SOUTH CAROLINA

**Commission on
Higher Education**

CHE
07/12/01
Agenda items 3.02.B.1-4

Rayburn Barton
Executive Director

July 12, 2001

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 Four New Program Proposals

Please find attached the staff analyses for four new program
proposals, Agenda Items 3.02.B.1-4.

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

New Program Proposal
Associate in Public Service
Major in Early Care and Education
Horry-Georgetown Technical College

Summary

Horry-Georgetown 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 2002. The proposal was approved by the State Board for Technical Colleges on January 24, 2000, and was received at the Commission on February 6, 2001. The Advisory Committee on Academic Programs (ACAP) reviewed and approved the completed proposal without substantive comment at its meeting on April 25, 2001.

According to the proposal, there is a great need for the program in the Horry-Georgetown service area, which is a fast-growing region with many families of young children needing daycare services. There is also a mandate found in section 648A of the Federal 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 Childhood Education (ECE) or in a related field with pre-school teaching experience." Another impetus for implementation of this program is the recent passage of the South Carolina First Steps to School Readiness legislation which places greater emphasis on strengthening training and improving the quality of the State's childcare providers.

Six associate degree programs in Early Care and Education have already been approved by the Commission for implementation. This will be the seventh. Others are in the pipeline for approval. Despite the relatively large and growing numbers of these programs, the institution is confident of the success of the program given the growth of the region's childbearing population, the results of an employer survey done in January 2000, and the federal and state mandates for improved childcare provider services. In a letter of June 23, 2000, the State Department of Education indicated its support of these programs, but expressed concern that all advisement by faculty and staff as well as all published literature "should be extremely clear that the associate degree [in Early Care and Education] does not lead to certification as a teacher in South Carolina public schools." Also, as each new program proposal of this type has been brought forward in the approval process, each respective technical college and the staff of the State Board

for Technical Colleges has reiterated the position that this program is meant to be a two-year, occupationally-oriented program for immediate employment at the time of graduation, rather than a program designed for transfer to a four-year institution toward a baccalaureate degree in the field of Early Childhood Education.

Based upon the results of the employer survey conducted by Horry-Georgetown Technical College in January 2000, the College has estimated that new job openings for trained professionals in the field of early care and education will total 161 full-time and 70 part-time positions in the service region within the first four years of the program's implementation. The other six approved associate degree programs in Early Care and Education in South Carolina are not unnecessarily duplicative, since they serve their own regional needs.

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 the existing Certificate program (in operation successfully since 1992 at Horry-Georgetown Technical College) on the career ladder for early childhood care workers. Because the degree program generically is not intended as a transfer program, and given the course array within the Horry-Georgetown Technical College model for this program's curriculum, only three or four general education courses are likely to be universally accepted toward a baccalaureate degree in transfer. It remains important, however, that potential students be made aware that the program will not lead to certification as a teacher in South Carolina's public schools. Salaries for early childhood care workers are generally low throughout the state.

The curriculum consists of 64 semester hours of coursework, of which 15 comprise a general education core, 48 are in the major area, and 3 are in computer science. Seven new courses (all in the field of Early Care and Education) will be added to the catalog of Horry-Georgetown Technical College.

Since the institution has already been offering the Certificate in Early Care and Education and currently employs faculty who teach in the early care area, implementation of this program will require the addition of only one full-time faculty member (already an adjunct instructor) and one additional adjunct faculty member during the first three years of its implementation. The full-time faculty member proposed currently is an adjunct in the certificate program. The proposal states that the full-time faculty member will possess at least a bachelor's degree and at least three years work experience, but states that a "Master's degree in Early Childhood Education and previous teaching experience are the most desirable qualifications."

New enrollment for the program is estimated by the institution at a total of 110 students (FTE=42) in the first year, 80 students (FTE=33.3) in the second year, and 80 students (FTE=33.3) in the third year. The first year's enrollment is projected to be greater because of the inclusion of students currently in the certificate program.

Specialized program accreditation is currently not available for associate degree childcare 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.

Current facilities are adequate, according to the proposal. Likewise, current equipment is also adequate for the program. The College projects a need for new library materials for the program over the first three years. Total new costs for the program amount to $89,250 over three years. These costs are divided among new faculty ($82,750), supplies and materials ($1,500) and library materials ($5,000).

