



Rayburn Barton  
Executive Director

October 5, 2000

**MEMORANDUM**

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

**From:** Ms. Dianne Chinnes, Chairman,  
Committee on Academic Affairs and Licensing

**Analyses of Eleven New Program Proposals**

Please find attached the staff analyses for eleven new program proposals, Agenda Items 3.02.a.1-11.

Please do not hesitate to call Dr. Morrison should you have questions or concerns about our analyses.

/jb

**Program Proposal**  
**Associate in Public Service – Early Care and Education**  
**Aiken Technical College**

**Summary**

Aiken Technical College requests approval to offer a program leading to the Associate in Public Service degree with a major in Early Care and Education to be implemented in Spring 2001.

The proposal has received appropriate institutional approval and was approved by the State Board for Technical and Comprehensive Education (SBTCE) at its meeting on May 25, 2000. It was submitted to the Commission on May 12, 2000 (pending SBTCE approval), and was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 18, 2000.

This is one of five associate degree programs in early care and education being proposed by technical colleges largely in response to a mandate in section 648A of the Head Start Act that states that "by September 30, 2003 at least half of all Head Start teachers in center-based programs must have an AA, BA or advanced degree in Early Childhood Education (ECE) or in a related field with pre-school teaching experience." Another impetus for implementation of these programs is the passage of the South Carolina First Steps to School Readiness Legislation, which will place greater emphasis on strengthening training and improving the quality of the State's childcare providers.

All five proposals were submitted for review and comment to the State Department of Education (SDE). In a letter of June 23, 2000, SDE indicated its support for the programs, but was concerned that all advisement by faculty and staff as well as all published literature "should be extremely clear that the associate degree does not lead to certification as a teacher in South Carolina public schools." Other institution-specific concerns were referred to the institutions. At the present time, no state (SDE) certification, approval, or licensure exists for early childcare workers although these may be developed in the future.

Based on the results of an employer survey, the institution has estimated that new job openings for trained professionals in the field of early care and education in will total 71 the first year, 77 the second year, and 77 the third year. Currently, there are no associate degree programs in Early Care and Education in South Carolina's public or private colleges.

The program is designed to upgrade both the knowledge and skills of current early child care workers and to prepare new graduates for positions in Head Start and other early child care programs and facilities. It adds another step (beyond currently available

certificate and diploma programs) on the career ladder for early child care workers and, while clearly designed for immediate employment rather than transfer<sup>1</sup>, can, through the careful selection of general education courses, give the graduate at least one semester's credit towards a baccalaureate degree. However, it is important that potential students be aware that it will not lead to certification as a teacher in South Carolina's public schools. Although the proposal did not cite salaries in the Aiken Technical College service area, salaries for early child care workers are generally low throughout the State.

The curriculum consists of 60 credit hours, of which 15 comprise a general education core, 21 fulfill major requirements, and 24 consist of electives from specified areas. The Aiken proposal includes two sets of general education courses, one of which is designed for maximum transferability while the other offers little possibility of transfer. Two courses are new to Aiken Technical College.

Since the institution has already been offering diploma and certificate programs in early care and education and currently employs two full-time faculty who teach in the early child care area, implementation of this program will require the addition of one part-time adjunct instructor. As noted in the proposal, the program coordinator is not expected to complete a master's degree with 18 hours in appropriate disciplinary courses until March, 2001. The *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools says, "In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline." The *Criteria* further state that "Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, **must** have completed at least 18 graduate hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline." In as much as three of the other early childhood program proposals cite this as a requirement for their faculty and faculty in the fourth proposed program meet these criteria, the discipline of education is generally perceived of as a behavioral science rather than a "technical or occupational discipline," and at least portions of the proposed program are designed for transfer, the lack of appropriate credentials for a key faculty member at the proposed start date for the program is of serious concern.

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<sup>1</sup> See letter of July 25, 2000 to Dr. Gail Morrison from Dr. Dianne Brandstadter of the SBTCE staff which is enclosed with the five early care and education programs and clarifies their purpose as programs designed to prepare graduates for immediate employment.

certificate and diploma programs) on the career ladder for early child care workers and, while clearly designed for immediate employment rather than transfer<sup>1</sup>, can, through the careful selection of general education courses, give the graduate at least one semester's credit towards a baccalaureate degree. However, it is important that potential students be aware that it will not lead to certification as a teacher in South Carolina's public schools. Although the proposal did not cite salaries in the Aiken Technical College service area, salaries for early child care workers are generally low throughout the State.

The curriculum consists of 60 credit hours, of which 15 comprise a general education core, 21 fulfill major requirements, and 24 consist of electives from specified areas. The Aiken proposal includes two sets of general education courses, one of which is designed for maximum transferability while the other offers little possibility of transfer. Two courses are new to Aiken Technical College.

Since the institution has already been offering diploma and certificate programs in early care and education and currently employs two full-time faculty who teach in the early child care area, implementation of this program will require the addition of one part-time adjunct instructor. As noted in the proposal, the program coordinator is not expected to complete a master's degree with 18 hours in appropriate disciplinary courses until March, 2001. The *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools says, "In an associate degree program, full-time and part-time faculty members teaching credit courses in the following areas: humanities/fine arts; social/behavioral sciences; and natural sciences/mathematics **must** have completed at least 18 graduate semester hours in the teaching discipline and hold at least a master's degree, or hold the minimum of a master's degree with a major in the teaching discipline." The *Criteria* further state that "Each full-time and part-time faculty member teaching courses in professional, occupational and technical areas other than physical activities courses that are components of associate degree programs designed for college transfer, or from which substantial numbers of students transfer to senior institutions, **must** have completed at least 18 graduate hours in the teaching discipline and hold at least a master's degree, or hold the minimum of the master's degree with a major in the teaching discipline." In as much as three of the other early childhood program proposals cite this as a requirement for their faculty and faculty in the fourth proposed program meet these criteria, the discipline of education is generally perceived of as a behavioral science rather than a "technical or occupational discipline," and at least portions of the proposed program are designed for transfer, the lack of appropriate credentials for a key faculty member at the proposed start date for the program is of serious concern.

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<sup>1</sup> See letter of July 25, 2000 to Dr. Gail Morrison from Dr. Dianne Brandstadter of the SBTCE staff which is enclosed with the five early care and education programs and clarifies their purpose as programs designed to prepare graduates for immediate employment.



Enrollment is estimated at 23 students the first year, of which 13 students are anticipated to move from the certificate program or other program at the college and 10 are expected to be new. Thereafter, the program is expected to enroll 10 new students each fall, five (5) new students each spring, and three (3) new students each summer (a total of 18 new students annually).

Current facilities are adequate for the new program. New equipment to be purchased the first year includes two computers, software, video tapes for classroom instruction, and resource materials totaling \$8,000, with the annual budget for supplies and materials estimated at \$3000 the first year and \$4,713.74 for the second and third years. The proposed cost of library acquisitions to support the program is \$2,500.

Specialized program accreditation is currently not available for associate degree child care programs; however, the institution anticipates applying for national approval of the program through the joint program approval system of the American Associate Degree Early Childhood Educators (ACCESS) and the National Association for the Education of Young Children (NAEYC) by meeting guidelines for professional preparation. This initial step will prepare the program for future accreditation whenever such accreditation becomes available.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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 Plans 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
2000-01	\$34,293	0	\$34,293	0	\$8,858	\$8,858
2001-02	\$134,053	0	\$134,053	\$16,377	\$35,026	\$51,403
2002-03	\$134,053	0	\$134,053	\$63,724	\$35,026	\$98,751

These data demonstrate that even if Aiken Technical College can meet the projected student enrollments and finance costs as shown in the proposal, the program will not be able to cover new costs with revenues it generates during the first three years of its operation.

In summary, the proposed program would help to meet the needs of public schools (teacher aides), Head Start programs, and child care centers in the Aiken Technical College service area. Employers have indicated that there is a great need for trained

human service professionals. The program is well designed and will be one of five such programs distributed throughout the state.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Associate in Public Service degree in Early Care and Education at Aiken Technical College for implementation in Spring 2001, provided that 1) no "unique cost" or other special state funding is required or requested; 2) all faculty are in compliance with the requirements of the *Criteria for Accreditation* of the Commission on Colleges of the Southern Association of Colleges and Schools prior to program start-up; and 3) all advisement by faculty and staff as well as all published literature shall indicate that, while some courses may transfer, the program is not a college transfer program and does not lead to teacher licensure or certification.

