

att #



CHE
10/7/2004
Agenda Items 4.02.B.1-6

Dr. Conrad D. Festa
Executive Director

October 7, 2004

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members, Commission on Higher Education

From: Dr. Vermelle J. Johnson, Chair, and Members, Committee on Academic Affairs and Licensing

VJ/JM

Analyses of Six New Program Proposals

Please find attached the staff summaries and analyses for six new program proposals, Agenda items 4.02. B.1-6.

The Committee on Academic Affairs and Licensing approved these six items at its meeting on September 14, 2004, and has made its recommendations to the Commission.

As always, please do not hesitate to call me or Dr. Gail Morrison should you have any questions or concerns about our analyses or recommendations.

/db

New Program Proposal
Associate in Health Sciences in Emergency Medical Technology
Trident Technical College, Charleston Campus

Summary

Trident Technical College requests approval to offer a program leading to the Associate in Health Sciences in Emergency Medical Technology, to be implemented in Fall 2005.

The proposal was approved by the Trident Technical College Area Commission on March 16, 2004, and by the Technical College System Board on May 25, 2004. It was submitted for Commission review on April 23, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 15, 2004.

The purpose of the program is to prepare graduates who help to fill the Charleston area's need for Emergency Medical Technicians. According to the proposal, the presence of a large and growing elderly (over 65) population in the area and a related demand for emergency services has a strong impact on the market for EMTs in the area. According to the Bureau of Labor Statistics, the demand for EMT-Paramedics will increase 21 to 35% through 2010. An employer needs survey of the college's three-county service area in November of 2003 predicted that 367 EMT-Paramedic positions (149 part-time, 218 full-time) will be available for the years 2005-2007 due to new positions and turnover. The potential 20 graduates per year from the program will help to meet this need.

The admission criteria for the program will parallel criteria for current allied health associate degree programs at the college. A clean criminal background check and proof of 15 hours of observation of an EMT-Paramedic employed by an emergency services agency are also required. The curriculum will consist of 69 credit hours in 20 courses. Thirteen of the courses, all EMS courses, will be new to Trident Technical College's catalog. The additional seven courses will be in the areas of biology, math, computers, psychology, and a single elective in public speaking/fine arts/humanities. The new courses to be added are approved courses under the Technical College System Statewide Catalog of Approved Courses.

Three technical colleges in the state currently offer EMT programs. Greenville Technical College has an established program and new programs have been approved at Horry-Georgetown and Florence Darlington Technical Colleges. The closest of these is

over ninety miles away from Trident Tech. Like the recently approved EMT programs, the proposed program meets the new U.S. Department of Transportation guidelines for emergency medical technicians.

The proposal indicates that four headcount faculty will be hired for this program, including one Instructor/Program Director and three adjunct faculty, for a total of two (2) FTE positions. No new administrative or staff positions will be created.

Enrollment in the proposed program is estimated to begin at 24 headcount (34.2 FTE) in FY 2005-06 and increase to 44 headcount (49.5 FTE) in FY 2007-08. Estimates are based on the number of applicants for the seven existing allied health programs. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

The proposal indicates that the accreditation process will be initiated within two years of the program's implementation. Academic programs in Emergency Medical Technology are subject to accreditation through the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). Graduates of the program must be certified by the South Carolina Office of Emergency Medical Services in the Department of Health and Environmental Control (DHEC) in order to practice. Graduates of the EMS program will be eligible to sit for the EMT-Paramedic registry exam through the National Registry of Emergency Medical Technicians (NREMT).

The proposal states that general education courses will be taught in existing classrooms or using existing distance education formats at Trident Technical College. EMS courses will be conducted using classroom space donated by the Lowcountry Regional EMS Council in a state-of-the-art training facility in North Charleston. The Lowcountry Regional EMS Council will also provide office space for the EMS program coordinator which includes office equipment, phone, and internet access.

Trident Technical College currently has a collection of over 132,000 items in its Learning Resources Center. Of these, over 28,000 are electronic volumes, 900 are audio-visual titles, and 35 are databases. The Center staff has examined the holdings for relevance to the proposed program and has found that 2400 of the titles are relevant. A total of \$10,000 will be spent in each of the program's first two years, and \$2,000 in the third, to add necessary resources. In addition to Center holdings, there is a center webpage with extensive links to related material.

New costs for the program are estimated to begin at \$98,350 in year one and include faculty salaries/fringe (\$78,850), library resources (\$10,000), and supplies and materials (\$8,500). Estimated costs increase to \$114,050 by year three and include faculty salaries/fringe benefits (\$102,050), library resources (\$2,000), supplies and

materials (\$5,000), and accreditation costs (\$5,000). The total estimated new cost is \$318,350 for the program's first three years. All major equipment for the program is being provided by the Lowcountry Regional EMS Council.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first three years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$157,594		\$157,594	\$0	\$84,412	\$84,412
Year 2	\$228,250		\$228,250	41,399	\$122,342	\$163,741
Year 3	\$228,250		\$228,250	59,875	\$122,342	\$182,217

These data demonstrate that if Trident Technical College can meet the projected student enrollments as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the third year of its implementation. However, some in-kind contributions from the Low-Country Regional EMS Council will help defray costs.

In summary, Trident Technical College proposes to offer a program leading to the Associate in Health Sciences degree in Emergency Medical Technology that will prepare graduates for certification as EMT-Paramedics. These graduates will meet the needs of the college's service area for trained EMT-Paramedics to at least partially fill the projected need for workers in this field.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Trident Technical College's proposed program leading to the Associate in Health Sciences degree in Emergency Medical Technology for implementation in Fall 2005, provided that no "unique cost" or other special State funding be requested or required.