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 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
2001-02	$213,528	$0	$213,528	$0	$52,781	$52,781
2002-03	$152,520	$0	$152,520	$108,058	$37,725	$145,783
2003-04	$152,520	$0	$152,520	$77,163	$37,725	$114,888

Given the three-year projection for new student enrollment data for the program which Horry-Georgetown Technical College submitted, costs generated through the MRR will be greater in each year than total revenues generated by the program.

In summary, the College projects a relatively large group of students will enroll in the program because of regional need and national and state mandates.

Given the growth of the region's population base of younger families and the national and state mandates, demand for the program is anticipated to remain relatively high. The program, therefore, appears useful for the region it is intended to serve.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Associate in Public Service degree with a major in Early Care and Education at Horry-Georgetown Technical College for implementation in Spring 2002, provided that 1) no "unique cost" or other special state funding be required or requested; and 2) 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.

New Program Proposal
Bachelor of Arts in Graphic Design
University of South Carolina Spartanburg

Summary

USC-Spartanburg requests approval to offer a new program leading to the Bachelor of Arts in Graphic Design, to be implemented in August 2001.

The USC Board of Trustees approved the proposed new program at its meeting on April 12, 2001. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its April 25 meeting. Members raised concerns about equipment and faculty, noting that costs for programs in this field usually run quite high. Representatives from USC-Spartanburg told the group that they were aware of the costs involved in implementing the program. They noted that the institution would be sharing costs with Greenville Technical College, with whom they are collaborating, and would be looking for private funding as well. Upon questioning, representatives from USC-Spartanburg also confirmed that they would be seeking accreditation from the National Association of Schools of Arts and Design (NASAD).

The purpose of the proposed new program is "to prepare students for careers in graphic design as well as graduate work in graphic design." The program will "integrate traditional art techniques with computers, and courses will be offered in exploring new media design." According to the proposal, graduates from the program will be able to work in the "creative departments in major corporations, retail stores, and advertising, design, or publishing firms."

Essentially, USC-Spartanburg will allow students who may have taken coursework in graphic design from Greenville Technical College or other institutions an opportunity to pursue additional study leading to the baccalaureate degree. Students may enter USC-Spartanburg as freshmen and matriculate through the entire program as USC-Spartanburg students; also, USC-Spartanburg is in the process of negotiating an articulation agreement with Greenville Technical College that will allow GTC students to take upper-division courses at the University in pursuit of the Bachelor of Arts degree. This agreement was finalized in June 2001. Importantly, too, students from other technical colleges who may have appropriate coursework in graphic design will be able to seek transfer into the program as well. Thus, the BA program in Graphic Design, while

not exclusively a "2+2" program, can indeed operate as such for students desiring to transfer from the technical college sector, especially from Greenville Tech.

Currently, Winthrop University offers the Bachelor of Fine Arts with a concentration in Graphic Design; USC-Columbia offers the Bachelor of Fine Arts in Art Studio with a design option; and Clemson University offers the Bachelor of Science in Graphic Communications, a degree program aimed primarily at enabling students to work in industrial settings. While all three of these programs have similarities to the proposed program at USC-Spartanburg, none is specifically geared to commercial art and illustration, as will be the BA program in Graphic Design, and none is designed as a transfer program from the technical college system.

The proposed BA program in Graphic Design will require 127 credit hours for graduation. Students who enroll as freshmen at USC-Spartanburg will take 46 credits of general education coursework, 12 credit hours of art history, 45 hours of studio art (including courses such as 3D Design and Graphic Design 1-4), six hours of support courses (e.g., Principles of Marketing), 12 hours in a one of four concentrations (Print Design, Illustration Design, Interface Design, Photographic Design), and six hours in a senior seminar. Students transferring from Greenville Tech or other technical colleges will focus on the upper-division courses in the major and will take general education courses as needed.

Since USC-Spartanburg expects to draw many of its students for the BA program in Graphic Design directly from Greenville Technical College, USC-Spartanburg has based the projected enrollments for the program in large part on the number of students in the Associate in Arts program, Graphic Design concentration at Greenville Technical College. New student enrollment is expected to start at 30 headcount in Fall 2001 and increase to 85 headcount by Fall 2005. USC-Spartanburg expects students to enroll in approximately 12 credit hours per semester.

