

*Att. 1*



CHE  
 5/05/2005  
 Agenda Items 4.02A 1-9

Dr. Conrad D. Festa  
 Executive Director

May 5, 2005

**MEMORANDUM**

**To:** Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

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

**Analyses of Nine New Program Proposals**

Please find attached the staff summaries and analyses for nine new program proposals, Agenda item 4.02A 1-9.

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

/jb

**New Program Proposal  
Associate in Engineering Technology  
Major in Construction Management Technology  
Horry-Georgetown Technical College  
Conway Campus**

**Summary**

Horry-Georgetown Technical College requests approval to offer a program leading to the Associate in Engineering Technology degree with a major in Construction Management Technology, to be implemented in Fall 2005 at the Conway Campus.

The proposal was submitted for Commission review on January 21, 2005. The Board of the State Technical College System approved the proposal on January 25, 2005. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 7, 2005.

The purpose of the program is to prepare graduates to work in the construction field with emphasis on construction site supervision and construction project management. The need for the program is based on demand by employers in the construction industry in the Grand Strand area. The college has been contacted by employers about shortages in construction site supervisors, and they urged the college to prepare a program to meet the area's needs for these workers. According to the proposal, the college's service area is one of the fastest growing in the state, with a projected growth of 40% from 1995 to the end of 2005. The addition of new highway access to the area is expected to add to this growth. This growth, and continued growth and related construction in the state as a whole, will require trained construction supervisors to oversee the necessary construction. Horry-Georgetown Technical College conducted an Employment Needs Assessment that indicated that 70% of respondents expect to add construction management personnel within the next three years, with a total of 252 full-time positions becoming available. Of these, 203 will be new positions.

The curriculum consists of 67 credit hours. Of these, three credits each are in English Composition, Algebra, Psychology, Conversational Spanish, and Public Speaking. The remaining 52 credits are in subjects related to the major area. The college will ask that one new course be added to the Technical College System's Catalogue of Approved Courses. In addition, it will add six new courses already in the catalogue. The

curriculum design was guided by the DACUM (Designing A Curriculum) process and had strong input from the local construction industry. The proposed major of Construction Management Technology is the first of its kind in the state, although Florence Tech, Northeastern Tech, Piedmont Tech, Tech College of the Lowcountry, Williamsburg Tech, Midlands Tech, Trident Tech and Greenville Tech offer degrees related to building construction technology. According to the proposal, none of these programs has the emphasis on site supervision and management that is central to the proposed program. The proposed program is primarily intended as a terminal degree program. Horry-Georgetown does intend to seek articulation agreements with appropriate senior institutions for those students who may want to continue on to a baccalaureate degree in a related field.

The proposal from Horry-Georgetown Technical College indicates that one new full-time faculty member and one new part-time faculty member will be hired in the first year of the program. Both positions will require work experience in the field and a Masters of Science degree in a related discipline. Teaching experience will be preferred.

Enrollment in the proposed program is estimated to begin at 27 headcount (25.2 FTE) in FY 2005-06 and increase to 45 headcount (42.2 FTE) by FY 2006 and thereafter. Estimates of enrollment in the first year are based on the number of students anticipated as a result of local demand and student interest. In the second year and thereafter, the estimated enrollments are based upon local demand, student interest, and anticipated attrition of first-year students at the rate of approximately 33%. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

✓ The proposed program indicates that the program is subject to accreditation. The institution will seek candidate status from the American Council for Construction Education (ACCE) in the second year of program implementation and expects to receive full accreditation in the fourth year.

✓ According to the proposal, the existing facilities on the Conway Campus are sufficient to support the program. As the number of students increases, the transfer of the Allied Health programs to the Grand Strand Campus will free enough space for expansion. There will be some additional costs for equipment and software, totaling \$7200 over the first three years. The library will require a substantial increase in the number of serial holdings, books, and AV material. To that end, the proposal budgets a total of \$17,350 over the first three years. New costs for the program are estimated to begin at \$96,750 in year one and include faculty salaries/fringe benefits (\$75,900), equipment (\$7,200), supplies/materials (\$6,000), and library resources (\$7,650). Costs are estimated to be \$107,307 in the second year and \$112,607 in the third year.