New Program Proposal
Bachelor of Professional Studies, Major in Culinary Arts
Trident Technical College

Background

Trident Technical College requests approval to offer a program leading to the Bachelor of Professional Studies degree with a Major in Culinary Arts, to be implemented in Fall 2006. The proposal, when implemented, will create a unique and anomalous situation with both institutional and programmatic dimensions. Authorization for this program is contained in the Life Sciences Act of 2004, approved by the General Assembly on March 17, 2004, over the veto of the Governor. The law is now being challenged for its constitutionality in the South Carolina Supreme Court in *Sloan vs. Wilkins*. Petitioner has filed his brief as of August 23, 2004, and the state is to file its brief by September 20, 2004.

Much attention has been given to the decision by Johnson and Wales University, a private, non-profit institution headquartered in Rhode Island, to move from Charleston to Charlotte, NC, as the reason for this program's development. Thus, the following historical information is relevant to consider:

- 1983: Johnson and Wales was licensed to offer programs in South Carolina.
- 2002: Johnson and Wales was offering seven associate degrees and six baccalaureate degrees. Two of the associate degrees were related to the culinary arts (Baking and Pastry Arts; Culinary Arts). None of the baccalaureate degrees was related to culinary arts. After a February visit from Charlotte officials to Charleston, Johnson and Wales' announced in June 2002 that in 2006 they would move from Charleston to Charlotte.
- November 2002: *The State* reported Trident Technical College would seek a \$23 million, four-year culinary arts degree program.
- January 2003: Associated Press reported Johnson and Wales would discontinue all degree programs in Charleston in 2006. A bill was introduced in the South Carolina General Assembly for Trident Tech to offer a four-year degree in culinary arts. Trident officials stated the program is in response to Johnson and Wales' leaving.

- March 2004: Over a gubernatorial veto, the General Assembly approved the Life Sciences Act authorizing a four-year culinary arts degree program at Trident Technical College.

Although authorized by law in 2004, this proposal is nonconforming to the fundamental structuring law for public higher education in South Carolina, Act 359 of 1996, that established defined sectors of public higher education institutions (one of which is "technical colleges") and assigned definite program and mission parameters to each sector. Under Act 359, technical colleges are two-year institutions teaching programs up to and including associate degrees.

Within this context, changes were necessary to permit Trident Tech to offer a baccalaureate degree program. To make these changes it is necessary to go through several steps of review and authorization, involving the Technical College System, the Commission on Higher Education, and the Southern Association of Colleges and Schools (SACS). The following actions have already been taken:

- May 6, 2004: Approval by the Commission of a new mission statement for Trident Tech giving it the status of a two-year institution offering one four-year program in culinary arts.
- July 8, 2004: Approval by the Commission to authorize the institution to apply for state bond funds to cover extraordinary costs of renovation involved in the program.
- July 12, 2004: Approval of the program of study by the State Technical College System board.
- July 15, 2004: Review of the program by the Advisory Committee on Academic Programs of the Commission on Higher Education.

In their discussion of the program proposal, members of the Advisory Committee on Academic Programs (ACAP) raised three concerns: 1) its effect on the missions of public two-year institutions and four-year teaching universities as established in Act 359 of 1996; 2) costs versus benefits of the program to the state; 3) verification of the rationale for this program as a necessity to fill the void left by Johnson and Wales' departure. In the course of the discussion the Trident representative acknowledged that Johnson and Wales had never operated a four-year culinary arts program, but stated that the local restaurateurs felt strongly that the current associate degree in Culinary Arts at Trident Technical College was insufficient for providing the advanced skills and analytical thinking they desired in executive chefs. In recognition of the General Assembly's actions which authorized the program, a motion was then made at the ACAP meeting and passed

unanimously with no dissenting votes or abstentions for the Advisory Committee to accept the program proposal for information.

Assuming that the Committee on Academic Affairs and Licensing and the Commission endorse the General Assembly's authorization of this program, the institution will next request that the Southern Association of Colleges and Schools (SACS) authorize the institution to undergo a "substantive change." This must permit the institution to change status from a two-year institution to a technical college offering a four-year degree program, while remaining eligible for accreditation.

When accreditation is awarded to a two-year institution undergoing substantive change to offer a baccalaureate program, SACS considers the institution to be a four-year institution. The Life Sciences Act requires the third and fourth years of the proposed program to be funded at a level consistent with comparable four-year programs of study. SACS' approval of Trident Tech's request for the substantive change will, in effect, create a new four-year public institution, regardless of the restrictive mission statement authorized by the Commission in May or the stated intentions of the institution to offer only one baccalaureate program.

A state Supreme Court ruling declaring the Life Sciences Act to be unconstitutional would have the effect of making null and void the actions of the Commission on Higher Education in support of the Life Sciences Act to change the institution's mission statement, to allow the institution to tap existing bond funding, and to accept the program proposal authorized by the General Assembly's actions. Such a decision would remove any enabling legislation in support of the program's existence. The institution has elected to move forward by submitting a formal proposal through the customary review process of both the Technical College System and the Commission on Higher Education, which must be accomplished prior to SACS approval.

Summary of Proposal

The program is designed to be a 2+2 degree completion model, built upon a prerequisite of the Associate Degree in Culinary Arts at Trident Technical College or an other such degree which might be articulated to the proposed Bachelor of Professional Studies (B.P.S.). The number of new and turn-over positions anticipated in the proposal in this field of expertise in the greater Charleston is projected in the proposal to be 468 full-time and 500 part-time each year. The proposal states that salaries will range from \$13,000 to \$200,000 for a full-time position, with an expected average salary range of \$25,000-\$45,000. Expert feedback has indicated that a baccalaureate-prepared chef might make +/- \$2,000

per year more than an associate degree-prepared chef. Tuition for the third and fourth years of the program will be \$5,500 per year for an in-state student and \$8,200 per year for an out-of-state student.

The proposal states that the program will be one of a very few culinary arts baccalaureate degree programs in the Southeastern region. It will be the only one in South Carolina or neighboring states, including the new Johnson and Wales campus in Charlotte.