Attachment

/jb



James L. Hudgins  
Executive Director

July 25, 2000

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Main: (803) 896-5320  
Administration: 896-5280  
Development: 896-5320  
Finance: 896-5315  
Human Resources: 896-5332  
Instruction: 896-5361  
Special Schools: 896-5334

Dr. Gail M. Morrison  
Director of Academic Affairs and Licensing  
South Carolina Commission on Higher Education  
1333 Main Street, Suite 200  
Columbia, South Carolina 29201

**State Board Members**

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Ex-Officio

The South Carolina  
Technical College  
System

Dear Gail:

There appears to have been some confusion about the intended student target group for our five associate degree proposals in Public Service with the major in Early Care and Education that currently are under review at CHE. These proposed programs are applied science-type degrees designed to prepare child care workers for immediate employment in child care centers, Head Start centers and similar child care facilities.

The programs are not designed for students wishing to prepare for entry into the teacher education track at baccalaureate institutions. The Associate in Arts and Associate in Science transfer programs offered by the technical colleges allow students to complete the CHE transfer block in education and would be the appropriate route for a student seeking to begin his/her education at a technical college with the goal of transferring into a baccalaureate teacher education program.

I offer here a written version of the explanation I gave to the Advisory Committee on Academic Programs. This explanation seemed to clarify the intent of the award. The two types of associate degrees granted by the technical colleges are:

1. Technical/occupational associate degrees that are designed to prepare technicians for the workplace. The Early Care and Education programs are in this category.
2. Transfer associate degrees that are designed to provide the first two years of general education coursework in preparation for transfer into a baccalaureate degree program. The technical colleges are using this degree to prepare students wishing to move into baccalaureate teacher education programs.

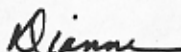
Dr. Gail M. Morrison

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July 25, 2000

I hope this explanation clarifies any remaining confusion about the intent of the proposals. As always, please do not hesitate to contact me (803-896-5361) should you have further questions.

Sincerely,



Dr. Dianne Brandstadter  
Associate Executive Director  
Academic Affairs and Technology

DB/kcs

cc: Dr. James L. Hudgins  
Dr. Frankie Keels Williams

**Program Proposal**  
**Associate in Public Service – Early Care and Education**  
**Denmark Technical College**

**Summary**

Denmark Technical College requests approval to offer a program leading to the Associate in Public Service degree with a major in Early Care and Education to be implemented in Spring 2001.

The proposal has received appropriate institutional approval and was approved by the State Board for Technical and Comprehensive Education (SBTCE) at its meeting on May 25, 2000. It was submitted to the Commission on May 12, 2000 (pending SBTCE approval), and was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 18, 2000.

This is one of five associate degree programs in early care and education being proposed by technical colleges largely in response to a mandate in section 648A of the Head Start Act that states that "by September 30, 2003 at least half of all Head Start teachers in center-based programs must have an AA, BA or advanced degree in Early Childhood Education (ECE) or in a related field with pre-school teaching experience." Another impetus for implementation of these programs is the passage of the South Carolina First Steps to School Readiness Legislation, which will place greater emphasis on strengthening training and improving the quality of the State's childcare providers.

All five proposals were submitted for review and comment to the State Department of Education (SDE). In a letter of June 23, 2000, SDE indicated its support for the programs, but was concerned that all advisement by faculty and staff as well as all published literature "should be extremely clear that the associate degree does not lead to certification as a teacher in South Carolina public schools." Other institution-specific concerns were referred to the institutions. At the present time, no state (SDE) certification, approval, or licensure exists for early childcare workers although these may be developed in the future.

Based on the results of an employer survey, the institution estimated a need for 135 trained early child care professionals in the service area in 2000, 121 in 2001, and 135 in 2002. Currently, there are no associate degree programs in Early Care and Education in South Carolina's public or private colleges.

The program is designed to upgrade both the knowledge and skills of current early child care workers and to prepare new graduates for positions in Head Start and other early child care programs and facilities. It adds another step (beyond currently available certificate and diploma programs) on the career ladder for early child care workers and,



while clearly designed for immediate employment rather than transfer<sup>1</sup>, can, through the careful selection of general education courses, give the graduate at least one semester's credit towards a baccalaureate degree. However, it is important that potential students be aware that it will not lead to certification as a teacher in South Carolina's public schools. Although the Denmark Technical College proposal does not discuss salaries for early child care workers, such salaries are generally low throughout the State.

The attached curriculum consists of 66/67 credit hours, of which 15 or 16 comprise a general education core, 21 fulfill major requirements, and 30 consist of electives from specified areas (a corrected curriculum page is attached). Three courses are new to Denmark Technical College.

Since the institution has already been offering diploma and certificate programs in early care and education as well as an associate degree program in general technology with a specialization in early childhood development and currently employs two full-time and one adjunct faculty who teach in the early child care area, implementation of this program will require the addition of one full-time instructor. Administrative and clerical duties will be provided by existing personnel.

Enrollment is estimated at 50 students the first year, of which 30 students are anticipated to move from the certificate program or other program at the college and 20 are expected to be new. Thereafter, the program is expected to enroll 20 new students each fall and spring semester.

Facilities are adequate for the new program. While equipment is currently adequate, \$3000 is being budgeted annually for upgrades and purchases to meet future program needs. The proposed cost of library acquisitions to support the program is \$992.40 per year.

Specialized program accreditation is currently not available for associate degree child care programs; however, the institution anticipates applying for national approval of the program through the joint program approval system of the American Associate Degree Early Childhood Educators (ACCESS) and the National Association for the Education of Young Children (NAEYC) by meeting guidelines for professional preparation. This initial step will prepare the program for future accreditation whenever such accreditation becomes available.

Shown below are the estimated Mission Resource Requirement (MRR) costs associated with implementation of the proposed program for its first three years. Also

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<sup>1</sup> See letter of July 25, 2000 to Dr. Gail Morrison from Dr. Dianne Brandstadter of the SBTCE staff which is enclosed with the five early care and education programs and clarifies their purpose as programs designed to prepare graduates for immediate employment.

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
2000-01	\$62,350	0	<b>\$62,350</b>	0	\$11,340	<b>\$11,340</b>
2001-02	\$187,050	0	<b>\$187,050</b>	\$31,672	\$33,696	<b>\$65,368</b>
2002-03	\$187,050	0	<b>\$187,050</b>	\$94,555	\$33,696	<b>\$128,251</b>

These data demonstrate that even if Denmark Technical College can meet the projected student enrollments and finance costs as shown in the proposal, the program will not be able to cover new costs with revenues it generates during the first three years of its operation.

In summary, the proposed program would help to meet the needs of public schools (teacher aides), Head Start programs, and child care centers in the Denmark Technical College service area. Employers have indicated that there is a great need for trained human service professionals. The program is well designed and will be one of five such programs distributed throughout the state.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Associate in Public Service degree in Early Care and Education at Denmark Technical College for implementation in Spring 2001, provided that 1) no "unique cost" or other special state funding is required or requested; 2) the general technology associate degree program in early care and education be discontinued immediately upon approval and implementation of this program; and 3) all advisement by faculty and staff as well as all published literature shall indicate that, while some courses may transfer, the program is not a college transfer program and does not lead to teacher licensure or certification.

