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# SOUTH CAROLINA STATE REGISTER

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THE LEGISLATIVE COUNCIL  
of the  
GENERAL ASSEMBLY

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This issue contains notices, proposed regulations, emergency regulations, final form regulations, and other documents filed in the Office of the Legislative Council, pursuant to Article 1, Chapter 23, Title 1, Code of Laws of South Carolina, 1976.

# ***THE SOUTH CAROLINA STATE REGISTER***

An official state publication, *The South Carolina State Register* is a temporary update to South Carolina's official compilation of agency regulations--the *South Carolina Code of Regulations*. Changes in regulations, whether by adoption, amendment, repeal or emergency action, must be published in the *State Register* pursuant to the provisions of the Administrative Procedures Act. The *State Register* also publishes the Governor's Executive Orders, notices or public hearings and meetings, and other documents issued by state agencies considered to be in the public interest. All documents published in the *State Register* are drafted by state agencies and are published as submitted. Publication of any material in the *State Register* is the official notice of such information.

## **STYLE AND FORMAT OF THE SOUTH CAROLINA STATE REGISTER**

Documents are arranged within each issue of the *State Register* according to the type of document filed:

**Notices** are documents considered by the agency to have general public interest.

**Notices of Drafting Regulations** give interested persons the opportunity to comment during the initial drafting period before regulations are submitted as proposed.

**Proposed Regulations** are those regulations pending permanent adoption by an agency.

**Pending Regulations Submitted to General Assembly** are regulations adopted by the agency pending approval by the General Assembly.

**Final Regulations** have been permanently adopted by the agency and approved by the General Assembly.

**Emergency Regulations** have been adopted on an emergency basis by the agency.

**Executive Orders** are actions issued and taken by the Governor.

## **2000 PUBLICATION SCHEDULE**

Documents will be accepted for filing on any normal business day from 8:30 A.M. until 5:00 P.M. All documents must be submitted in the format prescribed in the Standards Manual for Drafting and Filing Regulations.

To be included for publication in the next issue of the *State Register*, documents will be accepted no later than 5:00 P.M. on any closing date. The modification or withdrawal of documents filed for publication must be made **by 5:00 P.M.** on the closing date for that issue.

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Submission Deadline	1/14	2/11	3/10	4/14	5/12	6/9	7/14	8/11	9/8	10/13	11/10	12/8
Publishing Date	1/28	2/25	3/24	4/28	5/26	6/23	7/28	8/25	9/22	10/27	11/24	12/22

## **REPRODUCING OFFICIAL DOCUMENTS**

All documents appearing in the South Carolina *State Register* are prepared and printed at public expense. All media services are especially encouraged to give wide publicity to all documents printed in the *State Register*.

## **PUBLIC INSPECTION OF DOCUMENTS**

A copy of each document filed with the Office of the State Register is available for public inspection during normal office hours, 8:30 A.M. to 5:00 P.M., Monday through Friday. The Office of the State Register is in the Legislative Council, Fourth Floor, Rembert C. Dennis Building, 1000 Assembly Street, in Columbia. Telephone inquiries concerning material in the *State Register* or the *South Carolina Code of Regulations* may be made by calling (803) 734-2145.

## **CERTIFICATE**

Pursuant to Section 1-23-20, Code of Laws of South Carolina, 1976, this issue contains all previously unpublished documents required to be published and filed before the closing date of the issue.

Lynn P. Bartlett  
Editor

## **ADOPTION, AMENDMENT AND REPEAL OF REGULATIONS**

To adopt, amend or repeal a regulation, an agency must publish in the *State Register* a Notice of Drafting; a Notice of the Proposed Regulation that contains an estimate of the proposed action's economic impact; and, a notice that gives the public an opportunity to comment on the proposal. If requested by twenty-five persons, a public hearing must be held at least thirty days after the date of publication of the notice in the *State Register*.

After the date of hearing, the regulation must be submitted to the General Assembly for approval. The General Assembly has one hundred twenty days to consider the regulation. If no legislation is introduced to disapprove or enacted to approve before the expiration of the one-hundred-twenty-day review period, the regulation is approved on the one hundred twentieth day and is effective upon publication in the *State Register*.

## **EMERGENCY REGULATIONS**

An emergency regulation may be promulgated by an agency if the agency finds imminent peril to public health, safety or welfare. Emergency regulations are effective upon filing for a ninety-day period. If the original filing began and expired during the legislative interim, the regulation can be renewed once.

## REGULATIONS PROMULGATED TO COMPLY WITH FEDERAL LAW

Regulations promulgated to comply with Federal Law are exempt from General Assembly review. Following the notice of proposed regulation and hearing, regulations are submitted to the *State Register* and are effective upon publication.

## EFFECTIVE DATE OF REGULATIONS

**Final Regulations** take effect on the date of publication in the *State Register* unless otherwise noted within the text of the regulation.

**Emergency Regulations** take effect upon filing with the Legislative Council and remain effective for ninety days. If the original ninety-day period begins and expires during legislative interim, the regulation may be renewable once.

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## SUBSCRIPTIONS

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 South Carolina General Assembly Home Page: [www.lpitr.state.sc.us](http://www.lpitr.state.sc.us)

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2400	SR24-2	Computing Experience for Teachers	1 23 00	Board of Education
2350	SR24-2	Subdivision Water & Sewage	2 01 00	Health and Envir Control
2427	SR24-3	Principal Induction Program	3 11 00	Board of Education
2425	SR24-3	Textbook Adoption (Rat.222)	3 11 00	Board of Education
2430	SR24-3	Hunt Units and Wildlife Management	3 13 00	Dept of Natural Resources
2429		Breathalyzer Tests	3 26 00	Law Enforcement Division
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2428		Alcoholic Beverages Culinary Course	3 29 00	Higher Education
2407		Cervidae Entering South Carolina	5 09 00	Clemson University
2431		Tanning Facilities	5 09 00	Dept Health and Envir Control
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2432		Terr and Cert of Sewerage & Water Util	5 09 00	Public Service Commission
2444		Medical Waste Incin, Def Gen Req	5 09 00	Dept Health and Envir Control
2451		Designation of Plant Pests	5 09 00	Clemson University
2471		Complete Chapter Revision	5 09 00	Employment Security Commission
2466		Permanent License	5 09 00	LLR: Board of Medical Examiners
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2465		Effect of Discipline	5 09 00	LLR: Board of Medical Examiners
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2470	R249 SR23-4	Settlement and Release; Attys Fees	5 10 00	Workers' Compensation Commission
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2482		Parenting/Family Literacy	5 30 00	Board of Education
2481		School Transportation	5 30 00	Board of Education
2483		Assist, Dev, Eval Professional Teaching	6 02 00	Board of Education
2452		Graduation Requirements	6 02 00	Board of Education

(Subject to Sine Die Revision)

2499		SWM: Demonstration-of-Need	6 09 00	Health and Environmental Control
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DOC NO.	DATE	SUBJECT	AGENCY
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2469	2 23 00	Volunteer Pharm Tech Free Med Clinics	LLR: Board of Pharmacy

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1984	1 14 99	Principal Evaluation	Board of Education
1981	1 14 99	Policy Development	Board of Education
2360	5 20 99	LIFE Scholarship	Higher Education

### WITHDRAWN:

DOC NO.	DATE	SUBJECT	AGENCY
2372	6 22 99	Procedures for Contested Cases	Health and Envir Control

## No. 2000-11

**WHEREAS**, an individual held in a pretrial confinement facility may be transferred to the custody of the South Carolina Department of Corrections for safekeeping by commitment duly authorized by the Governor pursuant to § 24-3-80; and

**WHEREAS**, the current guidelines and procedures for approval for the admission and detention in an institution of the Department of Corrections for safekeeping of a prisoner tendered by a law enforcement officer of this State are set forth in Executive Order #76-15, issued May 17, 1976; and

**WHEREAS**, there is a need to establish new criteria and procedures for approval for the admission and detention in an institution of the Department of Corrections for safekeeping of a prisoner tendered by a law enforcement officer of this State and rescind the previous safekeeping procedures set forth in Executive Order #76-15.

**NOW, THEREFORE**, I hereby establish the following criteria and procedures for approval for the admission and detention in an institution of the Department of Corrections for safekeeping of a prisoner tendered by a law enforcement officer of this State and rescind the previous safekeeping procedures set forth in Executive Order #76-15:

Section 1. An individual held in a county pretrial confinement facility may be transferred to the custody of the South Carolina Department of Corrections by commitment duly authorized by the Governor pursuant to § 24-3-80, if the individual: (1) is a high escape risk; (2) exhibits extremely violent and uncontrollable behavior; and/or (3) must be removed from the county facility to protect the individual from the general population or from other detainees.

Section 2. To obtain an order of safekeeping, a county must apply to the Director of the Department of Corrections, with notice to the individual's attorney. The application must include: (1) a properly issued arrest warrant for the individual; (2) an affidavit from the chief county law enforcement officer providing the reason(s) why the individual should be committed to the custody of the Department of Corrections; (3) a certificate prepared by the circuit solicitor indicating concurrence with the proposed safekeeping transfer; (4) a certificate of service indicating that notice of the application of safekeeping has been filed by the county has been given to the individual's attorney. Upon receipt of the application, the Director of the Department of Corrections shall review the documents submitted and any other relevant facts and forward his recommendation of action to the Governor. If issuance of a safekeeping order is recommended, a draft order will be forwarded with the Director's recommendation to the Governor for consideration.

Section 3. Upon receipt of the recommendation of the Director of the Department of Corrections, the Governor shall make a determination as to whether a safekeeping order should be granted and, if appropriate, issue the requested order.

Section 4. Upon issuance of a safekeeping order, officials of the county requesting the order must deliver the individual to the Department of Corrections and provide the Department with all appropriate documentation and relevant records relating to the individual, including but not limited to any special facts, issues, or circumstances known to the appropriate county officials concerning the particular propensities, special medical or dietary needs of the individual, or any special dangers posed by the individual.

Section 5. Safekeeping orders for detention in the Department of Corrections are valid for no more than one hundred twenty (120) days from the date of issuance. A safekeeping order may be renewed for up to ninety (90) days upon a showing of good cause and/or no material change in circumstances. If the order is not renewed, the individual must be transferred back to the applicable county detention facility. The Department of

#### **4 EXECUTIVE ORDERS**

Corrections must notify the proper county officials at least ten (10) days prior to the expiration of the safekeeping order.

Section 6. A safekeeping order must not be utilized as a means to acquire or provide medical services, medical attention or to hospitalize a pretrial detainee in the Department of Corrections. Mentally ill or retarded individuals are not eligible for safekeeping at the Department of Corrections.

Section 7. All medical costs associated with an individual held by the Department of Corrections for safekeeping who develops a need for hospitalization or other special medical attention while in the custody of the Department of Corrections is the responsibility of the County that requested the safekeeping of the individual.

Section 8. Transportation to court hearings and necessary appointments of an individual being held for safekeeping by the Department of Corrections is the responsibility of the County that requested the safekeeping of the individual. In emergency situations, the Department of Corrections may provide transportation.

Section 9. A safekeeping order or renewal may be issued orally by the Governor under extraordinary circumstances; provided, however, that a written order must be issued as soon thereafter as practicable.

Section 10. Any and all individuals in the custody of the Department of Corrections as of the date of this Executive Order pursuant to a safekeeping order issued pursuant to the guidelines and procedures set forth in Executive Order #76-15, are now subject to the provisions of this order.

Section 11. This Executive Order supersedes Executive Order # 76-15, issued May 17, 1976, and renders it void.

**GIVEN UNDER MY HAND AND THE  
GREAT SEAL OF THE STATE OF  
SOUTH CAROLINA, THIS 16th DAY  
OF FEBRUARY, 2000.**

---

**JIM HODGES  
GOVERNOR**

**No. 2000-12**

**WHEREAS**, on February 15, 2000, I received a letter from the Town Council of Carlisle, South Carolina, stating that the Executive Director of the State Election Commission has advised the Town Council that their previously- scheduled election date would violate state law; and

**WHEREAS**, the Town Council's letter requests me to set a new date for the municipal election; and

**WHEREAS**, Section 7-13-1170 of the South Carolina Code of Laws (1976), as amended, provides "when any election official of any political subdivision of this State charged with ordering, providing for, or holding an election has neglected, failed, or refused to order, provide for, or hold the election at the time appointed, or if for any reason the election is declared void by competent authority, and these facts are made to appear to the satisfaction of the Governor, he shall, should the law not otherwise provide for this contingency, order an election or a new election to be held at the time and place, and upon the notice being given which to him appears adequate to ensure the will of the electorate being fairly expressed. To that end, he may designate the existing election official or other person as he may appoint to perform the necessary official duties pertaining to the election, and to declare the result."

**NOW THEREFORE**, pursuant to the authority vested in me by the Constitution and Statutes of the State of South Carolina, I hereby:

- a. Order that a municipal election be held in Carlisle, South Carolina, for such offices as are due to be filled as provided by law, on July 25, 2000, or at the earliest possible date and time after July 25, 2000, as is permitted by the United States Department of Justice; and
- b. Designate the municipal election commission to perform the necessary official duties pertaining to the election, and to declare the result.

This Executive Order shall be effective immediately.

**GIVEN UNDER MY HAND AND THE  
GREAT SEAL OF THE STATE OF  
SOUTH CAROLINA, THIS 16th DAY  
OF FEBRUARY, 2000.**

---

**JIM HODGES  
GOVERNOR**

## 6 NOTICES

### DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL

#### NOTICE OF GENERAL PUBLIC INTEREST

Public Notice #00-028-GP-N

March 24, 2000

The South Carolina Department of Health and Environmental Control (DHEC) does hereby give notice of authorization being granted to the following sources who have requested coverage under General Conditional Major Operating Permit (GCMP-03) "Hot Mix Asphalt Plants." This general permit was previously opened for a 30 day public comment period on May 2, 1996, with final issuance on August 5, 1996. Pursuant to South Carolina Regulation 61-62.1, Section II G(7)(a)&(b), the Department may now grant coverage to those qualified sources seeking to operate under the terms and conditions of this general permit. The authorization of each facility's coverage shall be a final permit action for purposes of administrative review.

In accordance with the provisions of the Pollution Control Act, Sections 48-1-50(5) and 48-1-110(a), and the 1976 Code of Laws of South Carolina, as amended, Regulation 61-62, Air Pollution Control Regulations and Standards, these sources are hereby granted permission to discharge air contaminants into the ambient air. The Bureau of Air Quality authorizes the operation of these sources in accordance with the plans, specifications and other information submitted in the General Conditional Major Permit application. Facilities operating under this permit seek to limit their "potential to emit" to below the thresholds which define a major source by complying with the federally enforceable conditions contained in this permit. Permit coverage is subject to and conditioned upon the terms, limitations, standards, and schedules contained in or specified on said permit.

Interested persons may review the final general permit, materials submitted by the applicant, and any written comments received, during normal business hours at SC DHEC, Bureau of Air Quality, 2600 Bull Street, Columbia, South Carolina, 29201.

This notice is given pursuant to the requirements of South Carolina Regulation 61-62.1, Section II G(7)(c). Comments and questions concerning any of the following individual facility's coverage under this permit should be directed to Mr. Carl W. Richardson, P.E., Director, Engineering Services Division, Bureau of Air Quality, SC DHEC, 2600 Bull Street, Columbia, South Carolina, 29201 at (803) 898-4123.

#### Cherokee County

Vulcan Construction Materials, LP - Blacksburg  
Highway 29 & Quarry Road  
Blacksburg, South Carolina

#### Dorchester County

REA Construction Company - Ridgeville  
SC Route 27  
Ridgeville, South Carolina

Spartanburg County

Sloan Construction Company, Inc.  
250 Plemmons Road  
Duncan, South Carolina

**DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL**  
NOTICE OF GENERAL PUBLIC INTEREST  
Public Notice #00-029-GP-N  
March 24, 2000

The South Carolina Department of Health and Environmental Control (DHEC), Bureau of Air Quality, does hereby give notice of authorization being granted to the following sources who have requested coverage under General Conditional Major Operating Permit (GCMP-04) "Concrete Batch Plants." This general permit was previously opened for a 30 day public comment period on May 2, 1996, with final issuance on August 5, 1996. Pursuant to South Carolina Regulation 61-62.1, Section II G(7)(a)&(b), the Department may now grant coverage to those qualified sources seeking to operate under the terms and conditions of this general permit. The authorization of each facility's coverage shall be a final permit action for purposes of administrative review.

In accordance with the provisions of the Pollution Control Act, Sections 48-1-50(5) and 48-1-110(a), the 1976 Code of Laws of South Carolina, as amended, and Regulation 61-62 "Air Pollution Control Regulations and Standards," these sources are hereby granted permission to discharge air contaminants into the ambient air. The Bureau of Air Quality authorizes the operation of these sources in accordance with the plans, specifications and other information submitted by each facility in the General Conditional Major Permit application. Facilities operating under this permit seek to limit their potential to emit to below the thresholds which define a major source by complying with the federally enforceable conditions contained in this permit. Permit coverage is subject to and conditioned upon the terms, limitations, standards, and schedules contained in or specified on said permit.

Interested persons may review the final general permit, materials submitted by the applicant, and any written comments received, during normal business hours, at the following location: SC DHEC, Bureau of Air Quality, 2600 Bull Street, Columbia, South Carolina, 29201.

This notice is given pursuant to the requirements of South Carolina Regulation 61-62.1, Section II G(7)(c). Comments and questions concerning any of the following individual facility's coverage under this permit should be directed to: Mr. Carl W. Richardson, P.E., Director, Engineering Services Division, Bureau of Air Quality, SC DHEC, 2600 Bull Street, Columbia, South Carolina, 29201 at (803) 898-4123.

Horry County

Unicon Concrete - Little River  
100 Highway 57  
North Little River, South Carolina

**DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL**

In accordance with Section 44-7-200(C), Code of Laws of South Carolina, the public is hereby notified that a Certificate of Need application has been accepted for filing and publication March 24, 2000, for the following project(s). After the application is deemed complete, affected persons will be notified that the review cycle has

## 8 NOTICES

begun. For further information, please contact Mr. Albert N. Whiteside, Director, Division of Planning and Certification of Need, 2600 Bull St., Columbia, SC 29201 at (803) 737-7200.

### Affecting Charleston County

Relocation of the Magill Laser Center from the Storm Eye Institute to the API Office Building.

Magill Laser Center

Mt. Pleasant, South Carolina

Project Cost: \$ 1,203,783

### Affecting Georgetown County

Construction for the upfit of shelled-in space to develop a 19 bed comprehensive rehabilitation unit for a total licensed capacity of 40 general acute care beds and 19 comprehensive rehabilitation beds.

Waccamaw Neck Hospital

Murrells Inlet, South Carolina

Project Cost: \$ 3,255,445

### Affecting Greenville County

Phase V Expansion project (new construction) at Greenville Memorial Hospital (GMH) to include a six floor addition to the front of GMH and the addition of four floors above the operating rooms on the second floor of GMH; expansion of clinical areas at GMH to include the Heart Institute, Women's Services, Children's Services and the Emergency Trauma Center; addition of one (1) comprehensive cardiac catheterization laboratory and one (1) electrophysiology (EP) laboratory for a total of seven (7) cardiac catheterization laboratories and two (2) dedicated EP labs at GMH; transfer of 13 general acute care beds from Hillcrest Hospital (HH) to GMH resulting in total licensed bed capacities of 43 general acute-care at HH and 641 acute care beds in private rooms, 53 rehabilitation beds, 72 psychiatric beds, and 48 hospital based nursing home beds at Greenville Memorial Medical Center.

Greenville Hospital System

Greenville, South Carolina

Project Cost: \$59,150,000

Renovation for the addition of 20 nursing home beds, which will not participate in the Medicaid (Title XIX) Program, for a total of 132 nursing home beds.

Laurel Bay Healthcare of Greenville, LLC d/b/a Grady Hipp Nursing Center

Greenville, South Carolina

Project Cost: \$ 815,120

### Affecting Horry County

Construction for the relocation of the existing free-standing, multi-speciality ambulatory surgery center with the new facility continuing to be licensed for two (2) operating rooms.

Carolina Regional Surgery Center

Myrtle Beach, South Carolina

Project Cost: \$ 3,484,905

## Affecting Richland County

Replacement of the existing fixed 1.0 MRI with a GE 1.5 Telsa MRI. The new MRI is to be located in the same location as the existing unit, in the basement of the Tower Building.

Palmetto Baptist Medical Center

Columbia, South Carolina

Project Cost: \$ 2,280,599

## Affecting Spartanburg County

Construction of a 43 bed nursing home, which will not participate in the Medicaid (Title XIX) Program, by Lutheran Homes of South Carolina, Inc.

RoseCrest Nursing Center

Inman, South Carolina

Project Cost: \$ 5,930,153

## Affecting Sumter County

Construction of a new 9,000 square foot facility to house outpatient imaging services to include an open MRI, CT Scanner, Ultrasound and X-Ray. Additionally, registration and lab support services will be provided.

Tuomey Outpatient Imaging Center

Sumter, South Carolina

Project Cost: \$ 7,082,500

In accordance with S.C. DHEC Regulation 61-15, the public and affected persons are hereby notified that the review cycle has begun for the following project(s) and a proposed decision will be made within 60 days beginning March 24, 2000. "Affected persons" have 30 days from the above date to submit comments or requests for a public hearing to Mr. Albert Whiteside, Director, Division of Planning and Certification of Need, 2600 Bull Street, Columbia, S.C. 29201. For further information call (803) 737-7200.

## Affecting Georgetown County

Construction for the upfit of shelled-in space to develop a 19 bed comprehensive rehabilitation unit for a total licensed capacity of 40 general acute care beds and 19 comprehensive rehabilitation beds.

Waccamaw Neck Hospital

Murrells Inlet, South Carolina

Project Cost: \$ 3,255,445

## Affecting Greenville County

Establishment of a freestanding, multi-specialty, ambulatory surgical center with two (2) operating rooms and one (1) cystoscopy room. The proposed project will include the practices of gynecology, urology, and plastic surgery.

Carolina Center Women and Subspecialty Care

Greenville, South Carolina

Project Cost: \$ 2,680,668



## 10 NOTICES

Affecting Horry County

Major renovation and expansion of the hospital with no change in licensed bed capacity.  
Grand Strand Regional Medical Center  
Myrtle Beach, South Carolina  
Project Cost: \$ 36,310, 709

Affecting Oconee County

Construction of forty-one (41) additional nursing home beds with twenty-five (25) beds participating in the Medicaid (Title XIX) Program for a total of 120 nursing home beds.  
Lila Doyle Nursing Care Facility  
Seneca, South Carolina  
Project: \$ 4,728,400

### DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL

#### PUBLIC NOTICE

Section IV of R.61-98, the State Underground Petroleum Environmental Response Bank (SUPERB) Site Rehabilitation and Fund Access Regulation, requires that the Department of Health and Environmental Control evaluate and certify site rehabilitation contractors to perform site rehabilitation of releases from underground storage tanks under the State Underground Petroleum Environmental Response Bank (SUPERB) Act. Pursuant to Section IV.B.1., the Department is required to place a list of those contractors requesting certification on public notice and accept comments from the public for a period of thirty (30) days. If you wish to provide comments regarding the companies and individuals listed below, please submit your comments in writing, no later than April 28, 2000 to:

Contractor Certification Program  
South Carolina Department of Health and Environmental Control  
Division of Underground Storage Tank Management  
Attn: Loraine Tindal  
2600 Bull Street  
Columbia, SC 29201

The following companies and individuals have applied for certification as Underground Storage Tank Site Rehabilitation Contractors:

#### Class I

BAT Associates, Inc.  
Contaminant Control, Inc.  
Quantum Environmental, Inc.  
Zapata Engineering

#### Class II

BAT Associates, Inc.  
Contaminant Control, Inc.  
Quantum Environmental, Inc.  
Zapata Engineering

**DEPARTMENT OF TRANSPORTATION  
TRAFFIC ENGINEERING SECTION  
PUBLICATION OF ROUTES COMPRISING THE  
SOUTH CAROLINA TRUCK NETWORK**

Pursuant to Regulation 63-393 as authorized by Section 56-5-4075 of the South Carolina Code of Laws (1976 as amended), effective as of the date of publication of this notice, the following list of routes and route segments comprises the South Carolina Truck Network. A newly designated route segment is included in the list. Tandem Trailer combinations and other larger vehicles are authorized to operate on the network.

SOUTH CAROLINA TRUCK NETWORK  
(Includes National Truck Network)

<b>Route</b>	<b>From</b>	<b>To</b>	<b>Miles</b>
US 1*	I-20, Near Lexington	I-20, Near West Columbia	5
US 1*	SC 151, McBee	US 601, Camden	32
US 15	North Carolina State Line	US 52, Society Hill	23
US 17***	I-95 (Exit 5)	Georgia State Line	13
US 17	I-95, Near Pocotaligo	US 21, Gardens Corner	9
US 17*	US 21, Gardens Corner	SC 7, Charleston	47
US 17**	I-26, Charleston	North Carolina State Line	117
US 21 BUS*	SC 121, Rock Hill	US 21, Rock Hill	1
US 21*	US 21 BUS, Rock Hill	I-77, Rock Hill	1
US 21	US 17, Gardens Corner	SC 170, Beaufort	13
US 21/178	US 601, Orangeburg	US 301, Orangeburg	2
US 25	North Carolina State Line	US 78, North Augusta	140
US 29*	SC 28, Anderson	I-85, North of Anderson	19
US 52	Moncks Corner	US 52/I-26 CONN., Goose Crk	19
US 52	US 15, Society Hill	S-411, Near Kingstree	62
US 52/ I-26	US 52, Goose Creek	I-26	2
US 76	SC 277, Columbia	I-126, Columbia	1
US 76	US 52, Florence	SC 576, Near Marion	20
US 76*	I-85, Near Anderson	US 123, Clemson	11
US 78	I-26, Near Goose Creek	US 52, Goose Creek	2
US 78	Georgia State Line	I-95, Near St. George	90
US 123	Bibb Street (S-70), Westminster	US 25, Greenville	41
US 176*	I-85, Spartanburg	SC 72, Near Whitmire	53
US 221*	I-26 (Exit 28)	SC 295, Near Spartanburg	5
US 276	I-85, Greenville	I-385, Near Simpsonville	5
US 278	SC 363, Hampton	US 301, Allendale	15

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US 301*	Georgia State Line	US 321, Ulmer	21
US 301	US 321, Ulmer	I-95, Santee	58
US 321	I-26, Near Columbia	I-95, Near Hardeeville	122
US 378	I-77, Columbia	US 501, Conway	120
US 501	SC 576, Marion	US 17, Myrtle Beach	42
US 521*	I-20, Near Camden	US 76/378, Sumter	23
US 601*	US 1, Camden	I-20, Near Lugoff	2
US 601	I-26, Near Jamison	US 21/178, Orangeburg	4
US 601	North Carolina State Line	SC 9, Pageland	3
SC 5*	US 321, York	SC 901, Near Rock Hill	13
SC 7*	US 17, Charleston	I-526, Charleston	1
SC 9*	SC 72, Chester	US 15/401, Bennettsville	98
SC 18*	North Carolina State Line	I-85 (Exit 95), Gaffney	7
SC 19*	US 25, South of Edgefield	US 78, Aiken	16
SC 24*	I-85, North of Anderson	SC 28, Anderson	10
SC 28*	SC 24, Anderson	SC 72, West of Abbeville	33
SC 38*	US 15/401, Bennettsville	I-95, Near Oak Grove	20
SC 49*	I-385, Near Laurens	I-26, Near Cross Anchor	7
SC 63	I-95 (Exit 53)	SC 363, East of Hampton	21
SC 64*	I-95, Near Walterboro	US 17, Jacksonboro	18
SC 72*	Georgia State Line	US 25, Greenwood	30
SC 72	US 25, Greenwood	SC 121, Rock Hill	91
SC 121*	SC 72, Rock Hill	US 21, Rock Hill	2
SC 121	SC 72, Whitmire	US 25, Trenton	60
SC 125*	US 78, Near North Augusta	US 301, Allendale	51
SC 151	SC 9, Pageland	US 52, Darlington	50
SC 277	I-77, Columbia	US 76, Columbia	8
SC 295*	SC 296, Spartanburg	US 176, Near Pacolet	12
SC 296*	I-26, Near Spartanburg	SC 295, Spartanburg	0.1
SC 363	SC 63, East of Hampton	US 278, Hampton	4
SC 576	US 76, Near Marion	US 501, Near Marion	3
SC 901*	SC 5, Rock Hill	SC 121, Rock Hill	4

\* Designated by State (Not on National Truck Network)

\*\* On US 17 at Charleston use Silas Pearman Bridge only

\*\*\* Addition effective with this notice

**DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL**  
**CHAPTER 61**

Statutory Authority: S.C. Code Section 48-1-10 et seq..