The curriculum for the degree will consist of a total of 130 semester credit hours of coursework, equally divided between the associate degree (required for acceptance into the BPS) and the upper-division coursework. This level of requirements will place the proposed baccalaureate degree programs among the high end of baccalaureate degree completion requirements in South Carolina's public institutions of higher education. The proposal states that interinstitutional articulation agreements will be sought with Greenville Technical College and Horry-Georgetown Technical College, the only other South Carolina institutions with associate degrees in culinary arts.

The proposed program's curriculum contains a total of 14 required semester hours in general education coursework in technical English, introductory courses in French or Spanish, and a course in macroeconomics. Students are required to select 12 semester hours at an approved worksite, and may take as many as 18 semester hours in this area of applied curriculum. One course is required in the special food requirements area of dietetics. All other courses are in advanced food preparation or food presentation.

Three new full-time and three new adjunct faculty members will be necessary to initiate or implement this program beginning in year 2006-2007. In addition, three new full-time staff positions (i.e., dining room manager, inventory control officer, and administrative support) will be hired to implement the new program.

Enrollment in the proposed program is estimated to begin at 40 headcount students (46.3 FTE) in FY 2006-2007 and increase to 90 headcount students (93.8 FTE) in FY 2010-2011. Estimates are based upon the number of new culinary experts needed in the Charleston area by the Charleston Legislative Delegation and the restaurateurs/hoteliars of that region. If the enrollment projections are met, the program will meet the current CHE baccalaureate-level program productivity standards.

The proposal maintains that the enrollment expansion in the next two academic years of the two-year culinary arts degree, the diploma, and the

certificate programs to a total (for all three of these programs) of approximately 1,200 students will be a pipeline of interest leading to growth in enrollments in the Bachelor of Professional Studies degree program. The proposal also suggests that out-of-state students will be attracted to the program, since the program will be one of a very few in the Southeastern region and the country, and—as a public institutional program, even for out-of-state students—will be relatively inexpensive.

The program will seek accreditation through the American Culinary Federation. Currently, the American Culinary Federation does not have a completely developed accreditation process for baccalaureate programs, but the associate degree program at Trident Technical College is already accredited by this group and four colleges are participating in a pilot project for accrediting baccalaureate programs.

The proposal states that the institution wishes to have the administrative unit at Trident Technical College responsible for offering the associate and proposed baccalaureate programs officially known as “The Charleston Culinary Institute.”

The proposed program will require a renovation of 22,166 square feet at the Palmer Campus, specifically for use by the four-year Bachelor of Professional Studies program, when the two-year program moves to the Main Campus. The Palmer Campus renovation will involve four new kitchens, a new computer classroom, a new general classroom, five new offices, and storage areas.

According to the proposal, the funding for the Palmer Campus renovations will amount to \$7 million of unique costs to be covered by specially approved state funds. In fact, the institution has requested and received approval from the Commission (July 2004) for these funds to come from an existing state bond authorization. The total requested by the institution and approved by the Commission was \$7,125,000. In addition to the \$7,125,000 from state bond funding, the proposal mentions \$757,000 unique costs to be covered by special appropriations of state funding in the first two years of the new program’s operation. Together, the special state funding packages mentioned in the proposal total \$7,882,000. This figure is exclusive of costs generated by the proposed program through the state’s MRR.

New operating costs for the program are estimated by the College to begin in the first year at \$856,500; then to be \$847,500 in the second year, and \$817,500 in each of the third, fourth, and fifth years. These costs are found in faculty (\$1,255,000), supplies and materials (\$1,074,000), clerical/support personnel (\$629,750), and “other,” a category which includes repairs, telephone, janitorial,

other contractual services, and travel (\$947,750). No funds are assigned specifically for either program administration or for accreditation, although both these functional areas have been taken into consideration by the institution, as the proposal narrative shows.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program during its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extra-ordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Special Appropriation	Total Appropriations
2004-05	\$635,554	\$7,765,500	\$8,401,054	\$0	\$256,000	\$7,765,500	\$8,021,500
2005-06	\$971,164	\$116,500	\$1,087,664	\$166,647	\$391,560	\$116,500	\$674,707
2006-07	\$1,056,666	0	\$1,056,666	\$254,757	\$425,660	0	\$680,417
2007-08	\$1,163,202	0	\$1,163,202	\$277,210	\$468,830	0	\$746,040
2008-09	\$1,287,112	0	\$1,287,112	\$305,252	\$518,600	0	\$823,852

These data demonstrate that if Trident Technical College meets the projected student enrollments and contains costs as they are shown in the proposal, the program will not cover new costs with revenues it generates by the fifth year of its implementation, even with the special appropriations from the state to cover the extraordinary costs associated with this program. Nevertheless, the institution, the local Charleston community, and the General Assembly are committed to the program's development and implementation and the institution states that it has the resources to cover the program's costs.

The Committee on Academic Affairs and Licensing had extended discussion about this proposal at its meeting on September 14 with President Mary

Thornley of Trident Technical College and Dr. Jim Hudgens, President of the Technical Education System, participating. While appreciating further information about the genesis of the program, funding raised for its support, and accreditation issues, among other items, the Committee remained concerned about the expansion of the technical colleges' mission into baccalaureate-level education. President Thornley indicated that there are two "trends" that have resulted in the offering of baccalaureate degrees by two-year institutions in other states. First is the circumstance in which the four-year institutions are not able to accommodate the demand for baccalaureate education, presumably due to high growth rates in the college-bound populations; a second "trend" toward baccalaureate degrees occurs in states that have great geographic distances between and among institutions. President Thornley indicated that neither of these trends applies in South Carolina, and for that reason the Committee and Commission should be reassured that the proposed culinary arts program is a unique instance.