Attachment

/jb

DEGREE: Associate Degree in Public Service  
 MAJOR: Early Care and Education  
 SEMESTER HOUR CREDITS IN PROGRAM: 66/67

## GRADUATION REQUIREMENTS

- I. Grade-point average of 2.00 on all college work presented to fulfill the curriculum program requirements.  
 II. Complete range of semester hour credits distributed as follows:
- A. **General Education**
- |                                                       |                                     |            |
|-------------------------------------------------------|-------------------------------------|------------|
| <b>COMMUNICATION</b>                                  |                                     |            |
| ENG 101                                               | ENGLISH COMPOSITION                 | (3)        |
| SPC 205                                               | PUBLIC SPEAKING                     | (3)        |
| <b>SOCIAL BEHAVIORAL SCIENCES (Choose one)</b>        |                                     | (3)        |
| HIS 201                                               | AMERICAN HISTORY: DISCOVERY TO 1877 |            |
| HIS 202                                               | AMERICAN HISTORY: 1877 TO PRESENT   |            |
| ECO 210                                               | MACROECONOMICS                      |            |
| ECO 211                                               | MICROECONOMICS                      |            |
| PSC 201                                               | AMERICAN GOVERNMENT                 |            |
| PSY 201                                               | GENERAL PSYCHOLOGY                  |            |
| <b>NATURAL SCIENCE/MATHEMATICS (NSM) (Choose one)</b> |                                     | (3) or (4) |
| MAT 110                                               | COLLEGE ALGEBRA                     |            |
| PHY 201                                               | PHYSICS I                           |            |
| PHY 202                                               | PHYSICS II                          |            |
| BIO 101                                               | BIOLOGICAL SCIENCE I                |            |
| BIO 102                                               | BIOLOGICAL SCIENCE II               |            |
| CHM 110                                               | COLLEGE CHEMISTRY I                 |            |
| CHM 111                                               | COLLEGE CHEMISTRY II                |            |
| <b>COMPUTER TECHNOLOGY</b>                            |                                     |            |
| CPT 101                                               | INTRODUCTION TO COMPUTERS           | (3)        |
| <b>General Education</b>                              |                                     | 15 Or 16   |
- B. **Required Core Subject Areas (Early Care and Education)**
- |                                    |                                 |     |
|------------------------------------|---------------------------------|-----|
| ECD 101                            | INTRODUCTION TO EARLY CHILDHOOD | (3) |
| ECD 102                            | GROWTH AND DEVELOPMENT I        | (3) |
| ECD 105                            | GUIDANCE AND CLASSROOM MGT.     | (3) |
| ECD 135                            | HEALTH, SAFETY AND NUTRITION    | (3) |
| ECD 203                            | GROWTH AND DEVELOPMENT II       | (3) |
| ECD 107                            | EXCEPTIONAL CHILDREN            | (3) |
| ECD 243                            | SUPERVISED FIELD EXPERIENCE     | (3) |
| <b>Required Core Subject Areas</b> |                                 | 21  |
- C. **Other Hours for Graduation**
- |         |                                     |     |
|---------|-------------------------------------|-----|
| ECD 108 | FAMILY AND COMMUNITY RELATIONS      | (3) |
| ECD 109 | ADMINISTRATION AND SUPERVISION      | (3) |
| ECD 131 | LANGUAGE ARTS                       | (3) |
| ECD 132 | CREATIVE EXPERIENCES                | (3) |
| ECD 133 | SCIENCE AND MATH CONCEPTS           | (3) |
| ECD 237 | METHODS AND MATERIALS               | (3) |
| ART 101 | ART HISTORY APPRECIATION            | (3) |
| MUS 105 | MUSIC APPRECIATION                  | (3) |
| COL 103 | COLLEGE SKILL                       | (3) |
| Or      |                                     |     |
| IDS 101 | HUMAN THOUGHT AND LEARNING          | (3) |
| ECD 201 | PRINCIPLES OF ETHICS AND LEADERSHIP | (3) |
|         |                                     | 30  |

TOTAL SEMESTER HOUR CREDITS

66/67

**Program Proposal**  
**Associate in Public Service – Early Care and Education**  
**Orangeburg-Calhoun Technical College**

**Summary**

Orangeburg-Calhoun Technical College requests approval to offer a program leading to the Associate in Public Service degree with a major in Early Care and Education to be implemented in Spring 2001.

The proposal has received appropriate institutional approval and was approved by the State Board for Technical and Comprehensive Education (SBTCE) at its meeting on May 25, 2000. It was submitted to the Commission on May 12, 2000 (pending SBTCE approval), and was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 18, 2000.

This is one of five associate degree programs in early care and education being proposed by technical colleges largely in response to a mandate in section 648A of the Head Start Act that states that "by September 30, 2003 at least half of all Head Start teachers in center-based programs must have an AA, BA or advanced degree in Early Childhood Education (ECE) or in a related field with pre-school teaching experience." Another impetus for implementation of these programs is the passage of the South Carolina First Steps to School Readiness Legislation, which will place greater emphasis on strengthening training and improving the quality of the State's childcare providers.

All five proposals were submitted for review and comment to the State Department of Education (SDE). In a letter of June 23, 2000, SDE indicated its support for the programs, but was concerned that all advisement by faculty and staff as well as all published literature "should be extremely clear that the associate degree does not lead to certification as a teacher in South Carolina public schools." Other institution-specific concerns were referred to the institutions. At the present time, no state (SDE) certification, approval, or licensure exists for early childcare workers although these may be developed in the future.

Based on the results of an employer survey, the institution has estimated that new and replacement openings for early child care workers in the service area will total 154 full-time and 48 part-time in the year 2000, 111 full-time and 39 part-time in 2001, and 74 full-time and 41 part-time in 2002. Currently, there are no associate degree programs in Early Care and Education in South Carolina's public or private colleges.

The program is designed to upgrade both the knowledge and skills of current early child care workers and to prepare new graduates for positions in Head Start and other early child care programs and facilities. It adds another step (beyond currently available

certificate and diploma programs) on the career ladder for early child care workers and, while clearly designed for immediate employment rather than transfer<sup>1</sup>, can, through the careful selection of general education courses, give the graduate at least one semester's credit towards a baccalaureate degree. However, it is important that potential students be aware that it will not lead to certification as a teacher in South Carolina's public schools. Salaries in the Orangeburg-Calhoun service area range from \$12,480 to \$16,640 per year, depending on the employer and the employee's experience.

The curriculum consists of 66 or 67 credit hours, of which 15 comprise a general education core, 21 fulfill major requirements, 18 consist of other specific required courses, and 12 to 13 are "specialty electives" appropriate to one of three concentrations. One course is new to Orangeburg-Calhoun Technical College, and significant supervised work experience is included as part of the students' experience.

Since the institution has already been offering diploma and certificate programs in early care and education and currently employs two full-time faculty who teach in the early child care area, implementation of this program will require the addition of four part-time instructors, each teaching one course, during the first year and thereafter. Administrative and clerical duties will be provided by existing personnel.

Enrollment is estimated at 15 students the first year. During the second and third years, total enrollment will vary between 20 and 28 students a semester, with the majority of these students having graduated from the certificate or diploma program. The institution estimates that an average of only eight students will enter the program each year as freshmen.

The current physical plant will be adequate to support the proposed program and existing off-campus laboratory sites will accommodate all laboratory sessions. Equipment costs are estimated at \$13,500, all of which will be used to purchase five personal computers, a printer and two multimedia projections systems the first year. Supplies and materials are estimated at \$800 annually, while library resources should cost approximately \$3,600 over the first three years.

Specialized program accreditation is currently not available for associate degree child care programs; however, the institution anticipates applying for national approval of the program through the joint program approval system of the American Associate Degree Early Childhood Educators (ACCESS) and the National Association for the Education of Young Children (NAEYC) by meeting guidelines for professional preparation. This initial step will prepare the program for future accreditation whenever such accreditation becomes available.

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<sup>1</sup> See letter of July 25, 2000 to Dr. Gail Morrison from Dr. Dianne Brandstadter of the SBTCE staff which is enclosed with the five early care and education programs and clarifies their purpose as programs designed to prepare graduates for immediate employment.



Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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
2000-01	\$59,856	0	<b>\$59,856</b>	0	\$12,653	<b>\$12,653</b>
2001-02	\$94,564	0	<b>\$94,564</b>	\$30,609	\$20,122	<b>\$50,731</b>
2002-03	\$103,085	0	<b>\$103,085</b>	\$48,390	\$21,936	<b>\$70,326</b>

These data demonstrate that even if Orangeburg-Calhoun Technical College can meet the projected student enrollments and finance costs as shown in the proposal, the program will not be able to cover new costs with revenues it generates during the first three years of its operation.

In summary, the proposed program would help to meet the needs of public schools (teacher aides), Head Start programs, and child care centers in the Orangeburg-Calhoun Technical College service area. Employers have indicated that there is a great need for trained human service professionals. The program is well designed and will be one of five such programs distributed throughout the state.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Associate in Public Service degree in Early Care and Education at Orangeburg-Calhoun Technical College for implementation in Spring 2001, provided that no "unique cost" or other special state funding is required or requested and provided further that all advisement by faculty and staff as well as all published literature shall indicate that, while some courses may transfer, the program is not a college transfer program and does not lead to teacher licensure or certification.

/jb

**Program Proposal**  
**Associate in Public Service – Early Care and Education**  
**Trident Technical College**

**Summary**

Trident Technical College requests approval to offer a program leading to the Associate in Public Service degree with a major in Early Care and Education to be implemented in Spring 2001.

