derived from 1979 Act No. 199, Part II, Section 5.

Former Section 59-114-60 was entitled “Agreements for rebating or carrying forward credit on accounts” and was derived from 1979 Act No. 199, Part II, Section 5.

**SECTION 59-114-65. Grants dependent on availability of funds; administration costs.**

Grants provided pursuant to this chapter are subject to the availability of funds appropriated by the General Assembly. Funds appropriated for the college assistance program may be carried forward and expended for the same purpose. If a midyear budget reduction is imposed by the General Assembly or the Executive Budget Office, as appropriate, the appropriations for the college assistance program are exempt. Up to five percent of the amount appropriated to the college assistance program may be used to defray administrative costs incurred by the commission associated with the implementation of this chapter.

**HISTORY:** 2007 Act No. 40, Section 1, eff June 4, 2007, applicable beginning with the 2007-2008 academic year; 2014 Act No. 151 (H.3784), Section 3, eff April 7, 2014.

**Code Commissioner’s Note**

At the direction of the Code Commissioner, references in this section to the offices of the former State Budget and Control Board, Office of the Governor, or other agencies, were changed to reflect the transfer of them to the Department of Administration or other entities, pursuant to the directive of the South Carolina Restructuring Act, 2014 Act No. 121, Section 5(D)(1), effective July 1, 2015.

**Effect of Amendment**



2014 Act No. 151, Section 3, added the second and third sentences, relating to the carry forward of funds and midyear budget reduction.

**SECTION 59-114-70.** Omitted by 2007 Act No. 40, Section 1, eff June 4, 2007.

Editor's Note

Former Section 59-114-70 was entitled "Tuition assistance payments made directly to applicants" and was derived from 1979 Act No. 199 Part II, Section 5; 1997 Act No. 155, Part II, Section 53C.

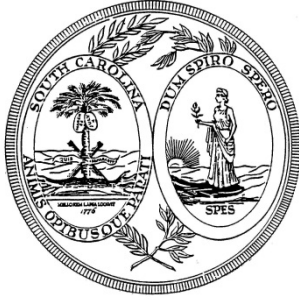
**SECTION 59-114-75.** Grants to institutions; recovery of funds upon withdrawal of student; promulgation of regulations.

The commission shall disburse grants awarded pursuant to this chapter to the eligible institutions to be placed in an account established for each eligible student. In the event that a student who has received a grant withdraws, is suspended, or otherwise becomes ineligible, the institution must reimburse the college assistance program for the amount of the grant for the applicable term pursuant to the refund policies of the institution. The institution is responsible for collecting any amount due to the institution from the student. The commission shall administer the provisions of this chapter and shall promulgate regulations necessary to implement the provisions of this chapter.

**HISTORY:** 2001 Act No. 41, Section 2; 2007 Act No. 40, Section 1, eff June 4, 2007, applicable beginning with the 2007-2008 academic year.

Effect of Amendment

The 2007 amendment rewrote this section.



# South Carolina Commission on Higher Education

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Mr. Gary S. Glenn  
Interim Executive Director

September 1, 2016

## Memorandum

TO: Dr. Jennifer Settlemyer, Chair and Members,  
Committee on Access & Equity and Student Services

FROM: Dr. Karen Woodfaulk, Director  
Student Affairs Division

### **Proposed Regulatory Amendments** **Persons Sixty Years and Over to Attend Public Colleges and Universities** **Without Payment of Tuition**

A bill was introduced in the Senate on January 13, 2015 to amend Section 59 111 320, Code of Laws, relating to provisions allowing persons sixty years and over to attend public colleges and universities without payment of tuition, so as to remove the criteria prohibiting persons who receive compensation as full-time employees from this provision.

State-supported colleges and universities are authorized, per the statute, to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons meet admission and other standards deemed appropriate by the college or university.

The bill was introduced in the SC House of Representatives on April 14, 2015, and was passed by the General Assembly on May 28, 2015. The Governor signed the bill into law (ACT 50) on June 3, 2015. The proposed regulation Persons Sixty Years and Over to Attend Public Colleges and Universities Without Payment of Tuition is amended to comply with the statute.

The proposed language of the regulation is amended to strike the following:

“State-supported colleges and universities are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons meet admission and other standards deemed appropriate by the college or university, ~~and if these persons do not receive compensation as full-time employees.~~”

In addition, language under 62-1130 Program Definitions of the regulations is amended to strike the definition of “full-time employees” from the section.

