

New Program Proposal
Associate Degree in Health Sciences, Major in Pharmacy Technology
Horry-Georgetown Technical College
Grand Strand Campus

Summary

Horry-Georgetown Technical College requests approval to offer a program leading to the Associate Degree in Health Sciences with a major in Pharmacy Technology, to be implemented in Fall 2004 on the Grand Strand campus.

The proposal was submitted for Commission review on October 16, 2003. The proposal was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 21, 2004. The Technical College System Board approved the proposal on February 12, 2004.

The purpose of the program is to meet the need of regional and national demands for pharmacy technicians given the rapid growth and expansion of retail drugstores and hospitals. Upon completion of the program, graduates will be prepared to take the Pharmacy Technician Certification Board examination as well as work for pharmacists in a hospital or retail drugstore setting, or to develop a career as a pharmacy company representative. The need for the program is based on demand for Pharmacy Technicians driven by rapid population growth in the area, the aging of the population as the area becomes a center for retirees, and the concomitant growth in the number of pharmacies and demand on hospital pharmacies. There are currently over 100 pharmacies and six hospitals in the immediate area, and growth is predicted in both arenas. Based on a Needs Assessment Survey, the proposal reports that there will be a need for approximately 189 pharmacy technicians in the next three years, with 97 new positions and 89 "turnover" positions, far more than the program will be able to provide.

The curriculum consists of 70 credit hours. Of these, nine credits are in general education, with the rest in pharmacy (40), biology and chemistry (8), allied health sciences (4), public speaking (3) computers (3) and a humanities elective (3). The college plans to add up to 13 new courses to its catalogue to support the program.

Greenville Technical College, Midlands Technical College, and Trident Technical College currently offer certificate programs for pharmacy technicians. Midlands Technical College also offers an Associate degree in Pharmacy Technology, which it is

phasing out. The local and regional need for pharmacy technologists is such that no conflict with these programs is anticipated.

Horry-Georgetown Technical College indicates that the proposed Pharmacy Technology degree will require the hiring of one full-time faculty member (1 FTE) and one part-time faculty (.5 FTE), with both hired immediately. A Doctor of Pharmacy or a Registered Pharmacist is preferred for the instruction of the courses contained within this curriculum. In addition to work experience in this related field, teaching experience is preferred for both the full-time and the part-time position. The faculty members will be the only new staff hired for this program.

Enrollment in the proposed program is estimated to begin at 24 headcount (34.4 FTE) in FY 2004-05 and increase to 40 headcount (48.8 FTE) by FY 2005-2006. Estimates are based on the anticipated interest in career opportunities, existing employment trends in the College's service area, and projected population growth along the Grand Strand. If met, these enrollment projections exceed the Commission's minimum productivity standards.

The College will seek accreditation through the American Society of Health System Pharmacists. The College will also encourage and prepare students to sit for the National Pharmacy Technician Certification Examination. This examination, while not required for graduation or employment, is increasingly recognized as a measure of competency by major pharmacy chains such as Walgreen's.

Current renovations taking place on the Grand Strand Campus will satisfy the physical plant requirements of this program. All equipment for the program will be purchased during the first year, at a total cost of \$71,250. The cost of supplies is estimated at \$8000 for each year. The general funds of the College will be used to support this program.

According to the program proposal, the libraries located on the Grand Strand, Conway and Georgetown campuses have 24 books and no AV materials related to the proposed Pharmacy Technology curriculum. The college does subscribe to nine database providers that offer access to fifteen different pharmacy-related research databases, containing full text articles related the Pharmacy Technology curriculum. The college estimates that four periodical subscriptions will be required, at an annual cost of \$850 for one campus. The estimated cost over a three-year period to acquire resources to support the program will be \$22,350. The library is expected to have adequate resources to support the library by the second year. As Pharmacy Technology faculty are hired, faculty members will be invited to purchase library instructional support resources to meet their personal teaching style needs and student instructional needs.

New costs for the program are estimated to begin at \$171,600 in year one and include faculty salaries/fringe (\$80,500), equipment (\$71,250), library resources (\$11,850) and supplies (\$8,000). Estimated costs decrease to \$99,787 by year three and include faculty salaries/fringe (\$87,337), supplies (\$8,000), and library resources (\$4,450). The total estimated new cost is \$369,272 for the program's first three years.

Sources of funds for the new program are estimated to be primarily from reallocation of existing funds (\$112,488 in the first year), and tuition from new students (\$59,112 in the first year and \$86,112 in the second and third years).

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	\$593,434		\$593,434	\$0	\$88,286	\$88,286
Year 2	\$841,849		\$841,849	157,467	\$125,170	\$282,637
Year 3	\$841,849		\$841,849	223,491	\$125,170	\$348,661

These data demonstrate that if Horry-Georgetown Technical College meets 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.

In summary, Horry Georgetown Technical College will offer a program leading to the Associate degree in Health Sciences with a major in Pharmacy Technology. The graduates of the program will help to meet the local growth in demand for pharmacy services for a growing and aging population. The stated demand for these employees far exceeds the proposed program's projected production of graduates.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Horry-Georgetown's proposed program leading to the Associate Degree in Health Sciences with a Major in Pharmacy Technology for implementation in Fall 2004, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Associate in Health Sciences Degree
Major in Nursing
Spartanburg Technical College**

Summary

Spartanburg Technical College requests approval to offer a program leading to the Associate in Health Sciences degree, Major in Nursing (ADN), to be implemented in Fall 2004.

The Board of the State Technical College System approved the proposal on September 23, 2003. The proposal was submitted for Commission review on October 27, 2003. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs (ACAP) at its meeting on January 21, 2004. The proposal was delayed for presentation to the Committee on Academic Affairs and Licensing at the request of the staff of the State Technical College System to allow the State Board of Nursing's site team to conclude its evaluation of the proposal. A site visit by the State Board of Nursing occurred on March 2 and April 7, 2004. The State Board of Nursing's Advisory Committee on Nursing recommended approval of the program at its meeting on April 20, 2004, and the full Board will vote on it on May 20.

The purpose of the program is to prepare graduates who will be able to serve as Registered Nurses, upon passing the National Licensure Examination (NCLEX). The need for the program is based on a surging demand for new Registered Nurses, because of the aging nurse workforce and the increasing numbers of persons needing acute care. Growth in medical knowledge and the increased population of aging persons in the society are contributing causes for needing additional registered nurses. According to the representative from the State Technical College System at the ACAP meeting on January 21, 2004, the program represents a "transitioning" from USC-Spartanburg, which is giving up its ADN program, to Spartanburg Technical College. This transition is in keeping with the twenty-year position of the Commission on Higher Education that all associate degree programs should be offered by the Technical College system or two-year campuses of the University of South Carolina. However, this new program at Spartanburg Technical College will not involve the parallel "transitioning" of any faculty from the USC-Spartanburg ADN program to Spartanburg Technical College's emerging nursing faculty for the ADN program.

The need for the program is considered great, since the state of South Carolina and the Upstate region are experiencing a great and growing need for new Registered Nurses. The Southern region and the United States as a whole are also experiencing this rapid rise in demand for new registered nurses. Although two other educational models exist for producing registered nurses (i.e., a hospital-based "Diploma Program" and the four-year Bachelor of Science in Nursing program), the associate degree model is most efficient in terms of time-to-degree. Historically it has been highly effective in the percentage of its graduates who pass the NCLEX (i.e., the examination which allows a nursing student graduate to become "Registered Nurse") on the first attempt. Thus, the proposed program will represent a valuable additional program.

Adding to that value is the number of estimated students in the proposed program, a number which will double the annual number of graduates in the current ADN program at USC-Spartanburg. According to the proposal, there will be a demand for 373 new Registered Nurses in the three-county area of Union, Cherokee, and Spartanburg counties within the first three years of the program's implementation. The proposal states that this program will annually graduate a total of 84-96 students eligible to become registered nurses. This estimate is based upon a total new student cohort each year of 120 (60 in the fall and 60 in the spring). It is important to note that even if the larger number of graduates is achieved, the institutional output of this new program will still be 85 below the number necessary to fill estimated demand for new nurses in the area in the program's first three years; if the lower number of graduates pertains, the differential between demand and supply will be 121 for that period.

In the survey of need conducted by the institution in Spring 2003, respondents at the hospitals surveyed were described as "reluctant" to estimate nursing needs beyond two years into the future. Nationally, it has also been difficult to assess long-term need for nursing staffs, because hospitals, the largest employer by far of R.N.s, are beholden not only to their own generated revenues for paying for patient needs, but also to the federal government's levels of reimbursement to the hospitals for having the resources to pay for healthcare employees. Because the "market demand" for nurses is driven greatly not only by free market forces, but also, importantly, by federal government spending for health care, long-term projections of employment hiring are uncertain, even in the face of growing social need.