She referenced Sen. McConnell's letter to the Committee which states explicitly, from the legislative perspective, that "We are not advocating a new four-year institution" but "a single mission four year program at a two-year institution" (See **Attachment I**). Committee members then agreed to adopt a statement drafted by one of the members as part of the recommendation (see recommendation below) which affirms that Committee and Commission approval are granted for the very unique circumstance that pertains to work force development. President Thornley stated that she agreed with the statement as read. President Hudgens also agreed, stating "I would welcome this statement of yours (i.e., the Committee on Academic Affairs and Licensing)." He said that the Technical College System was very comfortable with their role as a system of 16 technical colleges focused on comprehensive two-year education and economic development. He added that the four-year program in culinary arts is "unique."

In summary, Trident Technical College will offer the first and only program leading to the Bachelor of Professional Studies degree in Culinary Arts in South Carolina, as well as the first baccalaureate program in a technical college in South Carolina. This degree will permit students to assume a variety of roles as chefs in fine dining in the Charleston area and beyond. The proposal states that the program has been designed to produce excellent culinary skills and analytical thinking skills in students beyond what they could attain in the associate degree program and to create greater economic development for the Charleston region. Approved by the General Assembly in the 2004 legislative session in the omnibus "Life Sciences Act" over the veto of the Governor, the program must be ratified by the Commission in order for the Southern Association of Colleges and Schools to grant approval for the "substantive change" in the mission of the institution. If the Supreme Court of South Carolina were to declare the Life Sciences Act (or the

parts affecting this program proposal) unconstitutional, all approvals by the Commission on Higher Education since May 2004 to implement this program will become null and void.

Recommendation

In conformity to the Life Sciences Act of 2004, the Committee on Academic Affairs and Licensing recommends that the Commission approve Trident Technical College's program leading to the Bachelor of Professional Studies (B.P.S.) degree, with a Major in Culinary Arts, with special state funding, to be implemented in Fall 2006, provided that:

- the Supreme Court of South Carolina upholds the constitutionality of the Life Sciences Act of 2004, and provided further that
- Trident Technical College certify to the Commission on Higher Education ratification of articulation agreements as described in this review with Greenville and Horry-Georgetown technical colleges' associate degree programs in culinary arts.

Further, the Committee adopted the following statement and recommends that the Commission approve it for inclusion with the recommendation:

In approving the Bachelor of Professional Studies with a Major in Culinary Arts at Trident Technical College, the Commission is responding to the General Assembly's support for authorization of this program and its recognition that such a program is important to our hospitality industry. Consistent with the General Assembly's authorization and Senator Glenn McConnell's September 7, 2004, letter [revised] to the Commission's Committee on Academic Affairs and Licensing, the Commission recognizes that its approval is for "a single mission four-year program at a two-year institution." The Commission must be clear: this approval should not be construed as an endorsement or incentive for other four-year programs at any of the sixteen technical colleges (including Trident Technical College) or the two-year regional campuses of USC.

New Program Proposal
Bachelor of Science in Business Administration in Economics
Coastal Carolina University

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Science in Business Administration degree (B.S.B.A.) in Economics, to be implemented in Spring 2005.

The proposal was approved by the Coastal Carolina University Board of Trustees on January 9, 2004 and submitted for Commission review on May 12, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 15, 2004.

According to the proposal, the purpose of the program is to provide "students with a solid foundation in economic analysis applied to the changing business environment with emphasis on the local and regional business communities." The program will be offered through the E. Craig Wall College of Business Administration, with close ties to the Center for Economic and Community Development in that college. The curriculum and senior year research project are designed to open a broad range of career opportunities, including economics, law, management, and public administration. The program is consistent with Coastal's efforts to provide a wide range of majors which reflect the nature and growth of the region. It is also consistent with the growth of interest in economics as a major, as evidenced by a report cited in the proposal that states that the number of majors in economics has increased for the past five years. An internal study of student interest in economics as a major indicates that approximately ten (10) students will "express interest" in the major in the first year, with steady growth. The institution translates this interest into a projected enrollment of ten students in the major in the first year, with 10% annual growth.

The curriculum consists of 120 credit hours. Of these, 44 hours are in core courses 13 are electives, 45 are in foundation courses, and 18 are major requirements. The institution anticipates adding seven new economics courses in order to provide a range of options for students majoring in this field. The proposal is clear in stating that all public four-year institutions in the state, with the exception of USC-Beaufort, offer an economics major. The proposed major offers a unique service-learning component and its affiliation with the Center for Economic and Community Development. The institution states, and staff concurs, that these elements are an advantage for the Center, the

community, and the students. Students admitted to this program will have to meet the admissions criteria common to all students in the College of Business Administration.

The proposal indicates that no new full-time faculty will be hired for this program. The university anticipates that program growth and the focus on service leaning will require the use of three (headcount) adjunct faculty. The current full-time economics faculty, one Professor, one Associate Professor, and two Assistant Professors, is adequate for the foreseeable future. All hold Ph.D.s in economics. New faculty may need to be added in the future if there is unexpected growth in the program. No new administrative or staff positions will be created in the first five years.

Enrollment in the proposed program is estimated to begin at 10 headcount (10 FTE) in FY 2004-2005 and increase to 27 headcount (27 FTE) in FY 2008-09. Estimates are based on a survey of sophomores enrolled in Macroeconomics (ECON201) in Fall 2002 and Spring 2003 semesters and all students enrolled in American National Government (POLI 201). Approximately 10% of the 471 students surveyed expressed a high interest in economics as a major. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

The Wall College of Education is fully accredited by the Association to Advance Collegiate Schools of Business AACSB International. The proposed major will be subject to this accreditation, with reaccreditation expected in 2007-08.

The proposed program will require no new class or office space over the next five years.

Coastal Carolina University indicates that its library holdings in economics lag behind those of its in-state peers (Francis Marion University and the College of Charleston). The Kimbel Library currently holds 250,000 items in all formats, including electronic full-text periodicals and fifty on-line reference sources. Holdings in economics number 1838, far fewer than its peers in both absolute holdings and holdings per student enrolled in economics courses. The university intends to work with economics faculty to evaluate current periodical holdings. Electronic web-based resources, such as journals and government documents will help to fill the need. In addition, the proposal budgets \$5,000 per year over the next five years to increase holdings in economics. According to the proposal, the Kimbel Library budget currently has no provisions to support a major in economics. The \$5,000 budgeted per year compensates in part for this lack.