The proposal has received appropriate institutional approval and was approved by the State Board for Technical and Comprehensive Education (SBTCE) at its meeting on May 25, 2000. It was submitted to the Commission on May 12, 2000 (pending SBTCE approval), and was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 18, 2000.

This is one of five associate degree programs in early care and education being proposed by technical colleges largely in response to a mandate in section 648A of the Head Start Act that states that "by September 30, 2003 at least half of all Head Start teachers in center-based programs must have an AA, BA or advanced degree in Early Childhood Education (ECE) or in a related field with pre-school teaching experience." Another impetus for implementation of these programs is the passage of the South Carolina First Steps to School Readiness Legislation, which will place greater emphasis on strengthening training and improving the quality of the State's childcare providers.

All five proposals were submitted for review and comment to the State Department of Education (SDE). In a letter of June 23, 2000, SDE indicated its support for the programs, but was concerned that all advisement by faculty and staff as well as all published literature "should be extremely clear that the associate degree does not lead to certification as a teacher in South Carolina public schools." Other institution-specific concerns were referred to the institutions. At the present time, no state (SDE) certification, approval, or licensure exists for early childcare workers although these may be developed in the future.

Based on the results of an employer survey, the institution has estimated that there will be a need for between 241 and 257 full-time and 69 and 97 part-time new and replacement trained early child care professionals in the service area during each of the next three years. Currently, there are no associate degree programs in Early Care and Education in South Carolina's public or private colleges.

The program is designed to upgrade both the knowledge and skills of current early child care workers and to prepare new graduates for positions in Head Start and other early child care programs and facilities. It adds another step (beyond currently available

certificate and diploma programs) on the career ladder for early child care workers and, while clearly designed for immediate employment rather than transfer<sup>1</sup>, can, through the careful selection of general education courses, give the graduate at least one semester's credit towards a baccalaureate degree. However, it is important that potential students be aware that it will not lead to certification as a teacher in South Carolina's public schools. Salaries for early child care workers are generally low. Those in the Trident service area vary from approximately \$10 thousand to \$20 thousand a year, although some of the lower paying programs only operate for nine months.

The curriculum consists of 63 credit hours, of which 15 comprise a general education core, 21 fulfill major requirements, and 27 consist of electives from specified areas. Four courses are new to Trident Technical College, and significant supervised work experience is included as part of the students' experience.

The program will be housed in the Division of Community, Family and Child Services. Since the institution has already been offering a "General Technology" associate degree program in early care and education and currently employs two full-time faculty/administrators and several full time faculty who teach part-time in the early child care area, implementation of this program will require the addition of just one full-time instructor in 2001-2002. The number of different individuals actually teaching early child care courses will vary from semester to semester depending on the number of different courses and sections required, although it is anticipated that an average of 4.5 FTE faculty will be teaching in the area during each of the next three years.

Enrollment is estimated at 70 students the first year, of whom 40 students are expected to be students who have completed the certificate or diploma program and 30 students will be sophomores from the existing general technology program. Twenty-five additional students will be added in the fall of the second year, after which it is anticipated that enrollment will level off at approximately 50 students per year.

Current facilities are adequate for the new program. The only new equipment, which will be purchased the first year, is a \$1,500 laminating machine, while basic supplies and materials will cost approximately \$10,000 for each of the first three years, thereafter decreasing to approximately \$3,000 annually. The proposed cost of library acquisitions to support the program over the first three years is \$3,067.

Specialized program accreditation is currently not available for associate degree child care programs; however, the institution anticipates applying for national approval of the program through the joint program approval system of the American Associate Degree Early Childhood Educators (ACCESS) and the National Association for the

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<sup>1</sup> See letter of July 25, 2000 to Dr. Gail Morrison from Dr. Dianne Brandstadter of the SBTCE staff which is enclosed with the five early care and education programs and clarifies their purpose as programs designed to prepare graduates for immediate employment.

Education of Young Children (NAEYC) by meeting guidelines for professional preparation. This initial step will prepare the program for future accreditation whenever such accreditation becomes available.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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
2000-01	\$249,400	0	<b>\$249,400</b>	0	\$61,014	<b>\$61,014</b>
2001-02	\$201,391	0	<b>\$201,391</b>	\$121,436	\$49,343	<b>\$170,779</b>
2002-03	\$187,258	0	<b>\$187,258</b>	\$98,003	\$46,009	<b>\$144,012</b>

These data demonstrate that even if Trident Technical College can meet the projected student enrollments and finance costs as shown in the proposal, the program will not be able to cover new costs with revenues it generates during the first three years of its operation.

In summary, the proposed program would help to meet the needs of public schools (teacher aides), Head Start programs, military facilities, and child care centers in the Trident Technical College service area. Employers have indicated that there is a great need for trained human service professionals. The program is well designed and will be one of seven such programs distributed throughout the state.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Associate in Public Service degree in Early Care and Education at Trident Technical College for implementation in Spring 2001, provided that: 1) no "unique cost" or other special state funding is required or requested; 2) the general technology associate degree program in early care education be discontinued immediately upon approval and implementation of this program; and 3) all advisement by faculty and staff as well as all published literature shall indicate that, while some courses may transfer, the program is not a college transfer program and does not lead to teacher licensure or certification.

/jb

**Program Proposal**  
**Associate in Public Service – Early Care and Education**  
**York Technical College**

**Summary**

York Technical College requests approval to offer a program leading to the Associate in Public Service degree with a major in Early Care and Education to be implemented in Spring 2001.

The proposal has received appropriate institutional approval and was approved by the State Board for Technical and Comprehensive Education (SBTCE) at its meeting on May 25, 2000. It was submitted to the Commission on May 12, 2000 (pending SBTCE approval), and was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 18, 2000.

This is one of five associate degree programs in early care and education being proposed by technical colleges largely in response to a mandate in section 648A of the Head Start Act that states that "by September 30, 2003 at least half of all Head Start teachers in center-based programs must have an AA, BA or advanced degree in Early Childhood Education (ECE) or in a related field with pre-school teaching experience." Another impetus for implementation of these programs is the passage of the South Carolina First Steps to School Readiness Legislation, which will place greater emphasis on strengthening training and improving the quality of the State's childcare providers.

All five proposals were submitted for review and comment to the State Department of Education (SDE). In a letter of June 23, 2000, SDE indicated its support for the programs, but was concerned that all advisement by faculty and staff as well as all published literature "should be extremely clear that the associate degree does not lead to certification as a teacher in South Carolina public schools." Other institution-specific concerns were referred to the institutions. At the present time, no state (SDE) certification, approval, or licensure exists for early childcare workers although these may be developed in the future.

Based on the results of an employer survey, the institution has estimated that new and replacement openings for early child care workers in the service area will total 62 full-time and 44 part-time in the year 2000, 144 full-time and 50 part-time in 2001, and 143 full-time and 48 part-time in 2002. Currently, there are no associate degree programs in Early Care and Education in South Carolina's public or private colleges.

The program is designed to upgrade both the knowledge and skills of current early child care workers and to prepare new graduates for positions in Head Start and other early child care programs and facilities. It adds another step (beyond currently available



certificate and diploma programs) on the career ladder for early child care workers and, while clearly designed for immediate employment rather than transfer<sup>1</sup>, can, through the careful selection of general education courses, give the graduate at least one semester's credit towards a baccalaureate degree. However, it is important that potential students be aware that it will not lead to certification as a teacher in South Carolina's public schools. Although the proposal did not cite salaries in the York Technical College service area, salaries for early child care workers are generally low throughout the State.

The curriculum consists of 62 credit hours, of which 15 comprise a general education core, 21 fulfill major requirements, and 26 consist of electives from specified areas. Three courses are new to York Technical College, and significant supervised work experience, much of it at the college's own child development center, is included as part of the students' experience.

Since the institution has already been offering diploma and certificate programs in early care and education and currently employs two full-time faculty who teach in the early child care area, implementation of this program will require the addition of just one full-time instructor in 2001-2002. All faculty have or will have a masters degree in the discipline or a masters degree and at least 18 graduate hours in the discipline.

Enrollment is estimated at 65 students the first year, of whom 50 students are expected to be students who have completed the certificate or diploma program. Fifteen additional students will be added in the spring of 2001 and each fall thereafter, maintaining an approximate annual enrollment of 80 for at least the second and third years.