After the first year of the program's operations, the administration of Spartanburg Technical College has stated that it will develop a plan in the hospitals that the program will use for clinical rotations to have two different cohorts of nursing students (i.e., morning and evening) to produce the numbers of graduates specified in the proposal. This novel approach for finding clinical space differs from most ADN and BSN programs in the state which rely mostly on day-time clinicals during regular work days (Monday-

Friday). This plan will require more efforts placed on hiring and retaining an appropriate faculty cohort for this undertaking.

The curriculum will consist of 68 credit hours. This number of credit hours is a statewide requirement of the 1996 agreement brokered by the CHE staff among the heads of all registered nursing education programs. Of the total number of credit hours in the proposed degree, 18 credits are in general education, and 50 are in the major field itself. No electives exist in the proposed curriculum.

The curriculum has been designed to meet national standards for accreditation by the National League for Nursing's Accreditation Commission (NLNAC). The institution affirms that it will initiate the process for seeking accreditation through the NLNAC at the earliest possible time. Similarly, licensure by the State Board of Nursing in South Carolina, a division of the state's Department of Labor, Licensing, and Regulation, is necessary for the operation of any ADN program in South Carolina. Approval by the Commission on Higher Education of this program is, therefore, interdependent with the approval process by the State Board of Nursing

The proposed curriculum is similar in content to that offered by the eleven other technical colleges which also offer a program in this field. In addition, two USC campuses (USC-Aiken and USC-Lancaster) currently offer associate degree programs in Nursing, although USC-Aiken is in discussions to "transition" its ADN program to Aiken Technical College in the same manner that the current program proposal represents a change of venue from USC-Spartanburg to Spartanburg Technical College. All these programs draw their student bodies for the ADN programs almost exclusively from students in their geographic areas. Thus, while this proposed program will represent an additional duplication of program, given the great and growing need for registered nurses and its non-competitive nature with existing programs, it does not represent "unnecessary" duplication.

The institution already has a Licensed Practical Nursing (LPN) certificate program. The new ADN program will be integrated with the curricular offerings of the LPN program so that there will be multiple entry and multiple exit points for the nursing area of the curriculum. Although students may opt out of the ADN program to become LPNs, the program itself is an Associate Degree in Nursing. The LPN program which currently exists will be discontinued simultaneously with the implementation of this proposal.

The proposal from Spartanburg Technical College indicates that twelve new faculty members will be hired in the first two years of the program. These hirings, added to the existing cohort of four full-time nursing faculty in the existing Licensed Practical

Nurse (LPN) certificate program, will provide a full complement of 16 nursing faculty, both didactic and clinical, for the new program with its multiple entry and multiple exit points. As many as 10-20 adjunct instructors will be hired "as needed" during the first three years of the program's operations.

All full-time faculty will be masters-prepared in the field of Nursing, according to the proposal. However, the site visit by the SBN has found that five of the newly hired faculty are bachelor-prepared nurses, currently working toward a master's degree. These faculty members will require State Board of Nursing approval as exceptions to the SBN's policy. Laboratory operators must hold at least a bachelor's degree in field.

Enrollment in the proposed program is estimated to vary each academic year, because of the entry of a fall and spring cohort. Spring enrollments by headcount will be the highest in each year, beginning with 117 headcount in FY 2004-05 and increasing to 216 in 2005-2006 and thereafter. The FTE enrollment in the first year will be 140; in the succeeding years, there will be 253.7 FTE. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

There are no new physical plant requirements for the proposed program, since the space will be available for clinical laboratories and didactic classrooms in a new health sciences building which was constructed in 2001. Equipment needs are substantial and are estimated to cost \$355,476 over the first three years of the program's implementation. Most of this outlay (\$272,500) will occur in the 2004-2005 academic year. The library support at the institution for nursing has been adequate for the LPN program, but will need additional funding of \$11,000 over the first three years, plus approximately \$1,000 per year after the first three years for updating materials on hand.

New costs for the program are estimated to begin at \$1,124,750 in year one. These costs include program administration (\$50,000) faculty salaries/fringe (\$ 731,250), clerical and support personnel (\$30,000), supplies and materials (\$36,000), library resources (\$5,000), equipment (\$272,500). Cost estimates have been projected at \$949,488 in the second year and \$976,402 in the third year. While cost calculations for fourth and fifth years are not included as a requirement for technical college programs, in this case the institution included cost estimates for these two additional years, showing that the costs are estimated to rise again in the fourth year (\$1,006,205) and the fifth year (\$1,012,952). Thus, for the program's first three years costs will total \$3,050,640 and for the first five years costs will total \$5,069,797. Whether a three or five year projection is used, the institutional estimate shows that institutional costs to operate of the program will average just over \$1,000,000 per year.

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 + Additional Funds	Total Revenue
2004-05	\$2,417,919	0	\$2,417,919	\$0	\$809,560	\$809,560
2005-06	4,381,615	0	\$4,381,615	659,080	819,782	\$1,478,862
2006-07	4,381,615	0	\$4,381,615	1,194,595	1,894,877	\$3,089,472

These data demonstrate that if Spartanburg Technical College 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 third year of its implementation. Spartanburg Technical College officials have affirmed that the institution will have either internal institutional sources of funding and/or community-based financial support to operate the program with the quality necessary to produce successful graduates.

In summary, Spartanburg Technical College will offer an Associate in Health Sciences degree with a major in Nursing that will allow students to meet the needs of the service area for persons who are eligible to become Registered Nurses. The program will provide multiple entry points to assure that current LPNs are able to become Associate Degree nurses ready to take the NCLEX for becoming a Registered Nurse; and multiple exit points to assure that those students who choose to exit early and become Licensed Practical Nurses can do so. The program is necessary to help address the need for many more Registered Nurses than are available to fill existing positions. Even if the highest enrollments projected for this program are met, this program alone cannot meet the need in the Spartanburg service region for new Registered Nurses. Between 85 and 121 more new Registered Nurses will be necessary to meet the estimated need in the Spartanburg three-county service area within the first three years of the program's existence. This is true even though the proposed program is scheduled to produce approximately twice as many graduates per year as the existing associate degree program in Nursing at USC-Spartanburg. The USC-Spartanburg program will be phased out simultaneously with the implementation of this program.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Spartanburg Technical College's proposed program leading to the Associate of Health Sciences degree with a major in Nursing for implementation in Fall 2004, provided that: 1) no "unique cost" or other special State funding be required or requested; 2) the State Board of Nursing approve the program at its meeting on May 20, 2004; and 3) the existing LPN program discontinue direct enrollment of new students with the implementing of the proposed ADN program and be used as a "stop out" credential only.

New Program Proposal
Associate in Health Sciences, Major in Emergency Medical Technology
Technical College of the Lowcountry

Summary

The Technical College of the Lowcountry requests approval to offer a program leading to the Associate in Health Sciences degree with a major in Emergency Medical Technology, to be implemented in August 2004.

The Board of the State Technical College System approved the proposal on February 12, 2004. The proposal was submitted for Commission review on February 14, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004.

The purpose of the program is to prepare graduates either for entry-level into the EMT (Emergency Medical Technician) field or to advance the careers of those already in the field who have only received non-credit training and/or non-degree educational preparation thus far. The need for the program is based on demand by employers (both public and private) and on the increased level of education and training required for entering or career progression in the field. The fact that DHEC has recently adopted new US Department of Transportation (USDOT) national standards for EMT has meant that a person in the field must take advanced training or an associate degree program. A person interested in the field as a career opportunity will have to have completed either advanced training or an associate degree in the field. The fact that the advanced training option does not allow for financial aid will make the associate degree option much more appealing to many students. Based on a needs analysis survey conducted by the institution in Fall 2003, there were an estimated 123-125 full-time (new and replacement) positions in the EMT field in the service area for 2003.

The curriculum consists of 69 credit hours. Of these, 15 credits are in general education, three are in an elective, and 51 are in the major field itself. The curriculum has been designed to meet the USDOT standards recently adopted by the South Carolina DHEC. The proposed curriculum is similar in content to that offered by the other three technical colleges which have been approved to offer a program in this field: Greenville Technical College, Florence-Darlington Technical College, and Horry-Georgetown Technical College (just approved in 2004 by the Commission for beginning Fall 2004.) Each of these institutions has a different geographical clientele from the proposed

program at Technical College of the Lowcountry. Thus, although these programs represent duplications of the same service, the programs themselves are not “unnecessarily” duplicative. A total of 13 new courses will be required for the proposed program.

The proposal from Technical College of the Lowcountry indicates that only one new full-time faculty member will be hired in the first three years of the program. The proposal notes that the national accrediting body for EMT programs, known as the Committee on Accreditation of Emergency Medical Services Programs (CoAEMSP), states in its requirements that “for most programs, there should be a full-time lead instructor in addition to the program director and the lead instructor should be certified as a paramedic by a nationally recognized certifying organization.” However, the proposal states that because of the relatively small size of this program and the collaboration with the Lowcountry EMS Council, the institution regards one full-time faculty member to be sufficient. Part-time faculty members will be hired as adjuncts when necessary.