**Notice of Drafting:**

The Department of Health and Environmental Control (Department) proposes to amend R.61-62.60, *South Carolina Designated Facility Plan and New Source Performance Standards*, of the *Air Pollution Control Regulations and Standards*, R.61-62. Interested persons are invited to present their views in writing to Heather Preston, Air Planning, Development, and Outreach Division, Bureau of Air Quality, 2600 Bull Street, Columbia, SC 29201. To be considered, comments must be received by Monday, April 24, 2000, the close of the drafting comment period.

**Synopsis:**

The United States Environmental Protection Agency (USEPA), in accordance with Section 111 of the Clean Air Act (CAA), is required to establish emission standards for new air pollution sources that cause or contribute significantly to air pollution which may reasonably be anticipated to endanger public health or welfare. These standards are generally referred to as Standards of Performance for New Stationary Sources or New Source Performance Standards (NSPS). The CAA requires the USEPA to publish and periodically revise a list of industry categories and to publish NSPS reflecting the degree of emission reduction achievable through application of the best system of emission reduction. The purpose of these requirements is to prevent deterioration of air quality from the construction of new sources and to reduce control costs by building pollution controls into the initial design of the facilities.

On October 19, 1976, the USEPA delegated to the State of South Carolina the authority to implement and enforce the NSPS that had been promulgated as of January 15, 1976. On January 29, 1981, the USEPA again delegated to the State of South Carolina the authority for the NSPS that had been promulgated between January 15, 1976, and January 29, 1981. Since that time, the State of South Carolina has periodically requested and received delegation authority for NSPS.

The Department proposes to amend R.61-62.60, *South Carolina Designated Facility Plan and New Source Performance Standards*, of the *Air Pollution Control Regulations and Standards*, R.61-62, by adding a list of NSPS for which prior delegation has been granted. Since this revision is consistent with Federal requirements, legislative review is not required.

**DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL**  
**CHAPTER 61**

Statutory Authority: 1976 Code Sections 44-1-140(11); 48-1-10 et seq.

**Notice of Drafting:**

The Department of Health and Environmental Control proposes to repeal Regulation 61-66, *Industrial Waste Disposal Sites and Facilities*. Interested persons may submit their views by writing to Mr. Art Braswell, Director, Division of Mining and Solid Waste Management, Bureau of Land and Waste Management, S.C. Department of Health and Environmental Control, 2600 Bull Street, Columbia, S.C. 29201. To be considered, written comments must be received no later than 4:00 p.m. on April 24, 2000, the close of the drafting comment period.

**Synopsis:**

Regulation 61-66 addresses the minimum standards for industrial solid waste disposal. These standards are antiquated and obsolete, and have effectively been superseded by standards in Regulations 61-107.11, *Solid Waste*

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*Management: Construction, Demolition and Land-Clearing Debris Landfills*; 61-107.13, *Solid Waste Management: Municipal Solid Waste Incinerator Ash Landfills*; 61-107.16, *Solid Waste Management: Industrial Solid Waste Landfills*; and 61-107.258: *Solid Waste Management: Municipal Solid Waste Landfills*. In the interest of good government and efficiency, the Department proposes repeal of Regulation 61-66. Legislative review of the proposed repeal is required.

### DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL CHAPTER 61

Statutory Authority: 1976 Code Sections 44-1-140(11); 48-1-10 *et seq.*

#### Notice of Drafting:

The Department of Health and Environmental Control proposes to repeal Regulation 61-70, *Sanitary Landfill Design, Construction and Operation*. Interested persons may submit their views by writing to Mr. Art Braswell, Director, Division of Mining and Solid Waste Management, Bureau of Land and Waste Management, S.C. Department of Health and Environmental Control, 2600 Bull Street, Columbia, S.C., 29201. To be considered, written comments must be received no later than 4:00 p.m. on April 24, 2000, the close of the drafting comment period.

#### Synopsis:

Regulation 61-70 specifies the design, construction and operation requirements of sanitary landfills. The standards for Regulation 61-70 are antiquated and obsolete, and have effectively been superseded by standards promulgated in Regulations 61-107.11, *Solid Waste Management: Construction, Demolition and Land-Clearing Debris Landfills*; 61-107.13, *Solid Waste Management: Municipal Solid Waste Incinerator Ash Landfills*; 61-107.16, *Solid Waste Management: Industrial Solid Waste Landfills*; and 61-107.258, *Solid Waste Management: Municipal Solid Waste Landfills*. In the interest of good government and efficiency, the Department proposes repeal of Regulation 61-70. Legislative review of the proposed repeal is required.

### DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL CHAPTER 61

Statutory Authority: 1976 Code Sections 44-96-260, 44-96-290, 44-96-300, 44-96-310, 44-96-360, and 44-96-450.

#### Notice of Drafting:

The Department of Health and Environmental Control proposes to amend R.61-107, *Solid Waste Management*. A new regulation is being proposed to address off-site treatment of contaminated soil which is not hazardous waste as defined by Resource Conservation and Recovery Act (RCRA) and R.61-79, *Hazardous Waste Management Regulations*. A notice of drafting for this proposed regulation was originally published in the State Register on Friday, May 28, 1999. In an effort to obtain consistency within the agency, this reissuance is to allow additional time to coordinate with other program areas within the Department that address treatment of contaminated soil. Interested persons may submit their views by writing to Art Braswell at SCDHEC, Bureau of Land & Waste Management, 2600 Bull St., Columbia, SC 29201. To be considered, written comments must be received no later than 5:00 p.m. on April 24, 2000, the close of the drafting comment period.

#### Synopsis:

The proposed new regulation will address, but not be limited to, minimum standards for the site selection, design, operation, and closure of facilities treating contaminated soil which is not hazardous waste as defined by RCRA and Hazardous Waste Management Regulations that is excavated and treated off-site. The regulation will

allow and encourage the recycling/treatment of contaminated soil in lieu of landfilling. This regulation is not applicable to on-site treatment of contaminated soil.

Legislative review of this proposal is required.

**Commission on Higher Education**

CHAPTER 103

Statutory Authority: 1976 Code Section 59-103-45 (As Amended)

**Notice of Drafting:**

The Commission on Higher Education proposes to draft regulations for the closure, reduction, expansion, or consolidation of an institution and amend regulations that address performance benchmarks and funding. Interested persons may submit comments to Dr. Michael Smith, Director, Division of Planning, Assessment and Performance Funding, SC Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC, 29201. To be considered, comments must be received no later than 5:00 p.m. on April 24, 2000.

**Synopsis:**

The General Assembly passed Act 359 (59-103-45), which identified critical success factors for academic quality in the institutions of higher learning in the state and the performance indicators by which these success factors can be measured. The Act included the requirement that the Commission develop standards and measurement mechanisms for the critical success factors for these performance indicators. In addition, the General Assembly directed the Commission to base the higher education funding formula on an institution's achievement of these standards, and authorizes the Commission to reduce, expand, or consolidate any institutions which do not meet these standards. Beginning July 1, 1999, the Commission is authorized to close institutions that do not meet these standards. Finally, the Act required that the Commission develop regulations detailing the process for the closure, reduction, expansion or consolidation of an institution.

Legislative review of the regulations will be required.

**DEPARTMENT OF LABOR, LICENSING AND REGULATION**

**BOARD OF EXAMINERS FOR THE LICENSURE OF PROFESSIONAL COUNSELORS, MARRIAGE AND FAMILY THERAPISTS, AND PSYCHO-EDUCATIONAL SPECIALISTS**

CHAPTER 36

Statutory Authority: 1976 Code Section 40-75-05, et seq.

**Notice of Drafting:**

The Board of Examiners for the Licensure of Professional Counselors, Marriage and Family Therapists, and Psycho-educational Specialists is repealing existing regulations in their entirety in order to include a new licensing group, and expand and clarify existing regulations to be consistent with recent amendments to the practice act. Interested persons should submit their views in writing to Ms. Marjorie Montgomery, Administrator, Board of Examiners for the Licensure of Professional Counselors, Marriage and Family Therapists, and Psycho-educational Specialists, Department of Labor, Licensing and Regulation, Post Office Box 11329, Columbia, South Carolina 29211-1329.

**Synopsis:**

Revisions are being made to include psycho-educational specialists. They will also clarify the licensure requirements for licensed professional counselors, marriage and family therapists, licensed professional counselor

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interns, marriage and family therapy interns, licensed professional counselor supervisors, and marriage and family therapy supervisors.

In addition, the proposed regulations will include an impaired practitioners program and provide a code of ethics for each group of licensees.

**WORKERS' COMPENSATION COMMISSION**  
**CHAPTER 67**  
Statutory Authority: 1976 Code Section 42-3-30

### **Notice of Drafting:**

The South Carolina Workers' Compensation Commission proposes to amend a regulation in order to update and further refine the submission of evidence at hearings. Interested persons should submit their views in writing to Janet Godfrey Wilson, General Counsel, South Carolina Workers' Compensation Commission, Post Office Box 1715, Columbia, South Carolina 29202-1715. To be considered, comments must be received no later than 5:00 p.m. on April 21, 2000, the close of the drafting comment period.

### **Synopsis:**

The Commission proposes to amend 25A S.C. Code Ann. Regs. 67-612 to clarify the procedure for filing APA submissions and the acceptable format.







Document No. 2517  
**PUBLIC SERVICE COMMISSION**  
 CHAPTER 103

Statutory Authority: 1976 Code Sections 58-3-140, as amended, and 58-5-210

- 103-512.3.1. Amount of Bond
- 103-712.3.1. Amount of Bond

**Preamble:**

The Public Service Commission proposes to amend 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) regarding the amount of bond that water and wastewater utilities must file with the Public Service Commission. On June 1, 1999, S.C. Code Ann. Section 58-5-720 (Supp. 1999) was amended by the South Carolina General Assembly. This amendment requires any water or sewer utility regulated by the Public Service Commission, for the construction, operation, maintenance, acquisition, expansion, or improvement of any facility or system, to file with the Commission a bond with sufficient surety or certificates of deposit in an amount not less than one hundred thousand dollars and not more than three hundred fifty thousand dollars payable to the Commission. 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) should be amended so that the amount of bonds in these regulations is consistent with S.C. Code Ann. Section 58-5-720 (Supp. 1999).

A Notice of Drafting was published in Volume 24, Issue No. 2 of the *State Register* published February 25, 2000.

Section-by-Section Discussion

- 103-512.3.1. This regulation is being amended to comply with S.C. Code Section 58-5-720 (Supp. 1999)
- 103-712.3.1. This regulation is being amended to comply with S.C. Code Section 58-5-720 (Supp. 1999)

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

Individuals interested in commenting on the proposed amendments to 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) may do so by submitting comments in writing to Mr. Gary E. Walsh, Executive Director, Public Service Commission of South Carolina, P.O. Drawer 11649, Columbia, South Carolina 29211. To be considered, comments must be received no later than 4:45 p.m. on April 28, 2000, the close of the drafting comment period. Please refer to Docket No. 2000-0045-W/S in written comments forwarded to the Commission. A public hearing on the proposed amendments to 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) will be held on May 25, 2000, at 10:30 a.m. before the Commission in the Commission's Hearing Room at 101 Executive Center Drive, Saluda Building, Columbia, South Carolina.

**Preliminary Fiscal Impact Statement:**

There will be no increased cost to the State or its political subdivisions.

**Statement of Need and Reasonableness:**

DESCRIPTION OF REGULATION: 103-512.3.1 and 103-712.3.1., AMOUNT OF BOND

Purpose: 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) are being amended by increasing the amount of bonds or certificates of deposits that water and wastewater utilities must post with the South Carolina Public Service Commission prior to constructing, operating, maintaining, acquiring, expanding, or improving any facility or system. After these amendments are promulgated, 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) will be consistent with the minimum and maximum amount of bonds in the recently amended S.C. Code Ann. Section 58-5-720 (Supp. 1999).

Legal Authority: The legal authority for amending the proposed regulations is Sections 58-3-140, as amended, and 58-5-210 of the 1976 Code of Laws.

## 18 PROPOSED REGULATIONS

Plan for Implementation: The amended regulations will take effect upon approval by the General Assembly and publication in the *State Register*. After the amended regulations take effect, 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) will comply with S.C. Code Ann. Section 58-5-720 (Supp. 1999).

### DETERMINATION OF NEED AND REASONABLENESS OF THE PROPOSED REGULATION BASED ON ALL FACTORS HEREIN AND EXPECTED BENEFITS:

The increased minimum and maximum amount of bonds will provide financial support for a water or wastewater utility system that is abandoned or improperly maintained. In addition, due to the recent amendments to S.C. Code Ann. Section 58-5-720 (Supp. 1999) whereby the minimum and maximum amount of bonds were increased, the proposed amendments to 26 S.C. Code Ann. Regs. 103-512.3.1. and 103-712.3.1. (Supp. 1999) should be promulgated. The proposed amendments to these regulations specify the amount of bond based on the total number of water and wastewater customers that the utility has received authorization to serve from the Department of Health and Environmental Control.

### DETERMINATION OF COSTS AND BENEFITS:

Water and wastewater utilities who wish to construct, operate, maintain, acquire, expand, or improve any facility or system must post an increased amount of bond with the Public Service Commission due to the recently amended S.C. Code Ann. Section 58-5-720 (Supp. 1999). The increased minimum and maximum amount of bonds will benefit customers who are the victims of abandoned or improperly maintained water or wastewater utility systems.

UNCERTAINTIES OF ESTIMATES: None

### EFFECT ON ENVIRONMENT AND PUBLIC HEALTH:

If a water or wastewater utility system is abandoned, the increased amount of minimum and maximum bonds will help to insure that the system is adequately and properly maintained.

### DETRIMENTAL EFFECT ON THE ENVIRONMENT AND PUBLIC HEALTH IF THE REGULATION IS NOT IMPLEMENTED:

If water and wastewater utility systems are not properly maintained, the effect on the public health and the environment could be horrendous. The increased minimum and maximum amount of bonds that must be posted with the South Carolina Public Service Commission will help deter the detrimental effect an abandoned or improperly maintained system could have on the environment and public health.

### Text:

The full text of this regulation is available on the South Carolina General Assembly Home Page: [www.lpitr.state.sc.us](http://www.lpitr.state.sc.us). If you do not have access to the Internet, the text may be obtained from the promulgating agency.

Document No. 2521

## **SOUTH CAROLINA JOBS – ECONOMIC DEVELOPMENT AUTHORITY**

Chapter 68

Statutory Authority: S.C. Code Ann. § 43-41-90

68-10(B), Loan Eligibility Requirements.

### Preamble:

The South Carolina Jobs – Economic Development Authority proposes to repeal Regulation 68-10(B), Loan Eligibility Requirements. Regulation 68-10(B) currently prohibits the South Carolina – Jobs Economic

Development Authority from making economic development bond loans or Community Development Block Grant loans to commercial and restaurant establishments, except under certain specifically defined circumstances.

The purpose of repealing Regulation 68-10(B) is to allow South Carolina – Jobs Economic Development Authority to finance additional types of projects, provided that such projects are within the scope of the Authority’s authorizing legislation and the South Carolina Constitution.

Notice of Drafting for the proposed repeal of Regulation 68-10(B) was published on February 25, 2000.

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

If timely requested by twenty-five or more persons, by a governmental subdivision or agency, or by an association having not fewer than twenty-five members, the South Carolina Jobs – Economic Development Authority will hold a public hearing in its offices at 1201 Main Street, Suite 1750, Columbia, South Carolina 29201, on May 24, 2000 beginning at 10:30 a.m.

Written comments or requests for a public hearing must be submitted in writing no later than April 24, 2000, to Elliott Franks, Executive Director of the South Carolina Jobs – Economic Development Authority, at 1201 Main Street, Suite 1750, Columbia, SC 29201.

**Preliminary Fiscal Impact Statement:**

The repeal of Regulation 68-10(B) will not impose any costs on the State of South Carolina or its political subdivisions.

**Summary of Preliminary Assessment Report:**

The repeal of Regulation 68-10(B) will not have a substantial economic impact. Therefore, pursuant to Sections 1-23-110(A)(2) and 1-23-115(B) of the South Carolina Code of Laws of 1976, as amended, a preliminary assessment report is not required.

**Statement of Need and Reasonableness:**

This Statement of Need and Reasonableness has been prepared pursuant to Section 1-23-115(C)(1) through – 115(C)(11) of the South Carolina Code of Laws of 1976, as amended.

1. Description of the regulation; purpose and legal authority for regulation; plan of implementation.

The South Carolina – Jobs Economic Development Authority (the “Authority”) proposes to repeal Regulation 68-10(B) in order to remove an internally imposed restriction on its ability to finance certain types of commercial or retail facilities.

The Authority may promulgate, amend, or repeal regulations pursuant to the statutory authority of Section 43-41-90 of the South Carolina Code of Laws of 1976, as amended.

Following the repeal of Regulation 68-10(B), the Authority will rely on advice of counsel in determining whether a proposed financing is in compliance with the South Carolina Constitution and South Carolina case law.

2. Need for and reasonableness of the regulation.

Even in the absence of Regulation 68-10(B), the South Carolina Constitution and South Carolina case law will limit the types of facilities that the Authority may finance. The Authority has been counseled that Regulation 68-

## 20 PROPOSED REGULATIONS

10(B) may prevent it from financing facilities that would otherwise be permitted under the South Carolina Constitution and South Carolina case law. Therefore, the Authority desires to remove this artificial limitation on its capacity to effectively encourage economic development in the State of South Carolina.

### 3. Costs and benefits of the regulation.

Repealing Regulation 68-10(B) will not impose any additional costs on the State of South Carolina or its political subdivisions, but will simplify the procedure by which the Authority serves its statutory purposes. This simplification may reduce staff time and legal costs incurred in approving a proposed financing. In addition, it will allow the Authority to more efficiently allocate its resources and award conduit financing based on the economic effect of proposed projects.

### 4-8. Effect on competition, cost of living and doing business, and employment in the area in which the regulation will be implemented; source of revenue; short-term and long-term economic impact of the regulation.

The repeal of Regulation 68-10(B) will not adversely affect competition, the costs of living or doing business, or employment in any area of the State of South Carolina. Certain projects financed by the Authority, however, may increase competition and employment within a given geographic area, and may thereby increase the costs of living or doing business in such areas, but such effects will be positive for such areas and for the State of South Carolina.

Because the repeal of Regulation 68-10(B) will not impose any additional costs on the State of South Carolina or its political subdivisions, no source of revenues to defray such costs will be required.

The short- and long-term economic effects of the repeal of Regulation 68-10(B) will be to diversify the types of projects that the Authority may finance.

### 9. Uncertainties of estimates.

The descriptions and estimates contained herein are subject to little or no uncertainty.

### 10. Effect of the regulation on the environment and public health.

Certain projects financed by the Authority may have an effect on the environment or on the public health. The additional types of projects that the Authority may finance following the repeal of Regulation 68-10(B), however, will be certain commercial and retail facilities and are therefore not expected to have any such effects.

11. Effect of non-implementation of the regulation on the environment and public health.

Were Regulation 68-10(B) not to be repealed, there would be no detrimental effect on the environment or the public health.

**Text:**

Regulation 68-10(B) is repealed.

Document No. 2518

**DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL**

**CHAPTER 61**

Statutory Authority: 1976 Code Sections 44-7-250, 44-7-260(A), and 1-23-120(I)

R.61-16, Standards For Licensing Hospitals and Institutional General Infirmaries

**Preamble:**

The Department proposes to amend R.61-16 to revise/update those sections of the standards relating to perinatal care (Sections 607-610.4), specifically addressing the creation of a Level II-Enhanced facility designation, technological capabilities, and supervision by a neonatologist. See Discussion below and Statement of Need and Reasonableness herein.

A Notice of Drafting for this proposed amendment was published in the *State Register* on December 24, 1999.

Discussion of Proposed Revisions:

Section 607 describes the specific requirements for designations of those hospitals which provide perinatal services and the requirement for documented relationships with regional perinatal centers.

Section 608 describes specific personnel requirements of each level of perinatal hospital and that these substantially meet the recommendations outlined in the Guidelines for Perinatal Care, fourth edition.

Section 609 requires that physical facilities, obstetrical and neonatal care, neonatal resuscitation, and inter-hospital transport of patients meet the recommendations outlined in national guidelines.

Section 610 describes the requirements for policies and procedures regarding the evaluation of perinatal care.

**Notice of Staff Informational Forum:**

The staff of the Department of Health and Environmental Control invite interested members of the public and regulated community to attend Staff Informational Forums as follows: April 25, 2000, at 1:30 pm in the Peoples Auditorium in the Sims-Aycock Building at 2600 Bull Street, Columbia, S.C.; May 2, 2000, at 11:00 am in the Greenville County Council Chambers, 301 University Ridge, Suite 100, County Square, Greenville, S.C.; May 12, 2000, at 11:00 am in the North Charleston Council Chambers, City Hall, North Charleston, S.C.; and May 16, 2000, at 11:00 am in the Florence Health Department Auditorium, 145 E. Cheves Street, Florence. The purpose of these forums is to answer questions, clarify issues, and receive comments from interested persons on the proposed regulation. Comments received shall be considered by the staff in formulating the final draft proposal for submission to the Board of Health and Environmental Control for Public Hearing scheduled pursuant to S.C. Code Section 1-23-110 and - 111 as noticed below.

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Interested persons are also provided an opportunity to submit written comments to the forum by writing to Jerry L. Paul, Director, Division of Health Licensing, DHEC, 2600 Bull Street, Columbia, S.C. 29201. To be considered, written comments for the forum and comment period must be received no later than 4:00 p.m. on May 16, 2000. Oral and written comments received during the forum comment period shall be considered by the staff in formulating the final draft proposal for submission to the Board of Health and Environmental Control for Public Hearing on July 13, 2000, as noticed below. Comments received by the deadline date shall be submitted to the Board in a Summary of Public Comments and Department Responses for consideration at the Public Hearing.

Copies of the proposed regulation for public notice and comment may be obtained by contacting Mr. Jerry L. Paul at the above address, or by calling (803)737-7370.

### **Notice of Board Public Hearing and Opportunity for Public Comment Pursuant to S.C. Code 1-23-110 and 1-23-111:**

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 Board of Health and Environmental Control at its regularly scheduled Board meeting on July 13, 2000. The Public Hearing will be held in the Board Room of the Commissioner's Suite (Room 3420), Third Floor, Aycock Building of the Department of Health and Environmental Control, 2600 Bull Street, Columbia, S.C. The Board meeting commences at 10:00 a.m., at which time the Board will consider items on its agenda in the order presented. The agenda is published by the Department ten days in advance of the meeting. Persons desiring to make oral comments at the hearing are asked to limit their statements to five minutes and, as a courtesy, are asked to provide written copies of their presentations for the record.

Interested persons may also submit written comments during the public comment period by writing to Mr. Jerry L. Paul, Director, Division of Health Licensing, DHEC, 2600 Bull St., Columbia, S.C. 29201: Telephone number (803) 737-7370; Fax number (803) 737-7212. To be considered, written comments must be received before 4:00 p.m. on May 16, 2000. Comments received by the deadline date shall be considered by staff in formulating the final proposed regulation for Public Hearing on July 13, 2000, as noticed above. Comments received shall be submitted in a Summary of Public Comments and Department Responses for the Board's consideration at the Public Hearing noticed above.

Copies of the final proposed regulation for consideration at the Public Hearing before the DHEC Board may be obtained by contacting Jerry L. Paul at the above address, or by calling (803)737-7370.

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

Additional costs to the state and its political subdivisions are expected.

### **Statement of Need and Reasonableness**

This statement of need and reasonableness was determined by staff analysis pursuant to S.C. Code, Section 1-23-115(C)(1)-(3) and (9)-(11).

**DESCRIPTION OF REGULATION:** Amendment of R.61-16, Standards For Licensing Hospitals and Institutional General Infirmaries as related exclusively to perinatal care.

**Purpose of Regulation Amendment:** This amendment will revise those sections of the standards relating to perinatal care in their entirety (Sections 607-610.4) in order to reflect current practice, and to comply with the Board's directives. The revision will specifically address the creation of a Level II-Enhanced facility designation, technological capabilities, and supervision by a neonatologist. See Determination of Need and Reasonableness below.

Legal Authority: The legal authority for R.61-16 are Sections 44-7-250, 44-7-260(A), and 1-23-120(I), S.C. Code of Laws, 1976, as amended.

Plan for Implementation: The proposed amendment will be incorporated into R.61-16 and will take effect upon publication in the *State Register* following approval by the Board of Health and Environmental Control and the S.C. General Assembly. The proposed amendment will be implemented by providing the regulated community with copies of the amended regulation.

DETERMINATION OF NEED AND REASONABLENESS OF THE PROPOSED REGULATION AMENDMENT BASED ON ALL FACTORS HEREIN AND EXPECTED BENEFITS:

R.61-16 was last amended in 1992. S.C. Code Ann. Section 1-23-120(I) of the S.C. Administrative Procedures Act requires state agencies to perform a review of its regulations every five years and update them if necessary.

As a result of the review of this regulation, statutory mandates, and need to update the regulation pertaining to perinatal care, the proposed amendment is needed and reasonable.

DETERMINATION OF COSTS AND BENEFITS: Additional costs to the state and its political subdivisions are expected. It is anticipated that there will be additional costs to the regulated community.

UNCERTAINTIES OF ESTIMATES: None

EFFECT ON ENVIRONMENT AND PUBLIC HEALTH: There will be no effect on the environment. The revision will promote public health by incorporating updated standards which will have a beneficial effect on perinatal care in hospitals.

DETRIMENTAL EFFECT ON THE ENVIRONMENT IF THE REGULATION AMENDMENT IS NOT IMPLEMENTED: If the revision is not implemented, clinical perinatal standards will be less consistent with current national standards resulting in continued difficulties related to compliance.

**Text:**

The full text of this regulation is available on the South Carolina General Assembly Home Page: [www.lpitr.state.sc.us](http://www.lpitr.state.sc.us). If you do not have access to the Internet, the text may be obtained from the promulgating agency.

Document No. 2519  
**DEPARTMENT OF HEALTH AND ENVIRONMENTAL CONTROL**  
CHAPTER 61

Statutory Authority: 1976 Code Section 13-7-40, as amended

R.61-63. Radioactive Materials (Title A)

**Preamble:**

The Nuclear Regulatory Commission continually updates regulations, and state regulations are amended regularly to incorporate federal updates. Section 274 of the Atomic Energy Act of 1954, as amended, requires states to adopt federal regulations and updates for compatibility. The Department proposes to add or amend various sections in Parts II through V of R.61-63 for compatibility. Major topics include sections on deliberate



## 24 PROPOSED REGULATIONS

misconduct, exemption for Carbon-14 urea for "in vivo" diagnostic use, reciprocal recognition of Agreement State licenses, criteria for the release of individuals administered radioactive material, and requirements for industrial radiography operations. Proposed regulations will comply with Title 10 CFR Parts 20 (May 29, 1997), 30 (February 27, 1997, January 2, 1998 and February 12, 1998), 34 (June 27, 1997), and 35 (May 29, 1997).

A Notice of Drafting for this amendment was published in the State Register on October 22, 1999. The revision is being promulgated to comply with federal law; neither a fiscal impact statement nor preliminary assessment report is required. See discussion of proposed revisions below and a statement of need and reasonableness provided herein.

### Discussion of Proposed Revisions

- (1) Added section to describe a Deliberate Misconduct rule.

#### SECTION

#### REVISION

61-63.2.1.2 Describes what actions may be interpreted as deliberate misconduct and addresses possible enforcement action.

- (2) A new section that exempts capsules containing Carbon-14 urea for "in vivo" diagnostic use for humans.

#### SECTION

#### REVISION

61-63.2.20.2.7 Adds new section to permit any person to receive, possess, use, transfer, own or acquire for "in vivo" diagnostic use, capsules containing one microcurie of C-14 urea without a license.

- (3) Gives reference to the recognition of Agreement State Licenses in areas under exclusive Federal jurisdiction within an Agreement State.

#### SECTION

#### REVISION

61-63.2.21.1 Clarifies the locations in which reciprocal recognition of licenses is granted.

61-63.2.21.1.2 Revises this section to omit a waiver regarding filing of written notifications.

61-63.2.21.1.5 Revises section to designate areas for reciprocal recognition regarding possession of radioactive material.

61-63.2.21.1.6 Adds section to address reciprocal licensure in offshore waters.

- (4) Revises dose limits to exclude doses due to exposure of patients to radiation for medical purposes and due to exposure from individuals administered radioactive material and released in accordance with RHA 4.8.12.

#### SECTION

#### REVISION

61-63.3.1 Revises dose limits to exclude doses due to exposure of patients to radiation for medical purposes and due to exposure from individuals administered radioactive material and released in accordance with RHA 4.8.12. medical purposes and due to exposure from individuals administered radioactive material and released in accordance with RHA 4.8.12.

- 61-63.3.2.48 Revises definition to exclude doses received from exposure to individuals administered radioactive material and released in accordance with RHA 4.8.12.
- 61-63.3.2.52 Revises definition to exclude doses received from exposure to individuals administered radioactive material and released in accordance with RHA 4.8.12.
- 61-63.3.13.1.1 and .3.13.1.2 Revises section to exclude doses from exposure to individuals administered radioactive material and released in accordance with RHA 4.8.12.

(5) Changes posting requirements in hospitals due to revised patient release criteria.