New costs for the program are estimated to begin at \$16,500 in year one and include faculty salaries/fringe (\$11,250), library resources (\$5,000), and supplies and materials (\$250). Estimated new costs remain at \$16,500 for each of the first five years of the program, for a total new cost of \$82,500.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first three years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$91,790		\$91,790	\$0	\$87,996	\$87,996
Year 2	\$192,759		\$192,759	15,665	\$185,022	\$200,687
Year 3	\$211,117		\$211,117	32,861	\$202,314	\$235,175
Year 4	\$229,475		\$229,475	36,042	\$220,893	\$256,935
Year 5	\$247,833		\$247,833	39,316	\$237,666	\$276,982

These data demonstrate that if Coastal Carolina University can meet the projected student enrollments as they are shown in the proposal, the program will be able to cover new costs with revenues it generates by the second year of its implementation.

In summary, Coastal Carolina University proposes to offer a program leading to the Bachelor of Science degree in Business Administration in Economics that will prepare its graduates for employment in several professional career areas or for graduate school. The program, to be implemented in Spring 2005, will be a part of the Wall College of Business Administration.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Coastal Carolina's proposed program leading to the Bachelor of Science in Business Administration in Economics for implementation in Spring 2005, provided that no "unique cost" or other special State funding be required or requested.



STATE OF SOUTH CAROLINA
THE SENATE
COLUMBIA

GLENN F. McCONNELL
PRESIDENT PRO TEMPORE

P. O. BOX 142
COLUMBIA, SC 29202
TELEPHONE: (803) 212-6610

THIS IS THE CORRECTED LETTER. PLEASE DISREGARD PREVIOUS ONE.

September 7, 2004

Ms. Cynthia Mosteller
113 Ponsbury Road
Mt. Pleasant, South Carolina 29464

Dear Ms. Mosteller:

First, thank you for your service on the Academic Affairs & Licensing Committee for the Commission on Higher Education. I know you must spend a significant amount of time and energy in this regard, and we appreciate your work on behalf of our State.

I am writing you today specifically to encourage you to support the Trident Technical College proposal for a Bachelor of Professional Studies with a major in Culinary Arts. The proposal will be on your agenda at your committee meeting on September 14, and CHE staff has recommended approval.

I was the Chairman of the Charleston County Legislative Delegation's Ad Hoc Hospitality Committee which requested that Trident Technical College develop a four-year Culinary Arts Program to fill the void left by Johnson & Wales University's departure from Charleston. Their departure had dire consequences for our community, educationally and even more economically, because of the impact on one of the State's life engines, the hospitality industry. The Charleston County Legislative Delegation, along with the Berkeley and Dorchester Counties Delegation, and the leaders of the restaurant and tourism industry, fully support the program developed by Trident Technical College. It won overwhelming support in the General Assembly of South Carolina because of its importance to our State's economy and to the accessibility of this education for so many students.

After you have had an opportunity to review the proposal, I am sure you will agree that Trident Technical College has done an outstanding job of developing this unique program. Let me be clear. **We are not advocating a new four-year institution.** SACS accredits institutions only -- not programs. Consequently, they would have to approve Trident Technical College as a four-year institution when, in fact, the only thing four-year is the culinary program and the degree. The two-year degree would not meet our community and industry needs, and only a four-year course at a single institution would meet the requirements that were identified through surveys and hard work. This is one four-year degree at a two-year institution as stated in the college's

Ms. Cynthia Mosteller
Page 2
September 7, 2004

revised Mission Statement as approved by CHE on May 6, 2004, and as outlined in the enclosed letter from SACS' Executive Director, Dr. James T. Rogers. This program, high quality, yet cost effective, is critical to the future of our State both in economic development and job creation. Since it was easy to get confused in the General Assembly, I thought it best to go over this with you so you would not fall prey to some of the same questions we initially had. This is a single mission four-year program at a two-year institution, and we are all doing what we have to do so South Carolina can move forward.

Again, I appreciate your service to the Commission on Higher Education, and I hope you will vote to approve this critical proposal. As Johnson and Wales pulls out, we must be prepared to ramp up. Therefore, we need to move in a timely fashion. Please feel free to call Dr. Mary Thornley, President of Trident Technical College, or me if you have any questions at all. We are excited about what Trident Technical College is doing and the positive impact it is going to have on our State. Job hunters in the hospitality industry will be coming to interview South Carolina students for the top jobs rather than having to go to far-away places to recruit for their Culinary Team.

With warmest regards and many thanks, I am

Sincerely,



Glenn F. McConnell

GFM:rkg

Enclosure

Dr. Conrad Festa
The Honorable Robert W. Harrell, Jr.
The Honorable Hugh K. Leatherman, Sr.
The Honorable Mark Sanford
Dr. Mary Thornley
The Honorable David H. Wilkins

**New Program Proposal
Doctorate of Physical Therapy (DPT)
Medical University of South Carolina**

Summary

The Medical University of South Carolina requests approval to offer an entry-level program leading to the Doctorate of Physical Therapy (DPT) degree, to be implemented in Summer 2005. The new program will replace the existing entry-level Master of Science in Rehabilitation-Physical Therapy (MSR-PT) program. It will become the new entry-level (i.e., first professional) degree offered in this field by the institution.

The Board of Trustees approved the proposal on April 9, 2004. The proposal was submitted for Commission review on May 3, 2004. The proposal was reviewed without substantive comment by the Advisory Committee on Academic Programs at its meeting on July 15, 2004.

The purposes of the program are to prepare graduates with excellent clinical skills and knowledge in evidence-based research as future practitioners in the field of physical therapy and to enhance the program's ability to attract research funding. According to the proposal, the demand for this program as the entry-level, first-professional degree comes from a growing national movement to make the DPT *the* entry-level degree for practice as physical therapists. The emphasis in the program will be on preparing students at deeper levels and with broader skills and knowledge bases in several areas of science and application related to the practice of physical therapy. The program is designed to be a research-based program, too, consistent with the mission of the institution.