Enrollment in the proposed program is estimated to begin at 15 headcount (18 FTE) in FY 2004-05 and increase to 30 headcount (30 FTE) by FY 2005 and thereafter. Estimates of enrollment are based on the number of students anticipated as a result of local demand and student interest. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

The proposed program will seek national accreditation through the Commission on Accreditation of Allied Health Education Program’s Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Steps to begin accreditation will take place immediately upon approval of the program by the Commission on Higher Education.

There are no physical plant requirements for the proposed program. Faculty salaries will be \$55,000 in the first two years, rising to \$56,000 in the third year. Equipment needs are relatively extensive. A clarifying memorandum from the institution, dated April 6, 2004, indicates a total of \$33,760 will be necessary in equipment to support the program. According to the proposal, these costs will be handled at no cost by the institution’s relationship with the Lowcountry EMS Council and other equipment donations. The clarifying memorandum of April 6, 2004, indicates that if the donations fail to materialize, the College will purchase all necessary equipment through contingency funds available in the annual operating budget of the institution.

The library will require additional volumes and learning materials. In the first three years of the program’s operation, the library will receive a total of \$5000 for these additional volumes and materials. Of this amount, \$4,000 will be expended in the first year and \$500 in each of the following two years.

New costs for the program are estimated to begin at \$69,000 year one and include faculty salaries/fringe benefits, supplies/materials, and library resources. Costs for the second year are estimated at \$130,134 and \$170,167 in the third year. Total costs for the first three years of the program in all categories are estimated at \$396,301, exclusive of the \$33,760 in equipment costs anticipated to be donated.

Shown below are the 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
2004-05	\$396,773	\$0	\$396,773	\$0	\$60,160	\$60,160
2005-06	595,160	0	595,160	110,281	90,180	200,461
2006-07	595,160	0	595,160	165,558	90,180	255,738

These data demonstrate that even if the Technical College of the Lowcountry meets the projected student enrollments and contain costs as they are shown in the proposal, the program will still not be able to cover new costs with revenues it generates by the third year of its implementation. Nevertheless, the institution affirms that it has the resources to operate the program effectively.

In summary, the Technical College of the Lowcountry will offer a program leading to the Associate in Health Sciences degree in Emergency Medical Technology that will certify students in the service area in Emergency Medical Technology. As measured by employer demand and student interest, the program is needed in the area. No nearby institution will have the same program. While \$37,760 in equipment costs are anticipated to be donated for this program, the institution has stated its ability and willingness to fund these equipment purchases through its own contingency operating funds, if necessary.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Technical College of the Lowcountry's proposed program leading to the Associate in Health Sciences degree in Emergency Medical Technology for implementation in August 2004, provided that no "unique cost" or other special State funding be required or requested.

New Program Proposal
Associate in Industrial Technology, Major in Industrial Maintenance Technology
York Technical College

Summary

York Technical College requests approval to offer a program leading to the Associate in Industrial Technology degree with a major in Industrial Maintenance Technology at the institution's campus, to be implemented in Fall 2004.

The Board of the State Technical College System approved the proposal on November 18, 2003. The proposal was submitted for Commission review on February 13, 2003. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004.

This program proposal grows out of an existing program at the York Technical College campus, known as the "General Technology degree." The General Technology degree exists on other Technical College campuses, too. Its existence permits students to develop enough general education courses with a technology concentration to craft an associate degree when no other cognate degree is available. The purpose of this York Technical College proposed program is to tighten and structure certain industrial maintenance tracks either for students interested in the field or for those already working in the field who wish to advance their careers. The development of the AIT degree with a major in Industrial Maintenance Technology will not be reason for the institution to close the General Technology degree program, but will eliminate students interested in Industrial Maintenance Technology from taking the General Technology degree as their program.

The need for the proposed program is based on demand by employers and on the increased level of education and training required for entering or career progression in the field. Based on a needs analysis survey conducted by the institution in 2001 and follow-up discussions with local employers in the service area, the institution estimates that there are an estimated 66 full-time (new and replacement) positions in the Industrial Maintenance Technology field in the service area for 2003, and that this number will range between 62-68 in each of the following four years of the program's implementation.

The curriculum consists of a minimum of 68 credit hours. Of these, 15 credits are in general education, 15 are in the core, 14-16 are in a single one of the five industrial concentration areas from which a student must select these courses, and 24 are in other industrial coursework. The curriculum has been designed to meet the needs of local industry in the service area. The proposed curriculum is similar in content to that offered by Greenville Technical College, the only other institution with an approved to offer a program in this field. Greenville Technical College has a different geographical clientele from the proposed program at York Technical College. Thus, although these programs represent duplications of the same basic curriculum, the programs themselves are not "unnecessarily" duplicative because of the geographically dispersed clientele which they serve.

No new courses will be required for the proposed program at the institution, since all courses in the proposed new program are ones available in the current General Technology degree program. However, two courses currently taught in the General Technology degree will be eliminated and substituted by two others that are in the State Technical College System's Catalog of Approved Courses but not currently taught at York Technical College.

The proposal states that no agreement with four-year institutions is being proposed for transfer of students in this program to a four-year institution for two reasons: 1) no four-year program in the state exists in industrial maintenance; and 2) the instructors currently working in the General Technology degree program in areas covered by this proposed program would need to be replaced since they do not meet the criteria of the Southern Association for faculty teaching in baccalaureate-transfer degree programs in community and technical colleges. The proposal from York Technical College states that no new full-time faculty members will be necessary for the program. The program will have four full-time faculty members, all of whom currently are instructors in the General Technology program.

The proposal notes that there is no national accrediting body for IMT programs. No state or national licensure is required at this time for Industrial Maintenance Technicians.

Enrollment in the proposed program is estimated to begin at 50 headcount (51.3 FTE) in FY 2004-05 and increase to 74 headcount (72.9 FTE) in FY 2009-2010. Estimates of enrollment are based on the number of students anticipated as a result of local demand and student interest. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

In the view of the Commission, all new programs constitute a basis for new costs. The proposal for this new program, however, states that this program involves no new costs associated with its implementation except \$5000 in the first year of the program to develop the two new courses to be added into the College's curriculum. The proposal also states that there will be \$21,000 of new funds made available to increase library holdings, but notes these should not be considered "additional" since they are needed for the existing General Technology degree. Physical plant requirements for the proposed program are stated in the proposal as adequate. Faculty salaries are said to be "existing" as part of the General Technology degree program. Equipment needs are stated in the proposal as adequate, since they are also covered under the current General Technology program.

The institution provided a revision on April 7, 2004, of the proposal's section on library resources. The revision states that while the number of volumes and total collection in the library's print materials do not meet the American Council of Research Libraries (ACRL) standards, this is in part because of an aggressive "weeding" policy of the library staff over the past five years. In addition, the revised narrative notes that since 1999, 520 print titles have been added to the technology collection. Of that total, in just the academic year of 2001-2002, a total of 110 engineering/technology books were purchased. Furthermore, the library provides access to a growing number of electronic databases, Internet resources, e-Books, videocassettes, audiocassettes, periodicals, newspapers, CD-ROMS, microfilm, microfiche, and other materials. In the past three years for industrial and engineering technology collections of all media a total of \$61,075 was spent. In the next three years, a total of \$21,000 is planned for expenditure to support the new program proposal's curriculum in library development.

Shown below are the 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
2004-05	\$595,159	\$0	\$595,159	\$0	\$142,649	\$142,649
2005-06	774,479	0	774,479	165,765	185,455	351,220
2006-07	845,589	0	845,589	215,393	202,151	417,544

These data demonstrate that, if the program proposal is considered to be a new one, even if York Technical College were to meet the projected student enrollments and contain costs as they are shown in the proposal, the program would not be able to cover new costs with revenues it generates by the third year of its implementation. This remains the case, even if the institution's estimated enrollment figures supplied for the fourth and fifth years are used to calculate MRR costs, state appropriations, and tuition for those years. Nevertheless, the institution affirms that it has the resources to operate the program effectively.

In summary, York Technical College will offer a program leading to the Associate in Industrial Technology degree in Industrial Maintenance Technology to prepare students in the college's service area in a variety of industrial maintenance settings. As measured by employer demand and student interest, the program is needed in the area. Only one other institution in South Carolina (i.e., Greenville Technical College) will have the same program, and that program is approximately 150 miles away. The institution has indicated its ability and willingness to fund the program appropriately.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve York Technical College's proposed program leading to the Associate in Industrial Technology with a major in Industrial Maintenance Technology for implementation in Fall 2004, provided that no "unique cost" or other special State funding be required or requested.

**New Program Proposal
Bachelor of Arts in History
USC – Beaufort
North and South Campuses**

Summary

USC-Beaufort requests approval to offer a program leading to the Bachelor of Arts degree in History, to be implemented in the Fall of 2005 at both the North and South campuses.

The proposal was approved by the USC-Beaufort Faculty Organization, as well as the USC-Beaufort Provost, on September 6, 2002, and submitted for Commission review on February 17, 2004. The program was reviewed by the Advisory Committee on Academic Programs without substantive comment at the meeting on March 31, 2004. The program proposal was approved by the University of South Carolina Board of Trustees at its meeting on April 21, 2004.