SECTION                      REVISION

- 61-63.3.23.2 Section revised to use the term "licensee control" rather than "confinement" because the latter term no longer applies to RHA 4.8.12.
- 61-63.3.23.2.1 and 3.23.2.2 Sections deleted because these paragraphs no longer apply to the posting of patients' rooms.

(6) New section added to change patient release criteria following medical administration of radioactive material.

SECTION                      REVISION

- 61-63.4.8.12 through 4.8.12.5 Revises section to change patient release criteria to a dose limit of 0.5 rem total effective dose equivalent to an individual from exposure to a released patient.
- 61-63.4.11.3.1.6 and 4.13.3.1.5 Sections deleted and placed in reserved status because these paragraphs are redundant now that RHA 4.8.12 has requirements for instructions for released patients.
- 61-63.4.13.3.1 Revised section to reference revised release criteria.
- 61-63.4.13.3.1.1 Section revised to delete inapplicable text due to revised release criteria for patients.

(7) Revisions outlining current requirements for Industrial Radiography Operations.

- 61-63.5.1 Revised to clarify purpose for Part V regulations.
- 61-63.5.3 Revision of definitions.
- 61-63.5.4.2 through 5.4.11 Deletion of existing training program requirements and replacement with new procedures for verification of training program.
- 61-63.5.5 Revision of limits on external radiation levels from storage containers and source changers.
- 61-63.5.6 Revision of miscellaneous locking requirements for radiography equipment.
- 61-63.5.7 Revision of labeling, storage and transportation requirements.
- 61-63.5.8 Revision of radiation survey instrument requirements.
- 61-63.5.9 Modification to include requirements for leak testing depleted uranium.

## 26 PROPOSED REGULATIONS

- 61-63.5.10 Section revised to specify content of inventory records.
- 61-63.5.11 Revision of requirements for maintaining utilization logs.
- 61-63.5.12 Training requirements revised and expanded for radiographer and radiographer's assistant.
- 61-63.5.13 Operating and emergency procedures revised to include additional instructions.
- 61-63.5.14 Personnel monitoring requirements revised to include wearing of electronic personal dosimeters and to specify exchange frequencies.
- 61-63.5.15 Section revised regarding surveillance of a radiographic operation at permanent radiographic installations.
- 61-63.5.17 Revision to survey requirement following each radiographic exposure.
- 61-63.5.19 Revision to require written procedures and records for inspection and maintenance of radiographic equipment.
- 61-63.5.20 Revision to regulation governing entrance to a permanent radiographic installation.
- 61-63.5.21 Section replaced with regulation outlining requirements for radiography performed at locations other than permanent radiographic installations.
- 61-63.5.22 Section replaced with training requirements for a Radiation Safety Officer.
- 61-63.5.23 Section added to specify form of records.
- 61-63.5.24 Section added to specify location of documents and records.
- 61-63.5.25 Section renumbered - No changes to content.
- 61-63.5.26 Section added to specify requirements of certification programs for radiographers.

### **Notice of Staff Informational Forum:**

Staff of the Department of Health and Environmental Control invite interested members of the public to attend a staff-conducted informational forum to be held on April 24, 2000 at 10:00 a.m. in Room 103, 1st floor of the Heritage Building at the Department of Health and Environmental Control at 1777 St. Julian Place, Columbia, S.C. 29201.

Interested persons are also provided an opportunity to submit written comments to T. Pearce O'Kelley, Chief, Bureau of Radiological Health at South Carolina Department of Health and Environmental Control, 2600 Bull Street, Columbia, SC 29201. Written comments must be received no later than 4:00 p.m. April 24, 2000. Comments received by the deadline date will be considered in formulating the final proposed amendment for public hearing before the Board of Health and Environmental Control as noticed below. Comments received shall be submitted to the Board in a Summary of Public Comments and Department Responses for consideration at the public hearing.

Copies of the proposed regulation for public notice and comment may be obtained by contacting Melinda Bradshaw at South Carolina Department of Health and Environmental Control, Bureau of Radiological Health, 2600 Bull Street, Columbia, SC 29201, or by calling (803) 737-7400.

**Notice of Board Public Hearing and Opportunity for Public Comment Pursuant to S.C. Code Sections 123-111:**

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 Board of Health and Environmental Control at its regularly-scheduled meeting on May 11, 2000 to be held in Room 3420 (Board Room) of the Commissioner's Suite, third floor, Aycock Building of the Department of Health and Environmental Control, 2600 Bull Street, Columbia, S.C. The Board meeting commences at 10:00 a.m. at which time the Board will consider items on its agenda in the order presented. The order of presentation for public hearings will be noted in the Board's agenda to be published by the Department ten days in advance of the meeting. Persons desiring to make oral comments at the hearing are asked to limit their statements to five minutes or less, and as a courtesy are asked to provide written copies of their presentation for the record.

Interested persons are also provided an opportunity to submit written comments on the proposed amendments by writing to T. Pearce O'Kelley, Chief, Bureau of Radiological Health, 2600 Bull Street, Columbia, SC 29201, or by calling (803) 737-7400. Comments must be received no later than 4:00 p.m. on April 24, 2000. Comments received shall be considered by the staff in formulating the final proposed regulation for public hearing on May 11, 2000, as noticed above. Comments received by the deadline shall be submitted to the Board in a Summary of Public Comments and Department Responses for consideration at the public hearing.

**Statement of Need and Reasonableness:**

The statement of need and reasonableness was determined based on staff analysis pursuant to S.C. Code Section 1-23-115(c)(1)-(3) and (9)-(11):

DESCRIPTION OF REGULATION: R.61-63, Radioactive Materials (Title A)

Purpose: To amend Regulation 61-63 in accordance with changes to Federal Regulation 10 CFR Part 20, 30, 34, and 35.

Legal Authority: This change to state law is authorized by S.C. Code Section 13-7-40 and required by Section 274 of the Atomic Energy Act, 40 U.S.C. Section 2021b.

Plan for Implementation: Existing staff of the Bureau of Radiological Health will implement these changes. The additional requirements are expected to require 30 man days of effort. Impact on other program areas will be slight.

DETERMINATION OF NEED AND REASONABLENESS OF THE PROPOSED REGULATION AND EXPECTED BENEFIT: This regulatory amendment is exempt from the requirements of a Preliminary Fiscal Impact Statement or a Preliminary Assessment Report because each change is necessary to maintain compatibility with Federal regulations. In amending the Federal regulations, the U.S. Nuclear Regulatory Commission found the following:

The proposed regulation provides recognition of Agreement State Licenses in areas under exclusive federal jurisdiction within an Agreement State.

The proposed regulation revises the criteria for the release of individuals administered radioactive material.

The proposed regulation incorporates numerous additions to the industrial radiography licensing and operational requirements. Included in this section are requirements for radiographer certification.

The proposed regulation exempts the radioactive drug Carbon-14 urea for "in-vivo" diagnostic use.

## 28 PROPOSED REGULATIONS

The proposed regulation identifies a Deliberate Misconduct Rule and outlines applicable enforcement actions.

**DETERMINATION OF COSTS AND BENEFITS:** No additional cost will be incurred by the State or its political subdivisions by the implementation of this amendment. Existing staff and resources will be utilized to implement this amendment to the regulation. It is anticipated that the amendment will not create any significant additional cost to the regulated community based on the fact that the requirements or changes to the regulation will be substantially consistent with the current guidelines and review guidelines utilized by the Department.

**UNCERTAINTIES OF ESTIMATES:** None.

**EFFECT ON ENVIRONMENT AND PUBLIC HEALTH:** It is necessary to update existing regulations as changes occur at the federal level in order to maintain compatibility with the federal government and other Agreement States. This will ensure an effective regulatory program for radioactive material users under state jurisdiction, and protection of the public and workers from unnecessary exposure to ionizing radiation.

**DETRIMENTAL EFFECT ON THE ENVIRONMENT AND PUBLIC HEALTH IF THE REGULATION IS NOT IMPLEMENTED:** None. Federal requirements will apply to all affected users. The proposed amendments eliminate possible duplicative or redundant requirements.

**Text:**

The full text of this regulation is available on the South Carolina General Assembly Home Page: [www.lpitr.state.sc.us](http://www.lpitr.state.sc.us). If you do not have access to the Internet, the text may be obtained from the promulgating agency.

Filed: March 9, 2000, 4 PM

Document No. 2520  
**DEPARTMENT OF CONSUMER AFFAIRS**  
CHAPTER 28  
Statutory Authority: 1976 Code Section 37-1-109 and  
37-6-104 (1) (e)

28-62. Adjustment of Dollar Amounts, as amended

**Emergency Situation:**

Section 37-1-109 provides that the Administrator shall announce by regulation the changes in specified dollar amounts in the Consumer Protection Code. Subsection (4)(a) of Section 37-1-109 requires that the changes in dollar amounts be announced by regulation on or before April 30th of each year in which dollar amounts change. Subsection (2) of Section 37-1-109 requires that the changes in dollar amounts be made effective on July 1st of each even numbered year. A Notice of Drafting period for a proposed amendment to Regulation 28-62 was published in Volume 23, Issue 2 of the State Register on February 25, 2000. The announcement of rates must be made sooner than the process for promulgation of permanent regulations will allow under the Administrative Procedures Act.

Section 37-1-109, as written, clearly reflects the intention of the General Assembly that consumers and consumer credit industry be given advance notice of changes to be made in dollar amounts in the Consumer Protection Code. Therefore, the Department finds, pursuant to S.C. Code Ann. Section 1-23-130 that imminent peril to public health, safety, or welfare requires immediate promulgation of an emergency regulation prior to compliance with the procedures prescribed in the Administrative Procedures Act, S.C. Code Ann. Section 1-23-10 et seq.

**Text:**

### 30 EMERGENCY REGULATIONS

7/1/00 through 6/30/02

Consumer Protection Code Section	Section	Change Dollar From	Amount To
2.104(1)(e)	Consumer Credit Sale	65,000.00	67,500.00
2.106(1)(b)	Consumer Lease -	65,000.00	67,5000.00
2.203(1)	Delinquency Charge-Sales	13.00	13.50
2.203(2)	Minimum Delinquency Charge-	5.20	5.40
2.407(1)	Security Interest-Sales	26,000.00 780.00	2,700,00 810.00
2.705(1)(a)	Delinquency Charge- Rental Purchase	7.20	7.60
2.705(1)(b)	Delinquency Charge- Rental Purchase	3.60	3.80
3.104(1)(d)	Consumer Loan	65,000.00	67,500.00
3.203(1)	Delinquency Charge-Loans	13.00	13.50
3.203(2)	Minimum Delinquency	5.20	5.40
3.510	Land as Security- Supervised Loans	2,600.00	2,700.00
3.511	Maximum Loan Term-	2,600.00 780.00	2,700.00 810.00
3.514	Attorney's Fees- Supervised Loans	2,600.00	2,700.00
5.103(2), (3), & (4)	Deficiency Judgement	3,900.00	4050.00

7/1/98 through 6/30/00

Consumer Protection Code Section	Section	Change Dollar From	Amount To
2.104(1)(e)	Consumer Credit Sale	62,500.00	65,000.00
2.106(1)(b)	Consumer Lease -	62,500.00	65,000.00
2.203(1)	Delinquency Charge-Sales	12.50	13.00
2.203(2)	Minimum Delinquency Charge-	5.00	5.20
2.407(1)	Security Interest-Sales	2,500.00 750.00	2,600.00 780.00
2.705(1)(a)	Delinquency Charge- Rental Purchase	6.80	7.20
2.705(1)(b)	Delinquency Charge- Rental Purchase	3.40	3.60
3.104(1)(d)	Consumer Loan	62,500.00	65,000.00
3.203(1)	Delinquency Charge-Loans	12.50	13.00
3.203(2)	Minimum Delinquency	5.00	5.20
3.510	Land as Security- Supervised Loans	2,500.00	2,600.00
3.511	Maximum Loan Term-	2,500.00 750.00	2,600.00 780.00
3.514	Attorney's Fees- Supervised Loans	2,500.00	2,600.00
5.103(2), (3), & (4)	Deficiency Judgement	3,750.00	3,900.00



## 32 EMERGENCY REGULATIONS

7/1/96 through 6/30/98

Consumer Protection Code Section	Section	Change Dollar From	Amount To
2.104(1)(e)	Consumer Credit Sale	60,000.00	62,500.00
2.106(1)(b)	Consumer Lease -	60,000.00	62,500.00
2.203(1)	Delinquency Charge-Sales	12.00	12.50
2.203(2)	Minimum Delinquency Charge-	4.80	5.00
2.407(1)	Security Interest-Sales	2,400.00 720.00	2,500.00 750.00
2.705(1)(a)	Delinquency Charge- Rental Purchase	6.40	6.80
2.705(1)(b)	Delinquency Charge- Rental Purchase	3.20	3.40
3.104(1)(d)	Consumer Loan	60,000.00	62,500.00
3.203(1)	Delinquency Charge-Loans	12.00	12.50
3.203(2)	Minimum Delinquency	4.80	5.00
3.510	Land as Security- Supervised Loans	2,400.00	2,500.00
3.511	Maximum Loan Term-	2,400.00 720.00	2,500.00 750.00
3.514	Attorney's Fees- Supervised Loans	2,400.00	2,500.00
5.103(2), (3), & (4)	Deficiency Judgement	3,600.00	3,750.00

7/1/94 through 6/30/96

Consumer Protection Code Section	Subject	Change Dollar From	Amount To
2.104(1)(e)	Consumer Credit Sale	57,500.00	60,000.00
2.106(1)(b)	Consumer Lease	57,500.00	60,000.00
2.203(1)	Delinquency Charge- Sales	11.50	12.00
2.203(2)	Minimum Delinquency Charge-Credit Sales	4.60	4.80
2.407(1)	Security Interest-Sales	2,300.00 690.00	2,400.00 720.00
2.705(1)(a)	Delinquency Charge- Rental Purchase	6.00	6.40
2.705(1)(b)	Delinquency Charge- Rental Purchase	3.00	3.20
3.104(1)(d)	Consumer Loans	57,500.00	60,000.00
3.203(1)	Delinquency Charge- Loans	11.50	12.00
3.203(2)	Minimum Delinquency Charge-Loans	4.60	4.80
3.510	Land as Security- Supervised Loans	2,300.00	2,400.00
3.511	Maximum Loan Term-	2,300.00 690.00	2,400.00 720.00
3.514	Attorney's Fees- Supervised Loans	2,300.00	2,400.00
5.103(2), (3), & (4)	Deficiency Judgement	3,450.00	3,600.00

### 34 EMERGENCY REGULATIONS

71/92 through 6/30/94

Consumer Protection Code Section	Subject	Change Dollar From	Amount To
2.104(1)(e)	Consumer Credit Sale	25,000.00	57,500.00
2.106(1)(b)	Consumer Lease	25,000.00	57,500.00
2.203(1)	Delinquency Charge-Sales	5.00	11.50
2.407(1)	Security Interest-Sales	1,000.00 300.00	2,300.00 690.00
2.705(1)(a)	Delinquency Charge- Rental Purchase	4.00	6.00
2.705(1)(b)	Delinquency Charge- Rental Purchase	2.00	3.00
3.104(1)(d)	Consumer Loans	25,000.00	57,500.00
3.203(1)	Delinquency Charge- Loans	5.00	11.50
3.510	Land as Security- Supervised Loans	1,000.00	2,300.00
3.511	Maximum Loan Term-	300.00 1,000.00	690.00 2,300.00
3.514	Attorney's Fees- Supervised Loans	1,000.00	2,300.00
5.103(2), (3), &(4)	Deficiency Judgment	1,500.00	3,450.00

Effective Dollar Amounts  
for Other Time Periods

Consumer Protection Code Section	Subject	7/1/80 6/30/82	7/1/82 6/30/84
2.104(1)(e)	Consumer Credit Sale	32,500.00	40,000.00
2.106(1)(b)	Consumer Lease	32,500.00	40,000.00
2.201(2)(a)	Graduated Rate Scale	390.00 1,300.00	_____
2.203(1)	Delinquency Charge-	6.50	8.00
2.207(3)	Maximum Rates-Revolving	650.00	_____
2.407(1)	Security Interest-Sales	1,300.00 390.00	_____
3.104(1)(d)	Consumer Loan	32,500.00	40,000.00
3.201(2)(a)	Graduated Rate Scale- Supervised Loans	390.00 1,300.00	_____
3.203(1)	Delinquency Charge-Loans	6.50	8.00
3.510	Land as Security-	1,300.00	1,600.00
3.511	Maximum Loan Term- Supervised Loans	1,300.00 390.00	1,600.00 480.00
3.514	Attorney's Fees- Supervised Loans	1,300.00	1,600.00
5.102(2), (3), & (4)*	Deficiency Judgement	1,950.00	2,400.00

\*See Section 3 of Act 261  
of 1984 effective 1/27/84

### 36 EMERGENCY REGULATIONS

Effective Dollar Amounts  
for Other Time Periods

Consumer Protection Code Section	Subject	7/1/84 6/30/86	7/1/86 6/30/88
2.104(1)(e)	Consumer Credit Sale	42,500.00	45,000.00
2.106(1)(b)	Consumer Lease	42,500.00	45,000.00
2.203(1)	Delinquency Charge- Sales	8.50	9.00
2.407(1)	Security Interest-Sales	1,700.00 510.00	1,800.00 540.00
3.104(1)(d)	Consumer Loan	42,500.00	45,000.00
3.203(1)	Delinquency Charge-Loans	8.50	9.00
3.510	Land as Security- Supervised Loans	1,700.00	1,800.00
3.511	Maximum Loan Term- Supervised Loans	1,700.00 510.00	1,800.00 540.00
3.514	Attorney's Fees Supervised Loans	1,700.00	1,800.00
5.102(2), (3), & (4)	Deficiency Judgment	2,550.00	2,700.00

Effective Dollar Amounts  
for Other Time Periods

Consumer Protection Code Section	Subject	7/1/88 6/30/90	7/1/90 6/30/92
2.104(1)(e)	Consumer Credit Sale	47,500.00	50,000.00
2.106(1)(b)	Consumer Lease	47,500.00	50,000.00
2.203(1)	Delinquency Charge-	9.50	10.00
2.407(1)	Security Interest-Sales	1,900.00 570.00	2,000.00 600.00
2.705(1)(a)	Delinquency Charge Rental Purchase	4.40	4.80
3.103(1)(d)	Delinquency Charge Rental Purchase	2.20	2.40
3.104(1)(d)	Consumer Loan	47,500.00	50,000.00
3.203(1)	Delinquency Charge- Loans	9.50	10.00
3.510	Land as Security- Supervised Loans	1,900.00	2,000.00
3.511	Maximum Loan Term- Supervised Loans	1,900.00 570.00	2,000.00 600.00
3.514	Attorney's Fees- Supervised Loans	1,900.00	2,000.00
5.103(2), (3) & (4)	Deficiency Judgment	2,500.00	3,000.00

## 38 EMERGENCY REGULATIONS

Filed: February 15, 2000, 10:50 a.m.

**Document No. 2516**  
**DEPARTMENT OF NATURAL RESOURCES**  
CHAPTER 123  
Statutory Authority: 1976 Code Sections 50-5-20 and 50-5-110

**Emergency Situation:**

This regulation protects valuable fisheries resources and prevents the destruction of many game and freshwater fish.

Amend Chapter 123 by adding R.123-22, as follows:

**Text:**

Shad nets are hereby prohibited in the Cooper River east and west branches and tributaries from the freshwater saltwater dividing line inland. Any person violating this regulation shall forfeit the commercial license previously issued to him.

Document No. 2493  
**STATE DEPARTMENT OF EDUCATION**  
CHAPTER 43  
Statutory Authority: S.C. Code Ann. Sections 59-5-60(1) et 59-53-1810 (1990);  
United States Code Sections 20 USCS 11-14, et seq.

43-233, South Carolina Four-Year State Plan for Career and Technology Education, Fiscal Years 2001-2004.

**Synopsis:**

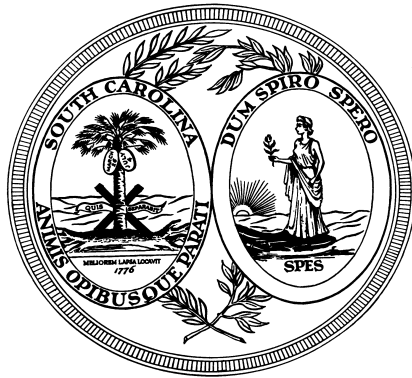
President Clinton signed the Carl D. Perkins Vocational-Technical Education Act of 1998 into law on October 31, 1998. The Perkins Act requires each state to submit a state plan to the U.S. Department of Education to receive federal assistance. The state plan will contain the vision and planned activities to improve and expand vocational and technical education at both the secondary and postsecondary levels for the next four years. Federal guidance requires that the plan address program administration, accountability, special populations, tech prep and finance. The four year state plan will serve as the state regulation. Legislative review is not required.

**Instructions:** Replace in its entirety R43-233, Two-Year State Plan for Vocational-Technical Education, FY 1995-96 [New title: South Carolina Four-Year State Plan for Career and Technology Education, Fiscal Years: 2001-2004].

## 40 FINAL REGULATIONS

TEXT:

South Carolina Four-Year State Plan  
for  
Career and Technology Education  
Fiscal Years 2001–2004



**Inez M. Tenenbaum**  
State Superintendent of Education

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## I. STATE PLAN DEVELOPMENT

South Carolina continues to improve and expand our Career and Technology Education programs to meet the growing needs of the State. This Four-Year State Plan outlines the needs, vision, goals, strategies, and initiatives for preparing our students for challenging careers in the twenty-first century. The South Carolina Department of Education (SDE), responsible for statewide Pre-K–12 education, developed this plan after consultation with the State Board for Technical and Comprehensive Education (SBTCE). SBTCE is responsible for the coordination and supervision of all two-year technical colleges in the State. The state governance structure for occupational/technical education is described in detail in Appendix 1.

The Career and Technology Education Advisory Council was created to oversee the planning, development, implementation, and evaluation of the state plan and to recommend changes in the administration and delivery of Career and Technology Education in the State. The council consists of representatives from secondary and postsecondary education, business, labor, the governor's office, the state legislature, state agencies, and special populations, as well as parents and students (see Appendix 2 for a complete membership list).

Major reform started on June 15, 1994, when the South Carolina General Assembly passed the South Carolina School-to-Work Transition Act, S.C. Code Ann., Sec. 59-52-10, *et seq.* (Supp. 1998). This act established two strands for secondary students to pursue: College Prep and Tech Prep. A student may pursue both or either strand, but the objective is to provide a rigorous, relevant instructional program that prepares students for the workplace, postsecondary education options, and lifelong learning. Currently South Carolina has sixteen Tech Prep Consortia that serve all eighty-six school districts, all sixteen technical colleges, several four-year colleges, and numerous businesses and industries throughout the State.

Education reform continued in South Carolina with passage of the South Carolina Education Accountability Act of 1998, S.C. Code Ann, Sec. 59-52-10, *et seq.* (Supp. 1998). This Act established for public education a performance-based accountability system that focuses on improving teaching and learning so that students are given a strong academic foundation. The Act established statewide academic achievement standards and mandates the assessment of those standards by schools. It requires districts to improve student performance and to establish local accountability systems, and it provides additional state resources for teacher and staff development. The Act also requires annual report cards that will rate the performance of all public schools, including career centers, in the State. The South Carolina Education Accountability Act will provide strong support for the academic standards required under the Carl D. Perkins Vocational-Technical Education Act of 1998 (Perkins III).

Public hearings were conducted in each region of the State after appropriate and sufficient notice. The hearings were held September 21, September 22, and September 24, 1998. A summary of recommendations and responses to those recommendations are included in Appendix 3.

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### II. STATE LEADERSHIP

There are several major initiatives that were started at the state level and will continue during the next four years to significantly improve the quality of Career and Technology Education in our state.

#### A. Needs Assessment

In November 1998, the SDE conducted a needs assessment that was used as a basis for the Perkins transition plan and for the development of local district plans. The assessment identified the following top three needs in the State (and eight additional, lesser needs):

1. to initiate, improve, expand, and modernize career and technology programs, which may include high technology and telecommunications fields, to ensure quality and relevance;
2. to develop, improve, and/or expand the use of technology, which may include distance learning, in career and technology programs; and
3. to establish coherent sequences of courses of study leading to both academic and career and technology competence.

#### B. 2020 Vision

The SDE assembled educators, business leaders, legislators, state agency representatives, students, and parents to seek a broad spectrum of input to develop a strategic plan for Career and Technology Education for the twenty-first century. In May 1999 the SDE's Office of Occupational Education embarked upon the 2020 Vision for Occupational Education initiative to develop mission and vision statements, goals, and objectives that would guide Career and Technology Education in South Carolina into the new millennium. A steering committee of approximately forty business people, superintendents, legislators, secondary and postsecondary educators, and vocational directors were selected to attend a one-day meeting to begin the process. The Steering Committee used a study/design process called the Electronic Meeting, which was facilitated by the IBM Corporation. During this meeting the members addressed such topic areas as

- the name of the program,
- concerns with the current program,
- twenty-first-century vision categories and themes,
- drafting the visions,
- goals and strategies,
- vision benefits,
- regional focus group questions, and
- the electronic process.

Data from the steering committee meetings were collated, and a format was developed for four regional meetings. Four groups were invited to participate in each regional meeting. Businesspeople, vocational teachers, students and parents, district office administrators, and vocational directors were asked to address ideas from the Steering Committee on

- Concerns with the Current Program
- Review of the Vision Statements
- Vision Critical Success Factors
- Vision Benefits
- Quality of the Programs
- Name for the Program

Approximately two hundred participants attended the regional meetings and provided essential “grass roots” input. A writing team from the Steering Committee summarized the regional meeting data, reviewed and revised the visions, goals and strategies, and finalized the plan. Using the results from the Steering Committee’s meeting, a previously appointed “report card” committee drafted Quality Review Measures and timelines for each vision theme and goal. These Quality Review Measures will be used for program improvement through Local Education Agency (LEA) and State Education Agency (SEA) on-site reviews. The final report was presented to the State Board of Education and is contained in Attachment 1.

The ten vision themes are listed below. The newly renamed Office of Career and Technology Education (formerly the Office of Occupational Education) will provide leadership and resources to accomplish the goals outlined for each theme. Activities to support each vision are addressed in appropriate sections throughout the state plan.

### South Carolina’s Career and Technology Education Vision Statement and Themes

#### VISION STATEMENT

Develop an integrated learning system that enables students to be successful in a global economy.

The Strategic Plan for Career and Technology Education includes ten themes. Goals and strategies for each theme are identified in Attachment 1.

#### **Curriculum**

To develop and implement a relevant curriculum that uses current technology and instructional strategies.

#### **Leadership**

To provide an effective leadership program for Career and Technology Education.

#### **Accountability**

To meet specific measures of performance at all levels.

#### **Structural Change**

To establish a structure which provides opportunities for students to compete successfully.

#### **Funding**

To acquire the funds essential to achieve the vision.

#### **Marketing**

To create awareness and promote the value of Career and Technology Education.

#### **Technology**

To secure and effectively utilize world-class technology.

#### **Business Relationships**

To develop a network of business relationships that promotes career awareness and marketable skills.

#### **Professional Development**

To provide effective professional development.

#### **Recruitment**

To develop and implement a system for recruiting and retaining quality educators and students.

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### C. Schools of Excellence

On March 2, 1999, the SDE launched the Schools of Excellence initiative. Schools of Excellence is an initiative to engage state, district, and school leaders, teachers, and vocational directors in partnership with students, parents, postsecondary educators, agencies, and business leaders to improve the level of students' preparation for work and further education. **(2020 Vision: Business Relationships, Goal 1)**

The Schools of Excellence effort is based on the premise that, in the right school environment, most students can learn complex academic and technical concepts. The initiative targets high school students who are enrolled in career and technology courses and the 60 to 65 percent of school youth who plan to work, to attend a two-year technical college, or to enter the military after high school graduation.

The Schools of Excellence Career and Technology Education initiative provides a framework of goals, key practices, and key conditions for accelerating learning, improving teaching, and setting high standards. Plans are developed to improve academic and career and technology instruction at school and at the work site. Technical assistance will be provided for comprehensive school reform.

The Schools of Excellence reform effort began with fifteen selected school sites and will, by July 2000, include the forty-one career centers, eighteen Southern Regional Education Board (SREB) sites, connecting schools and school districts, technical colleges, and other postsecondary institutions. Schools and colleges will join the initiative on a voluntary basis. The major goals, key strategies, and partners for this initiative can be found in Attachment 2.

### D. Leadership Training

The SDE's Office of Career and Technology Education (OCTE) has many current as well as planned initiatives to train new and current vocational administrators and to ensure that all educators and students have access to leadership training.

**(2020 Vision: Leadership, Goals 1, 2, and 3)**

The OCTE conducts annual statewide leadership conferences for occupational administrators in the fall and the spring. Participants receive updates on curriculum, assessment, standards, evaluations, local plans, funding, legislation, and technology; the state leadership receives valuable feedback from the local leadership. State and national education and business speakers present innovative and model programs and new initiatives.

