

**EXECUTIVE SUMMARY
USC GRADUATE SCHOOL
PROFESSIONAL DEVELOPMENT OPPORTUNITY**

WHAT:

GRADUATE CERTIFICATE IN HIGHER EDUCATION LEADERSHIP

WHERE:

UNIVERSITY OF SOUTH CAROLINA, COLLEGE OF EDUCATION

SPONSORED BY:

SOUTH CAROLINA TECHNICAL COLLEGE SYSTEM

DELIVERY:

DISTANCE LEARNING (3:00 p.m. – 5:30 p.m. on Tuesdays) WITH SELECTED ON SITE MEETINGS (GENERALLY ON FRIDAY AFTERNOONS)

WHEN:

FIRST COURSE BEGINS Tuesday, January 10, 2006. ONE COURSE PER SEMESTER, THREE COURSES PER YEAR FOR TWO YEARS

WHO:

INSTRUCTION-RELATED TECHNICAL COLLEGE PERSONNEL (ANY PERSONNEL CONTRIBUTING TO THE INSTRUCTIONAL PROCESS.) TWENTY-FIVE MEMBER TECH COHORT WILL COMPLETE PROGRAM IN DECEMBER 2007. COHORT MEMBERS MUST COMMIT TO COMPLETING THE ENTIRE SIX (6) COURSE/TWO YEAR CYCLE

LIMITED SLOTS/APPLICATION DEADLINE:

ONE SLOT PER TECHNICAL COLLEGE GUARANTEED. COMPLETED USC APPLICATION AND “OFFICIAL” COPY OF BACCALAUREATE TRANSCRIPT(S) IN SEALED ENVELOPE(S) MUST ARRIVE AT SCTCS SYSTEM OFFICE BY OCTOBER 17, 2005.

COST:

PER COURSE TUITION AND FEES: \$798 PER THREE CREDIT COURSE (\$266 PER CREDIT HOUR) PLUS USC APPLICATION FEE OF \$40. THE \$40 APPLICATION FEE AND TUITION FOR THE FIRST COURSE FOR THE COHORT BEGINNING SPRING 2006 WILL BE PAID THROUGH TECHNICAL COLLEGE SYSTEM PRIORITY INITIATIVE FUNDS. FUNDING FOR EACH OF THE FIVE SUBSEQUENT COURSES WILL BE THE RESPONSIBILITY OF THE INDIVIDUAL TECHNICAL COLLEGE AND/OR THE COHORT MEMBER (Funding responsibilities to be determined by each individual technical college.**)**

NEED MORE DETAILS?

SEE ATTACHED FOR MORE INFORMATION

HOW TO ENROLL:

CONTACT YOUR COLLEGE REPRESENTATIVE, COLLEGE CONTACT HERE, WHO CAN PROVIDE ADDITIONAL INFORMATION ON THE NAME OF COLLEGE PROCESS FOR ENROLLMENT, DETAILS ON POTENTIAL TECHNICAL COLLEGE FUNDING, AND USC’S APPLICATION PROCESS.

Graduate Certificate in Higher Education Leadership Guidelines
Eighteen Graduate Credits
Offered by The University of South Carolina through the Higher Education and Student Affairs
Program in the College of Education

What is the Graduate Certificate in Higher Education Leadership?

The Certificate is a designation approved by the South Carolina Commission on Higher Education for the purpose of advancing the knowledge and competencies of professionals in South Carolina technical colleges. The Certificate program also offers technical college professionals throughout South Carolina valuable networking opportunities, as well as possible applications for further degree studies.

The Certificate requires completion of six graduate courses over a two-year period (one course per semester, including summer) aimed at advanced learning specifically relevant to professionals in two-year colleges. The University of South Carolina is responsible for development and delivery of the courses, through its Higher Education and Student Affairs program in the College of Education. Initially designed in 1994, the Certificate curriculum has undergone review and revision in consultation with program graduates and leaders in the Technical College System in order to reflect current needs and issues.

What are the courses in the Certificate program?

The six courses, each carrying 3 graduate level credit hours, are:

- EDHE 734: The Community/Junior/Technical College
- EDHE 736: Financial Aspects of Higher Education
- EDHE 738: Principles of College Teaching
- EDHE 839: Assessment in Higher Education
- EDHE 737: Legal Aspects of Higher Education
- EDHE 835: Leadership in Higher Education

(See course descriptions on pages six (6) and seven (7) and for more detail.)

Any course substitution must adhere to the policy of the Graduate School of the University of South Carolina that no more than two graduate courses, with grades of B or better, may be transferred into the certificate program, if they were completed no more than six years prior to the granting of the certificate. Transfer of credit must have approval of the program faculty and is granted only when courses transferred are substantially similar to those for which they substitute.

How does the Certificate fit with other possible future graduate degrees?

Many Certificate students have used the program as a stepping-stone to an advanced degree. The courses in the Certificate program also are eligible for inclusion in coursework toward the Master of Education Degree in Higher Education and Student Affairs and the Ph.D. Degree in Educational Administration/Higher Education.