The purpose of the program is to provide students through the study of history with an enriched awareness of humanity's common aspirations and diversity. The program also aspires to broaden cultural awareness and enhance students' abilities to read carefully, think critically, and write effectively. The proposed program leading to the Bachelor of Arts degree in History is consistent with USC-Beaufort's institutional mission to "offer baccalaureate degrees that respond to regional needs," to "promote acquisition of knowledge and, through it, the intellectual dispositions and skills that encourage depth of understanding, tolerance of others, and individual accountability," and to encourage students to "think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual."

A History major is considered a cornerstone of any liberal arts undergraduate institution. The curriculum would intentionally duplicate the History program delivered at USC-Columbia. Establishment of the program would result in termination of the existing History option within the Liberal Studies major. USC-Beaufort faculty have already been offering most of the courses required for the B.A. in History in order to meet requirements for four-year degrees at other USC campuses - through cooperative agreements with USC-

Columbia and USC-Aiken. USC-Beaufort estimates the need to add one FTE faculty member with a terminal degree in Caribbean/Latin American studies to deliver the program without altering current course loads or rotations.

The need for the program is expressed in the shifting demographics and projected population growth for the region. The population of Beaufort County grew by 40 percent from 1990 to 2000; Beaufort is currently the fastest growing county in South Carolina. Jasper County demonstrates similar growth patterns, and according to data from the South Carolina Employment Security Commission both counties project continued and significant growth over the next decade. It is noteworthy that census data indicate that 1990-2000 population growth was greatest among the 10-14 year-old age group, suggesting a significant and growing pool of potential students within the USC-Beaufort geographic region. The proposal notes that students seeking a similar baccalaureate-level History program within USC-Beaufort's geographic region (Beaufort, Colleton, Hampton, and Jasper Counties) would require a minimum two-hour daily commute to Savannah, Charleston, or Columbia.

Program graduates will be prepared to pursue graduate degrees, but they will also acquire critical thinking and communication skills enabling them to succeed in journalism, banking, technical writing, public relations, and business. South Carolina Department of Employment Security data project annualized growth in employment opportunities in adult education, public relations, and journalism-related careers to range from 2.81 to 5.00 percent during 1996-2006.

There are no admissions criteria specific to the program although students must meet USC-Beaufort general admissions requirements. Since USC-Beaufort was only recently authorized as a four-year institution, predicted enrollment for the program is based, in part, on the estimated interest of students who would have previously pursued the Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.) that was offered through a joint agreement with USC-Columbia. Based on the subject area concentrations of current B.A.I.S. students, enrollment is projected at 24 headcount students (23.5 FTE) in FY 2005-06, and is expected to increase by at least five percent annually based on projections of regional population growth, leading to an estimated enrollment of 35 headcount students (34 FTE) in the fifth year. If met, these projections would meet the CHE productivity standards.

The curriculum consists of 120 credit hours, including 32-45 credits in general education, 21-24 general education credits specific to history, 36 hours in major courses, and 15-32 credits in electives.

No specialized accreditation is available for this program. No state licensure is required for the operation of this program.

The program will utilize existing classroom, library, and laboratory facilities. There are no additional physical plant or equipment requirements associated with the program. Library resources (books, journals) for History are deficient according to American Library Association standards although USC-Beaufort does participate in inter-library loan programs with the Cooper Library at USC-Columbia. The proposal recognizes the importance of continuing to focus library resources on collection development in the area of History.

New costs for the program are estimated to begin at \$77,363 in the first year, rising to \$76,472 in the second year, \$81,231 in the third year, \$86,439 in the fourth year, and \$88,197 in the fifth year. Categories of costs over the first five years of the program's implementation include program administration (\$79,226); faculty salaries (\$221,676); supplies and materials (\$5,300); library resources (\$50,000); equipment (\$6,000); and other (\$47,500). Total estimated new costs for the program during the first five years will be \$409,702.

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	Estimated New Costs	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$221,887	\$0	\$221,887	\$0	\$133,722	\$133,722
2005-06	\$236,050	\$0	\$236,050	48,781	\$142,395	\$191,176
2006-07	\$261,543	\$0	\$261,543	51,863	\$157,890	\$209,753
2007-08	\$297,423	\$0	\$297,423	57,438	\$179,194	\$236,631
2008-09	\$321,028	\$0	\$321,028	65,399	\$193,846	\$259,245

These data demonstrate that if the institution 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 during the first five years of the program.

In summary, the institution will offer a program leading to the B.A. degree in History that will serve as a cornerstone of a traditional Liberal Arts curriculum. Program graduates will acquire the requisite skills for successful careers in

journalism, public relations, business, adult education, public relations, and technical writing.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Beaufort's proposed program leading to the Bachelor of Arts degree in History for implementation in Fall 2005 at both the North and South campuses, provided that: 1) the existing History option within the Liberal Studies program is discontinued; and 2) no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Bachelor of Arts in Psychology
USC – Beaufort
North and South Campuses**

Summary

USC-Beaufort requests approval to offer a program leading to the Bachelor of Arts degree in Psychology, to be implemented in the Fall of 2005 at both the North and South campuses.

The proposal was approved by the USC-Beaufort Faculty Organization, as well as the USC-Beaufort Provost, on September 6, 2002, and submitted for Commission review on February 17, 2004. The program was reviewed by the Advisory Committee on Academic Programs without substantive comment at the meeting on March 31, 2004. The program proposal was approved by the University of South Carolina Board of Trustees at its meeting on April 21, 2004.

The purposes of the program include providing a curriculum that is responsive to the region's educational needs, providing graduates with problem-solving and communication skills that will benefit their personal and professional lives, and preparing program graduates for careers ranging from mental health and related social welfare services to sales, advertising, and marketing. The proposed program leading to the Bachelor of Arts degree in Psychology is consistent with USC-Beaufort's institutional mission to "offer baccalaureate degrees that respond to regional needs," to "promote acquisition of knowledge and, through it, the intellectual dispositions and skills that encourage depth of understanding, tolerance of others, and individual accountability," and to encourage students to "think analytically and abstractly, to explore options, to see similarities, to be open to differences, to communicate effectively, and to respect each individual."

A Psychology major is considered a cornerstone of any liberal arts undergraduate institution. The curriculum would intentionally duplicate the Psychology program delivered at USC-Columbia. Establishment of the program would result in termination of the existing Psychology option within the Liberal Studies major.

The need for the program is based upon growth projections for the USC-Beaufort geographic area, as well as projected growth in the array of occupational

paths available to students with a solid foundation in psychology. The population of Beaufort County grew by 40 percent from 1990 to 2000; Beaufort is currently the fastest growing county in South Carolina. Jasper County demonstrates similar growth patterns, and according to data from the South Carolina Employment Security Commission both counties project continued and significant growth over the next decade. It is noteworthy that census data indicate that 1990-2000 population growth was greatest among the 10-14 year-old age group, suggesting a significant and growing pool of potential students within the USC-Beaufort service region. The proposal notes that students seeking a similar baccalaureate-level Psychology program within USC-Beaufort's geographic region (Beaufort, Colleton, Hampton, and Jasper Counties) would require a minimum two-hour daily commute to Savannah, Charleston, or Columbia.

Program graduates will have several career options available. Nationally, psychology ranks in the top tier of most popular majors on liberal arts campuses. Also, psychology was the most frequently chosen emphasis area in the Bachelor of Arts degree program in Interdisciplinary Studies (B.A.I.S.) degree offered by USC-Columbia. The U.S. Department of Labor projects above average growth in fields caring for the elderly, treatment and rehabilitation resulting from substance abuse, and psychological and social welfare services for children and young adults. Further, the South Carolina Department of Employment Security projects the following annual employment growth estimates for the USC-Beaufort service region: Counselors – 2.24%; Human Services Workers – 6.09%; Residential Counselors – 4.65%.

The curriculum consists of 120 credit hours, including 38-48 credits in general education, 0-6 credits in guided electives, 32 hours in major courses, 12-18 credits in a cognate or minor, and 16-38 credits in electives.

The four full-time and two adjunct (1.25 FTE) psychology faculty of USC-Beaufort have been offering all but one of the courses for the psychology major for several years.

The proposal indicates that one additional full-time tenure-track faculty member with expertise in social and developmental psychology will be needed to meet the anticipated student demand, and to expand advanced coursework options.

There are no admissions criteria specific to the program although students must meet USC-Beaufort general admissions requirements. Since USC-Beaufort was only recently authorized as a four-year institution, predicted enrollment for the program is based, in part, on the estimated interest of students who would have previously pursued the Bachelor of Arts degree program in Interdisciplinary Studies (B.A.I.S.) that was offered through a joint agreement with USC-Columbia.