The SDE has a New Principals' Academy that new career-center directors are attending. In addition to the role of the principal, the twelve-day academy emphasizes school management, assessment and standards, the school culture and climate, instructional leadership and skills building, budgeting and finance, public relations, and personal health.

The OCTE has hired a consultant to provide additional leadership training to vocational administrators. A new administrator's workshop will be initiated to provide an orientation to all aspects of Career and Technology Education. Administrators will receive instruction from state staff on state and federal program requirements. They will also receive guidance from local veteran administrators on the management of Career and Technology Education programs.

Additional technical assistance is planned for all "impaired" school districts in the State. A technical assistance team from the OCTE will help vocational directors identify and correct problems in local programs. A key element of this program will be mentoring by vocational directors from districts or career centers that offer exemplary programs.

The OCTE is planning to develop an annual leadership institute for vocational administrators and teachers. The institute will focus on establishing leadership skills and will include active business and industry involvement.

Available Internet communications will be reviewed to determine the most effective and efficient means to establish continuous and open communications among all vocational education stakeholders. Electronic communications could include notifications, guidance and feedback for improvement, and a means for sharing best practices.

The Education Associate for Student Organizations, who works in the OCTE, provides statewide leadership training for students. This individual gives technical support and assistance to vocational student organizations in their particular leadership development activities. The OCTE sponsors an annual statewide leadership training institute for Vocational Student Organization (VSO) state student officers and their advisers. Business and industry representatives conduct workshops in their areas of expertise during area and regional VSO leadership conferences. **(Vision 2020: Leadership, Goals 1, 2, and 3)**

#### E. Structural Change

The OCTE will study exemplary models to identify a structure that will eliminate obstacles and give optimum flexibility for career and technology programs. The OCTE will form a review committee of occupational stakeholders to review and make suggestions on structural changes. We anticipate that new state policies will be required to implement this portion of the 2020 Vision. **(2020 Vision: Structural Change, Goals 1, 2, and 3)**

#### F. State Funding

Based on the recommendation of the 2020 Vision report, the OCTE will conduct a statewide needs assessment to determine all operational needs for Career and Technology Education programs in the State. The assessment results will be used to seek equitable and adequate state funding to provide quality career and technology programs. **(2020 Vision: Funding, Goals 1, 2, and 3)**

#### G. Marketing

Full utilization and support of the secondary and postsecondary Career and Technology Education programs are largely dependent on the positive perceptions of students, parents, teachers, school administrators, guidance counselors, and representatives from business and industry as well as the community regarding the viability and benefits of these programs. The South Carolina School-to-Work Advisory Council has approved the use of federal School-to-Work funding to implement a multifaceted marketing strategy to promote Career and Technology Education in South Carolina. The primary elements of the plan developed by Laine Communications and Marketing are

- adopting an umbrella “brand” and theme for the various elements and levels of Career and Technology Education and using tailored messages for target audiences,
- changing the image and attitudes held by members of the Career and Technology Education community (*e.g.*, through the use of career information systems, Governor's awards, and image packages),
- influencing public perception through a multimedia approach, and
- creating a communications structure and network.

The proposed timeline for implementation of the communications program spans the period from July 1999 through June 2000. The program effort is expected to enhance South Carolina's 2020 Vision goals in the areas of marketing, recruitment, business relationships and funding, among other Career and Technology Education initiatives.

**(2020 Vision: Marketing, Goals 1, 2, and 3)**

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### H. Professional Development

The 1998 Education Accountability Act (EAA) and Governor Jim Hodges's commitment to improving teacher quality in South Carolina will bolster the 2020 Vision goals for leadership, recruitment, and professional development. The act requires that, beginning with the school year 1999–2000, any person, prior to appointment as a principal of an elementary or secondary school or a career center, must be assessed for instructional leadership and management capabilities by the Leadership Academy of the SDE. Reports of the assessment will be forwarded to district superintendents and local school boards. In addition, the Accountability Act requires all school administrators to develop ongoing individual professional development plans with annual updates appropriate to their roles or positions. The plans must support both individual growth and organizational needs. The OCTE will assist career center administrators in carrying out their professional development plans.

Governor Hodges's newly appointed South Carolina Commission on Teacher Quality will work with the State's colleges and universities to ensure that their graduating seniors in the field of education have the academic background they need for teaching, a proficiency in the standards established under the EAA, and real-world, hands-on experience in the classroom. The bipartisan committee, cochaired by State Superintendent of Education Inez Tenenbaum, will make recommendations on teacher training, recruitment, and retention to the General Assembly in January 2000. The OCTE will work with Superintendent Tenenbaum to promote improvement in the professional training of career and technology teachers. **(2020 Vision: Professional Development, Goals 1, 2, and 3)**

### I. Recruitment

Recruitment and retention of quality teachers and students is paramount to the success of Career and Technology Education in South Carolina. The OCTE plans to hire an Education Associate for Career Development to focus and lead the state effort to recruit students. The career specialist will be responsible for addressing 2020 Vision Recruitment Goal 1, including advertising program opportunities, enhancing student career-plan development, and eliminating barriers to student participation. **(2020 Vision: Recruitment, Goal 1)**

Recruiting skilled educators is a continuing challenge. The SDE held its first Summit on Teacher Quality in June 1999. During the Summit, Superintendent of Education Inez Tenenbaum voiced her commitment to South Carolina's leading the nation in attracting, educating, and retaining the best teachers possible. The Summit addressed the improvement of teacher training at the college level, the transition of prospective teachers from their role as college students to that as instructors in the public schools, and issues regarding certification and employment as well as competitive salaries for teachers. By appointing the Commission on Teacher Quality, with Superintendent Tenenbaum as cochair, Governor Hodges has taken the lead in continuing the work in teacher recruitment that was initiated during the Summit. The OCTE will ensure that the needs of vocational educators are known and considered by the Commission. **(2020 Vision: Recruitment, Goal 2)**

The Commission on Teacher Quality will also study teacher retention and make recommendations to Governor Hodges for systemic change. The OCTE will establish a review committee of vocational educators to recommend strategies for student retention. Successful strategies will be shared electronically. **(2020 Vision: Recruitment, Goal 3)**



### III. PROGRAM ADMINISTRATION

#### A. Activities and Programs

##### 1. Activities Designed to Meet or Exceed State-Adjusted Levels of Performance:

Perkins III gave local school districts greater flexibility in planning activities to meet the accountability provisions of the law. State-adjusted levels of performance are negotiated between the State and the USDE but achievement is ultimately the responsibility of every local recipient. Local plans require a correlation between the programs and levels of performance for every activity budgeted by the LEA. This process focuses local attention on planning and funding activities that will directly benefit their programs and improve their levels of performance. LEAs that had difficulty meeting levels of performance the previous year will be required to focus attention and funds by targeting activities in local programs that did not meet these standards.

The State has a comprehensive Career and Technology Education evaluation system that is linked to student achievement and performance standards. This constitutes a system of program accountability that is covered here in greater detail under the section on Accountability. When a school district or multidistrict career center fails to meet the standards, the OCTE analyzes the data to determine where technical assistance is needed for formulating plans for program improvement.

The OCTE provides technical assistance, statewide and regional workshops and conferences, and competency and curriculum development to assist local districts/centers in meeting the state-adjusted levels of performance. Technical assistance visits provide applied academic teachers with updated information, supplementary materials, recommendations, and workshops. By visiting schools throughout the State, the OCTE staff can disseminate information on key practices, worthwhile materials, and exemplary lesson plans to those in need. In addition, workshops can help provide teachers with the skills and materials they need to teach applied courses successfully. To facilitate the development and implementation of a relevant curriculum that uses current technology and instructional strategies, workshops and staff-development activities will include learning styles, applied methodology, instructional technology, and orientation to applied courses. The content of the applied academic courses continues to aid in students' attainment of academic and technical-skill proficiencies. State standards and competencies have been blended into the syllabi for all applied academic courses.

#### **(2020 Vision: Curriculum, Goal 3)**

Tech Prep Teacher Education Institutes are offered throughout the sixteen consortia to aid teachers in the effective implementation of applied methodology and use of applied materials. Institutes include all applied academic courses, contextual learning, effective classroom strategies, career counseling, curriculum integration, learning styles, ways to address the needs of special populations, cooperative learning, performance-based assessment, computer technology, and exposure to industry for educators.

Program staff will conduct in-service sessions to assist teachers with instructional strategies for curriculum integration. Curriculum development projects will include specific integration activities and measurement criteria. Our annual statewide Education and Business Summit and many regional conferences and workshops feature national speakers who focus on integration strategies. In-service sessions will also be conducted to train administrators, teachers, and counselors in developing strategies to increase nontraditional training and employment.

State competency development and revision is driven by statewide business and industry advisory committees who meet with teacher representatives to provide input and approval. Competencies for each program will be cross-walked to the state academic standards. Vocational-student organizations sponsor and coordinate skill events and competitions that underscore and strengthen competencies acquired in the classroom. The State will focus on increasing opportunities for students to compete, encouraging their participation and aligning the standards with those of national and international competitions.

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The establishment of articulation agreements with a postsecondary institution in each related program area, as well a statewide career awareness marketing campaign, focuses on increasing student placement in postsecondary institutions.

The SBTCE provides for a system of accountability to ensure that activities designed by the colleges are consistent with those described in the Act and that they assist in meeting or exceeding the state-adjusted levels of performance. Each college will be required to include activities that strengthen the general education and the technical skills of students. Emphasis will be placed on core general-education courses in communications, humanities/fine arts, social/behavioral sciences, natural sciences/mathematics, and computer use. In addition, emphasis will be placed on technical courses that target high skills and high wages.

Designed to provide students with experiences in all aspects of industry, postsecondary activities will utilize clinicals, internships, externships, practicums, cooperative education work experiences, supervised comprehensive work experiences, field experiences, and apprenticeships. Activities for single parents and displaced homemakers will focus on nontraditional training and employment. Faculty, counselors, and administrators will have the opportunity to participate in professional development programs that focus on curriculum review and reform, address the needs of special populations, emphasize instructional technology, and link secondary and postsecondary education programs through consortia activities.

Postsecondary faculty, staff, and administrators will also engage in activities to assist in evaluating, collecting, and reporting information on special-populations categories. The SBTCE will provide for the evaluation, collection, and reporting of systemwide data. Ongoing systemwide program evaluation, performance indicators, and institutional effectiveness data reports will be utilized for the analysis and determination of program improvements.

### 2. Programs

#### a. Description of Secondary and Postsecondary Programs

Secondary students in South Carolina may chose from one of five general fields of study. Although students make the choice after thorough guidance and career exploration, the program is designed to be flexible. Students often change their minds as they learn and gain more experience, and our Tech Prep/School-to-Work programs allow them to change their paths accordingly.

The Arts, Media, and Communication Education career cluster prepares students for careers ranging from architecture to television and radio, along with dozens of other interesting fields—interior and fashion design, journalism, graphic design and production, industrial design, technical writing, public relations, advertising, creative writing, and film. The first requirement for all of these career fields is the ability to communicate well, both orally and in writing.

The Business and Marketing Education Program's five defined career majors—Accounting, Business Administration, Computer Technology, Marketing, and Office Systems Technology—give students the technical skills they need to enter the workforce as well as the broad background they need for postsecondary study. By the year 2000, 80 percent of jobs will be in some way related to the processing of information. Comprising much of the workforce in these information-intensive careers are computer programmers, paralegals, personnel managers, computer systems analysts, desktop publishers, Web publishers, network specialists, statisticians, stockbrokers, accountants, and training specialists.

The Engineering/Industrial Technology Education cluster centers in the high-level skills in math and science that are required for one to enter and advance in jobs such as surveying, electrical engineering, drafting, power-generating plant operation, appliance repair, nuclear engineering, and heat and air-conditioner repair. Other technical education activities focus on the use of technology tied to flexible program delivery.

The Health and Human Services Education cluster prepares students for employment as nurses, physicians, home health aides, occupational therapists, dialysis technicians, opticians, and dozens of other kinds of health professionals as well as product demonstrators, chefs, child daycare providers, kindergarten/elementary schoolteachers, food inspectors, apparel buyers/managers, and so on.

South Carolina is a rural state. The Agricultural Education cluster prepares students for needed jobs in agricultural production and business, horticulture, and environmental science.

**CAREER CLUSTERS**

This table lists programs available in each of the five secondary career clusters offered in the State. The list of programs for career majors is not all-inclusive. Programs listed under the heading “Secondary” include the career and technology programs that have typically been supported through the Tech Prep initiative. The list also specifies that some programs are in the experimental or innovative phase.

**1. Arts, Media, and Communication Education**

- Graphic Communications
- Sound/Lighting Technology (experimental)
- TV Production (experimental)

Design, Communication and Art Occupations

- concerned with the creation and/or transfer of ideas or information

**2. Business and Marketing Education**

- Accounting
- Business Administration
- Computer Technology
- Marketing
- Office Systems Technology

Business and Office Occupations

- concerned with the entrepreneurial skills of marketing, finance, management, and sales and with information technology and systems

**3. Engineering/Industrial Technology Education**

*Construction Technology*

- |                       |                               |
|-----------------------|-------------------------------|
| Building Construction | Drafting                      |
| Cabinet Making        | Environmental Control Systems |
| Carpentry             | Masonry                       |
| Electricity           | Plumbing                      |

*Manufacturing Technology*

- |  |                    |
|--|--------------------|
| Electronics                            | Machine Technology |
| Industrial Electricity                 | Welding Technology |
| Industrial Manufacturing Technology    |                    |
| Transportation Technology              |                    |
| Automotive Collision Repair Technology |                    |
| Automotive Technology                  |                    |

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### Small Engine Technology

#### Manufacturing Occupations

- concerned with the changing of raw materials into useful products

#### Construction Occupations

- concerned with the building and maintenance of various types of structures

#### Transportation Occupations

- concerned with the movement of people and/or goods

#### Repair and Mechanical Occupations

- concerned with the servicing and/or repairing of machines or products

#### Science and Technical Occupations

- concerned with solving problems, developing innovations, and/or providing scientific or technical services

### 4. Health and Human Services Education

#### *Health Occupations*

Health Care Assisting

Health Occupations I and II

Practical Nursing Phase II (postsecondary)

Introduction to Health Occupations

Practical Nursing Phase I

#### *Human Services*

#### Personal Services

Clothing Design and Construction Services

Cosmetology

Culinary Arts

Food Science Technology and Nutrition

Hospitality and Tourism

#### Community Services

Child Care Services

Public Safety (experimental)

Criminal Justice (experimental)

#### Health Occupations

- concerned with providing services and/or products relating to the health of people or animals

#### Personal Service Occupations

- concerned with meeting the needs of individuals by providing household, food, cleaning, personal, and/or protective services

#### Social Science Occupations

- concerned with the study of societies and/or the delivery of a variety of social or religious services

### 5. Agricultural Education

Agricultural Sciences and Business

Horticulture

Environmental Sciences and Natural Resources

Agricultural Occupations

- concerned with conservation and the production, marketing, or servicing of agricultural products

Science and Technical Occupations

- concerned with solving problems, developing innovations, or providing scientific or technical services

Manufacturing Occupations

- concerned with the changing of raw materials into useful products

The OCTE is leading the development, improvement, and expansion of technology in our career and technology programs through several initiatives.

The Schools of Excellence initiative will build world-class workforce preparation programs by focusing on national and international standards in technological fields. Participating career centers and comprehensive high schools will undergo a massive facelift driven by national certification of programs and teachers. National representatives from major companies will be brought to the State for motivational and technical assistance. Students will be exposed to state-of-the art programs that are directly linked to the skills needed in the next century. A partnership will be forged between each School of Excellence and a key business or industry. **(2020 Vision: Business Relationships, Goal 1)**

The State provides an annual appropriation of \$9 million for Career and Technology Education equipment. Each program has a statewide advisory committee from business and industry whose members serve as consultants regarding new technology. Committee members also recommend curriculum changes, assist in issues of program development and improvement, and make recommendations concerning the minimum equipment and software that are needed for each course.

South Carolina's technical colleges offer a wide range of postsecondary educational opportunities at the associate degree, diploma, and certificate levels. More than nine hundred programs are offered to students throughout the system (318 associate degree programs, 129 diploma programs, and 590 certificate programs). The program offerings are grouped in the following clusters: Arts And Sciences Transfer Programs, Business, Computer Technology, Agriculture, Health Science, Nursing, Industrial Technology, Engineering Technology, and Public Services.

Associate in Arts and Associate in Science

Associate in Arts

Associate in Science

Associate in Agriculture

Forest Products Technology

Forestry Management Technology

Golf Course Management

Horticulture Technology

Natural Resources Management

Associate in Business

Accounting

Banking and Finance

Court Reporting

Culinary Arts Technology

Food Service Management

General Business

Hospitality/Tourism Management

Diploma in Business

Automated Office

Barbering

Cosmetology

Culinary Arts

Fashion Merchandising

Health Care Secretary

Stenography

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Management  
Marketing  
Materials Management  
Office Systems Technology  
Small Business Management

Associate in Computer Technology  
Computer Technology  
Telecommunications Systems Management  
Information Technology

Associate in Engineering Technology  
Architectural Engineering Technology  
Automated Manufacturing Technology  
Chemical Engineering Technology  
Civil Engineering Technology  
Computer Engineering Technology  
Construction Engineering Technology  
Electro-Mechanical Engineering Technology  
Electronic Instrumentation Technology  
Electronics Engineering Technology  
Engineering Graphics Technology  
Environmental Engineering Technology  
General Engineering Technology  
Hazardous Materials Technology  
Industrial Engineering Technology  
Industrial Management Technology  
Manufacturing Engineering Technology  
Mechanical Engineering Technology  
Nuclear Engineering Technology  
Quality Assurance Technology  
Textile Management Technology

Associate in Health Science  
Dental Hygiene  
Emergency Medical Technology  
Health Information Management  
Medical Assistant Technology  
Medical Laboratory Technology  
Nursing (ADN)  
Occupational Therapy Assistant  
Pharmacy Technology  
Physical Therapist Assistant  
Radiologic Technology  
Respiratory Care  
Veterinary Technology

Associate in Industrial Technology  
Aircraft Maintenance Technology  
Automotive Technology  
Building Construction Technology  
Commercial Graphics  
Computer Electronics Technology

Diploma in Computer Technology  
Computer Data Processing Assistant  
Computer Operations

Diploma in Engineering Technology  
Engineering Graphics  
Environmental Operations Technology

Diploma in Health Science  
Dental Assisting  
Medical Assisting  
Medical Lab Office Assisting  
Nursing (PN)  
Pharmacy Technician  
Respiratory Care Technician  
Surgical Technology

Diploma in Industrial Technology  
Air-Conditioning/Refrigeration Mechanics  
Auto Body Repair  
Automotive Mechanics  
Carpentry  
Chemical Laboratory Assistant

Electronics Technology  
 Heating, Ventilation,  
 Air Conditioning Technology  
 Industrial Electronics Technology  
 Industrial Mechanics Technology  
 Machine Tool Technology  
 Nuclear Service Technology  
 Radio and Television Broadcasting  
 Telecommunications Electronics Technology  
 Welding Technology

Diesel Equipment Mechanics  
 Graphics Communications  
 Industrial Drafting  
 Industrial Electricity/Electronics  
 Industrial Mechanics  
 Machine Tool  
 Tailoring  
 Teleproduction Technology  
 Welding

Associate in Occupational Technology  
 General Technology  
 Vocational-Technical Education

Associate in Public Service  
 Criminal Justice Technology  
 Human Services  
 Interpreting  
 Legal Assistant/Paralegal

Diploma in Public Service  
 Direct Care Specialist  
 Early Childhood Development

The Technical College System is involved in numerous initiatives to develop, improve, and expand access to quality, state-of-the-art technology in its technical programs. The South Carolina Technical College Strategic Plan for Education Technology focuses on the use of distance-education technology to expand access to technical college programs and training. Through the strategic plan, the South Carolina's Technical College System announced its intention to become a national model in providing quality, accessible technical education and training through new distance-education technologies. The strategic plan focuses on three main goals for the Technical College System: (1) to provide greater access to education and training programs for South Carolina citizens through new distance-education initiatives, (2) to expand academic and student support services and resources to meet the needs of distance learners, and (3) to ensure quality in all distance-learning initiatives.

b. Preparing Students for Opportunities

The State's secondary career and technology clusters are focused on careers that are relevant to the workforce of the twenty-first century. Federal funds are used to update technology, to provide support for students in rigorous coursework, and to help students make informed career choices. Secondary schools have clearly articulated programs with the State's sixteen technical colleges. Ideally, students progress through carefully delineated sequences of courses that culminate in their entry into postsecondary education or related careers. Beginning in the sixth grade, career plans include the course of study as well as any work-based learning opportunities to be explored. The parent, student, and counselor develop the plan, which is updated annually.

In order to provide each student the opportunity to pursue a career goal focused on courses that are not aligned with the career majors outlined by the State, the local school district can design a course of study based on the student's own career plan/goal. This course of study will allow for a career plan to include more than one of the cluster areas, thereby providing a broader background for postsecondary study. **(2020 Vision: Structural Change, Goal 1)**

Increased emphasis on career planning and development will take place with the employment of a Career Development Associate in the OCTE. The OCTE is continuing to publish four issues of *American Careers* for use in career planning: a Middle School Planner for eighth-grade students in the fall and issues in the fall, winter, spring for all ninth- and tenth-grade students in the State. These magazines focus on career options, the specific education required for the various individual careers, and statistics concerning projected job availability.

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Each of the program areas will continue to update its printed brochures on the career majors available in that particular area. These are used not only as a recruiting tool but also as a means of informing parents of opportunities available to students on the secondary level. **(2020 Vision: Recruitment, Goal 1)**

Academic coursework has been revamped in the State to reflect more clearly what is required in postsecondary institutions and in the workplace. The general track has been eliminated in favor of a rigorous applied curriculum that has direct ties to vocational studies. Applied courses in math, science, and English are integrated with vocational studies to provide students with relevant experiences that translate into heightened awareness of the “why” of learning. To create an integrated curriculum that includes state and national standards for mastery of academic, technology, and employability skills, the OCTE will provide workshops on improving the integration of instructional and assessment strategies and the implementation of national standards across all programs.

**(2020 Vision: Curriculum, Goal 1)**

The OCTE’s vision for technology is “to secure and effectively utilize world-class technology.” A goal of the Office is to improve mastery of technology in all program areas through the acquisition of state-of-the-art equipment, where applicable, to ensure that students are educated in the application of emerging technologies. Increased participation of teachers and students in local business and industry partnerships will be encouraged.

**(Vision 2020: Technology, Goals 1, 2, and 3; Curriculum, Goal 2)**

Tech Prep students are required to earn twenty-four units of credit to graduate from high school. This includes four units of math beginning with Algebra I, four units of lab science, four units of English, and four units of a career and technology specialty. The coursework is designed to be of college-prep rigor.

Business advisory councils function in each district to guide the program of study. New and emerging occupations are constantly perused to determine their efficacy for students in a particular community. Federal funds can be used to develop new courses, pay instructors in new courses, and buy equipment for those courses. Arrangements have been made in a few instances for secondary and postsecondary programs to share facilities.

### 3. Developing New Courses

The OCTE is spearheading an initiative that will revise curriculum while emphasizing and integrating technology. The Schools of Excellence program’s primary mission is to improve and develop emerging, high-skill, high-wage technological career paths. Participating schools will work with business partners to determine the types of jobs that are in demand and will take steps to create and implement a curriculum that is benchmarked to national and international standards.

Local districts/centers will also improve and upgrade existing courses and programs through the implementation of new and emerging technologies that address national skill standards. LEAs will develop new vocational and technical education courses/programs incorporating the rigorous academic courses that are essential to the high level of technical skills needed in today’s workplace.

Colleges will be able to use funds for the development of new programs and courses based on identified needs with emphasis on entry into high-skill, high-wage jobs in current and emerging occupations and nontraditional programs.

New program development for certificates, diplomas, or associate degrees begins with college-level needs assessment and program proposal development. Short-term certificates require local college commission approval and review by the SBTCE. Diploma programs require college commission approval, an SBTCE staff review, and final approval by the SBTCE. Associate degree new program proposals require review and approval by the local college commission, the SBTCE, and the South Carolina Commission on Higher Education. Proposals for new courses are submitted by the local colleges to SBTCE staff for review and approval.



#### 4. Linking Secondary and Postsecondary Programs

Secondary career and technology students are given the opportunity to earn college credit at a technical college for related courses taken while they are in high school. Each career center has an articulation agreement with a postsecondary institution.

The sixteen Tech Prep Consortia are linked to the sixteen technical colleges in the State. Each technical college is autonomous and works with its partner consortium to articulate courses that are relevant to the area. Consortium funds are used to support technical college faculty and staff to work with secondary faculty to review course competencies, identify courses, complete the articulation process, and develop student materials on advanced standing opportunities.

##### B. Application Approval

###### 1. Secondary

South Carolina has a comprehensive Local Plan application process that is fully computerized. Recipients received their tentative federal and state allocations and instructions on completing the Local Plan and Progress Report during regional meetings in early March. Local district, career centers, and state institutions access the Local Plan and Progress Report through the SDE homepage. All necessary instructions for Local Plan application are in a single file (see Attachment 3A). Another file contains assurances, the consortium agreement, and all required signature forms to be returned to the SDE (see Attachment 3B). A separate file (forms file) contains all forms and the funding plan that are required to be returned to the SDE for review and plan approval (see Attachment 3C). The forms file is in a form fill-in format in Word 97, which allows the applicant to easily tab to each area that is required to be completed. The forms also contain dropdown menus, help menus and hidden text instructions to assist the applicant. The forms file contains all the plan content requirements of Perkins III and a description of all activities funded with federal and state funds. Activities were linked with local programs, state-adjusted levels of performance, and funds in the forms file, so that it can be used as both a local planning tool and a state assessment/evaluation instrument. A fourth (optional) file contains the funding plan in an Excel format (funding plan file). This file will add all columns and rows, calculate indirect cost, and total by funding source (see Attachment 3D). Applicants only submit the forms file and the funding plan file (if used) as an attachment to an e-mail message for review and approval. All applicants are advised of receipt of their application by an e-mail reply message within 24 hours of receipt.

The OCTE will review all applications for compliance with Perkins III and state law and uses of funds to achieve state-adjusted levels of performance and address past performance problems. All applications will be available on the OCTE network for applicable staff review and approval. All plan reviewers will use separate checklists that contain criteria for approval based on required and permissible uses of funds, addressing required plan contents, meeting adjusted levels of performance or serving special populations. Each application will be reviewed and approved by staff specializing in finance, equity, special populations, career and technology program areas, and evaluation/assessment before forwarding to the director for final approval. LEA/career center applications that are not originally approved are returned with comments on areas requiring additional attention.

###### 2. Postsecondary

The SBTCE will work jointly with the SDE in the process on approving applications and awarding funds under Title I of Perkins III to the technical colleges. The SBTCE will determine formula allocations for the sixteen colleges that will consist of a base allocation of \$50,000 per college plus pro rata amounts based on annualized headcount enrollment and the number of Pell Grant recipients per college. A local application for funds developed by the SBTCE will be completed by each college (see Attachment 4A, 4B, and 4C). The colleges must submit applications to the SBTCE for the allocated funds outlining activities that are consistent with required and permissible use of funds under Perkins III. The SBTCE will review and approve all sixteen local applications for funding based on requirements of the Act. Approved budgets for each local application will be

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submitted to the SDE. Colleges will submit quarterly reimbursement requests to the Office of Finance in the SDE. The SBTCE will prepare and submit to the SDE systemwide reporting on the expenditure of funds as well as data reports meeting or exceeding the state-adjusted levels of performance and core indicators.

### C. Professional Development

The SDE conducts statewide and regional comprehensive professional development for vocational and technical teachers and administrators, career guidance counselors, and administrative personnel. Tech Prep Consortia, local districts and career centers, also have comprehensive professional development plans. To meet specific measures of performance at all levels, the OCTE will provide professional development opportunities to ensure implementation of the accountability system by identifying professional development needs and by implementing and evaluating these opportunities in relation to their effectiveness. Emphasis will be placed on implementation of program competencies tied to state, national, and international standards. The OCTE will work toward teacher training in researched-based teaching methodology and revision of teacher education programs throughout our colleges and universities to accommodate relevant teaching strategies and technologies. (2020 Vision: Accountability, Goal 2; Professional Development, Goal 3)

Each year the OCTE conducts a three- or four-day conference for administrators, teachers, counselors, and business leaders. The conference features national and regional speakers as well as statewide presenters. Workshops include career counseling, integration of academic and career and technology curriculum, School-to-Work activities, business/education partnerships, assessment, contextual learning, and model Tech Prep and School-to-Work programs. The conference features both formal and informal workshops so that the educators and business leaders can exchange ideas to enhance the education system in South Carolina.