Various Graduate School policies apply to the exact courses and credit hours that can be utilized in another degree program. Therefore, it is essential to contact the Graduate School (Dale Moore: 803/777-4827) as soon as you determine you may want to seek a further degree, in order to find out exactly what courses/credit hours can be included.

How are courses in the Certificate program scheduled and delivered?

The curriculum is designed as a two-year program, with students entering as a single cohort group and completing all coursework together. The upcoming program start date is January 10, 2006, for a group that will complete the certificate in December 2007. The initial course offering will be EDHE 734: The Community/Junior/Technical College.

In all courses, there is extensive use of distance education delivery, as well as some face-to-face meeting time. Participants usually meet in Columbia one Friday afternoon (approximately 1:00 p.m. to 5:00 p.m.) each month throughout each course. Additional course time occurs either weekly or bi-weekly using two-way video links and electronic course management systems. Compressed video class meetings for the initial EDHE 734 class will meet from 3:00 p.m. – 5:30 p.m. on Tuesday afternoons in technical college TechNet II administrative classrooms.

The courses in community/junior/technical colleges, financial aspects, and College teaching are considered foundational and are offered during the first year of a cohort. They are followed by the courses in assessment in higher education, legal aspects, and leadership.

Who are the students and the faculty in the Certificate program?

Students may be instruction-related personnel from any division within the college as long as they are employed at any of the State's technical colleges and related institutions. Any cohort going through the program may be comprised of students from several or many technical colleges, up to a total of 25 students. While it is anticipated that a student cohort group that starts together will complete the six-course sequence together, under special circumstances the program may be able to accommodate a student who needs to drop one or more courses unexpectedly by placing that student in courses of a future cohort. Or, the student may register for the same course on the Columbia campus under its regular schedule and tuition costs. Students should check with their sponsoring college to determine college arrangements and requirements for students leaving the cohort. **(Each individual college will need to develop appropriate requirements for a student leaving the cohort.)**

Certificate program faculty primarily are full-time faculty in the Department of Educational Leadership and Policies, College of Education, University of South Carolina. Adjunct instructors with extensive experience and scholarly qualifications relevant to technical colleges in South Carolina may teach specialized courses.

How many slots are available in this cohort?

Twenty-five slots are available in this cohort. One slot per technical college and one slot for the System Office are guaranteed. Eight additional slots will be available in alphabetical rotation beginning with the Denmark Technical College (based on lottery selection of initial rotation start point.) Unused slots will be assigned to the next institution in the rotation originally assigned only one slot. Thus, the eight additional slots in the fourth cohort will be assigned to the first eight institutions on the list below. Any unused slot will be offered to the next institution on the rotation list originally assigned only one slot until all 25 slots are filled. College contacts should inform Ms. K. Charvae Martin (stricklandk@sctechsystem.com) at the earliest possible date of any slot(s) that the college will not be using so that the slot(s) may be assigned to the next college in the rotation.

Denmark Technical College	2 Slot
Florence-Darlington Technical College	2 Slot
Greenville Technical College	2 Slot
Horry-Georgetown Technical College	2 Slot
Midlands Technical College	2 Slot
Northeastern Technical College	2 Slot
Orangeburg-Calhoun Technical College	2 Slot
Piedmont Technical College	2 Slot
Spartanburg Technical College	1 Slot
System Office	1 Slot
Technical College of the Lowcountry	1 Slot
Tri-County Technical College	1 Slot
Trident Technical College	1 Slot
Williamsburg Technical College	1 Slot
York Technical College	1 Slot
Aiken Technical College	1 Slot
Central Carolina Technical College	1 Slot

Cost:

\$798 PER THREE CREDIT COURSE (\$266 PER CREDIT HOUR) PLUS USC APPLICATION FEE OF \$40. The \$40 application fee and tuition for the first course for the cohort beginning Spring 2006 will be paid through technical college system priority initiative funds. Funding for each of the five subsequent courses will be the responsibility of the individual technical college and/or the cohort member. **(Funding responsibilities to be determined by each individual technical college.) Tuition costs and fees are set by the USC Board of Trustees and are subject to change.**

What is the application process?

Since space is limited, it is important that prospective Certificate students first check with their own institutions about participation and possible college funding. Your college contact, [COLLEGE CONTACT HERE](#), can provide the appropriate USC graduate school application forms with standard information already completed, and can answer further questions.

*NOTE: Application materials often ask about degree or non-degree student preference. Technical college certificate students are considered degree students and therefore will be completing the graduate school application form designated for degree students. However, since there is no standardized test requirement for admission to the Certificate program and some other standard degree student requirements have been waived, any student who decides to formally enroll at a later date in a master's degree or Ph.D. Program will need to consult the graduate school or the College of Education at that time to determine specific enrollment requirements for the desired program. **At this point students should enroll only in the Certificate program using the application form provided by the Tech System Office, with standard certificate program information already completed. A copy of the application form will be provided to each technical college contact and may be duplicated.***

The SC Technical College System or one of its member colleges must employ all cohort students. All applicants must hold a minimum of an undergraduate degree and must submit undergraduate transcripts in sealed envelopes with the application. No testing is required to enroll in the certificate program.