One classroom that is currently being used for other purposes will be renovated to serve as an early childhood classroom/laboratory the first year, while the current early childhood classroom will be renovated the second year. Both of these renovations will use county funds. Equipment costs for the upgrading of three computers and the purchase of audiovisual equipment are estimated to be \$10,500 for the first three years. Library acquisitions will cost approximately \$6,305 for the same period.

Specialized program accreditation is currently not available for associate degree child care programs; however, the institution anticipates applying for national approval of the program through the joint program approval system of the American Associate Degree Early Childhood Educators (ACCESS) and the National Association for the Education of Young Children (NAEYC) by meeting guidelines for professional preparation. This initial step will prepare the program for future accreditation whenever such accreditation becomes available.

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<sup>1</sup> See letter of July 25, 2000 to Dr. Gail Morrison from Dr. Dianne Brandstadter of the SBTCE staff which is enclosed with the five early care and education programs and clarifies their purpose as programs designed to prepare graduates for immediate employment.

**New Program Proposal**  
**Bachelor of Science in Cardiovascular Technology**  
**USC-Columbia**

**Summary**

The University of South Carolina-Columbia requests approval to offer a new program leading to the Bachelor of Science degree in Cardiovascular Technology, to be implemented in Spring 2001.

The proposal was sent to the Commission on May 11, 2000, and was approved by the University's Board of Trustees on June 14, 2000. On July 18, 2000, it was approved unanimously by the Advisory Committee on Academic Programs with no substantive concerns registered.

This program is consistent with the mission of the University of South Carolina. The purpose of the proposed program is to address the nationwide shortage of qualified, licensed cardiovascular technologists. Nineteen accredited degree programs of cardiovascular technology are offered currently in the United States. None of these programs is offered in South Carolina and only two baccalaureate degree programs are offered in the United States (in the University of Medicine and Dentistry in New Jersey and at the Pennsylvania State University.) All other programs of this type are offered with limited certification through technical and community college systems.

A total of 100 semester hours of didactic coursework in the first three years of study and a 1.5 year-long clinical training period will be necessary for completion of the program. (According to information supplied to staff by the assistant dean of the College of Science and Mathematics, the program will take 4.5 calendar years of full-time study to complete. Of this total time, 100 semester hours of regular didactic course credit will be prerequisite for acceptance into a 1.5 year clinical internship which is said to be generally equivalent to 35 semester credits.)

No new courses will be added to the University's course offerings for this program. No new faculty will be added to the University's full-time faculty for the program. However, the Medical Director and the Program Director of Providence Hospital's Cardiovascular Clinical program will be designated as special lecturers in the Cardiovascular Technology program. Because of the interdisciplinary nature of the program, both the courses and other necessary faculty will be drawn from those in other departments/areas currently at the University. Of special importance for the offering of this program will be the faculty and coursework in the areas of physics, chemistry, and biology.

Specific entry requirements for the program include the completion of one year of freshman biology, one year of freshman chemistry, and one semester of calculus, as well as an earned GPA of 2.5 after 30 semester hours, and a GPA of 2.75 after completion of 60 semester hours. To be retained in the program, a student must gain acceptance into an accredited Cardiovascular Technology training program (the clinical internship), upon completion of 100 semester hours of specified coursework. For purposes of this program proposal, Providence Hospital in Columbia has shown interest in becoming an affiliated hospital accredited by the Joint Review Committee on Education in Cardiovascular Technology. Presently, the Hospital is in the final stages of completing this accreditation.

The numbers of new freshmen interested in candidacy for the program is estimated to begin at 10 (10.6 FTE) in 2001-2002, rising to 12 (12.6 FTE) in the 2002-2003 year and each year thereafter. The program itself can only admit approximately ten students per year and only eight per class can be accepted in the clinical training period of the program at Providence Hospital. Thus, the fact that students who have enrolled in other programs and those who are new together will account for 15 in the first year and rise by 15 for each of the subsequent years until a total of 60 is reached, shows that the program will always have a relatively large pool of interested students already enrolled at USC-Columbia from which the program can select a class.

The total costs associated with initiating the program have been estimated at \$6,000 for the entire first five years of the program. Of this amount, \$5,000 is anticipated to be necessary for program promotion and \$1,000 for clerical support in the second year only. The funding for these expenses will come from the University's internal reallocation of funds.

Shown below are the estimated Mission Resource Requirement (MMR) costs to the state associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MMR 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
2000-01	\$29,079	0	\$29,079	\$0	\$13,345	\$13,345
2001-02	\$164,208	0	\$164,208	\$17,207	\$76,975	\$ 94,182
2002-03	\$328,416	0	\$328,416	\$97,898	\$154,578	\$252,476
2003-04	\$492,624	0	\$492,624	\$195,419	\$231,552	\$426,971
2004-05	\$656,832	0	\$656,832	\$293,317	\$309,155	\$602,472

These data demonstrate that the projected revenue will fall just short of the projected Mission Resource Requirement in years four and five at the current level of state appropriation if enrollment projections are met.

In summary, the program will constitute a unique offering in the state and represents a promising collaboration between a private health care provider and USC-Columbia.

### **Recommendation**

The Committee recommends that the Commission approve the program leading to the Bachelor of Science degree in Cardiovascular Technology to be offered by USC-Columbia for implementation in Spring 2001, provided that no "unique cost" or other special state funding be required or requested, and provided further that:

- the University notify the Commission each time an affiliated clinical facility is added as a site for this program and
- the University begin to report to the Commission for purposes of performance funding and institutional effectiveness the first-time licensure scores on the National Registration Examination for Cardiovascular Technologists (Commission on Accreditation of Allied Health Education Programs [CAAHEP]) for graduates of the program beginning with the scores of the first graduating class.

/jb

**Program Proposal**  
**Master of Science in Computer and Information Sciences**  
**College of Charleston and The Citadel**

**Summary**

The College of Charleston and The Citadel request approval to offer jointly a program leading to a Master of Science degree in Computer and Information Sciences with concentrations in computer science, information systems, and software engineering, to be implemented immediately upon approval.

The Board of Trustees of the College of Charleston approved the proposal on January 21, 2000. The President of the Citadel approved the proposal on April 27, 2000. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 18, 2000.

The purpose of the program is to provide a professional master's degree program in computer and information sciences to the community of the Low Country. The program will offer three areas of specialization that will allow those currently employed in "high tech" jobs and those seeking additional training opportunities to gain further training in these fields.

The need for the program is supported by the lack of any advanced degree in computer and information sciences in the Charleston area. According to the proposal, local business and industry have indicated to both institutions the need for an advanced degree in the disciplines in the Charleston region. Supporting documentation comes from reports prepared by the Charleston Metro Chamber of Commerce. These recent reports regarding economic development of the Low Country also indicated the need for graduate education in computer science. A survey of employees at one of the largest employers in the area (SPAWAR with 627 BS-level employees) indicated that 60 percent of these employees were seeking graduate-level courses in computer science.

The curriculum consists of 33 credit hours. The program will be subject to the policies of the Graduate Schools at both the College of Charleston and The Citadel. A uniform policy has been developed by both Graduate Schools that will govern the program. Students will complete a core of four courses and then select one of three areas of specialization: 1) computer science; 2) information systems; or 3) software engineering. Each specialization requires four unique courses. Students will also have the option of completing the degree in one of three ways: 1) thesis; 2) project-thesis (research project); or 3) non-thesis. Both the thesis option and the project-thesis option will require a proposal for project approval. All degree candidates will be required to take a written, comprehensive examination.

The 31 courses to be offered in the proposed program are new courses. During the first two years the number of courses to be offered will increase from four different



courses per fall and spring semester and one in the summer (for a total of nine) to six to eight different courses per fall and spring semester and three in the summer (for a total of 15 to 19). Courses to be offered each semester will be selected from the core courses, the core specialization courses, and from the elective courses. Course sequencing will be determined to allow timely graduation of each group. The specialization courses for all three concentrations will begin to be offered in the second year of the program. Most candidates in the program will be part-time and should be able to complete the program within two years, including summer courses.

Each institution is expected to participate fully in teaching both the core courses and the courses in each of the three specializations. Tuition and FTE will follow the instructors of the courses. Students may apply and enroll at only one institution, but may take courses at both. The names of both institutions will appear on the diploma. A memo of understanding between the College of Charleston and The Citadel establishes the Computer and Information Science Joint Steering Committee. This committee will be composed of equal numbers of faculty from both institutions and will establish and monitor program policies and procedures.