Tech Prep Teacher Education Institutes are offered every year to teachers, counselors, and administrators at the secondary and technical-college levels in applied academic and career and technology areas. The topics of these Institutes include Applied Methodology, Learning Styles, Educators in Industry, Communications for the Workplace, Applied Mathematics, Applied English, Applied Biology, Applied Chemistry, Applied Physics, Using the Internet to Enhance Instruction, Applied Career Counseling, Teaching Career Exploration, Cooperative Learning, Contextual Learning, Strategies for an Effective Classroom, Economics at Work, Integrating Academic and Vocational Studies, Integrating SCANS [United States Secretary of Labor's Commission on Achieving Necessary Skills] Competencies, Addressing the Needs of Special Populations, and Aligning Curriculum. Such courses offer participants opportunities to gain knowledge and acquire skills to improve the teaching/learning process.

In addition, workshops are sponsored by the OCTE to further enhance the teaching/learning process. Workshop topics include applied orientation, curriculum integration, preserving the academic rigor in applied courses, and accelerated learning.

The OCTE annually conducts staff development training in each region of the state for teachers, administrators, and guidance counselors in each program area. Program areas also have advisory committees whose postsecondary representatives make recommendations concerning the preparation students need before going into postsecondary programs. Other technical assistance and professional development workshops are conducted in individual program areas as needed or requested by LEAs.

Professional development courses to address new and emerging technologies for vocational/technical teachers and new-teacher training to increase the quality and relevancy of instruction are offered through Clemson University and South Carolina State University.

Staff development for nontraditional programs will receive special emphasis to increase awareness and meet the requirements of Perkins III. The OCTE will include nontraditional awareness in general and specialized regional and statewide training. Our goal is to provide professional development that

- increases awareness of opportunities in new and emerging high-tech, high-skilled jobs and nontraditional careers;
- trains teachers and counselors in such issues regarding nontraditional career options as how to present nontraditional career options, how to achieve parental and business involvement and support, and how to identify and eliminate barriers associated with nontraditional careers;
- develops strategies to assist students and parents in career exploration, with emphasis on nontraditional high-tech, high-wage job options;
- increases awareness of “all aspects of the industry” through activities with business and industry as related to high-tech, high-wage jobs and nontraditional careers;
- assists in developing and implementing programs designed to prepare students for nontraditional training and employment; and
- develops strategies to recruit and retain students in nontraditional programs.

The OCTE will support establishment of a vocational student organization training committee to provide technical assistance to new advisers and underachieving chapters. Technical assistance will include workshops and presentations at sponsoring schools, colleges, and career centers.

New vocational teachers participate in a comprehensive staff-development workshop to obtain the necessary skills to enter the classroom. To alleviate a critical shortage in this area, special programs through Clemson University and South Carolina State University are training new technology teachers.

The South Carolina Vocational Directors Association provides technical workshops to upgrade teachers’ technical skills, allowing them to remain knowledgeable with regard to new and emerging technologies in their fields.

As members of SREB’s High Schools That Work (HSTW) network, South Carolina educators have access to numerous additional staff-development opportunities. This year workshops, conferences, and seminars have been conducted on topics such as project learning, creating small learning communities, middle grade alignment, and teaching high-level communication skills. In addition to the opportunities provided by SREB, workshops are available at the state level. Two professional-development workshops conducted this year were “Playing Catch-Up—Getting Unprepared Ninth-Graders Ready for Challenging High School Work” and “Using HSTW Data to Focus on Site Action Plans.” South Carolina provides funds to each of the HSTW sites to promote participation in staff-development opportunities throughout the year.

**(2020 Vision: Professional Development, Goals 1, 2, and 3)**

Comprehensive postsecondary professional development activities are carried out at both the local and the state level for technical college faculty, staff, and administrators. Peer group meetings for all major functional areas, as well as academic cluster areas and student services function areas, within the colleges are held quarterly. Emphasis is placed on statewide technology training, which includes distance education, Web development, and live course delivery. Faculty training is provided to ensure quality course delivery via distance education. Other activities include visiting other sites, developing policies and procedures, and participating in a statewide distance-education conference.

Each college is required to include in its plan professional development activities that are consistent with Perkins III. The college must provide workshops, seminars, and conferences focusing on high-quality programs that integrate academic and technical courses, promote student persistence, and address the needs of individuals who are members of special populations.

**D. Involvement**

The OCTE established a Career and Technology Education Advisory Council to oversee all aspects of Career and Technology Education, Tech Prep, and School-to-Work in the State, including future planning,

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program development and implementation, and evaluation. The Advisory Council includes parents, teachers, administrators, representatives from labor, and a significant number of representatives from business and industry.

To create awareness of and to promote the value of Career and Technology Education, the local districts will be encouraged to obtain support from the community, teachers, administrators, educational staff, students, and parents. The South Carolina Chamber of Commerce, the Tech Prep Consortia, and the South Carolina Employment Security Commission periodically publish information on careers, highlighting one career field per article, in local and statewide newspapers.

### **(2020 Vision: Marketing, Goals 1 and 2)**

The sixteen Tech Prep Consortia function as separate entities with separate governing boards. Each board is comprised of parents, teachers, and business representatives from the community. A labor representative can also be elected to serve on the board. Within the framework of the consortium body are additional committees to spearhead activities. The committee work involves curriculum, guidance, and preparatory-services issues as well as public relations campaigns. The committees offer opportunities for teachers, parents, and business representatives to be involved in the overall development and implementation of career and technology and academic programs.

Business is currently involved in the development, implementation, and evaluation of programs at all levels. For Career and Technology Education programs, local business and industry advisory councils provide input concerning current technology, trends, and the employment needs of industry. Local business and industry also provide technical workshops to upgrade teachers' technical skills.

State business and industry advisory committees participate in developing, evaluating, validating, and implementing core competencies. They also participate in the approval of instructional materials including curriculum and textbooks.

### **(2020 Vision: Business Relationships, Goal 2)**

Technical advisory committees involve representatives from business and industry, parents, and teachers in planning and conducting student skill competitive events. Parents, teachers, and individuals from small and medium-sized local businesses actively participate by judging events, evaluating competencies, and coordinating events at area schools and technical centers. They provide support to students by providing materials for skill events and sponsoring students who participate in national skill events and leadership competitions.

### **(2020 Vision: Business Relationships, Goal 3)**

The OCTE sponsors the Business Awards Program, which recognizes businesses that have partnered with local schools and districts to provide School-to-Work experiences, speakers, funds, equipment or other support. School districts and Tech Prep directors nominate businesses that have exemplary involvement with their schools and the winners are recognized at an annual awards ceremony.

As a member of the SREB/ HSTW network, South Carolina provides technical assistance to the HSTW sites. Three-day technical assistance visits are ongoing with teams of thirteen to fifteen members. These teams are composed of teachers, administrators, representatives from business and industry, and postsecondary staff. Parents are often the team members serving as the business and industry representatives. An in-depth report is presented to the school administration based on each visit and is used to update and upgrade programs.

For all curricula approved for implementation by the technical colleges, each college puts together an active lay advisory committee to provide appropriate input and advice for the college's service area. Each advisory committee is representative of the occupations reflected in each curriculum. The advisory committees include representatives from local industry and businesses. The technical colleges also involve business and industry leaders in evaluating and revising existing curricula.

## E. Integration

South Carolina passed a comprehensive School-to-Work Transition Act in 1994. Initiatives and reforms started by this legislation will continue to improve the academic and vocational skills of our students, to enhance our career and technology programs through integration, and to provide students with strong work-based learning experiences. General-track classes have been eliminated in all schools. Rigorous and relevant applied academic courses are required in Communications for the Workplace III and IV, Mathematics for the Technologies I and II, Applied Biology, Applied Chemistry, and Physics for the Technologies in each high school in the State. The SDE provides course syllabi and competencies for all applied academic courses. School districts must certify and ensure that the applied academic courses offered are equivalent to college-prep courses in rigor, content, and standards. State colleges must accept applied academic courses for their entry requirements. Statistics, logic, measurement, and probability are required components of the mathematics curriculum. Proficiency in keyboarding and computer literacy is also required for high school graduation. Each school district must ensure that each applied academic teacher has completed appropriate training in applied methodology and is certified in the appropriate academic field. The SDE offers institutes at colleges and universities in the State during the summer for teachers to obtain the required training.

Vocational and technical education components are strengthened through required instruction in the skills and competencies identified in the SCANS report and the employers' survey report of the South Carolina Chamber of Commerce's Business Center for Excellence in Education. Included are basic skills, resource skills, information skills, systems skills, and technology skills. All Career and Technology Education programs are required to be competency based.

South Carolina schools will continue to implement successful curriculum integration strategies by providing such opportunities the following:

- extended time (planning and observation) for academic and career and technology teachers to learn from one another;
- time and assistance to academic and career and technology teachers to make regular visits to industry;
- common planning time for academic and career and technology teachers to work together as teams to develop integrated curriculum, design joint projects, and so on;
- occasions for academic and career and technology instructors to teach lessons in each other's classes;
- authorization for academic and career and technology instructors to take students on business and industry field trips and to require assignment(s) related to the activity;
- on-site summer internships for teachers and counselors in coordination with business and industry;
- district-sponsored professional development activities in which all teachers can participate, regardless of the particular focus of the event; and
- means for all teachers to become familiar with and to use such aids as the South Carolina Curriculum Frameworks, SCANS, and the South Carolina Chamber of Commerce Education Study.

Work-based learning reinforces the academic and vocational skills acquired in the classroom. Work-based experiences ranging from shadowing to registered apprenticeships introduce students to the world of work and emphasize the importance and relevancy of their school-based learning. All students begin with career exploration, and as their career interests begin to evolve, they are offered opportunities to experience, at various levels of intensity, all aspects of an industry. Employer involvement in the design of academic and vocational curricula and educators' involvement in design of workplace training materials create integration in both.

Colleges must provide activities that focus on improving the integration of academic and technical skills of students participating in technical programs. All program models and program displays must be consistent with the standards and practices outlined in the *Criteria for Accreditation*, published by the Southern Association of Colleges and Schools. Associate degree programs must contain a basic core of general-education courses. The core must include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Each institution must demonstrate that its graduates are competent in

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reading, writing, oral communication, fundamental mathematical skills, and the use of computers. Students are provided with remedial assistance if they do not meet admission requirements for specific programs. Tutoring services, computer-assisted instruction, and open computer labs are provided for students who need additional assistance while they are enrolled in their program courses. Licensure exams are required in numerous program areas that include clinical experiences. Students are provided with strong experiences in industry through cooperative work experiences, internships, apprenticeships, field experiences, clinical experiences, supervised comprehensive work experiences, and laboratory experiences.

### F. Challenging Academic Proficiencies

Programs and materials help ensure that students who participate in vocational and technical education programs receive rigorous academic instruction. Each applied academic course has a syllabus that is aligned with its academic counterpart and contains a blended curriculum. The syllabi contain state standards, allowing for the teacher to provide the training and skills necessary for students to meet or exceed the state-adjusted levels of performance.

Technical assistance to schools throughout the State provides added assurance that Career and Technology Education students are required to meet the same challenging academic standards as all other students. Applied academic classes are monitored and evaluated; suggestions and recommendations are made to teachers and administrators. Instruction is evaluated, student work assessed, labs inspected, textbooks surveyed and technology inventoried. Workshops may be offered and supplementary materials and activities provided to the classes or the school.

South Carolina is moving toward a standards-driven system. This means that the curriculum standards are derived from the State's Curriculum Frameworks and Academic Achievement Standards and that student instruction and assessment will be based on these standards. The State's curriculum standards in reading/English language arts, mathematics, and science are to be correlated with the career and technology competencies. Also to be correlated with these curriculum standards are the OCTE's applied academic course competencies for Applied Biology I and II, Communication for the Workplace III and IV, Mathematics for the Technologies I, II, and III, Physics for the Technologies I and II, and Chemistry for the Technologies.

The OCTE is also intent on improving the work habits and characteristics of young people who exit secondary programs and move directly into industry or who go on to technical education at the postsecondary level. The South Carolina Chamber of Commerce has published a guide that is based on a survey conducted in the State. Titled *Skills That Work 98* (Attachment 5), the volume lists the top twenty skills that employers want their entry-level employees to possess. These skills have been categorized according to the SCANS competencies.

The OCTE has committed to supporting the career and technology and applied academic teachers in the classroom by providing them with computer software and training for DIRECT and CONNECT, two computer programs developed by the Vocational-Technical Education Consortium of States (V-TECS). DIRECT and CONNECT provide curriculum assistance for school-based and work-based learning. V-TECS has just published two new standards projects, which will be incorporated into updated competencies in business and marketing courses: "Business Financial Occupations" and "Business Management Occupations."

It is expected that the crosswalk will

- support the SDE mission of providing leadership and services to schools and communities in South Carolina,
- reinforce the State's curriculum standards in all career and technology courses,
- produce a better-prepared student for the world of work and/or technical education, and
- link the Chamber of Commerce's *Skills That Work 98* with curriculum standards, career and technology competencies, and applied academic competencies.

Educators and invited business and industry leaders from around the State review the career and technology core competencies each year. State technical education professionals are also invited to participate in this review process. At this time, any national skill standards and/or state licensing requirements, such as those required for Cosmetology, are reviewed and included as is considered appropriate. After the competencies have been reviewed/ revised by this committee, they are subject to a field review. The “draft” competencies are mailed to subject-area teachers around the State with instructions to share them with their technical advisory committees for their input. This field-reviewed material is then compiled, reviewed, and included in the list of competencies as appropriate. State staff and the original committee members handle this process when warranted. The competencies are then finalized, approved by the office director, and posted on the Internet. They are also added to the V-TECS occupational database software, DIRECT, to aid teachers in the development of their curriculum.

All technical college courses are taught with challenging academic-proficiency requirements. Curricula must be directly related and appropriate to the purpose and goals of the institution and to the specific diplomas, certificates, and degrees awarded. The administration and faculty are responsible for ensuring that all curricula are implemented, monitored, evaluated, and revised as appropriate.

#### G. Technical Assistance

Technical assistance is the primary mission of the OCTE. Every school district, career center, and Tech Prep consortium in the State has a liaison in the OCTE for technical assistance. Additional strategies for technical assistance related to those schools and/or districts not meeting standards are discussed further under the section “Accountability and Evaluation,” below. Technical assistance is provided through numerous statewide and regional conferences and workshops as well as on an as-needed basis.

The OCTE provides assistance to school districts that fail to achieve the state-adjusted levels of performance. Technical assistance strategies include mentoring low-performing schools with exemplary sites, providing expert consultants to design specific improvement plans, using diagnostic performance tests, and providing curriculum and equipment resources.

Every program area has regional workshops to train teachers and administrators on technology and curriculum development. Teachers and administrators are given additional technical assistance regarding competencies, applied academics, and standards. SREB/HSTW sites receive annual technical-assistance team visits focusing on the school’s efforts and progress toward implementing HSTW’s “10 Key Practices.”

OCTE staff members attend the conferences and meetings held for state vocational directors and Tech Prep directors, where they present statewide initiatives, clarify national and state policy, and provide technical assistance as needed. State vocational directors and Tech Prep directors also receive specialized training in the requirements of Perkins III, the application process for local plan submission and approval, the amendment procedures, and the financial and data reporting requirements.

The annual statewide Education and Business Summit provides a concentrated three to four days of professional development and technical assistance for teachers, career guidance counselors, and administrators from OCTE staff, and state and national consultants.

In coordination with the education associates in the Division of Professional Development and School Quality, technical assistance is provided to the six districts that are in the greatest need. A needs assessment is conducted each year to determine how best to use the resources of the OCTE. Technical assistance is provided in the areas of competency-based instruction, the upgrading of career and technology courses, applied academic strategies, working with students who are members of special populations, administrative strategies, and developing business/education partnerships as well as in specific topics determined by local needs.

All districts can request services through our office based on local need. Service-area education associates are available to give technical assistance in their subject-area expertise. The OCTE provides assistance in business

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education, trades and industry, health occupations, and family and consumer sciences. Clemson University provides assistance in agricultural education. SDE personnel can advise with regard to curricular issues, the development of business/education partnerships, and the effort to keep career and technology programs current with technological advances. Also available is assistance in working with students who are members of special populations and in supporting students who are in nontraditional programs.

LEAs that do not meet state standards are identified for technical assistance from the State. Technical assistance options are described in detail under “Annual Evaluation” in the “Accountability and Evaluation” section, below.

Technical assistance workshops and meetings are provided to all technical colleges to ensure that programmatic, accountability, and financial requirements are carried out under Perkins III. State-level staff members work with local colleges to ensure that activities are consistent with legislative requirements. Colleges that do not meet core indicators will be required to develop plans that relate to those areas identified.

### H. State and Regional Opportunities

Vocational and technical education is directly related to state and regional career and technology opportunities. LEAs determine what courses or programs to offer or to develop based on the local, regional, and state labor markets. There are several excellent resources to assist LEAs in determining current and future occupational opportunities.

The Chamber of Commerce’s *Skills That Work 98*, for example, was distributed to every school district, two- and four-year college, business, and public agency in the State. This report addresses academic, vocational, and technical education requirements as they relate to state and regional employment opportunities of today and tomorrow.

The South Carolina Occupational Information System (SCOIS) is the South Carolina state-based computerized career information delivery system that is available in middle schools, high schools, career centers, technical colleges, four-year institutions of higher education, and other sites where young people are making career and education decisions. The SCOIS provides Career and Technology Education program information and career guidance information for the nation and the state of South Carolina. The SCOIS presents information on occupational outlook and wages, as well as descriptive information regarding occupations and their specialties, duties, working conditions, advancement and employment opportunities, physical and education requirements, and education and training opportunities. All vocational/technical education programs in South Carolina can access the SCOIS at their local sites. Information regarding demand for occupations in South Carolina and the nation is readily available to vocational educators and students. Actual job listings are available for the national, state, and substate levels.

The availability of information regarding state and national occupational opportunities facilitates the wise choice of vocational/technical course offerings as well as wise career decisions for students.

According to the Bureau of Labor Statistics, increased levels of education, training, and skills greatly enhance career success and have a dramatic impact on earnings. Jobs that show occupational growth and long-term career potential require at least some postsecondary education. The occupational outlook in South Carolina corresponds closely with the national outlook. Programs offered at the technical colleges include most of the fastest growing employment fields.

### I. Joint Planning and Coordination

Joint planning is an integral part of Perkins III, School-to-Work, the Workforce Investment Act (WIA), and many other closely related federal programs. The OCTE works closely with the SBTCE as the responsible agency for postsecondary education under Perkins III. The SBTCE is a required partner under the WIA. OCTE



staff will be meeting with SBTCE and WIA planners to explore joint activities under the WIA. The OCTE has also included input and representation from other federal agencies on our Advisory Council for Career and Technology Education, which will oversee the state plan, and on the State School-to-Work Advisory Council.

A comprehensive system operates within South Carolina for the coordination of programs at both the state and local levels among the State Board of Education, the SBTCE, the South Carolina Employment Security Commission (responsible for the WIA), the SDE's Office of Adult and Community Education (same division as the OCTE), the SDE's Office of Exceptional Children (Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 as amended and the Individuals with Disabilities Education Act), the South Carolina Department of Vocational Rehabilitation, the South Carolina Department of Social Services, and apprenticeship training councils.

Specific mechanisms for coordination include

- The utilization of a common employment database, provided by the South Carolina Employment Security Commission and through the South Carolina Occupational Information Coordinating Committee (SCOICC), for program planning purposes.
- Participation of representatives from the South Carolina Employment Security Commission, the Department of Vocational Rehabilitation, the Division of Research and Statistical Services (South Carolina Budget and Control Board), the Office of the Governor of South Carolina, the SBTCE, the State Department of Education (Office of Career and Technology Education), the South Carolina Commission on Higher Education, the Department of Social Services, and participation of the South Carolina Development Board on the Executive Board and Technical Committee of the SCOICC. The SCOICC provides occupational information to terminal sites located throughout the State (high schools, middle schools, colleges and universities, career centers, the office of the South Carolina Advisory Council for Tech Prep and Career and Technology Education, vocational rehabilitation centers, job service offices, community-based organizations, libraries, and correctional institutions). The SCOIS provides students, teachers, career guidance counselors, and administrators with vital occupational and career-related information.
- GOALS 2000—*Putting Children and Families First: South Carolina's Plan to Reach the National Education Goals* required extensive joint planning for each office of the SDE to develop strategies to meet the national goals. The South Carolina School-to-Work Act directly ties the Career and Technology Education curriculum into Goals 2000 relative to school completion (Goal 2), student achievement and citizenship (Goal 3), teacher education and professional development (Goal 4), mathematics and science (Goal 5), and parental involvement (Goal 8). The School-to-Work Act requires rigorous and relevant applied academics, career counseling, and teacher preparation. The Act also requires collaboration among the following groups: the SDE, the Employment Security Commission (labor), the Commission on Higher Education, the SBTCE, the South Carolina Chamber of Commerce, the Urban League, the Tech Prep Consortia, the South Carolina Transition Coordinator for People with Disabilities, and local school districts.
- IDEA. Ongoing collaboration among state-level personnel involved in career and technology and special education provides a model to the local school districts. Staff from these offices meet regularly to initiate staff-development opportunities, give guidance to LEAs, and replicable models to jointly deliver services.
- Statewide Systemic Initiative (SSI) Hubs. The State's math and science hubs are an integral part of our efforts to enhance the occupational and technical instruction aspects of our programs. Teachers and administrators work with master math and science teachers to develop methods to infuse high-level academic skills into the career and technology and applied academic curricula.
- Vocational Rehabilitation. Staff members from the SDE and the Department of Vocational Rehabilitation meet regularly to develop strategies to serve students with the most severe disabilities. An OCTE staff member serves on the South Carolina's Rehabilitation Counselor Master's Degree Program Advisory Committee.

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- **Apprenticeship Programs.** The OCTE endorses and actively supports coordination and collaboration among local school districts and youth apprenticeship programs. Many of the Tech Prep Consortia in the State have representatives from apprenticeship programs as members of their consortium. Partnership committees have been formed to include representatives from business and industry, the South Carolina Department of Labor, the appropriate social agencies, Chambers of Commerce, service clubs and organizations, the Employment Security Commission, postsecondary institutions, counselors, teachers, schools administrators, parents, and students.

### J. Equity Provisions

The SDE, the OCTE, and the SBTCE will continue actively to seek and encourage enrollment of all students in all programs, related activities, and vocational student organizations without discrimination on the basis of race, color, national origin, sex, or handicap. All grant recipients must also certify that local nondiscrimination policies are in place to comply with state and federal laws. A statement regarding nondiscrimination policies is included in all documents published through the OCTE. Policies and procedures are in place through the SDE to address claims of discriminatory practice.

The sixteen colleges within the South Carolina Technical Education System operate as open-admissions institutions. This fact involves more than their recruiting and admitting all persons who can benefit. It involves the institutions' taking proactive steps to assist such students in meeting their own education and career goals. It means working to eliminate or minimize barriers to equitable participation, including those based upon gender, race, age, disability, color, and national origin. To this end, the technical colleges will continue to identify and share the programs and practices that have proven successful in efforts to recruit and retain students from underrepresented groups. The SBTCE has included this area in its strategic plan and will continue to support these initiatives. In addition, the SBTCE will continue to work with the South Carolina Commission on Higher Education's Access and Equity Committee, other state agencies, and community-based organizations to ensure that South Carolina residents are informed about the opportunities and assistance available at the technical colleges.

### K. Workforce Investment Act

#### 1. Memorandum of Understanding

The memorandum of understanding between the local boards and the one-stop delivery systems in the local areas will conform to guidelines defined in the state plan and the provisions of the Workforce Investment Act, Sec. 121(c)2A. The content of the memorandum of understanding will include a description of the services to be provided by the one-stop delivery system, the way the service and operation costs will be paid, the methods of client referral, the memorandum of understanding's term duration, and the methods of amending the memorandum of understanding.

The executive director of the SBTCE will serve on the statewide Workforce Investment Board. Local Workforce Investment Boards should include representatives from the technical colleges. These representatives of the Technical College System will participate in the development of a local plan that delineates the services to be provided, the manner in which operating costs will be paid, and other items as required by the WIA.

#### 2. Role of Postsecondary Vocational and Technical Education

Overall, the one-stop career center integrates employment and training programs into a single, customer-friendly set of services. In addition, it provides the local community the flexibility of being able to help design and implement these unified services. South Carolina's sixteen technical colleges can play an important role in this one-stop delivery system. The technical colleges are spread throughout the State and their programs and facilities are accessible to a very large percentage of the population. The technical colleges are important partners in each of their service areas. The colleges maintain contact with local business and industry, educational

institutions, community service organizations, and local governments. These contacts help the colleges, in part, to understand the needs of the local communities and to identify ways in which the technical colleges can help address those needs. Thus the technical colleges can play a vital role in helping to formulate local workforce investment plans. Moreover, the mission of the South Carolina Technical College System places an emphasis upon providing learning opportunities to promote economic and human resources within the State. Through their academic programs, special programs, special services, and service providers, the technical colleges are involved in technical and career education, lifelong learning, occupational advancement and career development, and counseling and placement. The colleges are therefore in a good position to be effective partners and participants in workforce development activities.

### 3. Nonduplication

The executive director of the SBTCE will serve on the statewide Workforce Investment Board. Representatives from the technical colleges will be involved with the local Workforce Investment Boards. Representatives from the SBTCE have participated in ad hoc groups formed by the Employment Security Commission to discuss components of the WIA. This representation will ensure that each technical college is made aware of the programs being conducted through the WIA and thus that there will be no duplication of programs.

## IV. ACCOUNTABILITY AND EVALUATION

**Note for State Board of Education:** state standards established in this section must be negotiated with the U.S. Secretary of Education prior to federal approval of this plan. The State Board of Education authorizes the SDE to negotiate and make changes required by the U.S. Department of Education (USDE) for plan approval.

### A. Input from Eligible Recipients

#### 1. Secondary

State performance measures for the core indicators and corresponding state performance levels were developed within the OCTE's assessment section. All OCTE program staff reviewed and revised these measures and performance levels in preparation for field review. The draft measures and performance levels were then presented to all OCTE coordinators and career-center directors. Based upon their feedback, the measures and performance levels were revised. The revised measures and performance levels were presented for an additional review by state OCTE coordinators, who voiced approval for their use as the State's performance measures for the core indicators and corresponding performance levels. These measures and performance levels also support state goals for implementing an accountability system that identifies the responsibilities of all stakeholders and includes benchmarks and standards to measure student achievement. **(2020 Vision: Accountability, Goals 1 and 3)**

#### 2. Postsecondary

Core indicators were drafted and reviewed by staff in the Division of Academic Affairs and Technology at the SBTCE. The indicators were presented to the Chief Instructional Officers (CIOs) and Chief Student Services Officers (CSSOs) for review and feedback at all sixteen technical colleges. In addition, levels of performance for all core indicators were established by curriculum, research, and information systems management staff of the SBTCE and were presented to the CIOs and CSSOs for review and feedback. Considerable discussion ensued regarding the collection and reporting of data in a disaggregated format (*i.e.*, special-populations categories) and the use National Center for Education Statistics (NCES) cohort reporting. Currently the statewide data reporting system for the sixteen technical colleges does not provide for disaggregate reporting of the special-populations categories. A system of cohort reporting for graduates based on a 150 percent length of time is currently being used. The colleges will be required to develop procedures for collecting and

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reporting the data elements to identify special populations during 1999–2000. The SBTCE anticipates reporting systemwide baseline data on cohort graduates from fall 1997 through August 2000 and the fall 1999 cohort enrollment.

### B. Secondary Core Indicators and the State Levels of Performance

1. Perkins III, Core Indicator 1: *“Student attainment of challenging State established academic, and vocational and technical, skill proficiencies.”*

a. South Carolina’s Measure and Performance Level for Student Attainment of Academic Skill Proficiencies: 50 percent of Career and Technology Education students (identified by CIP [Classification of Instructional Programs] code) will achieve an average of at least 2.0 on final grades for the year in mathematics, science, and English/language arts courses. Improvement in performance will be demonstrated by an annual increase in the number or the percentage of students achieving an average final grade of 2.0 or higher in these courses.

b. South Carolina’s Measure and Performance Level for Student Attainment of Vocational and Technical Skill Proficiencies: 50 percent of Career and Technology Education students (identified by CIP code) will achieve an average of at least 2.0 on final grades for the year for all Career and Technology Education courses taken in the career major. Improvement in performance will be demonstrated by an annual increase in the number or the percentage of students achieving an average final grade of 2.0 or higher in these courses.

South Carolina’s performance measures support state goals for integrating curricula that include state and national standards for mastery of academic, technology, and employability skills. The state performance levels were established with reference to baseline and trend data from previous school years.

We are making modifications to our data collection system to accommodate reporting of this information, as well as all special-populations categories. The data system revisions will allow us to collect these variables beginning with the 1999–2000 school year. Currently all South Carolina school districts assign grades in accordance with local policy; there is not a common scale across the State. However, beginning with the 2000–2001 school year, all districts will adopt a uniform grading scale.

#### **(2020 Vision: Curriculum, Goal 1)**

2. Core Indicator 2: *“Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.”*

South Carolina’s Measure and Performance Level for Student Attainment of a South Carolina High School Diploma: 75 percent of twelfth-grade career and technology completers will receive a South Carolina High School Diploma. Improvements in performance will be demonstrated by an annual increase in the number or the percentage of students attaining a high school diploma.