Accreditation costs include \$500 in the second year and \$4,200 in the third. Total new costs for the first three years of the program are estimated at \$316,664.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$120,950		\$120,950	\$0	\$69,242	\$69,242
Year 2	\$184,608		\$184,608	29,905	\$105,539	\$135,445
Year 3	\$184,608		\$184,608	45,698	\$105,539	\$151,237

These data demonstrate that if Horry-Georgetown Technical College 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 third year of its implementation.

In summary, Horry-Georgetown Technical College requests approval to offer a program leading to the Associate in Engineering Technology degree with a major in Construction Management Technology, to be implemented in Fall 2005 at the Conway Campus. The development of the program is driven by requests from local construction business and projected population and construction growth in the college's service area. The program is focused on supplying local needs for construction supervisors and is not duplicated in the area or the state.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Horry-Georgetown Technical College's proposed program leading to the Associate in Engineering Technology degree with a major in Construction Management Technology to be implemented in Fall 2005 at the Conway Campus, provided that no "unique cost" or other special State funding be required or requested.

**New Program Proposal  
Associate in Public Service  
Major in Early Care and Education  
Williamsburg Technical College**

**Summary**

Williamsburg 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 Fall 2005.

The State Technical College System's Board approved the proposal on September 28, 2004. The proposal was submitted for Commission review on January 18, 2005. The proposal was reviewed by the Advisory Committee on Academic Programs at its meeting on March 7, 2005, and approved unanimously without substantive discussion.

Regulatory changes by the Head Start and the Federal legislation known as "No Child Left Behind" both require increased educational attainment levels for persons working with children in childcare facilities and in Title I schools. These are the two major catalysts for promoting Early Care and Education associate degree programs in the state. This proposed program should help to meet the demand for qualified childcare workers in the service area of Williamsburg Technical College. Qualifications for a paraprofessional working in a Title I school require him or her either to be credentialed at the associate degree level, or to be able to pass a standard written assessment, or to have completed 60 credit hours toward an undergraduate degree in the field of early care and education (No Child Left Behind).

The purpose of the program is for the College to prepare graduates in the College's service area to fill positions as childcare workers. The program is designed to assure that graduates of the program are prepared adequately to provide value-added to the emotional and academic development of young children in their care. There are currently 11 approved programs in this field within the state's Technical College System. No competing programs of this type are being offered in the area of the state served by Williamsburg Technical College. Thus, there will be no "unnecessary duplication" of effort with the advent of this program.

The curriculum will consist of 65 semester hours of coursework, including 33 credits in Early Childhood Development, 16 credits in General Education, and sixteen additional hours required for graduation. The proposed associate degree program is built upon an existing certificate in Early Care and Education (27 credits). The certificate program will be retained and will seamlessly meld with the new associate degree. The new degree program will, however, replace the Early Childhood and Public Service specialization within the Associate in Occupational Technology degree with a Major in General Technology, the degree vehicle used throughout the technical colleges for offering programs before approval of a specific degree program to serve an emerging market has been either requested or attained.

As with the other 11 proposals of approved programs in this major, this program is described in the proposal as "occupational in content and does not lead to teacher licensure or certification. Students who have future plans for further [i.e., baccalaureate] education will have the option of taking college transferable general education courses." This language is congruent with both the position of the State Technical College System staff and the State Department of Education. The State Department's letter of June 23, 2000, indicates support for Early Care and Education associate degree programs, but also expressed concern that student advisement for the program by all faculty and staff, as well as all published literature about it, "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."

The quantified need for the program's graduates has been determined through a survey of area employers of childcare personnel. According to that survey, a total of 77 full-time and 51 part-time early care and education openings (new and turnover positions together) will be available in the three-year period of 2005- 2007 within the service area of the College.

A clarification of the program proposal by the staff of the State Technical College System indicates that the institution currently has a faculty complement of one full-time and two part-time (1.25 FTE) faculty members. In the first three years of the program's implementation, however, an additional .25 FTE will be added, for a total each year of 1.50 FTE.