The number of existing faculty serving the new program is 13 headcount (2 FTE) with six from The Citadel and seven from the College of Charleston. One position is currently vacant at The Citadel. Two new faculty to support the program will be required beginning in the second year (The Citadel). An additional faculty member was projected to be added in the third year (at College of Charleston) but a faculty line became available this year, so a total of three Ph.D. credentialed faculty have been hired this year by the College of Charleston.

Enrollments in the proposed program are estimated to begin at nine headcount students (3.8 FTE) in Fall 2000 and increase to 33 headcount by Fall 2004. Total FTE will grow from 7.4 in year one to 20.8 in year five. The estimate model accounts for both non-degree seeking and degree-seeking candidates. The institutions indicate that the program will have both degree-seeking candidates as well as those who are seeking additional courses for enhancement of technological knowledge and skills with no more than 40% of total enrollment consisting of full-time students.

The proposed program will not be subject to any accreditation at either the regional or national level. The Computer Sciences Accreditation Board only accredits programs at the undergraduate level.

There are no requests for physical plant as the office needs are being met through the College of Charleston's Computer Science Space Plan and The Citadel's new building that will house computer science. Equipment needs include computers for graduate students, a video teleconferencing system for the College of Charleston, and assorted software and software tools. The library facilities at the College of Charleston appear to be adequate based on an assessment using the Association of Research Libraries' standards. Although The Citadel's library contains a large percentage of

computer science titles included in the American Library Association's *Books for College Libraries*, \$10,000 will be used to expand its holdings.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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
2001-02	\$165,783		\$165,783	\$0	28,292	\$28,292
2002-03	331,565		331,565	109,611	56,583	166,194
2003-04	413,052		413,052	219,223	69,811	289,034
2004-05	463,629		463,629	271,423	78,629	350,052
2005-06	466,439		466,439	305,434	78,997	384,431

These data demonstrate that the projected revenue will not equal the Mission Resource Requirement at the current level of state appropriations.

Nevertheless, the proposed program has been noted by members of the Advisory Committee on Academic Programs to be of great need not only in the Charleston area but in other regions of the State as well. The two institutions have worked diligently to develop a program that will meet the needs of business and industry in the Low Country. The three areas of specialization will allow candidates in the degree program the options that will effectively support a variety of career paths. It is a well-designed program that will meet the needs of residents in the Charleston region.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Master of Science degree in Computer and Information Sciences with concentrations in Computer Science, Information Systems, and Software Engineering to be offered jointly by the College of Charleston and The Citadel for implementation in Fall 2000, provided that no "unique cost" or other special State funding be required or requested.

/jb

**New Program Approval  
Master of Electronic Commerce  
Electronic Commerce  
Clemson University**

**Summary**

Clemson University requests approval to offer a new program leading to the Master of Electronic Commerce degree in Electronic Commerce, to be implemented in January 2001.

The University president approved the proposal on May 15, 2000. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its July 18, 2000, meeting and voted unanimously to approve the program without substantive comment.

According to the proposal, the purpose of the proposed new Master of Electronic Commerce (MEC) program is to "prepare students to understand current and future trends in electronic commerce and to participate in analysis, design, implementation, and operation of electronic (e-commerce) systems." Clemson hopes to capitalize on this fast-growing segment of the international economy by developing a new degree program designed to tap into significant student and employer demand. As the proposal notes, the greatest demand for the program will likely come from "the very large group of business professionals who received their undergraduate degrees prior to the advent of the present information revolution and who now find themselves lacking the technical knowledge needed for professional advancement."

While housed in the College of Business and Public Affairs, the Master of Electronic Commerce is essentially a multi-disciplinary program. According to the proposal, the University will draw coursework for the proposed new degree program from several different disciplines, including computer science, economics, industrial engineering, management, marketing, psychology, and sociology. The University will add four new courses: Electronic Commerce Web Site Development, Electronic Marketing, Management of Electronic Commerce, and Electronic Commerce Project. The remainder of the coursework for the MEC will come from existing courses. Students will need to complete 30 semester credit hours of coursework for graduation. Of these 30 credits, 12 will come in the form of the four new courses listed above, 12 credits will come from other existing computer science and business courses, and the remaining six will come from electives in computer science, business, sociology, and psychology.

At present, Clemson's proposed Master of Electronic Commerce program would be the only one of its type in South Carolina. However, there are several institutions in other states that have recently implemented similar degree programs (e.g., Carnegie Mellon University, Old Dominion University, Vanderbilt University, University of

Pennsylvania). Thus, on a national basis, Clemson can expect some degree of competition relative to the recruitment of new students and especially new faculty.

In terms of accreditation, Clemson will pursue accreditation for the Electronic Commerce program with the American Assembly of Colleges and Schools of Business (AACSB) —The International Association for Management Education. The University currently holds accreditation through AACSB for all eligible business programs.

The University anticipates new student enrollment to begin with 15 headcount students (11.25 FTE) in Fall 2001 and to increase dramatically by Fall 2002 to 70 headcount students (52.5 FTE), where it will remain constant through academic year 2005-06. The University believes that the projection of 70 students may indeed represent a conservative estimate given "the high demand for programs of this type" at other institutions. Clemson projects that students will average taking nine credits of coursework per semester, and should be able to complete the degree in one year by taking nine hours in both Fall and Spring semesters and six hours in each summer session.

Clemson projects hiring two new faculty members for the proposed Master of Electronic Commerce program, one in Fall 2001 (year one of operation) and one in 2003-04 (year three of operation). According to representatives from the University, if needed, Clemson may underwrite the hiring of a third new hire from reallocation of existing resources.

Total new costs range from \$89,550 in year one to \$736,207 in year five. No new equipment or library resources will be required to implement the new program. New costs come primarily in the form of new faculty salaries and graduate student assistantships as well as modest additional supplies pertaining to the new program.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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 Appropriatio n	Tuition	Total Revenue
2001-02	\$430,530	\$0	<b>\$430,530</b>	\$0	191,962	<b>\$191,962</b>
2002-03	1,255,713	0	<b>1,255,713</b>	210,720	559,790	<b>770,510</b>
2003-04	1,255,713	0	<b>1,255,713</b>	614,689	559,790	<b>1,174,479</b>
2004-05	1,255,713	0	<b>1,255,713</b>	614,689	559,790	<b>1,174,479</b>
2005-06	1,255,713	0	<b>1,255,713</b>	614,689	559,790	<b>1,174,479</b>

These data demonstrate that the projected revenue will not equal the Mission Resource Requirement at the current level of state appropriations. It bears noting, however, that the difference between the revenues and costs is, by year three, only \$81,234, assuming enrollment projections are met.

In summary, Clemson's proposed Master of Electronic Commerce (MEC) is a soundly conceived program that is likewise well timed to meet the needs of an emerging, technology-based economy. The program is poised to give students the knowledge, skills, and abilities to understand and manage electronic commerce practices in all of their various forms, and, as a result of this capability, will likely serve a substantial number of students within a few years of its implementation.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Master of Electronic Commerce degree to be offered at Clemson University beginning in January 2001, provided that no "unique cost" or other special state funding be required or requested.

/jb



**New Program Proposal  
Master of Public Health  
Physical Activity and Public Health  
USC-Columbia**

**Summary**

The University of South Carolina requests approval to offer a new program leading to the Master of Public Health degree in Physical Activity and Public Health, for implementation in Spring 2001.

The purpose of the program is to provide students with knowledge, skills, and practice involving physical activity as an important aspect of public health, so that as part of an interdisciplinary team of health experts, graduating students can mobilize community resources to design and operate large-scale programs in physical activity, healthful behavior, and disease prevention. The proposed program would be the only one of its kind in the country. As a unique graduate degree offering with a service and research component, the proposed program is in keeping with the mission of the institution as a research institution with outreach responsibility.

The need for the program in both South Carolina and the United States is evident and growing because of the risk factors posed by physical inactivity among the American adult population for such disease groups as coronary artery disease, hypertension, diabetes, and certain cancers. No other degree of this nature is offered in any other institution of higher education in South Carolina or in the United States. There is no duplication of offerings internal to the University of South Carolina.