The state performance level was established with reference to baseline and trend data from previous school years.

Core Indicator 2 is not appropriate for the Department of Corrections and the Department of Juvenile Justice.

3. Core Indicator 3: *“Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.”*

**South Carolina’s Measure and Performance Level for Student Placement Rates: 50 percent of South Carolina’s Career and Technology Education completers who are available for placement will be placed in**

postsecondary instruction, military service, or employment utilizing the vocational and technical competencies they have attained. This percentage will be calculated over a three-year period to allow for fluctuations in enrollment and the economy. Improvements in performance will be demonstrated by an annual increase in the number or the percentage of students being placed.

The state performance level was established with reference to baseline and trend data from previous school years.

Core Indicator 3 is not appropriate for the Department of Corrections and the Department of Juvenile Justice.

4. Core Indicator 4: *“Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.”*

**South Carolina’s Measure and Performance Level for Student Participation in Career and Technology Programs Providing Nontraditional Training:** From the career and technology programs identified as leading to nontraditional training and employment, at least five percent of the students enrolled will be from the underrepresented gender. Improvement in performance will be demonstrated by an annual increase in the number or the percentage of students of the underrepresented gender enrolling in career and technology programs that lead to nontraditional training and employment.

The state performance level was established with reference to baseline and trend data from previous school years.

**South Carolina’s Measure and Performance Level for Student Completion of Career and Technology Programs Providing Nontraditional Training:** From the career and technology programs identified as leading to nontraditional training and employment, at least five percent of the students completing the program will be from the underrepresented gender. Improvement in performance will be demonstrated by an annual increase in the number or the percentage of students of the underrepresented gender completing career and technology programs that lead to nontraditional training and employment.

The state performance level was established with reference to baseline and trend data from previous school years.

Core Indicator 4 is not appropriate for the Department of Corrections and the Department of Juvenile Justice.

We have analyzed the differential participation rates for males and females in all of our OCTE programs. We cross-walked this information with state and national data provided by the South Carolina Employment Security to determine nontraditional careers in the nation and the occupational programs offered in South Carolina that lead to these careers. This listing is being forwarded to all school districts and career centers to aid them in recruiting and in developing awareness programs.

### C. Postsecondary Core Indicators and the State Levels of Performance

#### 1. Core Indicator 1: Academic and Technical Skill Proficiencies

Student attainment of challenging State established academic, and vocational and technical, skill proficiencies

Measure: Cumulative program grade-point average (GPA) of graduates from all technical program majors (excludes Associate of Arts/Associate of Science programs).

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Standard: 70 percent of the total graduates from technical program majors will achieve a GPA of at least 2.25 or higher. The technical colleges will attain at least a .05 increase in cumulative program GPA each year.

Year 1	2.25 or higher
Year 2	2.30 or higher
Year 3	2.35 or higher
Year 4	2.40 or higher
Year 5	2.45 or higher

Description: Reporting of this indicator will be based on the number and the percent of graduates from technical programs with a cumulative GPA of 2.25 or higher. Baseline data will be reported on graduates from July 1, 1999, through June 30, 2000. The cumulative program GPA includes all courses (academic and technical) required for graduation in a student's program major. The technical courses in a student's program represent approximately three-fourths of the total course requirements for graduation. General-education courses are included in communications, humanities/fine arts, social/behavioral science, natural science/mathematics, and computer use. Using the cumulative program GPA provides a measure of integrated competencies in the academic and technical skill areas.

### Reporting for Core Indicator 1

Each college will be required to report data for total graduates and special-populations categories in the following format.

Graduates July 1, 1999, through June 30, 2000	Cumulative GPA		
	Total Number	Number 2.25 or Higher	Percent 2.25 or Higher
Total Graduates from Technical Programs			
Individuals with Disabilities			
Individuals from Economically Disadvantaged Families			
Individuals Preparing for Nontraditional Training and Employment			
Single Parents (including Single Pregnant Women)			
Displaced Homemakers			
Individuals with Limited English Proficiency			

### 2. Core Indicator 2: Postsecondary Degree or Credential (Graduation Rate)

Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.

Measure: The NCES graduation-rate cohort for full-time students, first-time entering freshmen, degree-seeking.

Sample Population: The 1997 cohort—the NCES graduation-rate cohort for first-time entering freshmen, full-time students, degree-seeking.

Standard: The Technical College System graduation-rate cohort for full-time students will attain at least a .5 percentage-point increase from the previous year.

Description: The NCES graduation-rate cohort will be used for reporting this indicator. Baseline data will be reported on the fall 1997 cohort and will be based on 150 percent of the length of program time through August 31, 2000. A single graduation rate for the Technical College System will be reported for this indicator.

Reporting for Core Indicator 2

Each college will be required to report data including special-populations categories in the following format.

Fall 1997 Cohort Graduates through August 2000	Total Number	Number of Graduates 150% Length of Time	Percent of Graduates 150% Length of Time
Total Cohort Graduates from Technical Programs			
Individuals with Disabilities			
Individuals from Economically Disadvantaged Families			
Individuals Preparing for Nontraditional Training and Employment			
Single Parents (including Single Pregnant Women)			
Displaced Homemakers			
Individuals with Limited English Proficiency			

3. Core Indicator 3: Employment/Continuing Education Placement

Placement in, retention in, and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment.

Measure: The placement rate will be based on the total number of graduates who are employed in positions related to their program of study or are continuing their education.

Standard: Seventy percent of the total graduates will be placed in jobs related to their programs of study or will be continuing their education. The Technical College System will attain a minimum of 1.00 percentage point increase each year in the placement rate.

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Year 1	70%
Year 2	71%
Year 3	72%
Year 4	73%
Year 5	74%

Description: The reporting for this indicator will be based on the percent of total graduates who are available for placement and are employed in the field or related field of study for which they received an award or who are pursuing additional education. A systemwide minimum response rate of 70 percent of the graduates will be required. Baseline data will be reported on graduates from July 1, 1999, through June 30, 2000.

### Reporting for Core Indicator 3

Each college will be required to report data including special-populations categories in the following format.

Graduates July 1, 1999, through June 30, 2000	Total Number	Available Graduates	Number Employed or Continuing Education	Placement Rate
Total Graduates from Technical Programs				
Individuals with Disabilities				
Individuals from Economically Disadvantaged Families				
Individuals Preparing for Nontraditional Training and Employment				
Single Parents (including Single Pregnant Women)				
Displaced Homemakers				
Individuals with Limited English Proficiency				

#### 4. Core Indicator 4A: Enrollment—Nontraditional Training and Employment

Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment.

Measure: A comparison of the underrepresented gender enrollment to total enrollment in high-tech, high-wage programs defined as providing training in occupations that are nontraditional.

Standard: From the technical college programs identified as leading to nontraditional training and employment, at least five percent of the students enrolled will be from the underrepresented gender. Improvement in performance will be demonstrated by an annual increase in the number or the percentage of students of the underrepresented gender enrolling in technical college programs that lead to nontraditional training and employment.



Description: Reporting of this indicator will be based on programs defined within the Technical College System as related to occupations underrepresented by gender with 25 percent or less based on state or national data. Baseline enrollment data will be reported for credit programs using the IPEDS (Integrated Postsecondary Education Data System) fall 1999 headcount data. Focus will be placed on high-wage, high-tech programs.

Reporting for Core Indicator 4A

Each college will be required to report data including special-populations categories in the following format.

Fall 1999 Enrollment	Total Enrollees	Nontraditional Enrollment for Females Total	Nontraditional Enrollment for Females Percent Females	Nontraditional Enrollment for Males Total	Nontraditional Enrollment for Males Percent Males
Total Enrollment in Nontraditional Programs					
Individuals with Disabilities					
Individuals from Economically Disadvantaged Families					
Individuals Preparing for Nontraditional Training and Employment					
Single Parents (including Single Pregnant Women)					
Displaced Homemakers					
Individuals with Limited English Proficiency					

5. Core Indicator 4B: Graduation—Nontraditional Training and Employment

Measure: The NCES graduation-rate cohort for full-time students who graduate from high-tech, high-wage programs providing training for nontraditional employment.

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Standard: The Technical College System graduation-rate cohort for full-time students who graduate from programs providing training for nontraditional employment in high-tech, high-wage areas will increase at least a .5 percentage point from the previous year.

Description: The NCES graduation-rate cohort will be used for reporting this indicator. Baseline data will be reported on the fall 1997 cohort and will be based on 150 percent of the length of program time through August 31, 2000. A single graduation rate for the Technical College System will be reported for this indicator in each category.

### Reporting for Core Indicator 4B

Each college will be required to report data including special-populations categories in the following format.

Fall 1997 Cohort Graduates through August 2000	<b>TOTAL GRADUATION COHORT</b>	Nontraditional Female Graduates 150% Length of Time  Total	Nontraditional Female Graduates 150% Length of Time  Percent Females	Nontraditional Male Graduates 150% Length of Time  Total	Nontraditional Male Graduates 150% Length of Time  Percent Males
Total Enrollment in Nontraditional Programs					
Individuals with Disabilities					
Individuals from Economically Disadvantaged Families					
Individuals Preparing for Nontraditional Training and Employment					
Single Parents (including Single Pregnant women)					
Displaced Homemakers					
Individuals with Limited English Proficiency					

## D. Annual Evaluation

### 1. Secondary

The State will translate the state measures and performance levels to local school districts by disaggregating the state totals by school district and multidistrict career center. This information will be used to determine which LEAs are not meeting the standards and what form of technical assistance the State should provide them. LEAs may receive on-site technical assistance, beginning with a comprehensive needs analysis. This information supports state goals to identify the responsibilities of all stakeholders in the State's accountability system. The results of this analysis will be used to determine the specific intervention to be undertaken. The state technical assistance model will include a variety of strategies such as

- Partnering low performing schools and/or centers with exemplary sites to establish a mentoring relationship with continuous assistance.
- Providing expert OCTE educators as consultants to design specific improvement plans.
- Using written and performance-based career and technology competency tests to provide diagnostic information and to establish integrated curriculum and assessment programs in the classroom.
- Providing numerous resources to schools to assist with program improvement efforts. Curriculum materials, software, and equipment may be supplied by the State or by business and industry partnerships. **(2020 Vision: Accountability, Goal 1)**

### • 2. Postsecondary

All postsecondary technical education associate degree, diploma, and certificate programs are evaluated annually in terms of productivity, job availability of graduates, and placement of graduates. SBTCE policies and procedures allow for programs to be phased out when new technology or changing economic conditions and needs render them obsolete. This flexibility allows the colleges and the system to reset priorities and reallocate resources to ensure effective delivery of instructional programs to meet the most pressing needs of the technical colleges and the employers and students they serve.

The SBTCE works collaboratively and jointly with the local technical colleges, the local Tech Prep and School-to-Work Consortia, the SDE, the South Carolina Employment Security Commission, the South Carolina Commission on Higher Education, and other agencies to ensure the coordination and nonduplication of programs.

## E. Data Collection

### 1. Methods for Reporting Student Data

South Carolina utilizes a comprehensive electronic student-tracking system to collect information on all students K–12. The OCTE extracts information from this system for all students in Career and Technology Education programs. The information we extract addresses student academic achievement and competency attainment (on an annual basis), as well as students' progress, by graduation rates and placement status. Our tracking system captures demographic variables on all students, including those with disabilities and those with economic/academic disadvantages. We have added the new information needed for reporting requirements under Perkins III to these variables.

Student information is entered into the database throughout the school year and is submitted to the State in June. The data will be aggregated to obtain state totals for each of the core indicators. State totals will then be disaggregated to provide information on all special populations. We will also disaggregate to provide information on the progress of OCTE completers.

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### 2. Process for Ensuring Complete, Accurate, and Reliable Data

#### a. Secondary

The State has been collecting data on career and technology students for several years. Many errors and omissions have occurred over this time. In January 1999, and annually thereafter, we have conducted regional training sessions on data reporting with required attendance for all districts and career centers. During these training sessions, common data-entry errors and procedural misconceptions will be discussed. Procedures that local district/centers can utilize to verify data accuracy will also be detailed. These training sessions also support state goals for providing professional development opportunities to ensure implementation of the accountability system. At the state level we run extensive checks and crosschecks on the consistency and reliability of local data, checked against other available information. To emphasize the importance of complete, accurate, and reliable data, we will implement sanctions for inaccurate and incomplete data.

**(2020 Vision: Accountability, Goal 2)**

#### b. Postsecondary

The SBTCE uses a systemwide database for reporting data from all sixteen technical colleges. Data reported to the SBTCE are verified using a Central Office Reporting Element (CORE) system. The CORE includes data on students (program major, sex, full-time/part-time status, race, age, and grade-point average), CIP codes, faculty, courses, and so on. In addition, each college provides a signed assurance stating that the data are complete and accurate.

Currently, discussions are ongoing regarding modifications to provide for reporting special populations. Colleges are being given an opportunity to provide input relating to they way data will be reported by the colleges for the special-populations categories.

### 3. Common Data Collection and Reporting Processes

Performance measures utilized under Perkins III will be adopted and used as appropriate to report data required under the WIA. Data collection requirements are under development for the WIA. The SBTCE is represented on the South Carolina Workforce Investment Board and will represent the technical colleges in developing data-collection systems as similar as possible to those established by Perkins III.

## V. SPECIAL POPULATIONS AND OTHER GROUPS

### A. Program Strategies

The needs of students who are members of special populations will be met through a variety of strategies focusing on the individual needs of each student. The primary goal of services for special-populations students is for their success in the regular career and technology classroom. To accomplish this goal, services are made available to students who need assistance. These services include modifications and adaptations to the curriculum, special-populations coordinator services, before-school and after-school tutoring, peer tutoring, individualized testing arrangements, special education/Career and Technology Education collaboration of instruction, team teaching, computerized acceleration programs, work-based learning, focused career guidance, systems of extra help, and other means determined through student assessment and evaluation.

Local districts will describe in the local plan how the needs of students who are members of special populations will be met. Specifically the districts will be asked to provide information concerning assessment of student needs, the ways the determined needs will be met, and the methods by which the districts will determine if progress is being made. Local plans will be approved based on a written commitment to the development of a system that includes recruitment, identification, and service delivery. Local districts must submit evidence that they know who their special populations are and what types of services these students require to be successful.

The districts must also demonstrate their ability to make this particular help available: the local plan must include methods and strategies for providing services to each special-populations category as defined by Perkins. Districts will have the prerogative to determine other categories of students who meet the definition of special populations and delineate strategies to meet their needs.

Technical assistance will be available from the State for any school district that requests such help in setting up a comprehensive system to serve the needs of students who are members of special populations. In-service training is available in the areas of serving students with disabilities, curriculum modification, learning styles, serving nontraditional students, and work-based learning. In addition, two regional workshops will be held for special-populations personnel during the school year. A state or national speaker will be invited to provide relevant information concerning a topic of interest related to special populations. Topics related to special populations will be introduced during all leadership training sessions so that Career and Technology Education leaders become familiar with and competent in meeting the needs of these students.

An equity coordinator is on staff at the SDE to assist district and technical college personnel in meeting state standards relating to nontraditional programs. The responsibilities of that professional staff member are

- to develop and implement programs and activities to promote career exploration and to provide for job shadowing and mentoring experiences in careers considered high-tech, high-wage and nontraditional to a specific gender;
- to provide support services (such as tutoring in academic courses, comprehensive career assessment and counseling, and instructional aids and devices) to retain students in high-skill, high-wage and nontraditional occupations;
- to maintain data to validate enrollment and dropout and, based on those data, to determine necessary corrective action for retention and program improvement;
- to implement Career and Technology Education programs and activities that address math, science, and Tech Prep components to improve students' preparation for employment in technical occupations, new and emerging technical fields, and occupations that are regarded as nontraditional to a specific gender;
- to develop and implement programs to assist students in their preparation for nontraditional training and employment;
- to train administrators, teachers, and counselors in developing strategies to increase student participation in and completion of nontraditional training programs; and
- to establish collaborative partnerships with business and industry and with state and local agencies to prevent duplication of services and to develop programs, services, and activities that will promote nontraditional training and employment.

**(2020 Vision: Curriculum, Goal 3)**

## B. Equal Access

Students who are members of special populations will be afforded equal access to career and technology programs through a variety of means. Primarily, in every school district there will be extensive recruitment that begins with the eighth grade. In addition, the need for Career and Technology Education is now addressed on students' Individual Education Plans (IEPs) when transition is discussed. Representatives from Career and Technology Education are invited to attend these IEP meetings. In most cases the career guidance counselor, the special-populations coordinator, or a career and technology instructor attends these meetings. Brochures that are published include examples of nontraditional career choices and also describe services available to students who are members of special populations.

In the local plan, districts are required to describe the procedures used to recruit and retain special-populations students in Career and Technology Education courses and programs. Plans are approved based not only on a demonstrated understanding of the myriad of barriers encountered by students who are members of

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special populations but also on the resultant specific strategies that are developed to overcome those barriers. Barriers to enrollment that have been identified in the past include the lack of prerequisite academic skills, physical limitations, potential safety concerns, lack of transportation, unrealistic career goals, concerns with state standards and measures of performance, lack of teacher knowledge about special populations, inadequate support services, inability to pay lab fees or buy required clothing, unavailability of childcare, and gender bias.

Proactive strategies must be implemented by districts to ensure participation of nontraditional students in high-tech, high-wage career and technology training programs. Strategies may include measures to correct social patterns of segregation, nonparticipation, and stereotyping and may include guidance and counseling procedures, recruitment and promotional activities, and admission policies, practices, and procedures. The enrollment and dropout rates of nontraditional students should be monitored and services provided to retain these students. **(2020 Vision: Recruitment, Goal 1)**

A commitment to cultural diversity and a commitment to providing equal and geographically feasible access to lifelong educational and training opportunities are among the core values of the State's Technical and Comprehensive Education System. These values are demonstrated in a variety of ways. First, each of the sixteen technical colleges is an open-admissions institution. This fact ensures access to the opportunities available at the technical colleges. Second, each of the technical colleges is actively involved in recruiting students from underrepresented groups. This effort involves disseminating information about opportunities, resources, and services available to overcome the barriers that these potential students might face. Through involvement with the Commission on Higher Education's Access and Equity Committee, participation in the federal TRIO Programs, and collaborative efforts with state and local community service organizations, each college actively engages in the recruitment of underrepresented students. Third, each college participates in systemwide efforts to enhance recruitment of students from special populations. These efforts involve peer groups, which consist of those professionals involved with similar functional areas at the colleges. The peer group for students with disabilities assists in efforts to recruit special needs students. The Chief Student Services Officers, as directed by the state system's strategic plan, are actively seeking ways to enhance the number of underrepresented students enrolling at technical colleges. Finally, efforts are made to help retain these students. Through placement tests (*e.g.*, ASSET and COMPASS) and individualized advising, students are helped to select and register for classes. Students are provided support and assistance through counseling and other student-support services.

### C. Nondiscrimination

Nondiscrimination is promoted by providing information to teachers, counselors, and administrators concerning the individual learning needs of students who are members of special populations. Although Career and Technology Education programs have been modernized and held to higher standards, this fact does not imply that students who are members of special populations cannot enroll in and successfully complete them. Efforts are made at the state and local levels to emphasize the role of Career and Technology Education in providing a meaningful education to *all* students. Standards are adjusted for students who are members of special populations so that those programs are not penalized for serving high concentrations of these youth. Districts are required to describe efforts undertaken to ensure that students who are members of special populations are not discriminated against in program enrollment, retention, and placement.

Each of the sixteen colleges is an open-admissions college. Further, the South Carolina Technical and Comprehensive System is committed to implementing and meeting the requirements listed in Title IV; the Americans with Disabilities Act; Title IX, Section 504; and the Age Discrimination Act.

### D. State-Adjusted Levels of Performance

Students who are members of special populations continue to represent a sizable portion of the students enrolled in Career and Technology Education programs. In many districts in the State, they are the majority. As career counselors, parents, and the students themselves see the value of careful career planning and the attainment

of work and SCANS skills, Career and Technology Education is moving to the forefront as the most viable option for most students. The majority of services available to this population continue to be centered on providing supplementary instruction in the regular career and technology classroom coupled with dropout prevention activities that have a positive impact on the social and emotional needs of at-risk students.

The following activities help ensure positive outcomes for students who are members of special populations:

- assessment activities aimed at providing teachers and support personnel with information to make decisions about how to teach and to give any extra help the student may need;
- provision of needed services to students such as learning laboratories, peer tutoring, the adaptation of curriculum materials, computers and software, special training for teachers, attendance monitoring, mentoring, and offering special help before and after school;
- guidance counseling and transitional services such as supplemental individual and group counseling, parental involvement, development of self-esteem, life and survival skills training, and assistance in locating jobs; and
- special career and technology courses that address the unique needs of students with significant disabilities—courses that may be self-contained but are located within a vocational facility and that focus on specific job skills as well as important work behavior skills.

The data obtained for the state standards and levels of performance will be disaggregated by special-populations categories for each school district and multidistrict career center. If the data indicate that special-populations students are not meeting the achievement levels designated for the core indicators, the following procedures will be set in motion:

- School districts and multidistrict career centers will evaluate programs at the schools where students who are members of special populations are not meeting standards and will identify possible barriers to achievement for those students.
- Plans to address program deficiencies will be developed.
- Local plans will be required to reflect the expenditure of funds to carry out program improvement strategies for special populations.
- Technical assistance will be provided by the State.
- Progress made toward raising the achievement levels of special-populations students will be monitored through the annual progress report and ongoing state-level evaluation procedures.

**(2020 Vision: Accountability, Goal 3)**

#### E. Alternative Education Programs

Recently enacted state legislation has accelerated the growth of alternative schools in our state. As more and more students are placed in this environment, we will link them to quality Career and Technology Education programs. Technical assistance efforts that directly impact students outside the mainstream will be targeted. Efforts will be made to include career and technology course offerings within the alternative-school setting and to ensure access to career and technology courses at the home school or career center.

Course modifications such as those available to students who are members of special populations will be provided to enhance other students' opportunities for success. Many students who are placed in alternative programs exhibit behavioral or discipline problems that hinder the learning process. In-service teacher training will be provided to focus on effective strategies for engaging these students and giving them viable reasons for learning. As resources, technical assistance, and training are made available to local districts, every effort will be made to allow alternative schools to benefit.

**(2020 Vision: Structural Change, Goal 3)**

#### F. Nontraditional Training and Employment

## 80 FINAL REGULATIONS

Students who are pursuing a career in an occupation with fewer than 25 percent of one gender are provided information and support relative to entrance in and completion of a coherent program of study. Recruitment materials, career guidance information, shadowing opportunities, and all written information are presented in nongender-biased language and include examples of students and workers who are in nontraditional fields. Strategies are developed locally to provide support for students who are enrolled in nontraditional areas so that they may successfully complete the program.

Examples of strategies include

- A community mentor is assigned to each student.
- A peer-support group is instituted and meets weekly or as necessary.
- Specific individualized career guidance is provided on a scheduled basis.
- Teachers participate in in-service training sessions that provide effective strategies for working with nontraditional students.
- Students are exposed to examples in the community of people who are successful in nontraditional careers.

The State targets careers that are technologically relevant in today's economy and provide the likelihood of high wages. Instructional support is offered to nontraditional students just as it is for all special-populations students. The stigma of being the only male in a female dominated course or of being the only female in a male-dominated course is reduced through a purposeful effort by the teacher, counselor, and administrator to overcome barriers to success. **(2020 Vision: Curriculum, Goal 2)**

### G. State Correctional Institutions

Funds are available to correctional institutions to meet the unique needs of incarcerated youth. Upon an inmate's release, Career and technology course offerings provide a link between the institution and the world of work. Efforts are made to connect students to jobs through community outreach and support. Business and industry have a presence within the confines of correctional institutions, providing incarcerated youth with a form of work-based learning that can further the rehabilitation process.

Technical assistance is available through the SDE with regard to career and technology course competencies, curriculum modification, on-site work-based learning possibilities, and curriculum integration. In addition, correctional educators are invited to attend all in-service training sessions offered to career and technology teachers and administrators in the State.

## VI. TECH PREP

### A. Articulation Agreements

In South Carolina, our Tech Prep program is anchored by sixteen Tech Prep Consortia, which include all eighty-six school districts and sixteen technical colleges. Each consortium is served by secondary schools, career centers, technical colleges, four-year institutions, and business and industry. Programs of study are centered in a coherent sequence of courses that articulate from secondary to postsecondary institutions. In place in each consortium are articulation agreements that lead students to a 2 + 2 or 2 + 4 program of study. Efforts will be undertaken during the next two years to study the feasibility of statewide articulation among comparable courses. At the present, articulation agreements exist only within specific consortia. It is envisioned that this can be expanded so that students can take a career and technology course in high school and receive advanced credit at any of the State's sixteen technical colleges. **(2020 Vision: Curriculum, Goal 1)**

### B. Special Considerations



The State gives special consideration to consortium applications that pay particular attention to the following: serving students who are members special populations, active participation of business and industry, providing education and training in areas of workforce shortages, developing comprehensive Tech Prep programs, and ensuring equitable distribution of assistance. Each consortium is required to submit information detailing the implementation, format, and participation regarding programs and activities that provide educational and training resources. The Tech Prep grant application requires each consortium to submit data and other quantitative as well as qualitative information (see Attachments 6A and 6B).

South Carolina's Tech Prep Consortia are formula funded to provide opportunities for every school district and college in the State that include the following program areas: teacher training institutes, curriculum integration, equal access, and business and industry services.

Through local and regional training institutes, teachers are educated in applied methods. The Consortia offer these institutes on an ongoing basis. All career and technology programs of study follow a competency-based format. Employability skills are taught as competencies in all program areas.

Through the input of business and industry and the office of the Employment Security Commission, workforce shortages are identified. In an effort to meet the needs of an area experiencing workforce shortages, consortia work with their business partners, advisory boards, steering committees, and educational institutions to provide the necessary job training to students. Work-based exposure and experiences are available to students through the following opportunities: shadowing, mentoring, service learning, internships, apprenticeships, and cooperative education. For those students pursuing postsecondary degrees, articulation agreements are in place through each consortium. Articulation provides a smooth transition from secondary to postsecondary education, which includes two-year degree programs as well as baccalaureate degrees.

Required use of funds includes establishing systems of extra help to provide a clear link between learning and future opportunities. Under equal-access activities, opportunities are offered to assist special-needs students with tutoring, summer sessions, Plato Labs, and mentoring programs. Secondary and postsecondary faculty and staff are given opportunities to identify, plan, and implement activities that address special need students. **(2020 Vision: Funding, Goal 3)**

### C. Program Activities to Meet State Standards

The school districts, funded through the sixteen Tech Prep Consortia, use the following activities/programs to meet or exceed the state-adjusted levels of performance:

- curriculum frameworks in math, science, and language arts;
- academic achievement standards;
- criteria-referenced tests;
- applied academic syllabi that are aligned with the academic achievement standards; and
- expanded graduation requirements that include four units of math and English and three units of science.

Articulation agreements for courses in specific programs are forged between the technical colleges and the secondary schools. Articulation agreements vary among the sixteen Tech Prep Consortia, depending upon local industry needs. For specified courses in which a student has been enrolled, the student may take validation exams prior to high school graduation and, upon successful completion of the exams, receive college credit.

Work-based opportunities are available for all career and technology students. Activities for students include shadowing, mentoring, service learning, internships, cooperative education, youth apprenticeships, and registered apprenticeships. **(2020 Vision: Accountability, Goal 3)**

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### D. In-Service Training

**1. Types of services provided for teachers include integration of academic and vocational education, instruction in applied methodology, and curriculum development.**

**Institutes are offered to train teachers in the applied programs: Physics for the Technologies, Chemistry for the Technologies, Applied Biology, Math for the Technologies, and Communications for the Workplace (Applied English).**

**2. Each of the Tech Prep Consortia offers staff development. The Applied Technology/Education staff will provide institutes for teachers, guidance counselors, and administrators. Once a year, the State sponsors a professional development conference to bring in applied teachers and vocational teachers from across the State for intensive staff development. Workshops will focus on areas relating to education reform initiatives that are underway in the State. Workshop titles include Tech Prep, Integration of Academic and Career and Technology Education, and Articulation of Career and Technology Core Competencies from Secondary to Postsecondary Instructional Levels.**

3. In order for teachers and administrators to stay current with the needs, expectations, and methods of business and industry, related institutes will continue to be available through the sixteen Tech Prep Consortia.

- Educators in the Workplace is a three- to five-week paid work experience for teachers in an area related to their teaching field.
- Educators in Industry is a course designed for teachers and administrators to learn more about business and industry in their locale. Teachers typically visit numerous job sites as part of the course requirements.
- Summer Internship/Externship is a course that takes teachers and administrators through various day-to-day components of a particular business or industry.