The need for the program is based upon the perception of employers as articulated to the MUSC faculty and administration for graduates with additional skills and knowledge bases and the perception of MUSC personnel to maintain the competitive ability of the program to attract a talented pool of potential faculty and students. The number of openings for physical therapists in South Carolina is significant. National and regional labor market estimates consistently place Physical Therapists in the top tier for vacancies in positions among all health professions.

This degree is designed to provide students with an understanding of the latest knowledge to treat a number of client bases, including minorities and the older population. In addition, teaching objectives in traditional scientific areas of the curriculum have been updated and skill sets for clinically-based research have been included and/or upgraded.

Two issues about the need and relevance of the program exist, given the past history of the program's development and a similar program in the state. These issues are:

- Duplication of the program, given the authorization since 1996 of USC's DPT program. The degree titles and functions of the USC program and the proposed MUSC program will be the same and both will be first-professional degrees designed to turn out new practitioners with research skills. The USC degree was approved in part in response to MUSC's statement that the DPT at USC would provide a feeder for future USC faculty members.
- Raising MUSC's baccalaureate degree program as the first-professional degree for new Physical Therapists to the master's degree level in 1997. The request to shift the master's to the clinical doctorate level so soon after having made the first change is unprecedented for degree movement in South Carolina.

The USC program was approved in part because MUSC's institutional representatives at the time had agreed that the program was needed because of its uniqueness. MUSC had also stated that the USC program in the DPT would offer a professional base for recruiting faculty for MUSC's master's degree program into the MSR-PT. However, at this time, the USC program has only produced one class of graduates; no graduates in that cohort to date have been recruited to the MUSC program's faculty.

When the Master of Science in Rehabilitation-Physical Therapy track (MSR-PT) degree was approved in 1997, the program proposal narrative stated that it was in large measure a response to a national movement to convert entry-level baccalaureate programs in Physical Therapy to the masters-level. The proposal indicates that an even more recent national movement has emerged through the American Physical Therapy Association, the parent body for the national professional accrediting body for physical therapy programs, to convert masters-level to clinical doctorate programs in physical therapy. MUSC engaged a national expert as a consultant for this program proposal. The consultant agreed that the national trend is to create clinical doctorate degrees as the first-professional degree in Physical Therapy, and urged that the transition at MUSC to the clinical doctorate degree and nomenclature take place.

Despite these issues of programmatic duplication and the request to replace the recently approved masters degree with the clinical doctorate, the proposal's narrative suggests that the program differs substantially from the USC program. Its uniqueness is found in variations in content of the curriculum, relative emphasis on research, time to degree (four years at USC, three at MUSC), and MUSC's lack of a dissertation requirement. Nevertheless, both programs lead to the same degree and will teach the same knowledge and skills bases required to prepare graduates to pass the national licensure examination to practice Physical Therapy. Thus, the MUSC degree proposal is significantly duplicative of the existing USC program.

On the other hand, even if the programs are substantially duplicative, four reasons for raising the MSR-PT to the level of the clinical doctorate have been advanced by MUSC either in the narrative or in discussions with Commission staff. These include: 1) the undeniable national trend to promote realignment of the profession by making the clinical doctorate the entry-level degree for professional practice; 2) the ability to attract increased research funding to match the realignment; 3) the need for more physical therapists in South Carolina than both programs together can still produce; and 4) a desire to cooperate actively with the USC DPT faculty for improving best practices and research in the profession in the state of South Carolina.

The prerequisites for the DPT will be essentially the same as those for the present MSR-PT, except that the DPT will require a bachelor's degree to have been completed prior to matriculation. The curriculum for students seeking this degree with no background as licensed physical therapists will consist of 143 semester hours. Of these, two are new courses (in pharmacology and radiology) and a number of others will be reworked for content to meet modified learning objectives. In addition, the length of the clinical practicum has been extended from 24 weeks in the MSR-PT to 36 weeks. An abbreviated number of 26 semester hours of coursework will be required by students who are enrolled for the "tDPT" track (i.e., "transitional Doctorate of Physical Therapy"). Initially, students in the tDPT track must be students who have completed a masters degree in physical therapy from the Medical University of South Carolina. Eventually, the tDPT track will be available to students from institutions other than MUSC who have completed a masters degree program in physical therapy.

At the Advisory Committee meeting, MUSC representatives reiterated that the new program will require no new faculty members. All teaching and research faculty necessary for implementing the program have been hired over a period of the last several years. A total of 11 faculty (9.7 FTE) will work as the core faculty for this program.

Enrollment in the proposed program is estimated to begin at 60 headcount (115 FTE) in FY 2005-2006 and increase to 180 headcount (363.8 FTE) in FY 2007-2008 and thereafter. Estimates are based upon a capacity of 60 students per class to be admitted to the three-year program each year of its existence. The FTE figures are relatively high, because the institution anticipates that virtually all students will be full-time during their matriculation and that these students will be full-time during summer sessions as well as spring and fall semesters. MUSC officials indicated that students will cease to be admitted to the MSR-PT in Fall 2005 and the MSR-PT will be closed entirely after May 2007. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The program will be required to seek accreditation from the Council on Accreditation for Physical Therapy Education (CAPTE). Currently, the MSR-PT is accredited by CAPTE. This organization's mission focuses on the preparation and certification of para-professional and professional practitioners of physical therapy.