Enrollment in the proposed program is estimated to begin at nine new students (11.4 FTE) in FY 2005 and increase to 24 new students (26.4 FTE) in FY 2007. If enrollment projections are met, the program will meet the current CHE program productivity standards in each of the first three years of the program's implementation.

No new courses are necessary to add to the institution's catalogue. All courses in general education required by the program are offered currently at the College. All Early Care and Education courses required by the program are currently offered either in the AOT degree with an option in Early Childhood and Public Service or within the 27 credit hour Certificate in Early Childhood Development, of which this program will become an extension.

The program will seek accreditation through the National Association for the Education of Young Children (NAEYC) immediately upon the program's approval. However, because of the backlog for accreditation through NAEYC, an on-site review by a NAEYC team is unlikely to take place until the third year of the program's implementation. The program is anticipated to receive accreditation in 2008.

There are no new physical plant requirements for the proposed program, since it replaces the existing AOT degree with a major in General Technology specialization in Early Childhood and Public Service. No new costs for equipment are necessary for the first three years. The library will require a total additional expenditure of \$1,675 for the three-year period, in addition to the new resources brought into the campus through the statewide higher education electronic library's databases.

The institutional budgets for the first three years of the program's implementation show new costs for the salaries and fringe benefits of the .25 FTE increase in adjunct faculty. The current FTE 1.25 faculty is considered an ongoing cost of the AOT degree option and are not, therefore, shown as "new costs." Total new costs for the program as estimated by the institution begin at \$7,975 in year one and include faculty, supplies/materials, and library. Estimated costs are \$7,825 in year two and \$9,825 in year three. Costs for year 3 also include \$2,000 for the on-site accreditation visit. The total estimated for new costs for the three-year period is \$25,625.

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 Appropriations	Tuition	Total Revenue
2005-06	\$81,818		<b>\$81,818</b>	0	\$32,900	<b>\$32,900</b>
2006-07	\$158,133		<b>\$158,133</b>	\$21,600	\$63,492	<b>\$85,092</b>
2007-08	\$189,234		<b>\$189,234</b>	\$41,684	\$76,190	<b>\$117,874</b>

These data demonstrate that if the new program meets its enrollment projections and contains costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the third year of its implementation. Nevertheless, the institution and the community are committed to the program. The institution has indicated that it possesses adequate funding to make the program successful.

In summary, the proposed program will develop a cadre of better educated personnel working in childcare facilities in the Williamsburg Technical College service area. The program does not represent unnecessary duplication, even though 11 other programs of this type have been approved already. The local populations interested in the program are not mobile and no other program of this type exists within the college's service area. The program's need is evident in order for the area's employers and employees to meet the provisions for educational attainment of childcare workers as required by recent changes in Head Start regulations and in federal education legislation. The current option for Early Care and Education in the AOT degree program with a Major in General Technology will be terminated when this program is implemented.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program at Williamsburg Technical College leading to the Associate in Public Service degree with a Major in Early Care and Education, to be implemented in Fall 2005, provided that:

- no "unique cost" or other special state funding be required or requested;
- 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; and

- the specialization in Early Childhood and Public Service within the AOT degree's Major in General Technology be terminated at the same time the new program is implemented.

**New Program Proposal**  
**Bachelor of Science in Business Administration in Resort Tourism Management**  
**Coastal Carolina University**

**Summary**

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

The proposal was approved by the Coastal Carolina University Board of Trustees on January 14, 2005, and submitted for Commission review on January 21, 2005. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 7, 2005.

According to the proposal, the purpose of the program is to provide “students with opportunities to study, analyze, evaluate, and successfully participate in local and worldwide tourism growth.” The ultimate goal is to prepare students for hospitality and tourism careers starting at or above middle management. The program will be offered through the E. Craig Wall College of Business Administration. The program is consistent with Coastal’s efforts to provide majors which reflect the nature and growth of the region, and which also create a tie between the hospitality industry’s need to deliver high quality services and the college’s focus on creating intellectual resources in the field. According to the proposal, the designation of the Grand Strand area as a Metropolitan Statistical Area has made it more attractive to national resort chains as an investment area. The proposal states that this will increase competition within the local resort industry and place a premium on professionally trained resort and tourism managers. According to the proposal, the Myrtle Beach area accounts for almost a third of the revenue from tourism, the state’s largest industry, but does not have a local four-year degree program offered with a tourism-related major.