**(2020 Vision: Professional Development, Goal 1)**

### E. Training for Counselors

As a result of the passage of the 1994 School-to-Work Transition Act in South Carolina, counselors continue to receive training on career implementation, career exploration, and career counseling programs. Tech Prep institutes and teacher education programs offer a number of courses: Career Counseling for the Technologies, Career Planning and Development, Career Guidance, and Teaching Career Awareness. The training opportunities for counselors provide the skills, information, and encouragement needed for counselors to provide students with necessary career information.

In addition, the professional development conference offers special sessions for career counselors and career specialists.

To keep current with the various aspects of business and industry, career counselors and career specialists are encouraged to participate in the workforce-related institutes offered by the sixteen state Tech Prep Consortia. Through such training, counselors become familiar with aspects of modern business and industry and learn ways to inventory student interest and to place students in appropriate jobs. These services provide counselors with the skills they need to move a student effectively from career interest and exploration to appropriate placement in the workplace or a postsecondary institution.

Training in the use and application of technology is available through the institutes offered by the sixteen state Tech Prep Consortia. Courses include Internet Usage, Advanced Computer Applications, and Computer Instruction for Applied Courses. Workshops are also offered to provide the orientation and skills necessary to stay current in the use and implementation of technology in the classroom.

**(2020 Vision: Professional Development, Goal 3; Technology, Goal 1)**

#### F. Equal Access

In their grant proposals Tech Prep Consortia are required to describe activities to be undertaken and funds to be spent to ensure that students who are members of special populations have equal access to all programs and services offered through the Consortia. Allowable items include

- costs of producing, purchasing, and disseminating informational materials on services for special populations;
- release-time (pay at local rate) for secondary and/or postsecondary faculty and staff to identify, plan, and promote program components or activities that specifically address the needs of special populations; and
- costs of hiring tutors and purchasing instructional materials for special-needs students to help ensure their success in Tech Prep coursework. **(2020 Vision: Curriculum, Goal 3)**

#### G. Preparatory Services

Local consortia are required to describe activities to be undertaken and funds to be spent to encourage and prepare students to enter high-skill, high-wage career and technology training programs. Allowable items include

- costs of transporting students (grades seven through twelve secondary, grades eleven through fourteen postsecondary) to observe local career and technology/technical education programs and related workforce applications;
- release-time (pay at local rate) for secondary faculty (grades seven through twelve) to work with postsecondary faculty to identify and implement curriculum revisions needed to ensure students' smooth transition from each level to the next; and
- costs of developing transparencies, videos, and/or slide shows for recruiting students into Tech Prep programs of study. **(2020 Vision: Marketing, Goal 2)**

#### • H. Evaluation and Data Collection

In the state of South Carolina, the Tech Prep program allows a student to develop a course of study that uses the College Prep strategy or the Tech Prep strategy or a combination of the two. Tech Prep students are distinguished by their career and technology enrollment. A Tech Prep student is one who is taking more than one career and technology course at his or her home school or career center. Tech Prep Consortia will be evaluated by the state system of standards and measures. Student achievement data will be collected and analyzed on a consortium-wide basis to determine program effectiveness. In addition, midyear and annual progress reports will provide descriptions of how effectively the consortium has implemented proposed activities. The year-end report will include a compilation of the number of students served by each consortium and will provide information relative to student involvement in specific career paths.

If a consortium does not meet one or more of the five state standards, a program improvement plan must be developed and activities that directly address areas of need must be described in the following year's grant proposal. State staff will work with the Consortia director to conduct a thorough analysis of the data and arrive at a mutually agreeable plan of action. Consortia staffs are required to describe additional formative evaluation procedures that will be used to judge the satisfaction of stakeholders.

**(2020 Vision: Accountability, Goal 2)**

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### VII. FINANCIAL

**Note for the State Board of Education:** This section contains the budget for the first year of the plan as required by USDE guidance. The budget must be updated annually for changes that are not regulatory or subject to approval by the State Board. The State Board authorizes the SDE to update this budget based on the annual federal allocation received from the USDE.

#### A. Proposed Budget

#### FY 2000–2001 FINAL ALLOCATION AND DISTRIBUTION OF FUNDS (Based on FY2000 Actual Allocations)

<b>Total Grant Award</b>	<b>\$18,396,240</b>	
<b>Title I—Basic Grant</b>	<b>\$16,634,702</b>	
<b>State Level</b>	<b>\$ 2,495,205</b>	
State Administration	831,735	
State Leadership	1,663,470	
* State Institutions	0	
** Nontraditional Training	60,000	
Administration Matching	831,735	
<b>Local Level</b>	<b>\$14,139,497</b>	
	<b>Secondary</b>	<b>Postsecondary</b>
Local Recipients	\$10,988,341	\$2,151,156
***Reserve to Tech Prep	\$500,000	\$500,000
Title II Tech Prep	\$ 1,761,538	

\* State correctional institutions receive local Title I funds as an LEA.

\*\* Additional funds for an equity coordinator are not included in this amount.

\*\*\* A total of \$1 million or 6.11 percent of the Title I grant has been reserved. See “Formulas/Procedures” for a further explanation of these funds.

#### B. Title I

##### 1. Secondary/Postsecondary Allocation

The secondary/postsecondary allocation for the transition year (FY2000) was an 85 percent allocation for secondary and a 15 percent allocation for postsecondary. Both the State Board of Education, responsible for secondary career and technology programs, and the SBTCE, responsible for postsecondary two-year associate degree/diploma technical education programs, have agreed to phase in, over four years, to a 70 percent allocation for secondary and a 30 percent allocation for postsecondary. This decision was based on the relative enrollments in vocational/technical programs and the needs of these students. The SDE intends to seek additional state funding for vocational/technical education to replace the critical loss of funds to postsecondary education. The financial phase-in will result in a 3.75 percent annual increase in the postsecondary share of funds made available for local activities under section 112(a)(1) for the local uses described in sections 131 and 132. This phase-in will result in a total shift of 15 percent in funding between secondary and postsecondary with the

following annual secondary/postsecondary share: FY2001, 81.25 percent /18.75 percent; FY2002, 77.5 percent /22.5 percent; FY2003, 73.75 percent /26.25 percent; and FY2004, 70 percent /30 percent.

## 2. Formulas/Procedures

### a. Title I Secondary

Seventy percent of the secondary allocation to LEAs will be based on Title I poverty data for students ages five through seventeen who reside in the LEA during the most recent year for which data are available, compared to the total number of such individuals served by all LEAs in the State as approved by the Office of Vocational and Adult Education in Memorandum 99-8. Thirty percent of the secondary allocations to LEAs will be based on Title I enrollment data for students ages five through seventeen who reside in the LEA during the most recent year for which data are available, compared to the total number of such individuals served by all LEAs in the State. The USDE has also approved these data for secondary allocations. Subrecipient allocations can be found in Attachment 7.

### b. Title I Postsecondary

The allocation formula for Title I postsecondary allocations to technical colleges is based on the number of Pell Grant recipients. Subrecipient allocations can be found in Appendix 8.

### c. Title I Funds to Support Tech Prep Consortia

The State Board of Education, responsible for secondary career and technology programs, and the SBTCE, responsible for postsecondary two-year associate degree/diploma technical education programs, have agreed to supplement the State's sixteen Tech Prep Consortia using Title I funds. Secondary and postsecondary will each use the following funds from the reserve to support secondary and postsecondary activities through the Tech Prep Consortia: FY2001, \$500,000 each; FY2002, \$400,000 each; FY2003, \$300,000 each; and FY2004, \$200,000 each.

South Carolina has a strong Tech Prep program that has traditionally been supported with Title I funds. The sixteen Tech Prep Consortia in the State consist of all sixteen technical colleges and all eighty-six school districts. We have elected to allocate \$1 million from the reserve to maintain funding for Tech Prep under Perkins III for FY2001; \$500,000 will be allocated as secondary Tech Prep funds, and \$500,000 will be allocated as postsecondary Tech Prep funds.

#### 1. Secondary

Title I secondary funds for Tech Prep will be allocated to the sixteen Tech Prep Consortia using a floor of \$20,000 (to benefit rural areas) and the remaining (\$180,000) will be allocated based on occupational enrollment. South Carolina is a rural state. All but two of the local consortia (23.4 percent and 41.7 percent) have a rural population of over 50 percent according to *Rankings of the Counties and School Districts of S.C.* Even the two consortia that are less than 50 percent rural have significant rural populations. The \$20,000 floor benefits all rural areas by allowing minimum funds for program activities at each consortium. Use of occupational enrollment (high populations) fulfills the second factor for use of reserve funds. Subrecipient allocations can be found in Attachment 9.

#### 2. Postsecondary

Postsecondary Title I allocations to consortia will also use a \$20,000 floor to benefit rural populations and provide minimum funds for postsecondary program activities at each consortium. Use of enrollment in two-year degree/diploma programs (high populations) fulfills the second factor for use of the reserve. Subrecipient allocations can be found at Attachment 10.

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### d. Rural Waiver

South Carolina has traditionally granted a rural waiver to one secondary school district that receives less than \$15,000 in funding. No postsecondary recipients receive less than \$50,000 in funding. Districts must be at least 50 percent rural as determined by the 1999 edition of *Rankings of the Counties and School Districts of S.C.* to qualify for a rural waiver from the SDE.

### C. Title II

The evolution of Tech Prep in South Carolina over the past decade has resulted in a comprehensive service-delivery system that has reached every school in the State. The State uses 15 percent of the total Title II allocation for administration to provide technical assistance, program administration, and intensive training for Tech Prep. South Carolina's Title II allocation utilizes a \$60,000 floor to benefit rural consortia. Fifty percent of the remaining Title II funds will be allocated to consortia based on Title I poverty data for students ages five through seventeen who reside in LEAs in the consortium during the most recent year for which data are available, compared to the total number of such individuals served by all consortia in the State. The remaining 50 percent of the Title II funds will be allocated to consortia based on Title I enrollment data for students ages five through seventeen who reside in LEAs in the consortium during the most recent year for which data are available, compared to the total number of such individuals served by all consortia in the State. This formula gives weighting to rural areas, poverty, and enrollment. Title II allocations can be found in Attachment 11.

## Appendix 1

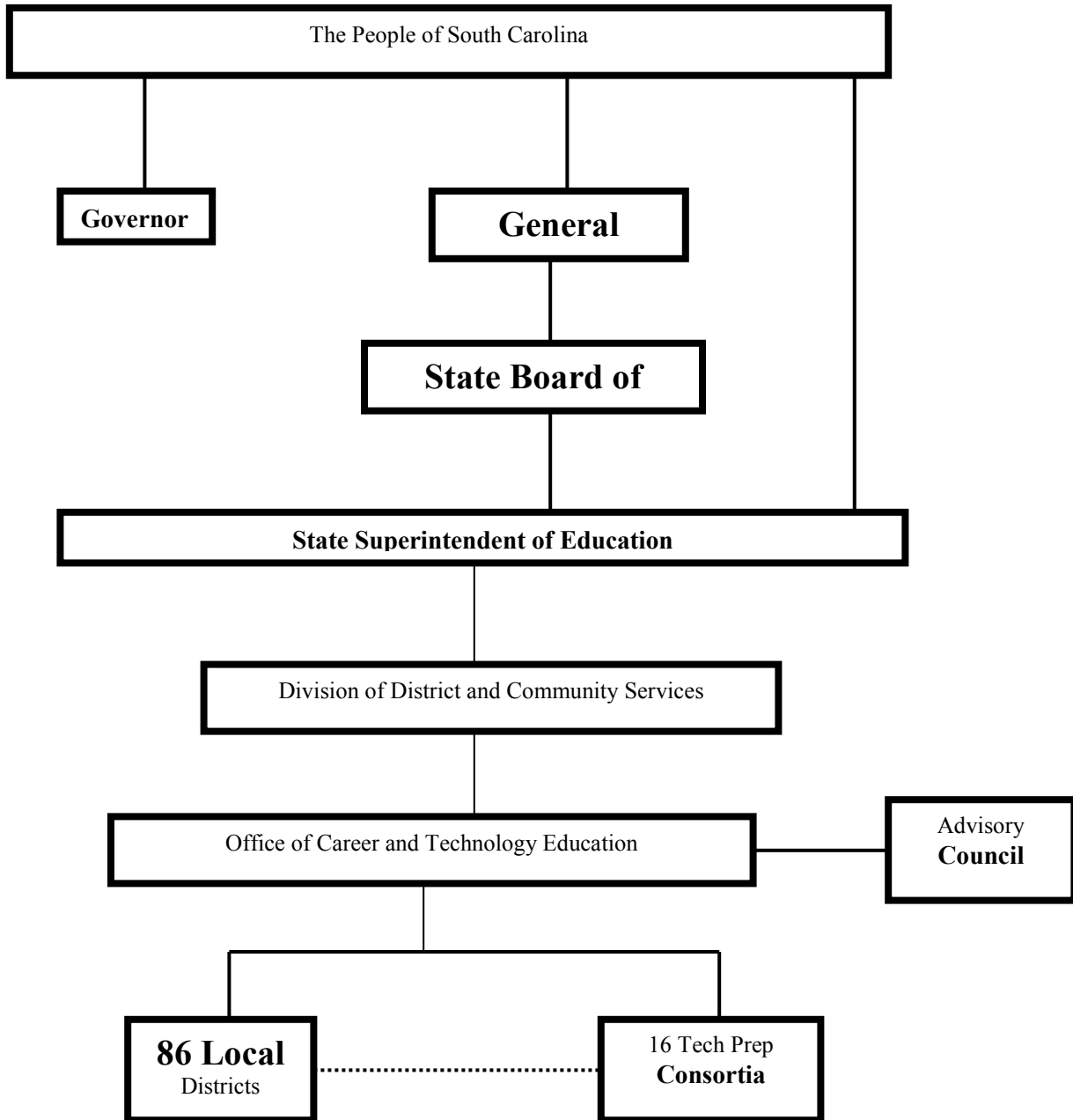
### State Governance Structure

The South Carolina Board for Occupational Education, which is the South Carolina Board of Education, is the sole agency responsible for the administration and supervision of occupational education programs consistent with State laws and in accordance with the federal Perkins Act. The State Board of Education shall establish policies, rules, and procedures to administer occupational education in compliance with state and federal laws. The director of Career and Technology Education is responsible to the State Board of Education through the Executive Officer (the State Superintendent of Education) for the planning, administration, coordination, supervision, and promotion of all phases of the program of occupational education in the State and is the official representative of the Executive Officer in all matters pertaining to occupational education.

The SBTCE has the statutory responsibility for the approval of all two-year postsecondary programs and the maintenance of high-quality instructional programs among the sixteen technical colleges under its authority. State statute also establishes a local Area Commission with specific responsibilities for each technical college. The Commission on Colleges of the Southern Association of Colleges and Schools accredits all technical colleges. State statutes require all two-year associate degree programs, including college transfer and occupational programs, to be approved by the South Carolina Commission on Higher Education. All programs of study less than the associate degree are approved by the South Carolina Board for Technical and Comprehensive Education.

Appendix 1

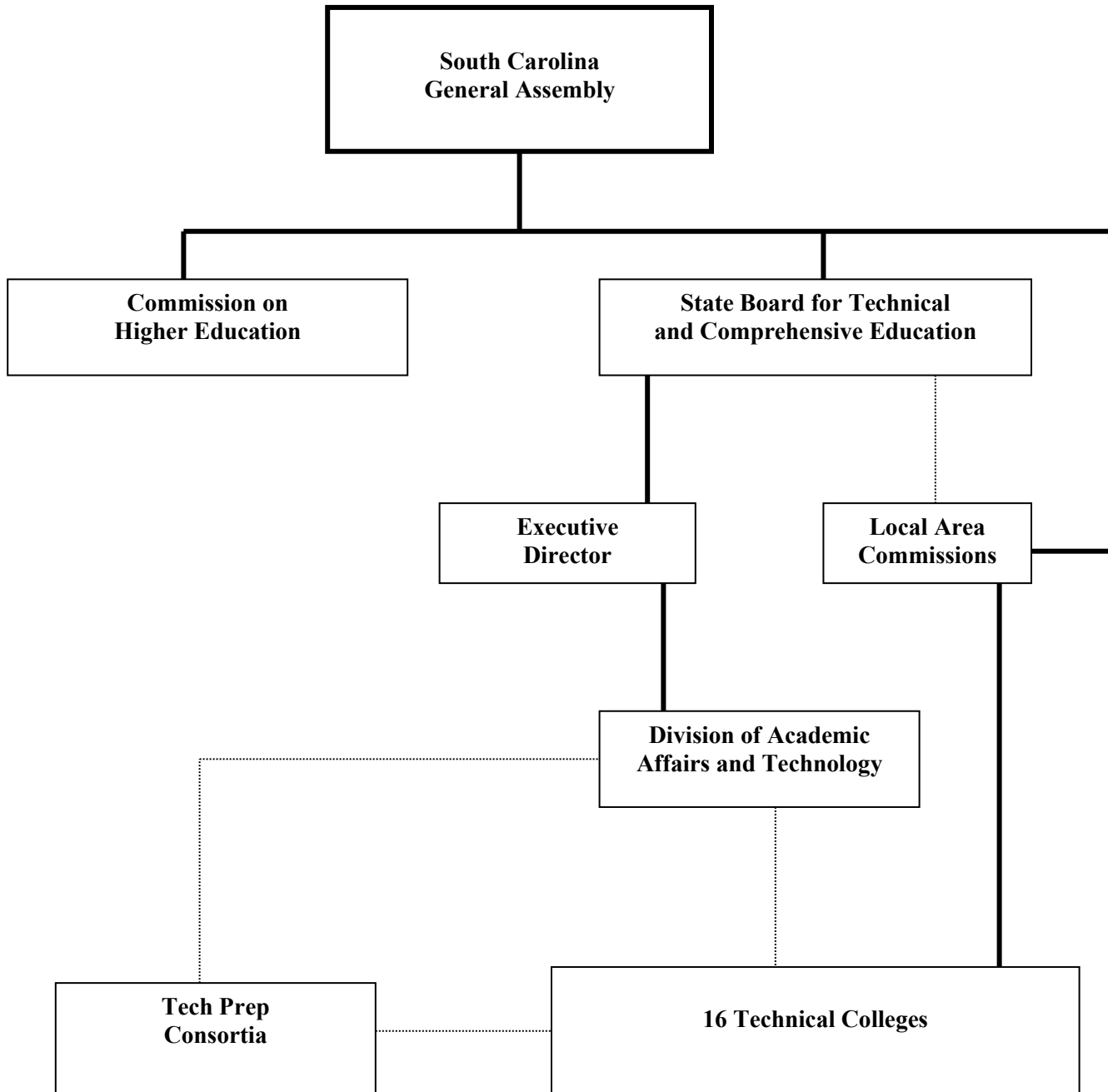
SOUTH CAROLINA'S SECONDARY CAREER AND TECHNOLOGY EDUCATION GOVERNANCE RELATIONSHIPS





Appendix 1

**SOUTH CAROLINA TECHNICAL COLLEGE SYSTEM  
Governance Relationships**





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## Appendix 2

### Career and Technology Education Advisory Council

Member and Title	Address	Phone	Fax	Category
Dr. James R. Couch Director Office of Career and Technology Education	State Department of Education 1429 Senate Street Room 912A Rutledge Building Columbia, SC 29201	(803) 734-8410	(803) 734-3525	Education
Dr. Dianne Brandstadter Assistant Associate Director of Academic Affairs and Technology	State Board for Technical and Comprehensive Education Koger Office Center 111 Executive Center Drive Columbia, SC 29210	(803) 896-5362	(803) 896-5363	Education
Mr. Allen Krech Senior Executive Assistant	Commission on Higher Education 1333 Main Street, Suite 200 Columbia, SC 29201	(803) 737-2291	(803) 737-2297	Education
Mr. Doug McTeer, Jr., Director Division of Education Office of the Governor	Edgar A. Brown Building  Suite 303, 1205 Pendleton Street Columbia, SC 29201	(803) 734-0448	(803) 734-0245	Government
Ms. Carol Kososki SCOICC Director	SC Employment Security Commission Post Office Box 995 Columbia, SC 29202	(803) 737-2733	(803) 737-0995	Agency
Mr. Robert E. Livingston	Gregory Electric Co., Inc. Post Office Drawer 1419 Columbia, SC 29201	(803) 748-1122	(803) 748-1102	Business
Mr. Rick W. Ott Senior Executive Vice President	M. B. Kahn Construction Co., Inc. Post Office Box 1179 Columbia, SC 29202	(803) 736-2950	(803) 699-6415	Business
Ms. Ellen Still Research Director	Senate Education Committee 412 Gressette Building Post Office Box 142 Columbia, SC 29202	(803) 212-6250	(803) 212-6299	Government
Ms. Sandy Smith	House Education Committee Post Office Box 11867 Columbia, SC 29211	(803) 734-3053		Government
Mr. Richard Kuffel Client Services Consultant	SC Vocational Rehabilitation 1410 Boston Ave. Post Office Box 15	(803) 896-6510	(803) 896-6510	Agency

	West Columbia, SC 29171-0015		
Mr. Hoyt R. Sharpe Associate Superintendent	Palmetto Unified School District Post Office Box 21787 Columbia, SC 29221	(803) 896-1548	Agency

**Appendix 2**

**Career and Technology Education Advisory Council**

Member and Title	Address	Phone	Fax	Category
Mr. Stephen Sorrell Student Services Manager	Department of Juvenile Justice Post Office Box 21069 Columbia, SC 29221-1069	(803) 896-9798		Agency
Ms. Dawn Zara President, SC DECA	104 Kings Mountain Street York, SC 29745	(864)684-9720		Student
Mr. Buddy Waters	Cunningham-Waters Construction Co. 206 South Main Street Greer, SC 29650	(864)897-3326		Business
Mr. Philip Lee Business Manager	Iron Works Union Local 601 7326 Pepperdam Avenue Charleston, SC 29418	(843) 552-1554		Labor
Ms. Betty Lorick	125 Fifeshire Dr. Columbia, SC 29212	(803) 781-3965		Parent
Mr. Thomas Ellenburger, Chair SC Association of Vocational Administrators	Dorchester County Career Center 507 School House Road Dorchester, SC 29437	(843) 563-2361	(843) 563-9038	Education
Ms. Tina Durham SC Association for Career and Technical Education	2018 Wellington Rd. North Augusta, SC 29841	(803) 278-4905	(803)279-8541	Education
Dr. Gene Schwarting, Chair SC Alliance of Tech Prep/ STW Directors	USC - Salkehatchie Post Office Box 617 Allendale, SC 29810	(803) 584-3446 Ext 186	(803) 584-5180	Education
Ms. Gilda Kennedy President Women Work	Department of Social Services Suite 202 1350 Harden Street Columbia, SC 29203	(803) 898-9146	(803) 898-9177	Special Populations
Ms. Christine Flowers Coordinator, Career Development Services	Sumter School District 17 1109 North Pike West Post Office Drawer 1180 Sumter S.C. 29151-1180	(803) 469-8536 Ext 273	(803) 469-6006	Education

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### Appendix 3

#### PUBLIC HEARINGS AND COMMENTS

The public hearing notice shown below appeared in the *Greenville News* in Greenville, S.C., the *Post and Courier* in Charleston, S.C., and the *State* in Columbia, S.C., on August 28 and 29, 1999.

#### PUBLIC HEARING NOTICE

The Carl D. Perkins Vocational-Technical Education Act of 1998, P.L. 105-332, requires the State Board of Education to conduct public hearings in the State in order to afford all segments of the public and interested organizations and groups an opportunity to present their views and recommendations regarding the development of the Four-Year State Plan (FY2001–2004) for Occupational Education in South Carolina.

Public hearings will be held at the following locations on the dates/times specified:

1. September 21, 1999  
10:30 a.m. to 12:00 p.m. South Carolina Department of Education  
Room 806 Rutledge Building  
1429 Senate Street  
Columbia, SC 29201  
Tel. (803) 748-3380
2. September 22, 1999  
10:30 a.m. to 12:00 p.m. Golden Strip Career Center  
1120 East Butler Road  
Greenville, SC 29607  
Tel. (864) 281-1244
3. September 24, 1999  
10:30 a.m. to 12:00 p.m. North Charleston City Hall  
Council Chamber, First Floor  
4900 LaCross Road  
North Charleston, SC 29411  
Tel. (843) 554-5700

Views and/or recommendations relevant to the development of the state plan must be submitted in writing at the public hearings. Persons unable to provide input through participation at the scheduled public hearings may submit their written views/recommendations, to be received no later than September 30, 1999, to

Dr. James R. Couch, Director  
Office of Occupational Education  
South Carolina Department of Education  
Rutledge Building, Room 912  
1429 Senate Street  
Columbia, South Carolina 29201

A summary of written views and recommendations, relevant to the development of the state plan and the State Board of Education's response to such views and recommendations shall be included in the Four-Year State Plan for Occupational Education in South Carolina.

**Appendix 3**

Note: As a result of recommendations made during the development of the state plan and after these ads appeared, when referring to the state plan, offices, or programs, “occupational” has been replaced with “career and technology”.

**PUBLIC HEARING COMMENTS AND RESPONSES**

There were no written comments submitted during or after the public hearings.

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### Appendix 4

#### EDGAR CERTIFICATIONS

A. In compliance with the Carl D. Perkins Vocational-Technical Education Act of 1998 and the Education Division General Administrative Regulations (EDGAR), the State Board of Education certifies that

1. The State Board of Education in South Carolina is eligible to submit the Four-Year State Plan for Vocational-Technical Education;

2. The South Carolina Department of Education has authority under the Code of Laws of South Carolina, 1976, to perform the functions of the State under the program;

3. The State legally may carry out each provision of the Four-Year State Plan;

4. All provisions of the Four-Year State Plan are consistent with state law;

5. The State Treasurer of South Carolina has authority under state law to receive, hold, and disburse Federal funds made available under the Four-Year State Plan;

6. The Director of the Office of Career and Technology Education, South Carolina Department of Education, has the authority to submit the Four-Year State Plan;

7. The State Board of Education has adopted and formally approved the Four-Year State Plan;

8. The Four-Year State Plan is the basis for state operation and administration of the program; and

9. A copy of the Four-Year State Plan was placed in the State Intergovernmental Process as established by Executive Order 12372.

10. We will comply with the requirements of Title I and the provisions of the State Plan, including the provision of a financial audit of funds received, under this title which may be included as part of an audit of other federal or state programs. [Sec. 122c(10)]

11. None of the funds expended under Title I will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [Sec. 122c(11)]

#### FISCAL IMPACT STATEMENT:

No financial impact is anticipated on local school districts or the State government (the Department).

Document No. 2427  
**DEPARTMENT OF EDUCATION**  
**CHAPTER 43**

Statutory Authority: 1976 Code Section 59-5-60 and 59-24-80

43-167. Principal Induction Program

**Preamble:**

The Department of Education proposes in its entirety R 43-167, Principal Induction Program. The proposed regulation addresses the requirements of the Education Accountability Act of 1998, Section 59-24-80. The proposed regulation recognizes the value of formal induction of new principals, and such a program should exist to better instruct new principals in South Carolina's public schools. The Notice of Drafting was published in the State Register on November 27, 1998.

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

Should a hearing be requested pursuant to Section 1-23-110(b) of the 1976 Code, as amended, such a hearing shall be held on April 13, 1999, at 4:00 p.m., at the Rutledge Building. Interested persons can submit written comments on the proposed regulation by writing to Dr. Russ Bedenbaugh, South Carolina Department of Education, Director of Professional Development, Rm. 1112, Rutledge Building, 1429 Senate Street, Columbia, SC 29201. Comments must be received no later than 5:00 p.m. on March 22, 1999. If required, a public hearing will be held on April 14, 1999.

**Statement of Need and Reasonableness:**

DESCRIPTION OF REGULATION: 43-167. Principal Induction Program

Purpose: Regulation 43-167. The Principal Induction Program, is being proposed to meet the requirements of the Education Accountability Act, Section 59-24-80.

Legal Authority: The legal authority for Regulation 43-167 is Section 59-5-60 and Section 59-24-80, Code of Laws of South Carolina, 1976, as amended.

Plan for Implementation: The proposed new regulation will take effect upon the approval of the General Assembly and after publication in the State Register. The proposed new regulation will be implemented by providing the school districts with copies of the Regulation.

**DETERMINATION OF NEED AND REASONABLENESS OF THE PROPOSED REGULATION BASED ON ALL FACTORS AND EXPECTED BENEFITS:** In accordance with Section 59-24-80 of the Education Accountability Act, the Leadership Academy has proposed the regulation for a Principal Induction Program. The program is one of support and development for principals, and such a program should exist to better instruct new principals in South Carolina's public schools.

**DETERMINATION OF COSTS AND BENEFITS:** There will be a benefit to each individual principal and school district inasmuch as this designed program assists public schools districts in providing support and professional development for first year principals. Implementation of effective schools research, leadership skills, and analysis of test scores for curricular improvement are emphasized.

UNCERTAINTIES OF ESTIMATES: None

EFFECT ON ENVIRONMENT AND PUBLIC HEALTH: None



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DETRIMENTAL EFFECTS ON THE ENVIRONMENT AND PUBLIC HEALTH IF THE REGULATION IS NOT IMPLEMENTED: There will be no detrimental effects on the environment and public effect if this regulation is not implemented.