Based on the subject area concentrations of current B.A.I.S. students, enrollment is projected at 54 headcount students (56.5 FTE) in FY 2005-06, and is expected to increase by at least five percent annually based on projections of regional population growth, leading to an estimated enrollment of 66 headcount students (69 FTE) in the fifth year.

No specialized accreditation is available for this program. No state licensure is required for the operation of this program.

New costs for the program are estimated to begin at \$84,773 in the first year, reducing to \$83,883 in the second year, and rising to \$88,868 in the third year, \$94,412 in the fourth year, and \$96,520 in the fifth year. Categories of costs over the first five years of the program's implementation include program administration (\$79,225); faculty salaries (\$221,676); clerical/support personnel (\$56,553); supplies and materials (\$2,500); library resources (\$35,000); equipment (\$6,000); and other (\$47,500). Total estimated new costs for the program during the first five years will be \$448,445.

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	Estimated New Costs	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$531,044	\$0	\$531,044	\$0	\$322,179	\$322,179
2005-06	\$556,421	\$0	\$556,421	116,593	\$337,083	\$453,676
2006-07	\$586,498	\$0	\$586,498	122,277	\$355,272	\$477,549
2007-08	\$618,454	\$0	\$618,454	128,894	\$374,893	\$503,787
2008-09	\$648,531	\$0	\$648,531	135,857	\$393,082	\$528,939

These data demonstrate that if the institution 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 during the first five years of the program.

In summary, the institution will offer a program leading to the B.A. degree in Psychology that will provide students with a set of skills that prepares them for

occupations ranging from mental health services to sales, advertising, and marketing.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Beaufort's proposed program leading to the Bachelor of Arts degree in Psychology for implementation in Fall 2005 at both the North and South Campuses, provided that: 1) the existing Psychology option within the Liberal Studies program is discontinued; and 2) no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Bachelor of Arts in Spanish
USC-Beaufort
North and South Campuses**

Summary

USC-Beaufort requests approval to offer a program leading to the Bachelor of Arts degree in Spanish, to be implemented in Fall 2005, at both the North and South campuses. The proposed major will have two tracks: a traditional track and one for native speakers (Spanish for Heritage Speakers).

The proposal was submitted for Commission review on February 17, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its regularly scheduled meeting on March 31, 2004. The Board of Trustees approved the proposal at its meeting on April 21, 2004.

The purpose of the program is to prepare graduates who will be eligible to assume a variety of important roles in the community, especially the four-county area which constitutes the primary service area for USC-Beaufort. The proposal states that the implementation of this degree major will coincide with the elimination of a Spanish concentration option in the Bachelor of Liberal Studies degree program at USC-Beaufort. Graduates will be able to assume professional positions in business and commerce, and in public and private agencies, upon graduating with a degree in Spanish. In addition, it provides skills and knowledge bases for persons wishing to pursue a teaching career in this language. The estimated need for the program has been measured upon several methodologies: a survey of students at USC-Beaufort, who were in the BAIS major but now favor Spanish; the institution's estimated increase of student majors who will be entering the institution as freshmen in the future; and community interest expressed by employers for persons who can serve as teachers, as employees of public and eleemosynary service agencies which deal with the growing Hispanic presence in the region, or as business personnel catering to Hispanic clients/consumers. The growth in the general population of the Beaufort area has placed it in percentage terms at the top of South Carolina's counties. Additionally—albeit beginning at a very small population base—the percentage growth of the Hispanic population in the same time period within this service area represents an even higher rate of growth.

The curriculum consists of 120 credit hours. Of these 38-48 are in general education; 36 credits are in the major for Track I (Spanish for Heritage Speakers) and 30 for Track II (General Major). Eighteen credits are in the minor and 12-28 credits are in electives. While there are multiple numbers of undergraduate degree programs in South Carolina's institutions of higher education, the proposal at USC-Beaufort is unique in its development of a track for native speakers of Spanish. The program has been designed to meet the needs of two student clienteles, Hispanic and traditional, so that the knowledge they bring to the major and the knowledge and skills they attain from the major can upon their graduation best be utilized in the workforce, particularly in the Beaufort region. The proposed curriculum is similar in content to that offered by USC-Columbia, for the general track. On the other hand, the General Track is quite similar to the kind of Spanish majors found at most other institutions.

Thus, the proposed program's General Track at USC-Beaufort represents a duplication of the existing Spanish majors in public and private colleges and universities in South Carolina. However, the centrality of a Spanish major as an offering of any liberal arts and sciences institution; the rapid expansion of the Hispanic population in the Beaufort service area; and the uniqueness of track for heritage speakers within the major mitigate the duplicative nature of the program and make this proposal a reasonable request for the expenditure of academic resources.

While the proposal itself states that USC-Beaufort will have two tenure-track faculty members, the administration at USC-Beaufort has confirmed that there will be three full-time faculty members in the major. Two of these will possess a Ph.D. in Spanish and a third will have a Ph.D. in Romance Languages. While this is a relatively small number of faculty members for a typical major in Spanish, it is sufficient to begin the major. The MRR provides a student: faculty ratio for Foreign Language majors of 18:1. Given this program's expectations of student FTEs, a fourth full-time faculty member should be contemplated by the end of the first five year period of the program's implementation. It should be noted, too, that the proposal is strengthened by the program's requirement of a minor, which is directed toward integration of Spanish language capacity with a deeper civic understanding of American culture.

Enrollment in the proposed program is estimated to begin at 35 headcount (61.5 FTE) in FY 2005-06 and increase to 43 headcount (75.5 FTE) in FY 2009-10. This relatively high relationship between head count and FTE is occasioned by the numbers of credit hours generated by the program's required minor. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

No separate specialized, professional accreditation is available for this program. This academic program at USC-Beaufort will be evaluated, along with all others, through the regional accreditation process of the Southern Association of Colleges and Schools.

New costs for the program are estimated to begin at \$72,363 in year one and include the new faculty member's salary package (\$41,847), equipment (\$3,000), library (\$4,000), supplies and materials (\$1,000), and "other" including marketing, faculty development and printing (\$7,500). Estimated costs increase to \$83,098 by year five, including the new faculty member's salary package (\$46,898), supplies (\$1,000), library (\$6,000), and "other" (\$12,500). The total estimated new cost is \$384,402 for the program's first five years.

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	\$579,084	0	\$579,084	\$0	\$350,304	\$350,304
2005-06	607,332	0	607,332	127,229	367,651	494,880
2006-07	640,288	0	640,288	133,376	387,693	521,069
2007-08	677,952	0	677,952	140,592	410,429	551,021
2008-09	710,908	0	710,908	148,878	429,880	578,758

These data demonstrate that even if USC-Beaufort 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, USC-Beaufort will offer a program leading to the Bachelor of Arts degree in Spanish with an innovative track for Heritage Speakers and a traditional track for a General Major. This proposed program will prepare students to attain high levels of Spanish language skills, understand Hispanic and American culture, and work in either the public or private sector in positions requiring the mix of knowledge and skills offered in this major.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Beaufort's proposed program leading to the Bachelor of Arts degree in Spanish with two tracks (a Track for Heritage Speakers and a traditional General Track) for implementation in Fall 2005, at both the North and South campuses, provided that: 1) no "unique cost" or other special State funding be required or requested; 2) at least three full-time faculty members with Ph.D. degrees in either Spanish or Romance Languages are in place to teach when this program is implemented; and 3) that the Spanish option be simultaneously eliminated in the Bachelor of Liberal Studies degree program when the B.A. degree in Spanish program is implemented.

**New Program Proposal
Bachelor of Science in Biology
USC-Beaufort
North and South Campuses**

Summary

USC-Beaufort requests approval to offer a program leading to the Bachelor of Science degree in Biology, to be implemented in Fall 2005 at both the North and South Campuses.

The proposal was submitted for Commission review on February 17, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004. Members of the Advisory Committee indicated that while it was a solid undergraduate biology degree, USC-Beaufort has underestimated the costs involved in laboratory equipment. The members also noted that there will be a need for many more faculty if the institution plans on the inclusion of undergraduate research as a component of the degree program. The Board of Trustees approved the proposal on April 21, 2004.

The purpose of the program is to provide students in the USC-Beaufort area with a degree program in Biology. The program is designed to provide students with a basic biology degree program which will draw upon courses in chemistry and physics and will provide the foundation for further study at the graduate level in biology and health sciences. As USC-Beaufort continues the development of four-year degree programs, the addition of an undergraduate biology degree program is a logical step in establishing a typical array of undergraduate degree programs. Biology degrees are often used as the foundational program in developing other science and health-related degree programs. The need for the program is also based upon the growing population of the USC-Beaufort area, and as the proposal indicates, "a growing population translates into growing workforce needs."

The proposal also provides S.C. Department of Employment Security labor market projections for the Lowcountry Workforce Investment Area (USC-Beaufort's geographic area) which indicate an increased need in job categories in life sciences. For example, there is an annualized projection (1996 to 2006) that there will be an 8.26 percent increase for careers in animal caretakers, 3.3% for biologists, 3.57% for ocean scientists, and 3.04% science teachers, among other fields.