Resort Tourism Management currently exists as a concentration within the management major. The number of students in the concentration has grown rapidly from only a few students in 2001 to 150 students currently enrolled. Eleven students have graduated with the RTM concentration to date, and nine more with the concentration are scheduled to graduate in Spring 2005. According to the proposal, the students who have graduated with this concentration have all been employed in the field.

Four other institutions in the state—USC-Columbia, USC-Beaufort, Clemson, and the College of Charleston—offer baccalaureate or higher degrees in majors related to hospitality and tourism. Of these, only the recently approved College of Charleston program is offered through a College of Business. The proposed program and the College of Charleston's program each require 39 credit hours of courses taught through the College of Business—higher than the requirement for USC-Columbia's undergraduate program, which requires six credit hours through the College of Business, and USC-Beaufort's program, which requires between 12 and 18 credit hours of business courses. The number and type of courses taught through the business college is not unusual among tourism-related programs taught through business colleges, as their curriculum is driven in part by accreditation requirements. The program at Clemson has a very different focus from the other programs in the state, focusing more on parks and outdoor recreation. It should be noted that Coastal Carolina, USC-Beaufort, and the College of Charleston are in areas that are strongly oriented toward resort tourism.

The curriculum consists of 122-128 credit hours, depending on the number of foreign language courses taken. Of the total credit hours required, 44-50 hours are in core courses, 45 are in foundation courses, and 18 are major requirements. One of these courses, a required sophomore-level seminar in food and beverage management, will be provided by the faculty of Horry-Georgetown Technical College's Department of Hospitality and Tourism. There are three credit hours of internships required for the program. Given the existing specialization in RTM, the college does not anticipate adding new courses to support the major. Students admitted to this program will have to meet the admissions criteria common to all students in the College of Business Administration.

The proposal indicates that no new full-time faculty will be hired for this program. A new tenure-track position has been created for RTM beginning in Fall 2005, but the proposal states that this hire will be made independent of the proposed program's being accepted. The proposal further states that no need for new faculty positions for this major is anticipated in the first five years of the program. All faculty involved in the proposed major hold a Ph.D. No new administrative or staff positions will be created in the first five years.

Enrollment in the proposed program is estimated to begin at 145 headcount (145 FTE) in FY 2005-2006 and increase to 152 headcount (152 FTE) by FY 2008-09. The proposal predicts that 105 of the students who are currently in the RTM concentration within the college of business will move into the proposed major in the first year and that there will be 47 new students. Estimates are based the past enrollment patterns in the RTM concentration. If these projections are met, the program will meet the CHE's current program productivity standards.

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

The proposed program will require no new class or office space over the next five years. Coastal Carolina University has an existing agreement with Horry-Georgetown Tech that allows it to use Horry-Georgetown's food lab facility for the RTM 282 (Food and Beverage Management) course, and the University will therefore need no additional physical plant or equipment to support the proposed major.

Coastal Carolina University indicates that its library holdings in Tourism, Hospitality Industry, and Ecotourism lag behind those of its in-state peers (the University of South Carolina and the College of Charleston). The Kimbel Library currently holds 250,000 items in all formats, including electronic full-text periodicals and fifty on-line reference sources. The proposal compares the library's holdings in RTM related titles with those at USC and the College of Charleston, and finds that the Kimbel Library will need to increase its holdings significantly in order to match the holdings at either of these institutions. The University of South Carolina currently holds 928 related titles, the College of Charleston holds 310, and Coastal holds 141. The college intends to increase its holding by 300 titles over the next five years and has budgeted accordingly.