### Text:

43-167. Principal Induction Program.

#### A. Purpose

The purpose of the Principal Induction Program is to add one component of many strategies which are to be combined by the districts to meet the intent of the Education Accountability Act to improve teaching and learning so that students are equipped with a strong academic foundation. The Principal Induction Program will assist public school districts in providing support and professional development for first year principals.

The State Board of Education recognizes that a school district makes one of its most important personnel decisions when it appoints a principal. The Board also recognizes the value of formal induction programs that provide novice school principals with an academy that focuses on developing and refining the leadership skills necessary to help their faculties provide the most effective instructional programs possible. Therefore, the following regulations have been developed to facilitate the implementation of the South Carolina Principals Induction Program.

#### B. Definitions

1. The Principal Induction Program is a yearlong program (July to June) of support and professional development for new principals in which instructional leadership skills, use of effective schools research, and planning for curricular improvement through the analysis of test scores are central components of the curriculum.
2. A principal is the chief administrator or head building administrator of any public elementary or secondary school or specialized education unit as defined by the local school district, or the chief administrator of an occupational education center.
3. A Principal Induction Program mentor is an experienced, practicing building-level principal or director selected by the school district superintendent/designee to provide support and assistance to new principals.

#### C. Participation

1. Beginning with the school year 1999-2000, any person appointed to serve for the first time as a building level principal, director of a specialized education unit, or occupational education center director must participate in the Principal Induction Program.
2. Principals appointed after the Principal Induction Program Summer Institute held for a week in July must participate in a make-up session in September and in Induction Program activities for the remainder of that school year.

#### D. Program Design and Content

The Principal Induction Program must consist of New Principals' Academy activities provided by the State Department of Education and school district orientation activities provided by the individual school districts as follows:

1. The combination of time for New Principals' Academy and district activities must not be less than twelve days: five days for the New Principals' Academy Summer Institute, three days for New Principals'

Academy follow-up meetings, two days for district orientation activities, and two days for professional development related to the individual new principal's Professional Development Plan.

2. Districts developing their own program in lieu of the program offered by the Leadership Academy must secure approval of the program from the South Carolina Leadership Academy.

3. Each district must design a district orientation for new principals. Activities should include, but are not limited to, fiscal/budgetary policies and procedures, plant maintenance procedures, special education policies, student support services, outside agencies available in the district, curriculum requirements and resources, human resource policies and procedures, including ADEPT, and instruction on the Principal Evaluation Program criteria and standards.

4. The Leadership Academy must design a curriculum for the New Principals' Academy program. The New Principals' Academy curriculum should include, but is not limited to, planning, developing, and implementing a standards-driven system, instructional leadership skills, use of effective schools research, analysis of test scores for curricular improvement, school culture, school management, planning for school improvement, public relations, and/or planning for professional development.

5. Each new principal must be assigned a mentor principal from another nearby school district to provide support, information, and feedback. The mentor will assist the protégé in developing, refining, and implementing the protégé's Professional Development Plan based on the protégé's individual needs and the needs of the school as specified in the School Improvement Report. Mentors will be reimbursed travel costs at the state rate.

6. The Leadership Academy will train mentors for their role. Mentor responsibilities include calling and visiting the assigned new principal and having the new principal visit the mentor's school.

7. Each new principal will receive an on-site visit during the fall and one during the spring from a member of the South Carolina Leadership Academy staff to provide coaching, technical assistance, and feedback related to school leadership.

8. New principals may earn three hours of recertification credit if course requirements for attendance and participation are met.

#### E. Fiscal and Technical Requirements

1. The State Department of Education will pay for all training costs related to the New Principals' Academy. The district will be responsible for costs related to the district orientation and for participants' travel costs.

2. Reimbursement for mentor travel expenses will be made in accordance with the established State Department of Education fiscal policies.

#### F. Reporting Requirements

1. Each district superintendent will notify the South Carolina Leadership Academy of the appointment of new principals within two weeks of the appointment by the local board of school trustees.

2. Principals appointed after the make-up session must participate in the remaining Principal Induction Program activities for that school year and/or the New Principals' Academy Summer Institute the following year.

3. Each district superintendent will submit the names of experienced principals to serve as mentors when requested to do so by the Leadership Academy.

4. Each district will conduct evaluations for the district orientation and use the results to modify the orientation on an annual basis.

#### G. Additional Leadership Academy Responsibilities

1. The Leadership Academy will maintain a database of mentors nominated by the district superintendents and will assign mentors for new principals based on school level and proximity.

2. The Leadership Academy will maintain a database of new principals for each school year to provide information about program activities for all new principals.

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3. The Leadership Academy will conduct evaluations for each part of the New Principals' Academy and use the results to modify the program on an annual basis.

Document No. 2425  
**DEPARTMENT OF EDUCATION**  
CHAPTER 43

Statutory Authority: 1976 Code Sections 59-5-60 and 59-31-550  
Code of Laws of South Carolina

### 43-70. Textbook Adoption Regulation

#### **Synopsis:**

The South Carolina Education Accountability Act, passed by the General Assembly and signed into law by the Governor on June 10, 1998, states the criteria governing the adoption of instructional materials shall be revised by the State Board of Education to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the State Board. Therefore, R43-70, Instructional Materials Adoption Regulations, needs to be amended to reflect the substance and level of performance outlined in the grade specific education standards.

**Instructions:** 43-70 Textbook Adoption Regulation is amended and should read as follows:

#### **Text:**

### 43-70. Textbook Adoption Regulation

#### SECTION 1. Statutory Authority

Pursuant to Sections 59-5-60 and 59-31-550, the State Board of Education shall have the responsibility and duty to adopt the instructional materials used for instruction in the free public schools of South Carolina subject to the provisions of the sections that follow. South Carolina contract statutes and any other applicable State laws guide the instructional materials adoption process.

#### SECTION 2. Instructional Materials Evaluation Criteria

General criteria governing the adoption of instructional materials shall be developed and revised by the State Department of Education and presented to the State Board of Education. Specific subject criteria are contained in the grade level education standards adopted by the State Board as well as each curriculum framework, occupational education core curriculum, and other program area materials which are not addressed within the standards and/or curriculum framework and shall be used in the evaluation process.

#### SECTION 3: Instructional Materials Advisory Committee

The State Board of Education shall appoint, with the recommendation of the State Superintendent of Education, an Instructional Materials Advisory Committee. The Committee shall consist of fifteen members; six members who are actively engaged in teaching in South Carolina public schools; eight members who are actively engaged in school work either administratively or supervisory, at least one from each congressional district and two at large; and one lay citizen, preferably a former member of the State Board of Education. It is the intention of the State Board that the Committee membership include members whose interests reflect the needs of all students served by the educational system. Seven of the members shall be appointed for a term of two years; eight shall be appointed for a term of four years. Thereafter, the term of all appointed members shall be four

years. The Committee shall be facilitated by appropriate staff members from offices of the State Department of Education.

The duties of the Advisory Committee shall be to study continually the Instructional Materials Review, Selection, and Distribution Process and make recommendations to the State Board of Education through the State Superintendent of Education as to changes needed in the process to meet the needs of students, schools, and school districts for instructional materials. The Committee should address: recommendations in regard to exercising options in existing contracts; recommendations in regard to renegotiating expiring contracts; and recommendations for prioritization of purchases should funds not be available. The Committee shall give careful attention to new and improved methods of presenting instructional materials. The Committee is authorized to secure the assistance and advice of consultants. Special consideration should be given to consultants from within the state.

The Instructional Materials Advisory Committee shall meet annually at the call of the Chair. Additional meetings, when necessary, may be held at the call of the Chair, a majority of its members, on request by the State Board of Education, or the State Superintendent of Education. However, the State Board of Education reserves the right to limit the number of official meetings this Committee may hold in one school year.

The Instructional Materials Advisory Committee may make curriculum reports when in its judgment such reports are deemed advisable. The Committee shall report to the State Board of Education not later than May of each year any changes needed to be made in the Instructional Materials Review, Selection, and Distribution Process during the following school year.

#### SECTION 4. Instructional Materials Review Panels Established

The State Board of Education shall appoint, with the recommendation of the State Superintendent of Education, Instructional Materials Review Panel or Panels for each area for which a curriculum framework has been adopted by the State Board of Education, occupational education core curriculum, or other program areas not addressed within a curriculum framework. The number of Panels needed and number of Panel members needed for each framework, occupational education core curriculum, or other program area shall be included in the recommendation from the State Superintendent of Education. Names of potential Review Panel members shall be obtained from district superintendents, State Board of Education members, curriculum framework writing teams, State Department of Education curriculum specialists, and others. For each position there shall be a nominee and one alternate. In the event the nominee does not accept, the State Superintendent of Education is authorized to appoint the alternate and to make other substitutions when necessary.

It is the desire of the State Board of Education that a balance be maintained on each Instructional Materials Review Panel between large and small, rural and urban schools and school districts, and that the Panel membership include members whose interests reflect the needs of all students served by the educational system. Each Review Panel may have up to 25 percent lay membership. All other members shall be persons who are actively engaged in teaching, in the supervision of teaching, in the administration of public schools, and persons who have had teaching experience, special training or supervision in the subject field in which they have been appointed, or who have expertise in a subject area from which material and information should be integrated within the subject area under review. A majority of those appointed shall be full-time classroom teachers. The recommendations by the State Superintendent of Education shall include the size of each Review Panel, length of service term for each member, and the appointment of a State Department of Education staff member as facilitator for each Review Panel.

#### SECTION 5. Subject Areas Open for Bid

The State Board of Education, upon the acceptance of the recommendations from the Instructional Materials Advisory Committee or upon adoption or revision of a curriculum framework in a particular subject area, shall call for the adoption of instructional materials. The State Board of Education, through the State

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Superintendent of Education, shall make information relative to the call for bids available to publishers/vendors and school administrators, not later than 210 calendar days preceding the adoption date. It shall also make arrangements for an official announcement at least forty-five days before bids are to be opened. This announcement shall be sent to all companies registered with the State Department of Education, and a notice shall be given by legal advertisement in at least one daily newspaper in the State of South Carolina in accordance with general legal requirements.

Upon formal notice of the call for bids by the State Superintendent of Education, sample copies of the bid forms shall be made available to be used by companies in submitting instructional materials for adoption and a copy of the contract and bond each company shall be required to execute if its materials are adopted.

The State Superintendent of Education shall develop for State Board of Education approval a schedule outlining major dates and occurrences of the adoption process. The State Superintendent is authorized to make adjustments in the dates when necessary for the success of the adoption program. A copy of the Calendar of Events shall be provided to publishers/vendors with the call for bids.

### SECTION 6. Submission of Materials for Panel Review

Publishers/vendors shall submit one copy of a brief along with the official bid for all instructional materials being offered for adoption. Failure to comply with this regulation shall automatically exclude materials for adoption. The brief shall include the level of learning difficulty, an ancillary materials and services list to include designation of free materials and price of optional materials for purchase, and other specific descriptive information as required by the State Superintendent of Education.

Each bidding company or its representative is responsible for distributing instructional material samples to each member of the appropriate Instructional Materials Review Panel on or before the date set by the State Board of Education for each adoption year. Companies are requested to supply a copy of the brief with the instructional materials samples to each Panel Member. This may be done by personal delivery or by mail to the address specified by the Review Panel member. Arrangements shall be made by the State Superintendent of Education for presentations by each bidder to the appropriate Instructional Materials Review Panel as a group. These group presentations shall take place no sooner than thirty days after the date which bidders are expected to have delivered sample materials. During formal panel deliberations, thirty minute sessions will be scheduled for each bidder with the Instructional Materials Review Panels during which the bidder will be given the opportunity to answer additional questions and present additional information.

Review Panels may request additional information and appearances from bidders during the adoption process. This shall be done by the facilitator when requested to do so by the Panel.

### SECTION 7. Responsibilities of the Instructional Materials Review Panels

It shall be the duty of each Instructional Materials Review Panel to rate all items offered for adoption and file a written report with the State Superintendent of Education. The report shall consist of the Panel evaluation, list of items which the Panel recommends as suitable for adoption, and an annotation which includes for each item or series of items the common reading level of text materials, level of learning difficulty, and other information as required by the State Superintendent of Education. In order to be placed on the recommended list, instructional materials must receive affirmative votes from at least two-thirds of the Panel members.

There is no limit to the number of individual items or series of items which may be recommended by a Review Panel. All submitted items which meet the general and subject specific criteria as outlined in the grade level educational standards, curriculum framework, occupational education core curriculum, or other program areas for that subject should be recommended for adoption. However, prior provisions notwithstanding, the State Board of Education is not required to adopt any instructional materials recommended by the Review Panels that in the judgment of the State Board of Education are unsatisfactory.

The State Board of Education shall not approve and add a textbook or instructional materials to the state list of adopted materials unless it has been reviewed and rated by a properly constituted Instructional Materials Review Panel.

To facilitate efficient and competent evaluations by the Review Panels, the State Board of Education shall furnish the Panels with detailed instructions pertaining to its duties; an orientation to and copies of the subject's standards, curriculum framework, occupational education core curriculum, and other program area instruction; instructional materials evaluation criteria; and the time schedule necessary in order that the State Board of Education complete its work in an orderly fashion. It shall be the duty of the State Superintendent of Education or his/her designee to serve as coordinator and liaison between the State Board of Education and the Review Panels.

The Review Panels are authorized to secure the assistance and advice of consultants. Special consideration should be given to consultants from within the state. The Panels may receive clerical services from the State Department of Education.

Each Panel member must submit signed ratings sheets to the facilitator of the Review Panel for the State Department of Education files.

Textbooks shall not be recommended by the Instructional Materials Review Panels and the State Board of Education shall not adopt textbooks that fail to meet the official "Manufacturing Standards and Specifications for Textbooks." As national standards are developed for non-traditional materials, the State Board of Education may require adherence to those standards as well. Provided the State Board of Education reserves the right to waive minor deviations and technicalities, however, in each case the bidder is responsible for showing cause why the standards cannot be met. Copies of the official manufacturing standards and specifications and other applicable standards shall be made available for review to the bidding companies.

In the event an Instructional Materials Review Panel cannot submit a report that is acceptable to the State Board of Education, the Panel may be dissolved and a new Panel appointed in the same manner as the original Panel or the area may be considered for opening at a later date by the Instructional Materials Advisory Committee.

Each Instructional Materials Review Panel shall be dissolved according to the scheduled date of their term expiration.

#### SECTION 8. Public Review of Materials

The State Superintendent of Education shall make arrangements for a thirty-day public review of materials recommended by the Instructional Materials Review Panels prior to taking those recommendations to the State Board of Education. The public review sites shall be geographically distributed around the state at as many state-supported colleges and universities or, if necessary, other designated sites as will agree to host such reviews. The materials for public review shall be provided by the bidding companies. Public review sites shall be advertised in each congressional district in the newspaper with the largest circulation figures for that district.

A summary of the comments received during the public review period shall be provided to the State Board of Education to facilitate their adoption of instructional materials.

#### SECTION 9. Instructional Materials Review Panel Recommendations Submitted to State Board of Education

The State Department of Education shall provide to the State Board of Education, the Instructional Materials Advisory Committee, and the Instructional Materials Review Panels information to assist in determining whether instructional materials offered for adoption meet the official "Manufacturing Standards and Specifications for Textbooks" or other materials standards as available. A list shall be furnished of materials

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offered for adoption which, in the Department's judgment, fail to meet the manufacturing standards and specifications and specify in detail the deviations the State Department of Education finds prior to the rating by the Review Panels.

Materials which may not meet the appropriate manufacturing standards and specifications for those types of materials may be adopted when recommended by the appropriate Instructional Materials Review Panel and when the Panel's justification is deemed sufficient by the State Board of Education.

The Review Panels may recommend and the State Board of Education may adopt instructional materials in manuscript or beta stage. Provided, however, any contract awarded for materials in manuscript or beta form shall be subject to final approval by the State Board of Education and the Review Panels as to the final wording, format, illustrations and captions, and physical construction. None of the members of an Instructional Materials Review Panel for subject matter adopted in manuscript or beta form shall be discharged until final action has been taken by the State Board of Education on the completed product.

### SECTION 10. State Board of Education Approval of Instructional Materials

Each Instructional Materials Review Panel shall submit to the State Board of Education through the State Superintendent of Education materials recommended for adoption in each subject area for which materials have been solicited for bid.

### SECTION 11. Publish Instructional Materials Listing

The State Department of Education shall publish annually a listing of the newly adopted instructional materials for use in the public schools of South Carolina. A copy shall be provided to each school and school district.

### SECTION 12. Substitution of Instructional Materials

Substitutions of new copyrights for instructional materials under contracts shall be allowed only with written permission as specified below.

A. Any company under contract desiring to substitute a later copyright of adopted instructional materials with minor changes that can be used interchangeably in the same classroom without confusion may make application to the State Superintendent of Education. The company shall submit the appropriate number of samples of the edition under contract, samples of the edition it proposes to substitute, and complete lists of changes between the editions. If, after consultation with the appropriate Review Panel, the State Superintendent of Education concludes that the two editions can be used interchangeably in the same classroom without confusion, the State Superintendent is authorized to grant permission to substitute the new edition. All substitutions made under this provision shall comply with Section 9 of the regulations as to the construction of the instructional materials. All substitutions made under this provision shall be approved by the State Superintendent of Education and reported to the State Board of Education.

B. Any company, desiring to substitute a later copyright of adopted instructional material that is so different from the original material that it cannot be used interchangeably in the same classroom without confusion, must make application to the State Board of Education and agree to take up all copies of the old instructional material in use in the public schools of South Carolina and allow an exchange rate to the State equal to any equity they have in the used material. The State Board of Education shall examine the company's request and if, in its judgment, there is sufficient merit to warrant further consideration, the State Board of Education shall instruct the appropriate Instructional Materials Review Panel to review the materials for substitution. After receiving the recommendation of the Panel, the State Board of Education shall determine whether the substitution shall be allowed.

C. In all substitutions allowed, prices shall not exceed the price named in the original contract.

#### SECTION 13. Instructional Materials Review Panel Expenses

All members of the Instructional Materials Advisory Committee and of the Instructional Materials Review Panels except ex-officio members or full-time employees of the State of South Carolina shall be paid expenses as prescribed by State law and as funds are available.

#### SECTION 14. Submission of Materials by Schools or School Districts

A school or school district may submit for review materials which in their opinion best suit the needs of the students in their care. Upon submission, the school or school district shall be notified of the time frame within which they may expect to have the materials for use in schools. Materials to be used during the following school year must be approved by the State Board of Education by May of each year.

The State Department of Education shall request the publisher/vendor to submit the materials for adoption and copies of sample materials for use by the appropriate Instructional Materials Review Panel. Inability to secure agreement from the publisher/vendor for participation in the review process shall result in a denial of the request for review. Any item previously reviewed by a Review Panel in the initial call for bids for a subject area shall not be considered for review under this section.

If the publisher/vendor agrees to submit the materials for adoption, all applicable adoption regulations will be followed. Materials approved under this section shall be available for public review through the State Department of Education. Under no circumstances shall this section be used as a vehicle to circumvent the State instructional materials adoptions.

#### SECTION 15. Registering of Bidders and Publishers

Any bidder or publisher submitting instructional materials to the State for adoption shall on or before the day bids are received register with the State Department of Education the names, home addresses, and business telephone numbers of all agents or employees of any kind or persons retained for legal or other services to whom there is being paid or there will be paid any salary, commission or royalty for representing the bidder or publisher. This information shall be kept open for inspection by the public, members of the State Board of Education, the Instructional Materials Advisory Committee, and the Instructional Material Review Panels. The failure of any bidder or publisher to register the names, home addresses, and business telephone numbers of all agents of any kind as specified shall be deemed as sufficient cause for summary rejection of the bid or proposal of that bidder or publisher.

#### SECTION 16. Conflict of Regulations

Any or all rules and regulations which may be in conflict with the provisions of this regulation are hereby declared null and void.

#### SECTION 17. State Board of Education Waiver

A. The State Board of Education may, in its discretion and upon written request of the Department or any person who is subject to this regulation, grant a variance from one or more specific provisions of this regulation. The requesting party shall:

1. identify the specific provisions of this regulation from which variance is sought;
2. demonstrate that compliance with the identified provision would not be in the best interest of students, schools, school districts, or the state; and



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3. demonstrate that the variance will have no significant adverse impact on the students, schools, school districts, or the state.

B. In granting a variance, the State Board may impose conditions reasonably necessary to assure that the subject activity will have no adverse impact on the students, schools, school districts, or the state.

C. Any variance granted by the State Board may be immediately withdrawn if the State Board finds noncompliance with conditions of the variance or other information that the variance is not in the public interest or that the petitioner has provided false or inaccurate information on which the variance was granted.

D. Nothing herein shall be construed as a waiver of the State Board's right to deny any petition for a variance.

### **Fiscal Impact Statement:**

The South Carolina Department of Education estimates that there will be no additional costs incurred by the State and its political subdivisions in complying with the proposed amendment.

Document 2430  
**DEPARTMENT OF NATURAL RESOURCES**  
 CHAPTER 123  
 Statutory Authority: 1976 Code Section 50-11-2200

**Synopsis:**

This amended regulation sets seasons, bag limits and methods of hunting and taking of wildlife on Wildlife Management Areas. Amendments are needed to conform existing WMA's to Act 3870 and to add additional WMA's.

**Instructions:** Amend Regulation 123-40 to include additional WMA's.

123-40 Hunt Units and Wildlife Management Area Regulations

**1.2(D) Game Zone 4 - Central Piedmont Hunt Unit**

**Draper WMA**

Horseback riding is prohibited on Draper WMA.

Small Game

Quail	Designated days or periods within Game Zone 4 seasons	10 per day
Rabbit	Designated days or periods within Game Zone 4 seasons	5 per day
Other Small Game (No fox squirrels)	Game Zone 4 seasons	Game Zone 4 limits

**1.2(G) Francis Marion National Forest**

**Wambaw WMA**

Deer

Tibwin Special Use Area is closed to hunting except for special hunts designated by the SCDNR.

**1.2(H) Moultrie**

Deer	Total of 5 deer for all gun hunts.
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### Bluefield WMA (Adult/Youth Area)

Bluefield WMA is open only to youth 17 years of age or younger who must be accompanied by an adult at least 21 years of age. Adults will be allowed to carry a weapon and hunt.

#### Deer

Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game (No Fox Squirrels)	Designated days or periods within Game Zone 6 seasons. No hunting before Sept. 1 or after Mar. 1.	Game Zone 6 bag limits.

### Greenfield WMA

#### Deer

Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game (No Fox Squirrels)	Designated days or periods within Game Zone 6 seasons. No hunting before Sept. 1 or after Mar. 1.	Game Zone 6 bag limits.

**Hall WMA**

Deer

Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game (No Fox Squirrels)	Designated days or periods within Game Zone 6 seasons. No hunting before Sept. 1 or after Mar. 1.	Game Zone 6 bag limits.

**North Dike WMA**

Deer

Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game (No Fox Squirrels)	Designated days or periods within Game Zone 6 seasons. No hunting before Sept. 1 or after Mar. 1.	Game Zone 6 bag limits.

**Porcher WMA**

Deer

Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days
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Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	as prescribed by the Dept.  2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game (No Fox Squirrels)	Designated days or periods within Game Zone 6 seasons. No hunting before Sept. 1 or after Mar. 1.	Game Zone 6 bag limits.

### 1.2(Q) Aiken Gopher Tortoise WMA

During still gun hunts for deer, there shall be no hunting or shooting from, on or across any road open to vehicular traffic. All reptiles and amphibians are protected. No turtles, tortoises, snakes, frogs, toads, salamanders, etc. can be captured, removed, killed or harassed.

Deer Hunts (No dogs)		Total 3 deer Not to include more than 2 bucks.
Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	1 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	1 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	1 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game	Designated days or periods within Game Zone 3 seasons. No Fox Squirrels.	Game Zone 3 bag limits.

### 1.2(R) Santee Coastal Reserve

Deer Hunts (No dogs)		Total 3 deer per hunt period. Not to include more than 1 buck.
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Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	1 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	1 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	1 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game	Designated days or periods within Game Zone 6 seasons. No Fox Squirrels.	Game Zone 6 bag limits.
Raccoon/Opossum	Designated days or periods within Game Zone 6 seasons.	Game Zone 6 bag limits.

**1.2 (BB) Great Pee Dee River WMA**

Feral Hogs Rifle Only, No dogs	Special hunts as announced.	Limit as announced.
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**1.2(PP) Dungannon WMA**

Deer Hunts (No dogs)		Total 5 deer
Archery (No dogs)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Primitive Weapons (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Still Gun Hunts (No buckshot)	Designated days or periods between Aug. 15 and Jan. 1	2 deer per day, buck only, except on either-sex days as prescribed by the Dept.
Small Game (No Fox Squirrels)	Designated days or periods within Game Zone 6 seasons. No hunting before Sept. 1 or after Mar. 1.	Game Zone 6 bag limits.

## 110 FINAL REGULATIONS

3.2 For Special Primitive Weapons Seasons, primitive weapons include bow and arrow and muzzle-loading shotguns (20 gauge or larger) and rifles (.36 caliber or larger) with open or peep sights or scopes, which use black powder or Pyrodex only as the propellant charge; ignition at the breech must be by the old type percussion cap which fits on a nipple or by flintstone striking frizzen. The use of in-line muzzleloaders and muzzleloaders utilizing a shotgun primer in a "disk" type ignition system is permitted. During primitive weapons season, no revolvers, pistols or revolving rifles are permitted. Only a person with an **upper limb handicap\*** may use a crossbow to hunt deer or turkey, provided the person, while hunting, has in their immediate possession a medical doctor's written statement certifying the extent of the disability. The statement, based on a physical exam by the certifying doctor shall describe the physical disability and shall state the person is not capable of operating a longbow, recurve bow or compound bow. The permanent physical disability must prohibit the person from holding the mass weight of a conventional bow and arrow at arm's length perpendicular to the body, or drawing or pulling the bow string of a conventional bow or compound bow of a minimum draw weight of 40 pounds thus preventing that person from hunting with conventional archery equipment. **\*Upper limb handicapped person** is a person that has a permanent and at least 80% impairment or loss of the use of fingers, hand, or arm as determined by a physician using the standards outlined in the "Guide to Evaluation of Permanent Impairment Rating," published by the American Medical Association or missing one hand or arm in a manner that renders the person incapable of using a bow or other conventional archery equipment.

3.3 On WMA lands and all lands within the Central Piedmont, Western Piedmont and Mountain Hunt Units, big game hunters are not allowed to possess or use military or hard-jacketed bullets or .22 rimfire rifles. Buckshot is prohibited during still hunts for deer or hogs on the Santee Coastal Reserve, Bucksport, Pee Dee Station Site, Lewis Ocean Bay, Great Pee Dee, Crackerneck, Webb Center, Marsh Furniture, Manchester State Forest, Waccamaw River Heritage Preserve, Francis Marion, and Moultrie WMA lands.

3.4 On all WMA lands, during anytime when hunting is not permitted, all weapons must be unloaded and secured in a weapons case, or in the trunk of a vehicle, or in a locked toolbox. During periods when hunting is permitted weapons transported in vehicles must be unloaded, except on the Francis Marion Hunt Unit during deer hunts with dogs, loaded weapons may be transported in vehicles. Any shotgun, centerfire or rimfire rifle or pistol with a shell in the chamber or magazine or muzzleloader with a cap on the nipple or flintlock with powder in the flash pan is considered loaded.

10.13 Islands in Monticello Reservoir are closed to public access during the period April 1 through May 15. Camping is allowed on designated islands except during the period closed to access. Monticello Sub-impoundment is closed to hunting.

10.15 Category I Designated Waterfowl Areas include Beaverdam, Broad River, Santee Cooper, Sandy Beach, Samworth, Santee Coastal Reserve, Santee-Delta, Bear Island, and Donnelley Wildlife Management Areas. Hunting in Category I Designated Waterfowl Areas is by special permit obtained through annual computer drawing.

10.16 Category II Designated Waterfowl Areas include Lake Cunningham, Russell Creek, Monticello Reservoir, Parr Reservoir, Duncan Creek, Dunaway, Dungannon, Enoree River, Moultrie, Hatchery, Turtle Island, Little Pee Dee River Complex(including Ervin Dargan, Horace Tilghman), Great Pee Dee River, Samson Island Unit (Bear Island), Tyger River and Tibwin Waterfowl Management Areas. Hunting on Category II Designated Waterfowl Areas is in accordance with scheduled dates and times.

CATEGORY II WATERFOWL MANAGEMENT AREAS

Dungannon	Wednesdays during Federal waterfowl season. From legal shooting hours until 12:00 noon.	Federal Limits
Enoree River	Saturdays during Federal waterfowl season. From legal shooting hours until 12:00 noon.	Federal Limits

**Fiscal Impact Statement:**

This amendment of Regulation 123.40 will result in increased public hunting opportunities which should generate additional State revenue through license sales. In addition, the local economy should benefit from sales of hunting supplies, food and overnight accommodations. Sales taxes on these items will also directly benefit government.