

# SOUTH CAROLINA EDUCATION IN PERSPECTIVE 2005-2006 (SOUTH CAROLINA EDUCATION IN PERSPECTIVE) pdf

## 1: College of Education - College of Education | University of South Carolina

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Introduction As the state coordinating board for higher education in South Carolina, the Commission on Higher Education bears responsibility for setting progressive instructional policy that enables public colleges and universities to meet the demands of an ever-changing educational environment. Certainly one of the most widespread developments to affect this environment in recent years is the practice of delivering academic coursework by electronic means. Most simply defined as electronic instruction delivered at a different place than where the instructor is located or at a different time than when the instructor teaches the class, distance learning presents higher education with opportunities and challenges of a magnitude seldom encountered in the last 50 years. On one level, the proliferation of distance education programming provides an unparalleled chance to strengthen and give added meaning to the concept of lifelong learning, to realize our commitment to the citizenship demands of a complex, pluralistic democracy. And yet, on another level, the extension of academic programming anywhere, anytime tempts us to ignore the qualitative concerns that safeguard the integrity of higher learning. If we succumb too readily to this temptation, we risk abrogating, at least in part, the critical collegiate role of helping society determine knowledge worthy of transmitting to successive generations. As a means of charting a direction towards the former goal that skirts the latter danger, the South Carolina Commission on Higher Education endorses the following set of principles, responsibilities, and priorities related to distance education. Through these statements, the Commission hopes to set a context in which public higher education can effectively seek answers to the questions that distance education will prompt in the coming years. In this way, the agency also hopes to begin the process outlined in the most recent Strategic Plan for Higher Education approved in June of developing state-level plans and policies for distance education.

Principles Underpinning Distance Education in South Carolina In February, the Commission endorsed two important documents that provide part of a framework for distance education in South Carolina: The Commission fully supports the language contained in these documents. Specifically, the public higher education community in South Carolina agrees on the following principles: While distance education plays a vital role in providing access to higher education programming, that access is meaningful to individual students and to the state as a whole only when programs develop and meet rigorous academic standards. For this reason, coursework delivered by distance technology must meet the same standards as coursework offered on-campus and must be held accountable on an on-going basis to the expectations of faculty, students, employers, and the general public. For higher education to perform the important function of providing the education needed for social and economic mobility in the next century, public colleges and universities must widen the scope of their efforts to involve students of every age, race, and social background. Because of its innate ability to reach into hundreds of communities around the state, distance education technology can help achieve this goal. Wherever possible, institutions should work to deliver programs via consortial arrangements as a means of holding down costs and providing the widest scope of faculty expertise. At the very least, individual colleges and universities should value cooperation with their sister schools around the state and the region as a means for providing the best possible programming for South Carolina students. In this fashion, public higher education can make sure that it reaches first those students with the most critical program needs. Colleges and universities should take care to ensure that they offer programs via distance education that can provide high quality, comprehensive learning experiences relative to the demands of the disciplines involved. In order for this to hold true, colleges and universities must offer those programs that meet student demand in a fashion that best uses the positive attributes of distance technology. It is also desirable as a means of promoting collaboration among colleges and universities, thus restraining costs. Institutions must also look to develop distance education capabilities that provide the best possible modes of delivery for the types of programs offered via distance technology. The Commission and the public colleges and universities must