USC-Spartanburg expects to hire three new full-time faculty members for the BA program in Graphic Design program over the first three years of operation (fiscal years 2001 through 2003). Also, USC-Spartanburg will hire Greenville Technical College instructors to teach as adjuncts in the program on an as needed basis.

USC-Spartanburg will incur considerable new equipment costs related to the new program. Expenditures will come in the form of new computers, new software and software updates, reconfiguration of an existing computer lab, and development of a new computer lab. Total equipment costs over the first five years of operation total $345,278. Likewise, new faculty salaries for the first five

years are extensive, totaling $726,500. Since USC-Spartanburg expects to use some of the graphic design facilities at the Greer Campus of Greenville Technical College, USC-Spartanburg is also budgeting facilities rental costs of $21,000 over the first five years of operation. Library costs over the same period total $17,000.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2001-02	$288,470	$96,436	$384,906	$0	102,125	$102,125
2002-03	427,114	0	427,114	145,758	150,896	296,654
2003-04	607,128	0	607,128	216,028	214,513	430,541
2004-05	793,851	0	793,851	307,063	280,306	587,369
2005-06	793,851	$123,335	917,186	401,626	280,306	681,932

These data demonstrate that even if USC-Spartanburg can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the fifth year of its implementation. It is important to note that the Commission staff considered two equipment costs, $96, 436 in year one for reconfiguration of a computer lab and $123,335 in year five for development of a new computer lab, as extraordinary (non-MRR) costs associated with the program. USC-Spartanburg has indicated that a contribution of $25,000 has been received from a foundation to help defray the start-up costs of the program.

In summary, the proposed Bachelor of Arts in Graphic Design at the University of South Carolina-Spartanburg will provide an opportunity for students in the Upstate with backgrounds in graphic arts to obtain baccalaureate degrees in the field, thus increasing significantly their marketability in the workforce. However, costs for the program are indeed high, and, as shown by the budget table above, the institution stands to run a sizeable deficit throughout the first five years of the program. USC-Spartanburg will need to manage resources carefully to be able to implement the program successfully without negatively affecting other program areas on campus. USC-Spartanburg does make a plausible argument that its collaboration with Greenville Tech will help contain some costs. In this regard, the Commission staff commends USC-Spartanburg and Greenville Technical

College for their willingness to work together to provide an important new degree program for Upstate students—with a necessary caution that the two institutions work hard to reduce costs wherever possible.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts degree in Graphic Design at USC-Spartanburg for implementation in Fall 2001, provided that no "unique cost" or other special state funding be required or requested.

<u>New Program Proposal</u>
**Bachelor of Arts in Integrated Studies in Performing Arts
Clemson University**

<u>Summary</u>

Clemson University requests approval for a new program leading to the Bachelor of Arts degree in Integrated Studies in Performing Arts, to be implemented in August 2001.

The Clemson Board of Trustees approved the proposal on October 13, 2000, and President Barker signed the proposal and sent it to the Commission on February 15, 2001. The Commission's Advisory Committee on Academic Programs considered the degree program at it April 25, 2001, meeting. Members engaged in extensive discussions about the title of the program. Representatives from the Commission staff expressed concern about possible confusion on the part of students who may not be sure what the program of study will entail. Representatives from Clemson explained that the Board of Trustees at Clemson had asked similar questions and following additional consideration on the question of the program name, the University had decided to retain the title. Clemson representatives noted that the program is essentially multi-disciplinary and not just technical or performance-based in nature; therefore, they felt that the title adequately described the unique qualities of the degree program. The Committee approved the proposal unanimously.

According to the proposal, the program will "consolidate the technology, performance, production, theory, and history of performing arts into a unified program of study. Students will gain a multi-disciplinary foundation in the performing arts" that will prepare them for work in a "variety of traditional, commercial, and community-based careers." The proposal goes on to enumerate possible job settings, such as performance arts technology, management, sales and marketing, and performance. Additionally, Clemson makes a compelling case for the need for the program, citing the emerging numbers of technically based performance arts careers in South Carolina, from Charleston and Myrtle Beach to the Upstate.