The curriculum consists of 120 credit hours. Of these, 38-48 are in general education, 26 in general education specific to biology, 36 in major core requirements, and

5-23 in electives. The curriculum will expose students to a typical undergraduate degree program in biology. Fourteen new courses will be required. Undergraduate degree programs in biology are available at all the public and nineteen of the private institutions. However, there is no such offering in USC-Beaufort's region where students are typically drawn from Beaufort, Colleton, Hampton, and Jasper counties. The closest programs are a minimum two-hour commute (Savannah and Charleston) and the commute is not feasible for students resident in USC-Beaufort's geographic area.

USC-Beaufort indicates that there will be two new faculty hired to support the program in 2005-06 and 2007-08, respectively. In addition, a laboratory coordinator will be hired in 2005-06. Faculty serving the program will begin at eight headcount (5 FTE) in FY 2005-06 and will increase to ten headcount (7 FTE) in FY 2009-10. The headcount/FTE numbers include adjunct faculty who teach courses and laboratory sections of courses. Adjuncts teach from .25 FTE to .75 FTE per academic year. Full-time faculty and adjuncts have the requisite terminal degrees to teach in the program.

Enrollment in the proposed program is estimated to begin at 20 headcount students (20.8 FTE) in FY 2005-06 and increase to 24 headcount students (25.2 FTE) by 2009-10. Estimates are based on the number of students currently enrolled in USC-Columbia's B.A.I.S. program at USC-Beaufort who concentrate in biology. Currently, the yearly fall enrollment is 55 students and USC-Beaufort has estimated that 20 percent of these students will enroll in the proposed program. USC-Beaufort also conducted surveys in 2002 and 2003 to determine interest in the program and assist the institution in developing enrollment estimates. If met, projected enrollments will meet the Commission's Program Productivity Standards.

The program will not be required to seek any accreditation or specialized certification.

The proposed program will use the current classrooms, laboratories, and library facilities of the Beaufort campus. When the South Campus is completed, classroom and laboratory space there will be used to teach more advanced classes in biology. The South Campus will have a new science building and there has been more than \$400,000 allocated to renovate and outfit the science facilities at the North and South campuses. The proposal provided an extensive list of equipment and materials to be purchased for the proposed degree program. While the list is extensive, the institution should develop a purchasing and equipment maintenance plan for the program. Such a plan will ensure that equipment needs are met as the program expands and diversifies. The institution should also begin planning for additional biotechnological equipment, software, and autoclaves, among other items. While \$400,000 is a large investment in equipment and

space for a new degree program, there will be continued demand for additional equipment and supplies as the program continues to grow.

The proposal provides both a quantitative and qualitative analysis of the library holdings to support the program. Comparisons were made against the holdings at USC-Aiken and USC- Spartanburg as well as against national library standards. The results were mixed with the library holding only 25 percent of recommended titles in *Books for College Libraries* but holding 90 percent of recommended biology journals for academic institutions by *Magazines for Libraries*. In 2002-03, the biology department doubled its library allocation amount to \$6,000 which will be maintained until 2004-05 when the program will receive an annual increase of \$500 to continue expansion of the holdings. There is a plan in place to put resources into the areas that have been identified as weak in the analysis of holdings.

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
2005-06	\$269,526		\$269,526	\$0	\$118,227	\$118,227
2006-07	285,076		285,076	59,296	125,638	184,934
2007-08	298,034		298,034	62,530	131,027	193,557
2008-09	313,584		313,584	65,474	137,848	203,322
2009-10	326,542		326,542	68,895	143,827	212,722

These data demonstrate that if USC-Beaufort can meet the projected student enrollments and contain 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, USC Beaufort is proposing to offer a bachelor's degree in Biology that will provide students in the region with the opportunity to attain an undergraduate degree in a basic science. Graduates of the program will be able to find employment in the expanding job market of the area which will be in need of college graduates trained in life sciences. In addition, graduates of the program will be able to continue into post-graduate study in biological or health-science related fields. The proposed program continues the institution's development of a basic undergraduate curriculum that typically includes a program in biology.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Beaufort's proposed program leading to the Bachelor of Science degree in Biology for implementation in Fall 2005 at the North and South campuses, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Bachelor of Arts in Journalism and Mass Communication – Major in Visual
Communications
USC-Columbia**

Summary

USC-Columbia requests approval to offer a program leading to the Bachelor of Arts degree in Journalism and Mass Communication with a Major in Visual Communications, to be implemented in Fall 2004.

The proposal was submitted for Commission review on November 3, 2003. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 21, 2004. The USC Board of Trustees approved the proposal on April 21, 2004.

The purpose of the program is to prepare students to enter the fields of photojournalism and graphic and multimedia design in a mass media setting. The need for the program is based on the increased use of digital imaging techniques and web-based delivery for media content. The new media strategies for print and electronic journalists, public relations practitioners, and those who work in advertising demand strong skills in visual communications and fluency in communicating through a variety of channels and formats. According to the Bureau of Labor Statistics, employment in the field of design and visual communications is projected to grow at an above average rate through 2010. The program will also offer an added dimension to existing majors in advertising, public relations, and print and electronic journalism.

The curriculum consists of 126 credit hours. Of these, 90 credits are in general university requirements, 12 credits are in Journalism and Mass Communication core courses; 21 credits are in upper-division courses in media graphics and design, photojournalism, and multimedia; and three credits are in electives.

Several institutions in the state offer graphic design programs. Most of these are housed in fine arts departments and have a fine arts emphasis. Clemson University has a Graphics Communication program, with an industrial production and management emphasis, and Winthrop offers a Visual Communication Design major within the Department of Art. Winthrop's program does not include the photojournalism emphasis or requirements for core courses in journalism which are defining components of the proposed USC program.

No new faculty will be added in the first year to meet the instructional needs in the proposed program. Three of the four faculty teach in other areas within the school, however, and as their instructional load increases it is anticipated that at least one new faculty member will be added to offset the loss of instruction time in other areas. There are currently four faculty (3.5 FTE). This will increase to five faculty (4.5 FTE) in FY 2005-06 and will remain constant at that level.

Enrollment in the proposed program is estimated to begin at 30 (Headcount and FTE) in Fall 2004 and increase to 75 (Headcount and FTE) in Fall 2006. This is based on offering three to four Visual Communications courses per semester in 2004 and four to five in following years. The School of Journalism estimates that 15-18% of Journalism majors will be Visual Communication majors. If met, these enrollment projections exceed the Commission's minimum productivity standards.

The School of Journalism and Mass Communication is currently accredited by the Accrediting Council on Education in Journalism and Mass Communication. ACEJMC standards specifically mention visual communication courses as an important aspect of a strong journalism education; however, they do not accredit programs at the major level. The school will undergo reaccreditation in the 2004/2005 academic year.

The existing facilities are adequate to handle the anticipated growth of the program. Photo studio arrangements to handle instructional needs have been made with the Department of Art. In addition, it will be necessary to convert a computer lab into a third graphics lab and to purchase professional quality digital cameras, lighting equipment, and approximately 20 camera lens sets for student use. The total cost of these conversions and purchases will be approximately \$30,000 over five years. The University did not provide a quantitative analysis of library holdings against national standards but indicated that the holdings adequately support the teaching and research needs of the proposed major. There is no request for additional library support.

New costs for the program are estimated to begin at \$15,000 in year one and include equipment (\$10,000) and facilities (photo studio rent of \$5,000). Estimated costs increase to \$57,000 in year 2 and continue at that level through year 5. This includes faculty salaries (\$47,000), equipment (\$5,000), and facilities (\$5,000). The total estimated new cost is \$243,000 for the program's first five years.

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	\$414,960		\$414,960	\$0	\$302,089	\$302,089
2005-06	466,830		466,830	148,244	340,317	488,561
2006-07	622,440		622,440	166,658	453,133	619,792
2007-08	881,790		881,790	222,367	642,406	864,772
2008-09	881,790		881,790	314,903	642,406	957,308

These data demonstrate that if USC-Columbia can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to cover new costs with revenues it generates by the fifth year of its implementation.

In summary, USC-Columbia will offer a program leading to the Bachelor's degree in Journalism and Mass Communication with a Major in Visual Communications that will allow students to obtain the theory and skills necessary to create informative editorial and persuasive messages for organizational communication and the mass media. The University is proposing to combine a strong core of journalism courses with digital and graphic design elements to create a unique major that will prepare its graduates to compete effectively in the current and future media market.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Columbia's proposed program leading to the Bachelor of Arts degree in Journalism and Mass Communication with a Major in Visual Communications for implementation in Fall 2004, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Bachelor of Science in Business and Technology Education
USC-Columbia**

Summary

The University of South Carolina requests approval to offer a program leading to the Bachelor of Science degree in Business and Technology Education, to be implemented in Fall 2004. This program is proposed as a teacher certification program.

The proposal was submitted for Commission review on February 17, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004. The USC Board of Trustees approved the proposal on April 21, 2004.