Applicants who are out of state residents working FULL TIME (37.5 hours per week) at either the System Office or one of the technical colleges are eligible for in state tuition rates and will NOT be required to pay an out of state tuition differential. In order to secure this benefit, each semester the AA Division will submit to USC a list of that semester's enrollees confirming that each enrollee is full time, indicating the date upon which the employee began work, and the number of hours per week that the employee works. All *PART-TIME* employees who reside out-of-state WILL be charged an out-of-state tuition differential. The out-of-state tuition differential is \$29 per credit hour, \$87 per 3-credit hour course. Either the college or the individual cohort member will be responsible for out-of-state tuition differentials depending on prior agreements made between the cohort member and his/her respective technical college. There is a matriculation fee of \$50 that is required of all students in graduate certificate/degree programs. This fee has to be paid after the first course.

If a certificate cohort student has an attendance break of even a single semester and subsequently rejoins the cohort, the USC Residency Office will mail DIRECTLY TO THE STUDENT a form to confirm residency/state employment. Failure of the cohort member to return this completed form DIRECTLY TO THE USC RESIDENCY OFFICE will result in the cohort member being required to pay the out of state tuition differential.

The designated college contact must send completed application form(s) and “official” copies of baccalaureate transcript(s) in sealed envelopes to Ms. K. Charvae Martin at the SC Technical College System Office. Applications and “official” transcripts must arrive no later than October 17, 2005. Ms. K. Charvae Martin will forward the complete set of application materials and tuition/ fees for the technical college cohort, along with a letter certifying that all cohort members are personnel employed by the system/technical colleges to the USC Graduate School. The graduate school will in turn process and forward the completed application packages to the College of Education. **DEADLINE for receipt of all application materials at the System Office is October 17th to start with a cohort in January 2006.**

Who can provide more information?

College Contact: Your college contact, **name of college contact and telephone #**, can answer questions related to the selection process and funding arrangements/requirements at your college.

System Office Contact: Ms. K. Charvae Martin, 803.896.5361, can answer questions related to the system wide effort.

USC Contact: Extended Graduate Campus, Ms. Sheryl Horton, 803 576-5699 or Dr. Tamara S. Powell, 803 777-0884.

COURSE DESCRIPTIONS AS PROPOSED FOR THE GRADUATE CERTIFICATE IN HIGHER EDUCATION LEADERSHIP:

The following course descriptions reflect feedback from program students, former students, and technical college leaders, as developed at the meeting on July 11, 2002.

EDHE 734: THE COMMUNITY/JUNIOR/TECHNICAL COLLEGE

This course examines the historical, social, and educational events and forces that shaped and continue to shape the development and expansion of the two-year college. The course places a special emphasis on the role of the two-year college in South Carolina by considering how statewide business and political forces impact technical colleges. Students examine the mission, programs, clientele, and services of two-year colleges in South Carolina and learn how governance structures influence policy development and decision making.

EDHE 736: FINANCIAL ASPECTS OF HIGHER EDUCATION

Designed for faculty and administrative staff in technical colleges, this course helps participants gain understanding of the range of funding sources for technical colleges and the roles of federal, state, and local governments in funding. Budgeting, budget management, performance funding, and strategic planning practices are also explored with a focus on how to leverage resources in a competitive environment. Issues of institutional advancement, annual planning, development, fund raising and entrepreneurship also are included.

EDHE 738: PRINCIPLES OF COLLEGE TEACHING

Designed for instructors and staff involved with the teaching function in technical colleges, this course helps participants design and conduct courses that encourage students to become actively involved and responsible for their own learning; develop instructional skills to become more effective in enhancing students' classroom responses; and develop understandings and competencies concerning educational theory. It also enables students to select and use instructional strategies and formats that include technologies and web-based course support systems. This course explores the complexities of teaching and learning through the case method of instruction and maintains a focus on diverse student populations.

EDHE 839: ASSESSMENT IN HIGHER EDUCATION

This course will introduce students to the concepts underlying the theory and practice of assessment in higher education. Students will learn about current assessment models used in two- and four-year educational institutions and will become familiar with the professional literature, professional organizations, and resources available to those conducting assessment.

EDHE 737: LEGAL ASPECTS OF HIGHER EDUCATION

This course provides an introduction to the American justice system. It enables students to identify legal liability issues and regulatory requirements related to higher education, with emphasis on risk management and student rights. It includes a consideration of how constitutional provisions, statutory laws, and court decisions affect faculty members and administrators in specific functional areas in the technical college, particularly in South Carolina. The students develop and/or refine skills of analysis, synthesis, and verbal and written communication concerning issues and ideas salient to the current legal issues facing technical colleges.

[EDHE 835: LEADERSHIP IN HIGHER EDUCATION](#)

“Leadership from any level” is the theme of this examination into the concepts and practices of leading for effective responsibility concerning people, programs, and policies. Topics include: leadership styles and circumstances; the influence of followers; the influence of organizational administrative and governance circumstances; change management; internal and cross-institutional relationship building; and ethical decision making. Case examples and problem-based assignments support the ability of this course to introduce concepts and theories that are immediately applied to practices relevant to technical college faculty and administrators.