### **62-1130 Program Definitions**

~~B. “Full-time employees” is defined as employment that consists of at least thirty-seven and one-half hours a week on a single job in a full-time status. However, a person who works less than thirty-seven and one-half hours a week but receives or is entitled to receive full-time employee benefits shall be considered to be employed full-time. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they do not satisfy their prescribed employment specifications in order to qualify for this waiver.~~

### **Recommendation**

The Commission staff recommends that the Committee on Access & Equity and Student Services approve the proposed amendments to the regulation for Section 59 111 320 Persons Sixty Years and Over to Attend Public Colleges and Universities Without Payment of Tuition so as to comply with state statute. If approved by the Committee on Access & Equity and Student Services and the Commission on Higher Education, the proposed regulation will be submitted to the SC General Assembly during the 2017 legislative session for approval under the Administrative Procedures Act.

Free Tuition for Residents Sixty Years of Age

(Statutory Authority: 1976 Code Section 59-111-330)

62-1100 Authority.

Pursuant to the authority granted to the Commission on Higher Education by the 1976 Code Section 59-111-330, regulations governing the administration of the provision for free tuition for residents sixty years of age are hereby established.

62-1110 Eligibility.

State-supported colleges and universities are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition if these persons meet admission and other standards deemed appropriate by the college or university. ~~and if these persons do not receive compensation as full time employees.~~

62-1120 Authorization.

Institutions are authorized but not required to waive the tuition portion of the cost of a course in which eligible residents enroll. The costs of any fees, charges, and/or textbooks normally associated with the course remain in effect and must be borne by the participant.

62-1130 Program Definitions.

A. "Classes for credit or non-credit" is defined as regularly scheduled classes, including those offered through distance education, in which an adequate number of students not eligible for the over sixty waiver are enrolled. An adequate number of students, for the purpose of this provision, shall be consistent with institutional policy.

~~B. "Full time employees" is defined as employment that consists of at least thirty seven and one half hours a week on a single job in a full time status. However, a person who works less than thirty seven and one half hours a week but receives or is entitled to receive full time employee benefits shall be considered to be employed full time. A person who meets the eligibility requirements of the Americans with Disabilities Act must present acceptable evidence that they do not satisfy their prescribed employment specifications in order to qualify for this waiver.~~

C. "Legal residents of South Carolina" is defined as those persons who would otherwise be eligible to pay in-state tuition and fees per Regulation 62-600 - Determination of Rates of Tuition and Fees.

D. "Persons meeting admission and other standards" is defined as persons who have evidence via documentation or evaluation normally accepted by the institutions which show that all course prerequisites have been satisfied.

E. "Persons who have attained the age of sixty" is defined as persons who have reached the age of sixty no later than the first day of class of the term for which the waiver is sought.

F. "Space available basis" is defined as the upper limit of class capacity, both physical and academic, as defined by institutional policy.

G. "State supported college or university" is defined as (1) those institutions enumerated in Section 59-107-10 and the branches and extensions of those institutions; and (2) those institutions under the jurisdiction of the State Board for Technical and Comprehensive Education.

H. "Tuition" is defined as the amount charged for registering for a credit hour of instruction and shall not be construed to include standard fees, charges, or costs of textbooks.

62-1140 Proof of Eligibility.

State supported colleges or universities which offer this waiver may require such proof as deemed necessary to ensure that those applying are eligible for the benefit requested.

62-1150 Inquiries and Appeals.

Each institution offering this waiver shall publish a policy governing the administration of this provision, shall ensure that the policy is accessible to all interested parties, and shall make the policy available upon request. The policy shall include an appeals process to accommodate persons wishing to appeal determinations made. Neither the primary official nor appellate official(s) may waive the provisions of the Statute or regulation governing free tuition for residents sixty years of age.

62-1160 Penalties for Misrepresenting Eligibility.

All persons receiving benefits under this provision shall be responsible for notifying the institution of any changes that would affect such eligibility. Any applicant who willfully misrepresents his eligibility for the tuition waiver, or any person who knowingly aids or abets such applicant in misrepresenting his eligibility for such benefits, shall be deemed guilty of a misdemeanor and, upon conviction, shall be fined not more than one hundred dollars or imprisoned for not more than thirty days.

62-1170 Institutional Eligibility for State Support.