Students enrolled in the proposed BA program in Integrated Studies in Performing Arts will be required to complete 130 credit hours to graduate. Aside from the University-wide 41 credit hour general education requirement, majors must take 14 credits in a foreign language, a minor of 15 to 18 hours, electives of 21 to 24 hours, 11 credits of interdisciplinary performing arts coursework, and 25

credits in either a music or a theatre concentration. Courses in the core curriculum and concentration areas will combine traditional performing arts subject matter with technological aspects of performing arts management and production. Course titles such as Music Technology and Theatre Technology are indicative of this unique coursework approach. Also, students will be encouraged to enroll in courses in business management and non-profit arts management to broaden the applicability of their studies to the arts industry.

Currently, no other public or private senior institution in South Carolina offers a degree program in this specific area. Several public universities offer traditional degrees in music, theatre, and other performing arts disciplines, but none offers a multi-disciplinary degree program aimed primarily at connecting technology to the performing arts. Coastal Carolina's degree program in theatre arts and stagecraft and Coker College's degree in technical theatre are perhaps the closest relatives to the proposed BA program in Integrated Studies in Performing Arts.

Clemson estimates that new student enrollment in the proposed new program will begin with 20 headcount in Fall 2001 and remain at that number for the first five years of operation. (The University does project a fair number of students will choose to switch majors and enroll in the new BA program, thus increasing the overall number of majors in the program.) The University anticipates that most students will be full-time students, thus enrolling in approximately 15 credits per semester.

The University will hire two new faculty members at the assistant professor level to teach in the proposed Integrated Studies in Performing Arts program, one in lighting design and one in music technology. These hires will occur in years one and three of operation, respectively, and cost $42,000 in salary and benefits per hire.

In terms of facilities and equipment costs, Clemson will install a new performing arts technology laboratory in 2001-02. The new lab, which the Commission staff considers an additional cost above and beyond those costs funded via the Commission's Mission Resource Requirement (MRR), will total approximately $94,000. Clemson will spend an additional $25,000 for technology upgrades to the lab in year four (FY 2004-05) of operation. For budgetary purposes, the staff considers this amount an extraordinary, non-MRR cost, too.

Other new costs include $10,000 in graduate student assistant pay, $20,000 in supplies and materials, additional clerical support at a cost of $10,000 starting in year four (FY 2004-05), and routine facility maintenance on the Brooks Center (where the program will be housed) slated to cost $5,000 in year four.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	**Total Costs**	State Appropriation	Tuition	**Total Revenue**
2001-02	$242,140	$94,000	**$336,140**	$0	$109,583	**$109,583**
2002-03	242,140	0	**242,140**	129,891	109,583	**239,475**
2003-04	242,140	0	**242,140**	129,891	109,583	**239,475**
2004-05	242,140	25,000	**267.140**	129,891	109,583	**239,475**
2005-06	242,140	0	**242,140**	129,891	109,583	**239,475**

These data demonstrate that if Clemson University can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the fifth year of its implementation, although the difference between costs and revenues in most years is minimal.

In summary, the proposed program leading to the Bachelor of Arts degree in Integrated Studies in Performing Arts in a unique, multi-disciplinary program that will prepare graduates for a wide variety of positions related to the management and technology of performing arts productions. Costs for the new program are high, but manageable, given the enrollment projections and state appropriations.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts degree in Integrated Studies in Performing Arts at Clemson University for implementation in August 2001, provided that no "unique cost" or other special state funding be required or requested.

New Program Proposal
Bachelor of Arts in Middle Grades Education
Coastal Carolina University

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Arts degree in Middle Grades Education to be implemented in Fall 2001.

The Board of Trustees approved the proposal on January 12, 2001. This proposal was submitted for Commission review on January 31, 2001. The proposal was reviewed with minor comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on April 25, 2001. Concerns expressed pertained to the number of required hours for the proposed program as well as the requirement that students must complete 75 percent of their courses before student teaching. Members of the committee indicated that this percentage should be greater, i.e., the student should have completed most of the required courses before student teaching.