The program will be composed of 45 semester hours of graduate work, of which 15 semester hours will be in a Public Health core, 18 semester hours will be in a Physical Activity core, and 12 semester hours will be in one of two specialization tracks. According to the proposal, the Surveillance emphasis will prepare the student for employment as a physical activity research and measurement specialist in public health and private agencies. The Programmatic emphasis will prepare graduates to work as physical activity specialists in community health promotion and intervention settings. Two new courses will be developed specifically for this degree program with FTE effort ranging from 1 FTE in the program's first year to 2.30 FTE by its fifth year.

No new faculty members will be necessary to implement the program. Over 30 faculty members in existing departments of the School of Public Health will be used for the teaching, advising, and administration of the proposed program.

Enrollments in the program will begin at five (4.4 FTE) and rise to 19 (16.6 FTE) in the fifth year of the program's implementation.

According to the University's program proposal, the program will produce no new costs at all in the first five years of its existence and will have only additional tuition income for which to account. No new funds are said to be necessary for facilities, library resources, administration, clerical support, or equipment.

Shown below are the estimated Mission Resource Requirement (MMR) costs to the state associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the Mission Resource Requirement 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
2000-01	\$116,953	0	\$116,953	\$0	\$22,389	\$22,389
2000-01	\$233,905	0	\$233,905	\$69,740	\$43,861	\$113,601
2000-02	\$304,077	0	\$304,077	\$138,719	\$57,023	\$195,742
2000-03	\$374,248	0	\$374,248	\$180,063	\$70,619	\$250,682
2002-04	\$444,420	0	\$444,420	\$223,147	\$83,782	\$306,929

These data demonstrate that the projected revenue will not equal the Mission Resource Requirement at the current level of state appropriations.

In summary, this proposed program largely packages existing courses and utilizes current faculty to prepare graduates to work in public health and private agencies focused on the intersection of physical activity (or lack thereof) and public health.

### Recommendation

The Committee recommends that the Commission approve the program leading to the Master of Public Health degree in Physical Activity and Public Health to be offered by USC-Columbia beginning in Spring 2001, provided that no "unique cost" or other special state funding be required or requested.

/jb

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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
2000-01	\$65,468	0	<b>\$65,468</b>	0	\$13,356	<b>\$13,356</b>
2001-02	\$113,893	0	<b>\$113,893</b>	\$33,496	\$22,874	<b>\$56,370</b>
2002-03	\$113,893	0	<b>\$113,893</b>	\$58,192	\$22,874	<b>\$81,066</b>

These data demonstrate that even if York Technical College can meet the projected student enrollments and finance costs as shown in the proposal, the program will not be able to cover new costs with revenues it generates during the first three years of its operation.

In summary, the proposed program would help to meet the needs of public schools (teacher aides), Head Start programs, and child care centers in the York Technical College service area. Employers have indicated that there is a great need for trained human service professionals. The program is well designed and will be one of five such programs distributed throughout the state.

### Recommendation

The Committee recommends that the Commission approve the proposed program leading to the Associate in Public Service degree in Early Care and Education at York Technical College for implementation in Spring 2001, provided that no "unique cost" or other special state funding is required or requested and provided further that all advisement by faculty and staff as well as all published literature shall indicate that, while some courses may transfer, the program is not a college transfer program and does not lead to teacher licensure or certification.

/jb

**New Program Proposal  
Master of Science in Software Engineering  
Winthrop University**

**Summary**

Winthrop University requests approval to offer a new program leading to the Master of Science degree in Software Engineering, to be implemented on January 1, 2001.

The purpose of the proposed new program is to "prepare software engineers who are software professionals who can manage large software development projects." According to the proposal, the MS in Software Engineering differs from master's programs in computer science in that it will incorporate business management practices and principles with technical coursework in software development and computer science. Most computer science programs concentrate solely on technical and theoretical aspects of computer language and software development. Also, Winthrop maintains that it has developed this proposed program in response to the needs of the business community in its service area. In this regard, the proposal states that "the increased use of computer-based information systems in business and industry has created an increasing demand for mature, trained software development specialists, now referred to as software engineers." Winthrop hopes to meet this demand through the development of the proposed new master's program.

Winthrop's Board of Trustees approved the proposal on April 12, 2000. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its meeting on July 18, 2000, at which time members engaged in extensive discussions on the proposed program. At that time, the representative from USC-Columbia expressed the concern of the faculty at USC regarding the use of the term "engineering" in the title of the major, especially since Winthrop offers no engineering coursework. Representatives from Winthrop responded that software engineering is an emerging field that combines software development principles with systems engineering principles in an applied framework. They also noted that Winthrop uses the term software "engineering" because it is the common title for programs nationally that include the coursework that this proposed program includes. Representatives from Winthrop also maintained that the proposed MS program in Software Engineering (MSSE) would build on the existing BS program in Computer Science. Following these discussions, the Advisory Committee approved the proposal unanimously.

However, this program as currently named has been opposed by two institutions. At the meeting of the Commission's Committee on Academic Affairs on September 19, 2000, representatives from Clemson University and USC-Columbia spoke in opposition to the proposed new program. The representative from Clemson told the Committee that the University believes that the title "software engineering" will prove misleading to potential students, to the general public, and to public policy-makers in South Carolina,

all of whom might think that Winthrop was now offering an engineering degree program when in fact it is not. The representative from USC-Columbia echoed these sentiments adding that USC holds that this program is not representative of an emerging "gray area" between what may and what may not be an accreditable program through the Accreditation Board for Engineering and Technology (ABET). The representative from USC also stated that the proposed MSSE is clearly not an engineering program.

Representatives from both universities noted that they did not oppose the program per se, but were in strong opposition to the use of the term "engineering" in the title. A representative from Winthrop responded by explaining that software engineering is a new field and that the curriculum in Winthrop's program is in keeping with that of other software engineering programs around the country; he also noted Winthrop's intention to seek accreditation through ABET, if need be. Additionally, a representative from the College of Charleston spoke in support of the program, essentially agreeing with Winthrop's argument that "software engineering" is the acceptable title for a program such as the proposed MSSE.

The Commission staff has reviewed materials related to existing MS programs in software engineering at institutions in other states (e.g., University of Houston-Clear Lake, George Mason University, Monmouth University, Auburn University) and has found that indeed the name "software engineering" seems appropriate for a program with course requirements similar to Winthrop's. However, many of the programs that the Commission staff reviewed require significant numbers of upper-division graduate courses in software engineering, certainly more than the 18 credit hours that Winthrop will require of its students. For example, at the University of Houston-Clear Lake (UHCL), a comprehensive, public institution of roughly the same size as Winthrop, the MS in Software Engineering program requires 36 hours of coursework *within* the field of software engineering itself, including a thesis or capstone project in the discipline. Students may opt to take six credit hours in software or information management as "support areas," but UHCL requires that students complete at least 30 credit hours in software engineering.

Winthrop's 30-hour degree program requires 18 hours in software engineering and computer science, six of which are cross-listed as possible electives. Five courses are new courses. Thus, Winthrop offers a limited array of courses in the software engineering discipline itself and supplements these with offerings in accounting, management, and other business disciplines. Certainly some of the core courses required for the proposed program at Winthrop--Software Design and Architecture, Software Project Management, Software Quality Assurance, Software Development--are in keeping with the cores of programs at other institutions. For this reason, the staff believes that the proposed program can therefore legitimately claim the title "software engineering," as currently defined in the field. However, given the comparative dearth of software engineering courses in the curriculum, the Commission staff will categorize the new program as a computer science program for Commission inventory and mission resource requirement purposes. Also, the staff strongly suggests that Winthrop attempt to increase the number of courses specific to software engineering so that students in the program will gain



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experiences equivalent to their peers in other MS programs in the field, with whom they will no doubt compete for jobs.

Currently, no other institution in South Carolina offers a degree program in software engineering, although Clemson and USC-Columbia offer master's and doctoral programs in computer science and both institutions offer degree programs at the baccalaureate, master's and doctoral levels in computer engineering. Also, The Citadel and the College of Charleston are proposing a joint Master of Science in Computer Science degree program that has a concentration in software engineering. Winthrop currently offers a program leading to the BS in Computer Science. The faculty from this program will serve as the primary instructors for the proposed new MS in Software Engineering. In fact, the proposed new degree program will be housed administratively in the Department of Computer Science and Quantitative Methods in the College of Business Administration.