Persons attending classes under the provisions of this article, on a space available basis without payment of tuition, shall neither be counted in the computation of enrollment for funding purposes nor considered on a formula basis for the issuance of capital improvement bonds.

**South Carolina General Assembly**  
121st Session, 2015-2016

**A50, R81, S261**

**STATUS INFORMATION**

General Bill

Sponsors: Senator Thurmond

Document Path: I:\s-res\pt\00260+ .ksg.pt.docx

Introduced in the Senate on January 13, 2015

Introduced in the House on April 14, 2015

Passed by the General Assembly on May 28, 2015

Governor's Action: June 3, 2015, Signed

Summary: Persons age sixty and over attending classes

**HISTORY OF LEGISLATIVE ACTIONS**

| <u>Date</u> | <u>Body</u> | <u>Action Description with journal page number</u>   |
|-------------|-------------|--|
| 12/10/2014  | Senate      | Prefiled   |
| 12/10/2014  | Senate      | Referred to Committee on <b>Education</b>  |
| 1/13/2015   | Senate      | Introduced and read first time ( <a href="#">Senate Journal-page 158</a> )                             |
| 1/13/2015   | Senate      | Referred to Committee on <b>Education</b> ( <a href="#">Senate Journal-page 158</a> )                  |
| 3/26/2015   | Senate      | Committee report: Favorable <b>Education</b> ( <a href="#">Senate Journal-page 14</a> )                |
| 4/1/2015    | Senate      | Read second time ( <a href="#">Senate Journal-page 21</a> )  |
| 4/1/2015    | Senate      | Roll call Ayes-40 Nays-1 ( <a href="#">Senate Journal-page 21</a> )                                    |
| 4/14/2015   | Senate      | Read third time and sent to House ( <a href="#">Senate Journal-page 16</a> )                           |
| 4/14/2015   | House       | Introduced and read first time ( <a href="#">House Journal-page 110</a> )                              |
| 4/14/2015   | House       | Referred to Committee on <b>Education and Public Works</b> ( <a href="#">House Journal-page 110</a> )  |
| 5/14/2015   | House       | Committee report: Favorable <b>Education and Public Works</b> ( <a href="#">House Journal-page 5</a> ) |
| 5/20/2015   | House       | Debate adjourned until Wed., 5-27-15 ( <a href="#">House Journal-page 23</a> )                         |
| 5/27/2015   | House       | Read second time ( <a href="#">House Journal-page 63</a> )   |
| 5/27/2015   | House       | Roll call Yeas-95 Nays-0 ( <a href="#">House Journal-page 63</a> )                                     |
| 5/28/2015   | House       | Read third time and enrolled ( <a href="#">House Journal-page 16</a> )                                 |
| 6/2/2015    |             | Ratified R 81  |
| 6/3/2015    |             | Signed By Governor   |
| 6/8/2015    |             | Effective date 06/03/15  |
| 6/9/2015    |             | Act No. 50   |

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**VERSIONS OF THIS BILL**

[12/10/2014](#)

[3/26/2015](#)

[5/14/2015](#)

(A50, R81, S261)

**AN ACT TO AMEND SECTION 59-111-320, CODE OF LAWS OF SOUTH CAROLINA, 1976, RELATING TO PROVISIONS ALLOWING PERSONS AGE SIXTY AND OVER TO ATTEND STATE-SUPPORTED INSTITUTIONS OF HIGHER EDUCATION WITHOUT PAYMENT OF TUITION, SO AS TO REMOVE CRITERIA PROVIDING THESE PERSONS MAY RECEIVE NO COMPENSATION AS FULL-TIME EMPLOYEES.**

Be it enacted by the General Assembly of the State of South Carolina:

**Criteria, prohibition compensation on full-time employment removed**

SECTION 1. Section 59-111-320 of the 1976 Code is amended to read:

“Section 59-111-320. State-supported colleges and universities, and institutions under the jurisdiction of the State Board for Technical and Comprehensive Education, are authorized to permit legal residents of South Carolina who have attained the age of sixty to attend classes for credit or noncredit purposes on a space available basis without the required payment of tuition, if these persons meet admission and other standards deemed appropriate by the college, university, or institution.”

**Time effective**

SECTION 2. This act takes effect upon approval by the Governor.

Ratified the 2<sup>nd</sup> day of June, 2015.

Approved the 3<sup>rd</sup> day of June, 2015.

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