New costs for the program are estimated to begin at \$3,500 in year one, all of which is to increase library holdings. Estimated new costs remain at \$3,500 for each of the first five years of the program, for a total new cost of \$17,500.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first 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
Year 1	\$399,287		\$399,287	\$0	\$322,623	\$322,623
Year 2	\$417,645		\$417,645	68,917	\$337,392	\$406,309
Year 3	\$417,645		\$417,645	72,098	\$337,392	\$409,490
Year 4	\$426,824		\$426,824	72,098	\$345,087	\$417,185
Year 5	\$440,592		\$440,592	73,628	\$356,319	\$429,947

These data demonstrate that if Coastal Carolina University can meet the projected student enrollments as they are shown in the proposal, the program will substantially meet the projected MRR costs with revenues it generates by the fifth year of its implementation.

In summary, Coastal Carolina University proposes to offer a program leading to the Bachelor of Science degree in Business Administration in Resort Tourism Management that will prepare its graduates for employment in middle and higher level management positions in the resort industry. The program will help meet the needs for qualified managers in an area of the state that is heavily oriented toward tourism and the resort industry.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the proposed program leading to the Bachelor of Science in Business Administration degree in Resort Tourism Management at Coastal Carolina University for implementation in Fall 2005, provided that no "unique cost" or other special State funding be required or requested.

**New Program Proposal  
B.S. in Applied Physics  
Coastal Carolina University**

**Summary**

Coastal Carolina University (CCU) requests approval to offer a program leading to the Bachelor of Science degree in Applied Physics, to be implemented in Fall 2005.

The proposal was approved by the Coastal Carolina University Board of Trustees on January 14, 2005, and submitted for Commission review on January 21, 2005. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 7, 2005.

The purposes of the program are: to develop strong student competencies in physics and its applications in a technology-rich, interactive environment; to develop strong student skills in the research, analysis, and interpretation of complex information; and to prepare students to successfully compete for employment and/or to pursue graduate study. The proposed degree will have two emphases. The "traditional" emphasis will focus on applied physics in fields such as computer interfacing and electro-optics, and may lead to further study in engineering. The "environmental" emphasis incorporates the fundamentals of physics as they are applied to atmospheric sciences, oceanography, and geographic (remote sensing) information systems. It should be noted that CCU currently offers a minor in physics. As a result, many of the essential elements of the proposed major in Applied Physics have already been established at the institution.

The proposal presents four arguments that underscore the need for the program. First, other highly-regarded liberal arts institutions across the nation have a physics major that anchors their science program. Thus, the overall science program at CCU, although strong in offering biology, chemistry, mathematics, and physics courses, is at a competitive disadvantage in not offering a physics major. Second, South Carolina continues to maintain a shortage of highly-qualified public school teachers in the physical sciences, and the proposed program would extend CCU's capacity to train these individuals for secondary school assignments. Third, the delivery of a physics major is responsive to current statewide efforts to attract and retain technology-based companies. Program graduates will be

immediately employable in several local companies engaged in the development and delivery of technology goods and services. Finally, the proposed program is needed to support CCU's agreement with Clemson to offer a 3+2 program, where students attend CCU for three years and Clemson for two years, earning both a Bachelor's degree from CCU in their specialized discipline and an engineering degree from Clemson.

The proposal notes that although there are Physics programs offered by other South Carolina institutions (Charleston Southern University, The Citadel, Columbia College, Converse College, Lander University, Francis Marion University, Presbyterian College, South Carolina State University, USC-Upstate, and Wofford College), the proposed program is unique in offering students the option of emphasizing "traditional" or "environmental" Applied Physics in developing their course of study. There are several sub-fields within the area of Physics. For example, theorists seek to develop theories that can explain existing experimental results and successfully predict future results. In contrast, Applied Physics seeks to apply the knowledge of theoretical physics to real-world situations and to craft practical solutions that meet the needs of society.

Physics, along with biology and chemistry, remains one of the core science disciplines for undergraduate study. At present among public institutions within South Carolina, all undergraduate programs in Physics have met CHE productivity standards except for South Carolina State University, which is in provisional approval status.

There is no recognized accrediting agency for Physics or Applied Physics. Physics is the science of matter and energy and their interactions.