Winthrop will obligate a total of five headcount faculty to the program, who will teach courses each academic year related to the MS in Software Engineering. Four of these five are existing faculty members; the University will hire the fifth faculty member in year one of operation (academic year 2000-01), and this new hire will maintain software engineering as his/her primary teaching and research focus. Winthrop will obligate one administrative headcount (.25 FTE) to serve as the coordinator for the program.

Projected enrollment in the proposed new degree program will begin with five headcount students (2.5 FTE) in Spring Semester 2001 and will increase to 20 headcount students (10 FTE) by Fall Semester 2004. Winthrop anticipates that students will take an average of six credit hours (two courses) per semester in fall and spring semesters and one course in summer semester. Moreover, the University expects that most applicants to the program will possess academic backgrounds in computer science, information systems, or business administration and complimentary professional experience in one of these areas.

Winthrop states in the proposal that "no accreditation currently exists for Master of Science in Software Engineering (MSSE) programs." However, the Commission staff's discussions with the director of accreditation at the Accrediting Board for Engineering and Technology (ABET) confirm that that agency does indeed accredit master's programs in software engineering and maintains accreditation criteria specific to the discipline. (Note: ABET accredits all existing, accreditable engineering degree programs in South Carolina--Clemson, USC-Columbia, and The Citadel.) Since ABET is one of the accrediting agencies recognized by the Commission on Higher Education for performance funding purposes (please see indicator 3D, Accreditation of Degree Granting Programs), the staff strongly encourages Winthrop to contact ABET as soon as possible to discuss the possibility of accreditation through that agency. As an aside, it is important to note that Winthrop carries accreditation through the Computer Sciences Accreditation Board (CSAB) for its BS in Computer Science program and that CSAB is in the process of merging with ABET.

No additional facilities will be required to implement the proposed program in Software Engineering. However, in terms of equipment, Winthrop projects the need for additional computer hardware and software resources amounting to some \$20,000 in year one of operation; these resources will augment the existing computer laboratory used by computer science students.

Total new costs for the program are projected at \$98,000 for the first year of the program, leveling off to \$78,000 in subsequent years. Most of these costs occur in faculty salaries for which Winthrop has not projected increases over time, including \$70,000 per year for the new faculty member, \$1,000 per year in additions to library holdings, and \$6,000 per year for new graduate assistantships for students enrolled in the program.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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
2000-01	\$47,914	\$0	<b>\$47,914</b>	\$0	\$9,219	<b>\$9,219</b>
2001-02	207,626	0	<b>207,626</b>	27,018	38,953	<b>65,970</b>
2002-03	319,425	0	<b>207,626</b>	116,134	60,630	<b>176,764</b>
2003-04	319,425	0	<b>207,626</b>	180,552	60,630	<b>241,182</b>
2004-05	319,425	0	<b>207,626</b>	180,552	60,630	<b>241,182</b>

These data demonstrate that if Winthrop can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to meet the Mission Resource Requirement costs with revenues it generates by the fourth year of its implementation at the current level of state appropriations.

In summary, the proposed new degree program leading to the Master of Science in Software Engineering represents a step forward into an emerging field of study that seeks to provide business and industry with the necessary professionals to meet their software management and development needs. To the extent that Winthrop has developed a core of courses in software engineering similar to those at other institutions around the nation, the degree program should provide the rudimentary knowledge, skills, and abilities requisite for professional work in the field. The Commission staff suggests, though, that Winthrop supplement its current course offerings in software engineering at the earliest possible stage in the program's implementation. Such additions are necessary if students enrolled in the program are to be able to gain the depth and breadth of instruction specific to software engineering needed to be competitive in the job market. Also, increasing the number of courses in software engineering will likely increase Winthrop's chances of

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achieving accreditation through the Accreditation Board for Engineering and Technology (ABET), as it will need to do if it is to develop a regionally competitive graduate program in the field.

**Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Master of Science degree in Software Engineering at Winthrop for implementation in January 2001, provided that: 1) no "unique cost" or other special state funding be required or requested; 2) Winthrop seek accreditation with the Accreditation Board for Engineering and Technology (ABET) at the appropriate time; and 3) the program be coded as a computer science program for Commission Inventory and Mission Resource Requirement purposes.

/jb



**New Program Approval  
Certificate of Graduate Study in Psychiatric Rehabilitation  
USC-Columbia**

**Summary**

USC-Columbia requests approval to offer a Certificate of Graduate Study in Psychiatric Rehabilitation, for implementation in Spring 2001.

The University's Board of Trustees approved the proposed new certificate in April 2000. The Commission's Advisory Committee on Academic Affairs reviewed the proposal at its July 18, 2000, meeting and approved it unanimously.

The purpose of the Certificate in Graduate Study in Psychiatric Rehabilitation is to provide "focused training in the area of psychiatric rehabilitation" that will help professionals in the field of rehabilitation counseling to obtain the necessary knowledge, skills, and abilities to meet the needs of clients with mental illnesses. The certificate will operate as a subset of the existing Master of Rehabilitation Counseling (MRC) program, offered within the USC School of Medicine. While open to students with qualifying GRE scores and a baccalaureate degree in a germane area, the University expects many students enrolled in the MRC program to take additional coursework in order to obtain the Certificate in Graduate Study in Psychiatric Rehabilitation.

Graduates from the certificate program will likely work in settings such as the public rehabilitation programs operated by the South Carolina Vocational Rehabilitation Department and the South Carolina Commission for the Blind, mental health centers operated by the South Carolina Department of Mental Health, and other public and private hospitals, independent living centers, and substance abuse centers. It is also likely that many of the graduates from the certificate program will obtain the Master of Rehabilitation Counseling degree, thereby increasing their marketability.

In its proposal to the Commission, USC-Columbia makes an excellent case for the state's need for the new certificate. For example, the University conducted a survey to ascertain "the ability of the proposed certificate to address [the] current and professional needs" of students in the MRC program as well as recent graduates of the program. Students and graduates overwhelmingly replied that the proposed new Certificate of Graduate Studies in Psychiatric Rehabilitation would be "very relevant" to their professional needs.

Graduates of the proposed new certificate will take a minimum of 24 semester credit hours of coursework broken out in the following fashion: 12 hours of core coursework in psychiatric rehabilitation (Fundamentals of Psychiatric Rehabilitation, Psychopathology for Counselors, etc.), a three-hour practicum in Rehabilitation Counseling, and at least nine hours of electives chosen from among rehabilitation

counseling, criminal justice, social work, public health, nursing, education, and other pertinent disciplines.

USC projects five part-time students enrolling in the proposed new program in Spring Semester 2001, a number that is projected to increase to ten students in Fall 2001, where it will likely level off through academic year 2004-05. Also, USC expects students to take an average of six credit hours each semester.

The new certificate will require the addition of one new faculty member who will teach 0.4 FTE in the program. Also, a new headcount support staff position will be needed and will occupy 0.267 of an FTE.

Total new costs for the certificate range from \$28,806 in year one to \$32,422 in year five, and include \$127,418 over the first five years of operation for the new part-time faculty member and \$25,517 over the same period for additional support staff. No new equipment, facilities, or library resources will be needed to implement the proposed Certificate of Graduate Studies in Psychiatric Rehabilitation.

No accreditation through any specialized accreditation body is available for the new certificate program; however, it is important to note that USC holds accreditation through the Council on Rehabilitation Education (CORE) for the parent Master of Rehabilitation Counseling program.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state 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
2000-01	\$78,418	\$0	\$78,418	\$0	\$15,166	\$15,166
2001-02	235,253	0	235,253	40,720	45,498	86,218
2002-03	274,461	0	274,461	122,159	53,540	175,700
2003-04	235,253	0	235,253	142,966	45,498	188,464
2004-05	235,253	0	235,253	122,159	45,498	167,658

These data demonstrate that the projected revenue will not equal the Mission Resource Requirement during the program's first five years at the current level of state appropriations.

In summary, the Certificate of Graduate Studies in Psychiatric Rehabilitation is a well-conceived post-baccalaureate certificate program that will allow graduates of the existing Master of Rehabilitation Counseling at USC-Columbia to meet the needs of the state relative to services for the disabled and mentally ill. Additional costs for the new certificate are minimal, and the program's links to an existing, successful master's program are strong.

#### **Recommendation**

The Committee recommends that the Commission approve the Certificate of Graduate Studies in Psychiatric Rehabilitation to be offered by USC-Columbia beginning in Spring 2001, provided that no "unique cost" or other special state funding be required or requested.

/jb