All physical plant and library needs for the proposed program are in place in the existing MSR-PT. Costs for the program are estimated to begin at \$353,866 in the first year and to rise to \$1,295,235 in the fifth year of the program's implementation. Total costs for the first five years are estimated by the institution at \$4,514,589, and include administration (\$611,713), faculty (\$2,916,900), laboratory instructors (\$34,300), clinical support/personnel (\$404,971), supplies/materials (\$286,144), equipment (\$223,736), and travel (\$36,825). All costs listed here as "new" are "existing" costs of the MSR-PT extrapolated into the new DPT.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$3,393,420	0	\$3,393,420	\$0	\$607,716	\$607,716
2005-06	7,303,230	0	7,303,230	1,051,998	1,308,633	2,360,631
2006-07	10,696,650	0	10,696,650	2,263,364	1,916,349	4,179,713
2007-08	10,696,650	0	10,696,650	3,315,363	1,916,349	5,231,712
2008-09	10,733,535	0	10,733,535	3,315,363	1,922,629	5,237,992

These data demonstrate that if MUSC meets the projected student enrollments and contains costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the fifth year of its implementation. However, the institution is committed to covering these costs with research funding and other available institutional resources.

In summary, MUSC proposes to offer a program of study leading to the Doctorate in Physical Therapy degree that will be the second one of its kind in South Carolina. The program will replace the existing MSR-PT (Master of Science in Rehabilitation-Physical Therapy track) degree program as the entry-level first professional degree for the practice of Physical Therapy offered at MUSC. The faculty and administration at MUSC will have an ongoing dialogue with the personnel of the USC-Columbia DPT program to promote cooperation in coursework, research, and clinical education experiences. Approval of the program appears reasonable with the understanding that state funding for the program will continue at a level of first-professional degree programs, consistent with the current MSR-PT degree.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the Medical University of South Carolina's proposed program leading to the Doctorate of Physical Therapy degree for implementation in Summer 2005, provided that 1) no "unique cost" or other special state funding be required or requested; 2) state funding for this program be maintained at the level of first-professional degree funding; 3) and no new students be admitted to the MSR-PT beginning with the implementation of the new program with the MSR-PT program file to be closed by May 2007.

**New Program Proposal
Ph.D. in Professional Communication
(Rhetorics, Communication, and Information Design)
Clemson University**

Summary

Clemson University requests approval to offer an interdisciplinary program of study leading to the Ph.D. degree in Professional Communication (Rhetorics, Communication and Information Design), to be implemented in August 2005. The new program will be the first doctoral degree offered by faculty in the College of Arts and Architecture at Clemson University. Despite the parenthetical inclusion of three disciplinary terms in the degree's subtitle, the program is designed as a unified, multi-disciplinary degree without tracks.

The Board of Trustees at Clemson University approved the program on October 24, 2002, at its regular meeting. The President of the institution approved the program on April 20, 2004. The proposal was submitted for Commission review on April 22, 2004. The proposal was reviewed without substantive comment by the Advisory Committee on Academic Programs at its meeting on July 15, 2004.

The purpose of the program is to prepare graduates with excellent skills in written, oral, and visual skills in written, oral, visual and multi-media professional communication. The emphasis in the program will be on preparing students for taking professional positions, either in the private sector for promoting sophisticated communications or as members of the collegiate/university professoriate as teachers and researchers of communications. The program is designed to provide both in-depth theoretical understanding of the theory of different modes of communication and the knowledge and skills of modern, sophisticated technologies of communication.

The need for the program grows out of the rapidly expanding national and international need for communication and information management experts, from the demonstrated success of the masters degree program in this field at Clemson University, and from the success of the few similar extant doctoral programs in the United States. The demand for communications experts is evident, according to both the narrative and the external consultant's report, in both the for-profit private sector and in the academy as teachers and researchers. The proposal refers to a report by the U.S. Department of Labor in 2000 in which it is stated that by 2006,

one-half of the American workforce will be working in businesses which are either major producers or consumers of sophisticated information products and services.

As required by CHE policy, the institution contracted for and received an external review of the proposed program done by a national expert in the field. The review was positive and supportive of Clemson University's proposed program, both with regard to affirming the need for it and the capacity of the institution to carry it out. The curriculum will consist of a minimum of 36 semester hours of coursework, a comprehensive examination, and 18 hours of dissertation research coursework, and the dissertation. Students are required to select five core courses, five cognate courses in a specialization, and six semester hours of studio research or applied project work. Ten new courses will be added to the catalog of courses at Clemson for this program; none of these courses appears to imitate in content the coursework found in the Ph.D. programs of Mass Communications or English at USC-Columbia.

There is one Ph.D. at University of Central Florida in Texts and Technology which is somewhat like this one in the Southern region. There are four programs similar to this in the nation, although none is quite the same in its emphasis. No other program exists in South Carolina like the proposed program, although USC-Columbia has a Ph.D. in Mass Communications (largely focused on journalism) and a Ph.D. in English, both of which bear some relationship to the proposal. This proposal, however, places much heavier emphasis on the theoretical understanding and empirical implementation of the technological aspects of, and technology in, communications than the USC-Columbia programs.

Three new faculty members will be necessary to initiate this program. These faculty members will be added, one each year, in years two, three, and four of the program's operation. A total of 26 faculty (5.875 FTE) will work in the program when it is fully implemented. Faculty assigned to this program represent an interdisciplinary team from three different departments (English, Communications Studies, and Information Design) within the College of Architecture, Arts, and Humanities at Clemson.

Enrollment in the proposed program is estimated to begin at eight headcount students (6.66 FTE) in FY 2005-2006 and increase to 32 headcount students (29.33 FTE) in FY 2009-2010. Estimates are based upon the number of students in similar programs in the country to the one proposed by Clemson and to the historical enrollment patterns in Clemson's master's program in the same area. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

No specialized accrediting body exists in this field. Thus, the program will not seek any national professional accreditation.

Equipment and software now available at Clemson are adequate to begin the program, but the proposal notes that these resources will need to be continually upgraded. Likewise, new office space will be required for Graduate Teaching Assistants, as they near completion of their careers as doctoral students.