The need for the program is based on action taken by the State Board of Education which approved a new certification for the middle-level grades (grades 5 through 8). The General Assembly is expected to approve the certification regulation this spring. By implementing this program, Coastal Carolina University will have students prepared for the new certification level that takes effect in 2003. Historically, South Carolina has certified teachers in early childhood, elementary education, or secondary education.

The curriculum is based on the standards of the National Middle School Association (NMSA) and the certification requirements of the S.C. Department of Education (SDE). The curriculum consists of 129 to 138 credit hours. The variation in credit hours is due to the number of hours in the foreign language sequence a student must complete to attain the 200-level competency (three to nine hours can be taken) and the variation in credits hours with the teacher specialization options as described in the following: NMSA standards recommend that middle grade teachers specialize in two areas of content selected from among English/language arts, social studies, mathematics, and science. The required credit hours for these content areas range from 18 hours to 20 hours in the proposed program resulting in credit hour variation for the program. Eight new courses will be required for the new program. The program proposal indicates that these will be added within five years. However, in order for the program to be fully operational, these courses will need to be added once students have matriculated into the professional education program. If currently enrolled students decide to enter into the

middle grades program, then these courses would need to be available within the first two years of the program's operation.

The course descriptions for the four new methods courses do not specify field experiences. Although there is a statement about implementation of lessons, it is not clear if this will require actual classroom experience. The NMSA standards require several opportunities for field experiences and the methods classes could serve as an appropriate venue for these experiences.

The College of Education is strongly urged to examine the required number of credit hours in light of the comments noted above from the Advisory Committee on Academic Programs. Concern was raised about the large number of credit hours required. Although it is a four-year program, students who must take the upper end of the 129-138 credit hour range would possibly need to carry heavy course loads or attend a summer session(s). Perhaps the number of hours could be reduced if only *Introduction to Adolescent Growth and Development* were offered rather than this course plus *Educational Psychology*.

Coastal Carolina indicates that no new faculty are needed to begin the proposed program. Qualified faculty are currently available to teach in the Middle Grades program and will do so through re-assignment. Faculty serving the program will be four headcount (1.0 FTE) for the first five years of the program.

Enrollments in the proposed program are estimated to begin at eight headcount students in FY 2001-02 and increase to 24 headcount students in FY 2005-06. Enrollment estimates are based on a questionnaire of students currently enrolled in education courses that indicated approximately one quarter of these students would enroll in the Middle Grades program. There are no employment concerns for graduates from this program as there is a teacher shortage, and there will also be a demand for teachers with the new middle-level certification.

The proposed program will be subject to accreditation by the National Council for the Accreditation of Teacher Education (NCATE). Coastal Carolina will be required to prepare a program report for review by the National Middle School Association which will be submitted to NCATE in Spring 2002. The S.C. Department of Education (SDE) has reviewed the program proposal and has indicated that the number of credit hours necessary to complete the program appears to be excessive. It has also indicated that Coastal Carolina will need to submit a program report by October 12, 2001, to the SDE to initiate the SDE program approval process.

There are no physical plant or equipment needs for the proposed program. The library was deemed adequate during the institution's previous NCATE visit and also meets the standards of the American Colleges and Research Libraries. In terms of new

costs, the proposal indicates that $2,000 will be required in the first year of operation to support acquisitions specific to the middle grades. This amount will increase to $2,644 in the fifth year of operation for a total of $12,019.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2001-02	$43,122	0	$43,122	$0	$34,882	$34,882
2002-03	63,246	0	63,246	19,721	51,623	71,344
2003-04	91,994	0	91,994	28,753	74,457	103,210
2004-05	114,992	0	114,992	42,056	93,229	135,285
2005-06	140,865	0	140,865	52,512	114,663	167,175

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

The proposed program has been developed to address the new middle grades certification for South Carolina teachers scheduled for implementation in 2003, assuming its approval by the General Assembly. Coastal Carolina is anticipating the needs of school districts by developing a program that will provide certified teachers as soon as the new regulation goes into effect. The institution is the second public college that will have implemented a middle grades program leading to initial certification.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts degree in Middle Grades Education at Coastal Carolina University for implementation in Fall 2001, provided that no "unique cost" or other special state funding be required or requested.