The institution provided an addendum to the staff prior to the Advisory Committee meeting of March 31, 2004. The addendum addressed concerns raised by the staff. The corrected certification level will be for grades 9-12 and not 7-12 as noted in the original proposal. The addendum also notes that participants in the Department of Education's Alternative Certification Program (PACE) are qualified teachers but reach certification through non-traditional means. The original language could have been interpreted that these teachers were not fully qualified to teach. A matrix of how the proposed program will meet state standards was provided which addressed the program's curriculum in relation to the institution's existing B.S. degree in Technology and Support Training Management and to national standards. This matrix is available to Committee members upon request.

The purpose of the program is to provide a new undergraduate degree program in business and technology education. Graduates of the program would be eligible for certification as secondary (grades 9-12) business and technology teachers. The need for the program is based upon the fact that business education has been listed as a "critical need" subject area by the State Board of Education for several years. In 2003-04, the percentage of teaching positions that were vacant or filled with teachers who were not fully certified to teach their subject matter was 60.26 percent for business education. This level was second only to special education which had a 77.31 percent critical need level. There is only one other undergraduate business education degree program at S.C. State University. Students with a four-year degree may enroll in USC's M.A.T. degree program in business education in order to be qualified for certification. These two programs represent the only traditional four- and five-year degree programs for teachers

of business education at public and private institutions. In addition, the State Department of Education provides an alternative route program to those seeking a non-traditional means to enter the teaching profession, which includes business education

The curriculum consists of 127 credit hours. Of these, 40-47 are in general education, 45 in education (27 in the education core and 18 in clinical experience), and 42 are in content area. The curriculum has been designed to provide students with the required business and technology content along with pedagogical knowledge. The institution has provided a matrix of the degree requirements and how they meet the Department of Education requirements for an approved teacher certification program. Two new courses will be required for the internship experiences. Many of the core business and technology courses are those offered in USC's existing undergraduate Technology Support and Training Management degree.

One new faculty member will has recently been hired to serve in the M.A.T. program and will also serve part-time (.50 FTE) in the proposed program. Faculty serving the program will begin at three headcount (2.25 FTE) in FY 2004-05 and will increase to four headcount (2.75 FTE) in FY 2005-06. The new faculty hire will be expected to have a Ph.D. or Ed.D. in Business and Technology Education or in a technology-related field.

Enrollment in the proposed program is estimated to begin at five headcount students (.3 FTE) in FY 2004-05 and increase to 15 headcount students (1.2 FTE) by 2008-09. Estimates are based on the number of students who are currently enrolled in the State's alternative certification program and the number of students currently enrolled in USC's M.A.T. program in business education. If met, projected enrollments will meet the Commission's Program Productivity Standards.

The program will be required to seek accreditation from the National Council for the Accreditation of Teacher Education as well as the National Business Education Association. USC underwent its NCATE accreditation visit in Fall 2003 and will not be reviewed again until 2008. However, the program will need to be approved under state standards, which are virtually identical to National Business Education Association standards, in order for students to be eligible for S.C. certification. The Department of Education review will include analysis of the curriculum against the national business standards which have been adopted as state standards.

No new physical plant or equipment is needed for the proposed program. The library holdings for the proposed program are considered adequate in that they meet the needs of the M.A.T. and the Interdisciplinary Masters of Art in Business Education programs. The recent NCATE review of these two programs did not indicate any library

support concerns. The proposal did not offer a comparison against national standards such as the American Library Association.

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	\$2,905		\$2,905	\$0	\$3,245	\$3,245
2005-06	7,262		7,262	\$1,198	7,068	8,266
2006-07	7,262		7,262	2,745	7,068	9,813
2007-08	7,262		7,262	2,745	7,068	9,813
2008-09	10,166		10,166	2,745	8,223	10,968

These data demonstrate that if USC meets the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to cover new costs with revenues it generates by the first year of its implementation.

In summary, USC is proposing to offer a bachelor's degree in Business and Technology Education that will provide teacher education candidates across the state with the opportunity to attain an undergraduate degree in "critical need" subject area. Graduates of the program will be able to find employment in the teaching field due to the extreme shortage of certified teachers in business.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Columbia's proposed program leading to the Bachelor of Science degree in Business and Technology Education for implementation in Fall 2004, provided that: 1) no "unique cost" or other special state funding be required or requested; 2) the program be approved by the State Board of Education in order for graduates to be eligible for teacher certification; and 3) until the program is approved by the State Board of Education, students will be notified that the program has not yet been approved as a program leading to teacher certification (licensure).

**New Program Proposal
Master of Science in Youth Development
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Master of Science degree in Youth Development, to be implemented in Fall 2004.

The proposal was approved by the Clemson University Board of Trustees on April 25, 2003 and submitted for Commission review on February 13, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004.

The purpose of the program is to prepare students to address the issues facing youth in the context of family and community. The proposal states that there has recently been a paradigm shift within the human services professions away from a medical model or deficit-based approach toward a developmental model. To meet the needs of this new paradigm, students will acquire knowledge and develop skills in the areas of youth development theories, research and program evaluation, program implementation and management, and resource development.

Clemson does not currently have a Youth Development program, and the proposal notes that there are no Master's-level degrees in this field within South Carolina. Nationally the only similar program is an M.A. degree program in Youth Development offered by the Great Plains Interactive Distance Education Alliance (an alliance of five post-secondary institutions).

Graduates of the program will be prepared for employment in youth-service organizations, of which there are approximately 17,000 across the United States. These organizations range from the Boys and Girls Clubs of America to the National Collaboration for Youth. The proposal states that skills acquired in the program will also function well in state Departments of Mental Health, Health and Environmental Control, and Social Services. Several well documented demographic and societal trends suggest a growing set of issues related to children and youth to be served by these organizations and agencies, including increased

sexual activity at younger ages, higher rates of teenage pregnancy, and rising rates of illegal substance use. The proposal did not provide specific vacancy projections for unique career paths and opportunities related to the proposed degree. No survey of available or anticipated positions was reported for determining the employability of these program graduates.

The proposed program will be administered by the College of Health, Education, and Human Development (HEHD). A “coordinating faculty team” with a representative from each of these schools within HEHD will guide administration of the program. The team will be chaired by the Associate Dean for Research and Curriculum Development. Drawing from faculty in the disciplines represented in the College and four Centers within HEHD (International Center for Service-Learning in Teacher Education, National Dropout Prevention Center, Joseph F. Sullivan Center, and the Center for Safety Research and Education), the M.S. program in Youth Development will provide an interdisciplinary approach to preparing students to address issues facing youth in the context of family and community.

The curriculum will require 36 hours of academic coursework. For students not seeking a degree, a 15-credit hour certificate in Youth Development will be available. The curriculum consists of a core of five courses (15 credit hours) focusing on youth development, leadership of youth programs, and assessment and evaluation of youth programs. There are an additional seven courses in the program, including a course on “Grantsmanship” (i.e., developing skills in seeking funding sources) and a Master’s Project that requires the development of an article for submission to a professional journal. The proposal notes that as the program evolves there will be new courses specifically developed to address student needs in the content area of youth development.

The proposal indicates that instruction will be delivered on the Clemson University campus, as well as via distance education, including use of the Internet and two-way videoconferencing. Students will have the option of completing the entire program through any combination, or sole use, of on-campus attendance or distance education. Clemson University has an extensive distance education program using multiple technologies for the delivery of instruction and content. Clemson also provides training and technical assistance to faculty in the use of instructional technologies and the adaptation of course content to the unique demands of instructional technology.

No new faculty are required to deliver the program. Total faculty dedicated to teaching will be eight (2 FTE) committing 25 percent time annually to teach a maximum of one course per semester.

Several factors are considered in estimating enrollment for the program, including the need for practicing professionals to receive continuing education units (CEU's) and the interest of practitioners in certification programs. The proposal also notes that several South Carolina state agencies (such as the Department of Juvenile Justice and the Department of Alcohol and Other Drug Abuse Services) have expressed "strong interest" in the proposed course of study. During the first proposed year of the program (2004-05) projected enrollment is 10 students headcount (9.5 FTE), increasing to 45 student headcount (34 FTE) by year five. If met, these projections meet CHE's program productivity standards.

No specialized accreditation is available for this program. No state licensure is required for the operation of this program.

The proposal states that current space allocated to HEHD will be sufficient to implement the program. There are no other equipment or facilities costs associated with the proposed program. New costs for the program are estimated to begin at \$168,600 in the first year, and remain the same for each of the four subsequent years. Categories of costs over the first five years of the program's implementation include program administration (\$120,000); faculty salaries (\$500,000); clerical/support personnel (\$15,000); and supplies and materials (\$8,000). Total estimated new costs for the program during the first five years will be \$843,000.

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	Estimated New Costs	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$168,350	\$0	\$168,350	\$0	\$92,064	\$92,064
2005-06	\$367,711	\$0	\$367,711	46,939	\$200,802	\$247,742
2006-07	\$567,072	\$0	\$567,072	102,185	\$310,264	\$412,449
2007-08	\$598,084	\$0	\$598,084	158,039	\$326,938	\$484,978
2008-09	\$598,084	\$0	\$598,084	166,345	\$326,938	\$493,284

These data demonstrate that if the institution 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 during the first five years of the program.