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work with the General Assembly, the Office of the Governor, and with private business and industry to develop the technological foundation needed for a statewide distance education initiative. While colleges and universities must be accountable to the needs of business and industry and to the citizens of South Carolina as a whole, their first responsibility is to their students, and specifically, to each student on an individual basis. The offering of programs by distance education, to whatever degree, does not change this fundamental tenet. Responsibilities of the Commission and of the Colleges and Universities The Commission on Higher Education and the public colleges and universities in South Carolina agree to work together to develop comprehensive distance education initiatives within the context of the above principles. For this to occur, both the Commission and the institutions must perform important functions relative to their own discrete missions. The sections below delineate what these functions should be for both the Commission and the colleges and universities. Responsibilities of the Commission on Higher Education t Serve as an open forum for the discussion of issues related to distance education, including curriculum, financing, planning, and accountability. With a goal of providing coherent shape and scope to the future of distance education in the state, Commission policy will encourage quality of programming, collaboration between and among institutions, and accountability to students, business, and the general public. Program components should include access to faculty advising, library resources, and opportunities for interaction with other students. Priorities Some of the responsibilities above are long-term or on-going while others require immediate attention if South Carolina is to establish a coherent distance education initiative. Of course, these goals will change over time: In any case, the Commission believes the following initiatives remain critical to making distance education work in the most effective manner for all South Carolinians. Develop, as part of a combined effort of the Commission, public colleges and universities, the Office of the Governor, the General Assembly, and business and industry, a Technology Trust Fund designed to enable colleges and universities to meet the costs of upgrading their distance technology infrastructures. Secure programmatic articulation between colleges and universities that allows for degree completion by using coursework from several distance-delivered sources. Create distance education consortia that are comprised of public and private colleges and universities in the state as a means of ensuring the most effective and efficient use of financial and technological resources.

## **2: Perspective: WIS editorial on higher education**

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## **3: Education State Perspectives**

*A Special Education Perspective on Teacher Evaluations by Erin Kucic posted on December 3, November 7, Only 43 percent of students in South Carolina with disabilities will graduate from high school according to the Department of Education.*

## **4: SCMA - Publications**

*Montana Education in Perspective*

## **5: THE ADEQUACY OF VOCATIONAL AND TECHNICAL EDUCATION**

*Putting South Carolina's Students First. SouthCarolinaCAN: The South Carolina Campaign for Achievement Now works to ensure that every South Carolina student has access to a high-quality education through great teachers and great schools.*

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## **6: Perspective: Wild Teachers**

*The character of community education and the recreation and leisure services disciplines were examined and it was discovered that no interface exists at present between the two.*

## **7: Home - South Carolina Department of Education**

*south carolina edition personal perspective education journal emotional trauma new orleans traumatic event school performance son personal experience student culture distinct cultural attribute interim placement enthusiastic conversation natural disaster personal teaching subsequent series serious self-reflection recent emotional.*

## **8: ETV World | South Carolina ETV**

*Working with jazz legends like John Coltrane, Art Blakey, Thelonious Monk, and numerous others has given double bassist Reggie Workman more than a little perspective on music-making.*

## **9: Distance Education**

*The University of South Carolina College of Education is dedicated to preparing diverse educators, while advocating for all education professionals and working to retain teachers.*

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*Story 5. The apple-gathering History of the Jews, ancient and modern Vital point strikes Report on the Gaudiya Vaishnave Vedanta Little-folk songs Carnival of Animals (Lanterns) Canada, free-world partner What to do if you are confronted Current Perspectives in Social Theory, Volume 16, Volume 16 (Current Perspectives in Social Theory) Construction contract law and management World Tables 1980 (World Bank) Celebrate Highlands John Gowers poetic Complete angler, or, Contemplative mans recreation Instructions for jury-men on the Commission of Sewers The viability of co-opting anew the vocabulary of Midrash Cracking the TOEFL CBT Exotic Shorthair Cats Portrait of power Never Anything Too Easy Shelly frydenberg web 2.0 concepts and applications Fritzen, B. and Taylor, H. F. Introduction. New mortgage game Financial markets and institutions jeff madura 12 American anthem history textbook Bunch-grass stories 106. Monastery Gateway near Cordoba, Pencil Sketch. Translation and commentary on the lectures on Greek rhetoric by Pedro Nunes (1502-1578) Dbq 19 causes of world war 1 The methodological approach 4 Fascism and Anti-Fascism, 1934-6 Web page to maker Ecological microcosms Between the foothills and the ridge Skoda roomster 2007 manual Guide to Audits of Local Governments, Set Transformation of rural England Part three : The global awakening: 1262-1962. Social networking in business Justice (Northworld, 3)*