The proposal notes that CCU currently offers a minor in Physics, with five students enrolled and an additional five indicating a desire to declare a minor. Total enrollment for the first year is expected to be ten students, with seven of the ten representing first time enrollees. Enrollment projections remain constant through year two, with a slight increase of one additional student in year three, and then constant through year five of the program. CCU anticipates attracting additional students from the 3+2 engineering program with Clemson, as well as students interested in Mechanical, Civil, Electrical, Industrial, and Materials Engineering. Based on this pool of potential applicants, CCU estimates that the Applied Physics major, once implemented, will graduate between five and ten students annually. This is considerable, given that the national average of program graduates in Physics departments is less than one. If CCU is able to achieve these enrollment and graduation projections, they will meet CHE program productivity standards.

The proposed program will consist of 120 semester hours, including: 46-52 semester hours in core curriculum courses; 38 semester hours in required physics major courses; 25 semester hours in foundational courses; and 5-11 semester hours in non-major electives. Three new courses associated with the program include: Physics 340 Intermediate Astronomy; Physics 410 Optics; and Physics 420 Solid State Physics.

No new faculty or support staff will be required for the initial phase of the program, although additional faculty may be needed if enrollment growth is larger than anticipated. Currently, five full-time faculty service the Physics minor, and it is anticipated that the same five faculty will provide instruction for the Physics major. Current faculty include two professors at the rank of Associate, two at the rank of Assistant, and one Instructor. All faculty members have a terminal degree and are teaching within respective fields of training.

The proposal describes CCU's current research laboratory facilities and computer technology resources. The proposal also identifies additional supplies and equipment costs for the proposed program in the amount of \$15,000 for each of the first five years, totaling \$75,000 by the end of year five.

The proposal also anticipates a need to expand library holdings, due to topic-specific shortcomings relative to peer institutions offering similar programs. Based on comparisons with South Carolina peer institutions offering a course of study in Physics, CCU's Kimbel Library offers 23 fewer Physics-related titles per FTE student. The proposal estimates the cost of library materials to be \$7,696 for each of the first five years of the program, totaling \$38,480 by the end of year five.

New costs for the program are estimated to begin at \$22,696 in each of the first five years. Categories of costs over the first five years of the program's implementation include equipment (\$50,000); library resources (\$38,480); and supplies and material (\$25,000). Total estimated new costs for the program during the first five years will be \$113,480.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$122,866	\$0	\$122,866	\$0	\$101,157	\$101,157
2005-06	\$122,866	\$0	\$122,866	20,976	\$101,157	\$122,133
2006-07	\$133,550	\$0	\$133,550	20,976	\$109,419	\$130,395
2007-08	\$133,550	\$0	\$133,550	22,897	\$109,419	\$132,316
2008-09	\$138,892	\$0	\$138,892	22,897	\$114,318	\$137,215

These data demonstrate that if the institution meets the projected student enrollments and contains costs as they are shown in the proposal, the program will come very close to covering costs beginning in the second year of the program.

In summary, Coastal Carolina University proposes to offer a program of study leading to the Bachelor of Science degree in Applied Physics. The program offers both "traditional" and "environmental" emphases in the application of physics, thus presenting a unique course of study while meeting the increasingly diverse needs of an expanding technology-based economy.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Coastal Carolina University's program leading to the Bachelor of Science in Applied Physics program to be implemented in Fall 2005, provided that no additional "unique cost" or other special state funding be required or requested.

**New Program Proposal  
Bachelor of Science  
Nursing  
Francis Marion University**

**Summary**

Francis Marion University requests approval to offer a program leading to the Bachelor of Science degree with a Major in Nursing to be implemented in Fall 2005. This proposal represents an administrative, academic, and fiscal transfer of the existing BSN program (with both Generic and Completion tracks) offered on the Francis Marion campus by MUSC to Francis Marion University.

In 1982, the BSN-Completion track (a "2+2" program for Registered Nurses who have already earned either an associate degree in nursing or a hospital-based diploma) began to be offered as a satellite program by MUSC on the Francis Marion campus. Since 1998, the Generic track (a full four-year program leading to the BSN degree and first-time licensure as a Registered Nurse) has also been offered by MUSC on the Francis Marion campus. Both program tracks were initiated in response to requests from the local healthcare community in Florence, especially the two largest regional hospitals.