In summary, the institution will offer a program leading to the M.S. degree in Youth Development that will provide students with a targeted set of skills designed to meet the needs of a growing population of at-risk and disadvantaged youth. A changed paradigm of skills needed for these purposes and with student demand for the program have been the principal bases for this proposal.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson University's proposed program leading to the Master of Science degree in Youth Development for implementation in Fall 2004, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Professional Master of Real Estate Development
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Professional Master of Real Estate degree (M.R.E.D.), to be implemented in May 2004.

The Clemson Board of Trustees approved the proposal on October 25, 2002. The proposal was submitted for Commission review on February 11, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004.

The purpose of the program is to provide an educational opportunity for encouraging future development entrepreneurs to produce exciting, quality projects respecting environmental sustainability, social consciousness, design excellence, and financial feasibility with the risk-reward framework." The program is a collaborative endeavor among six departments in the College of Architecture, Arts, and Humanities and the College of Business and Behavioral Science. The goal of the proposed program is to educate the future leaders in land development who have the requisite skills to understand the economic and environmental ramifications of real estate at both the local and national level.

The need for the proposed project is based on the projected job and population growth of South Carolina and the nation. Projections indicate that in the next four years, S.C. will have 1.1 million new residents who will require an additional 743,000 additional housing units, 44 million more square feet of retail space, 20 million more square feet of office space, 66 million more square feet of industrial space, and 23,000 more hotel rooms. As the State's land grant college, Clemson indicates in the proposal that the institution should be actively involved in training, research and service in this important economic development area.

The curriculum consists of 54 to 60 credit hours. The minimum requirement is 54 credit hours and is for those students who have related undergraduate degrees and/or coursework. Students without these credentials will be required to complete an additional six credit hours. Fifteen new courses will be required for the program. The curriculum will be interdisciplinary in nature and will offer both finance and planning components. There is no other such offering in the state. The proposal indicates that USC's Moore School of Business's Strategic Plan does not identify a similar program as

a need for that institution. USC's South Carolina Real Estate Center has provided a letter of support for the proposed program at the Planning Summary stage. There are few programs of this kind nationally (approximately ten). Clemson used as its curriculum model the programs at Cornell, University of Southern California, Texas A&M, MIT, and Johns Hopkins.

Clemson indicates that there will be two new faculty and three new instructors hired to support the program in its first two years. Faculty serving the program will begin at six headcount (2.25 FTE) in FY 2004-05 and will increase to 14 headcount (4.75 FTE) in FY 2008-09.

Enrollment in the proposed program is estimated to begin at five headcount students (6.3 FTE) in FY 2004-05 and increase to 15 headcount students (18.8 FTE) in 2006-7, and remain at that level for the full five years of the program. Estimates are based on the enrollments at similar programs nationally. In addition, Clemson will market the proposed program to recent graduates of particular undergraduate and graduate degree programs across the nation. From such similar marketing programs, Clemson is able to estimate the number of students who will typically enroll in their graduate programs. If enrollment projections are met, the program will meet the current CHE program productivity standards.

The proposed program will use the current classrooms, laboratories, equipment, and library facilities. The proposal provides both a quantitative and qualitative analysis of the library holdings to support the program. Comparisons were made against the holdings at Cornell and University of Southern California (USC) which have similar programs. The results showed Clemson lagging both institutions in holdings. Clemson compared favorably with the holdings of USC except in the areas of sustainable development and city planning. Clemson will address the deficiencies in holdings with an allocation of \$5,400 per year. Periodical holdings will be enhanced with \$400 per year in continuing funds.

The program is not subject to any specialized accreditation, approval, or licensure.

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	\$80,269	\$80,269		\$0	66,008	\$66,008
2005-06	160,538	160,538		20,185	133,470	153,655
2006-07	240,806	240,806		40,563	200,202	240,764
2007-08	240,806	240,806		61,189	200,202	261,391
2008-09	240,806	240,806		61,189	200,202	261,391

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

In summary, Clemson University is proposing to offer a professional masters degree in Real Estate Development that will provide students with the skill and knowledge that will be required to develop land in the 21st century. Students will graduate from this program with an understanding of the economic and environmental impact of land development. Graduates of the program will be able to find employment in the expanding job market as the state continues on its path of economic and population growth.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson's proposed program leading to the Professional Master of Real Estate Development degree for implementation in May 2004, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Master of Sport and Entertainment Management
USC-Columbia**

Summary

USC-Columbia requests approval to offer a program leading to the Master of Sport and Entertainment Management degree (M.S.E.M.) in Sport and Entertainment Management, to be implemented in Fall 2004.

The proposal was submitted for Commission review on February 17, 2004. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 31, 2004. The USC Board of Trustees approved the proposal on April 21, 2004.

The purpose of the program is to prepare graduates who will be prepared to deal with the managerial-level functions at the mid-level and leadership positions for event management in sport and entertainment. The need for the program is based on demand as assessed by the University of South Carolina indicating a growth of +24% in these kinds of positions within South Carolina (and, even higher figures outside the state) for the period 1999-2005. In addition, the proposal states that a survey by the University of the graduating students in the undergraduate major of Sport and Entertainment showed that 53% are interested in pursuing a graduate degree in this field.

The curriculum consists of 36 credit hours. Students are required to complete one of two tracks: either the nonthesis option (in which there are 15 credits of electives) or the thesis option (in which there are nine credits of electives and six credits of thesis preparation).

The curriculum has been designed to meet the needs of mid-level and leadership roles for public assembly managers of sport and entertainment events, by providing them with "the operational and managerial skills not emphasized by other graduate degrees." The proposed curriculum builds upon the undergraduate major at USC-Columbia in the field. It will be unique as the only such graduate program in this field in South Carolina. Eight new courses will be required for the proposed program.

In the United States and Canada, there are 83 public and private institutions of higher education which offer graduate degrees in Sport and Entertainment Management. However, all these other programs are found in and emphasize either physical education, education, or recreation, in contrast to USC-Columbia's which will emphasize event

management. In the state there are three undergraduate programs (Winthrop, Clemson, and USC-Columbia) which are expected to be feeders for this program.

USC-Columbia indicates that one replacement tenure-track faculty member, for replacement of a recently deceased incumbent, will be hired for the first year of the program's implementation. In the second year of the program, another new tenure-track faculty member will be hired. All faculty members teaching in the master-level program will be full-time members of the USC faculty, who also teach in the undergraduate program of the Department of Sport and Entertainment. Altogether for the graduate program the faculty will begin with six (2.5 FTE) will be available during the first year of the program's operation; and rise to seven (3.5 FTE) in the second year and thereafter. All faculty will possess the terminal degree.

Enrollment in the proposed program is estimated to begin at 20 headcount (21.25 FTE) in FY 2004-05 and increase to 40 headcount (40 FTE) in FY 2008-09. Estimates are based on the number of students in the baccalaureate program who have expressed interest in matriculating into the proposed program and USC's projection of additional students enrolling from outside the ranks of recent graduates of its own undergraduate program. If enrollment projections are met, the program will meet the current CHE program productivity standards. The program will not be subject to any separate professional accreditation process.

No additional costs for the physical plant have been noted, since a 2003 renovation program provided all the space the program is thought to need in its first five years of implementation. The library support will need additional \$4,000 to add to the collection in sport and entertainment in years three, four, and five of the program's implementation, for a total of \$12,000.

New costs for the program are estimated to begin at \$ 31,873 in year one and include administrative (\$5,000), graduate assistants (\$13,000), fringe benefits (\$9,873), and supplies (\$4,000). Estimated costs increase to \$101,527 by year five and include administrative (\$5,000), faculty salaries (\$51,827), graduate assistants (\$26,500), supplies (\$4,000), library (\$4,000), and fringe benefits (\$10,200). The total estimated new cost is \$428,580 for the program's first five years. This cost estimate includes only the cost of one new faculty member's salary.

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	\$200,813	0	\$200,813	\$0	\$168,250	\$168,250
2005-06	342,563	0	342,563	69,717	288,181	357,898
2006-07	378,000	0	378,000	119,354	317,963	437,347
2007-08	378,000	0	378,000	131,426	317,963	449,389
2008-09	378,000	0	378,000	131,426	317,963	449,389

These data demonstrate that if USC-Columbia meets the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to meet new costs with revenues it generates by the second year of its implementation.

In summary, USC-Columbia will offer a program leading to the Master of Sport and Entertainment Management degree that will equip students to assume mid-level and leadership positions in the area of public assembly management for sport and entertainment events. The proposal includes both thesis and nonthesis options.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Columbia's proposed program leading to the Master of Sport and Entertainment Management degree (M.S.E.M.) for implementation in Fall 2004, provided that no "unique cost" or other special State funding be requested or required.