Both the narrative and the consultant's report emphasize the need for significant upgrading of the library resources in subject areas within this degree program over the first five years of the program's operation. The budget for library upgrading is modest in this regard, but the narrative notes that significant funding for library and software/hardware upgrades are anticipated from grants received by participating faculty members in the program. While the narrative does not mention it, the implementation expected in January 2005 and thereafter of the South Carolina Electronic Library's anticipated statewide high-level databases, and of the anticipated statewide universal borrowing through the statewide virtual union catalog, will also be of immense benefit to this and other doctoral programs in the state.

New costs for the program are estimated by the institution to begin at \$245,000 in the first year of the program's implementation and to rise to \$730,981 in the fifth year. Total costs estimated for the program during its first five years are \$2,624,558. These costs include program administration (\$530,914); faculty (\$476,043); graduate assistants (1,265,000); clerical support (\$66,364); equipment (\$106,183); library resources (\$53,091); facilities (\$42,000); recruitment (\$7,964); professional development (\$35,000); and student support (\$42,000).

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$271,240	0	\$271,240	\$0	\$60,934	\$60,934
2005-06	596,728	0	596,728	72,146	133,440	205,586
2006-07	922,216	0	922,216	158,639	205,947	364,586
2007-08	1,193,456	0	1,193,456	245,131	265,615	510,746
2008-09	1,193,456	0	1,193,456	316,694	265,615	582,309

These data demonstrate that if Clemson University meets the projected student enrollments and contains costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the fifth year of its implementation.

In summary, Clemson University will offer an interdisciplinary doctoral program leading to the Ph.D. in Professional Communication (Rhetorics, Communication and Information Design) that will be the first doctoral program offered through Clemson's College of Arts and Architecture. This degree will permit students to assume positions of professional responsibility in either the for-profit private sector as users, producers, and designers of information specialties; or in colleges and universities as scholars/researchers of communications and communications theory. Information and information design specialists are in great and growing demand in the information-based economy of the 21st Century. The new program is not duplicative of either the Ph.D. in English or the Ph.D. in Mass Communication which are both offered at USC-Columbia.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson University's proposed program leading to the Ph.D. degree in Professional Communication (Rhetorics, Communication, and Information Design) for implementation in August 2005, provided that no unique cost or other special state funding be required or requested.

**New Program Proposal
Center for Nursing Leadership
University of South Carolina-Columbia**

Summary

USC-Columbia requests approval to operate a Center for Nursing Leadership in order to establish eligibility of the Center to receive state funds. The Center will be the only one of its kind in the state of South Carolina or the Southeastern region, according to the proposal.

The Board of Trustees of the University of South Carolina approved the Center on January 15, 2004, at their regular meeting. The proposal was submitted for Commission review on May 17, 2004. The proposal was reviewed and approved by members of the Advisory Committee on Academic Programs at its meeting on July 15, 2004.

During the conversation of the Advisory Committee on Academic Programs it was noted that while approval of the Center by the Commission on Higher Education will establish the Center's eligibility to receive state funds, there is no current plan to pursue state funding during the Center's first five years of implementation. The five-year budget estimates which accompany the proposal show no requests for state funds in any of the first five years of the Center's existence. The representatives from the University who were present stated that the Center has no interest at this time in requesting state funds during the first five years of its approval period. The proposal states that "*a fundamental objective of the Center is to be self-supporting through endowment revenue, participants' fees, gifts and donations, contracts and grants. Revenue from the successful programs in place . . . will provide startup funds for new initiatives until funding is secured*" (p.3).

The purpose of the Center is to create educational opportunities for current and emerging leaders in the field of professional nursing. The Center has provided a structure to build the leadership capacity of nurses by serving as a forum for local, regional, and national nurse leaders, public policymakers, and other health care professionals to shape the future of nursing through models of healthcare delivery and the design and implementation of health policy. Workshops, events, and conferences will be the principal vehicles for carrying out the Center's purpose as a forum for nursing leadership.

The need for the Center is based upon the absence of any similar entity in the state or the region for addressing the need for coordinated leadership activities, programs, and initiatives. The number of persons anticipated to be served by the Center on an annual basis will vary depending upon the program mix established in any given year.

Within the institution, the Center collaborates with the Daniel Management Center of the Moore School of Business. While other agencies and institutions in South Carolina provide a wide variety of career development stratagems for nurses, such as short courses and lectures, no other center specifically and uniquely addresses nursing *leadership* issues. The Center does and will collaborate with the nursing programs at MUSC, Clemson, and other in-state teaching institutions. It also is developing an ongoing collaboration with the Leadership Institute at Columbia College and the South Carolina Area Health Education Consortium (AHEC) in joint programming initiatives. Representatives from these institutions/agencies and other health care agencies and public and private organizations will serve on an interdisciplinary advisory board for the Center, which is now being formed.

The Center will have no credit-bearing curriculum. Instead, the Center will offer a series of noncredit and continuing education workshops, events, and conferences. No specific level of student enrollment has been projected, since enrollments will vary by year, depending upon the programs offered by the Center.

No new faculty members will be necessary to initiate or implement this program.

However, portions of two faculty members' professional time (.3 FTE) will be ascribed to the Center. Also, one administrator (.3 FTE) will be committed to the Center professionally, along with one support staff person (.2 FTE). The program will not be required to seek either accreditation or licensure from any state, regional, or professional body, but the institution will perform an external review of the program in the third year of the Center's implementation.

There are no equipment or physical plant needs for the proposed program which are not already in place for the existing Center. New costs for the program are estimated to begin at \$34,000 in the first year and rise to \$40,700 in the fifth year. A total expenditure of \$192,000 is estimated for the Center's first five years of operation, including program administration (\$55,000), faculty (\$96,100), supplies and materials (\$16,000), facilities (\$19,900), and the external review (\$5,000).

In summary, while the Center operates as a USC Board-approved entity currently, it has not yet been approved by the Commission on Higher Education. The University is seeking Commission approval at this time so that the Center can in the future seek state funds.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Columbia's proposed proposal approving the Center for Nursing Leadership for implementation immediately upon Commission approval on October 7, 2004.