With the support and encouragement of the Florence healthcare community, MUSC has agreed that the BSN program's two tracks should be transferred to Francis Marion University. By a signed memorandum of June 17, 2004, the presidents of the two institutions agreed to the terms of this transfer. Although the original memorandum of June 17, 2004 calls for two years of awarding joint degrees in the BSN program, in its amended form (Fall 2004) an addendum limits the temporary awarding of "joint degrees" to those students who will graduate in 2006. The students graduating in the program in 2006 will be ones who have taken the first year of this upper-division major's curriculum under the auspices of MUSC and the second year of the curriculum under the administrative aegis of the new Francis Marion University program. The curriculum for both years of the nursing coursework for the Class of 2006 will have been that of the BSN degree program at MUSC. Responsibility for the scores which graduates of the 2006 class make on the NCLEX will be the responsibility of Francis Marion, because that institution will have assumed all responsibility for the program in Fall 2005. As the institutions agreed in their memorandum of understanding, after the class of 2006 has graduated, the program will become recognized solely as that of Francis Marion University, including the awarding of degrees.

The Board of Trustees of Francis Marion University approved the proposal on February 4, 2005. The proposal was reviewed by an on-site team representing the State Board of Nursing on February 7, 2005. The State Board of Nursing approved the proposal at its regularly scheduled meeting of March 17, 2005.

The proposal was submitted for Commission review on February 15, 2005. The proposal was reviewed by the Advisory Committee on Academic Programs at its meeting on March 7, 2005. Administrative, fiscal, academic, and legal transfer of the program from MUSC to Francis Marion University was supported at that meeting by all parties. The only substantive issue raised at that meeting related to the institution's intentions for dealing with the chemistry requirement for students entering the BSN-Completion track of the program.

Given the expected nursing shortage which has been reported, the need for more BSN-prepared nurses throughout South Carolina is considered high. This need appears especially strong in the PeeDee, given its historically low ratio of Registered Nurses per residents and also its low ratio of BSN-prepared Registered Nurses to the total population of Registered Nurses. The institution has received data from local hospitals supportive of demand for BSN-prepared nurses.

There are two purposes for the program. The first, through the Generic track, is to prepare graduates with entry-level skills, knowledge bases, and ethical values to pass the national licensure examination (i.e., the "NCLEX") for functioning as Registered Nurses. The second is to provide an academic opportunity for Registered Nurses who are graduates of either an associate degree program or a hospital-based diploma program to earn a baccalaureate degree through the "BSN-Completion track."

The need for the program is driven in part by institutional and community concerns that there be a baccalaureate degree program in the PeeDee offered under the auspices of a PeeDee institution of higher education. Presumably, control by a local higher education institution will make the program more responsive to community needs. There are also market forces driving the need for this program. Official statistics from the State's Office of Research and Statistics demonstrate a long-term trend of the PeeDee as the state's region with the lowest number of Registered Nurses per 10,000 population and the lowest percentage of BSN-prepared nurses (in relationship to ADN-prepared and Diploma-prepared nurses) in the nurse workforce.

The decision to change the locus of institutional sponsorship and administrative control of this satellite degree program led to two actions of the General Assembly during the 2004 legislative session to provide special, recurring

funding (i.e., funding beyond what the program would earn through the MRR). These special, recurring appropriations involve 1) the transfer of the recurring line item of \$481,031 which formerly went to the Medical University of South Carolina as a permanent line-item in the budget for that institution's administration of the BSN program at Francis Marion University; and 2) a new, recurring grant of \$250,000, authorized directly for Francis Marion University to administer this program. A third appropriation may be authorized during the 2005 General Assembly for special permanent state funding for this program in future fiscal years. All of these special appropriations are in addition to what the proposed program will receive under the MRR.

Some of the administrative functions of the proposed BSN program have already begun to fall under the aegis of Francis Marion University. While MUSC maintains its faculty contingent in Florence for the satellite BSN degree program, Francis Marion University has hired two of them to continue as faculty of Francis Marion University beginning Fall 2005. Also, Francis Marion already has hired a chairperson of its proposed program who currently is working at the institution.

The generic curriculum will consist of a total of 121 credit hours of coursework divided between general education, electives, and nursing. A total of 15 new courses, all in nursing, will be added to Francis Marion University's catalogue. All courses for the nursing major will be taught at the junior and senior levels. Admission to the nursing major will be predicated upon a student's standing as a result of his/her completion of freshman and sophomore level general education coursework. Admission to the program will only be available to students who will be upper-division students when they begin their nursing studies.

Two chemistry courses will be required for the Generic track students. This represents an important change from the MUSC curriculum, which required no chemistry courses per se. The requirement of these two Chemistry courses poses a challenge for the institution to assure common learning outcomes for the BSN graduates in the Generic and Completion tracks, since the curricula in many associate degree programs do not contain chemistry, at least as a stand-alone course in their academic programs. The institution has some time to consider solutions to this issue since the MUSC-at-Francis Marion program now has no BSN-Completion students and no BSN-Completion student is registered to begin the Francis Marion University program in Fall 2005.

Currently, there are nine institutional programs of generic BSN programs in South Carolina, all but two of which are in public institutions. Public institutions' programs are found at MUSC, USC-Columbia, South Carolina State University, USC-Aiken, Lander University, USC-Upstate, and Clemson University.

Independent institutions' programs are found at Charleston Southern University and Bob Jones University. This program will become the tenth institutional program leading to the Bachelor of Science in Nursing and the eighth public institutional program in South Carolina. Since the two private institutions' baccalaureate programs in nursing are both small, the overwhelming number of enrolled students and graduates of BSN programs in the state come from programs at public institutions.

Because no other generic BSN program exists in the PeeDee region, the program represents no unnecessary duplication of effort. One of the important features of this program is its intentional focus on providing larger numbers of BSN-prepared graduates for the greater PeeDee (including the Grand Strand) employment market. Hospitals in the PeeDee and Grand Strand regions, especially the hospitals in Florence and Darlington counties, report a growing need and employer demand for Registered Nurses entering the nursing field with the BSN. The program proposal shows a gradual increase in the numbers of nursing students admitted to the program in each of the first five years of implementation. Although initially the estimated enrollments are virtually the same as the MUSC satellite's enrollment, the new program will enroll 60% more students by the fifth year than in the first year of its implementation.

The institution has signed contracts with six faculty members (6 FTE) who will be necessary to teach in the program when it is implemented in the Fall 2005. Two of those faculty members formerly taught as part of the MUSC nursing faculty group at Francis Marion. By the fifth year of the program's implementation a total of ten (10 FTE) faculty will have been hired. In addition, a variable group of clinical faculty at a ratio of 1:8 (faculty:students) will be necessary for the program's implementation, and the number of clinical faculty will continue to climb over the first five years of the program's implementation as the number of students in the program and the number of clinical rotation groups increase.

Enrollment in the proposed program is estimated to begin at 64 upper-division students (65.06 FTE) in FY 2005-2006 and increase to 103 upper-division students (106.4 FTE) by FY 2009-2010. If enrollment projections are met, the program will meet the current CHE program productivity standards. Students interested in either the Generic or Completion track may take their prerequisite courses at any regionally accredited institution prior to admission to the upper-division nursing program at Francis Marion. Students interested in the Completion track may also take their prerequisite general education courses at another institution before transferring to Francis Marion for the upper-division program.

Institutional representatives have confirmed that, upon approval of the program, the institution will immediately seek accreditation through the National League for Nursing Accreditation Commission (NLNAC). The NLNAC is one of two national professional organizations recognized to accredit BSN-Generic programs by the Federal Department of Education and the South Carolina Commission on Higher Education.

The institution has received a significant private gift of \$5,000,000 to build a new state-of-the-art nursing facility on the campus. In the program's first year, a cost of \$5,000,000 is projected in the proposal for the new nursing building's construction. If the costs for this building's construction exceed \$5,000,000, the institution is confident additional private giving will cover them.

The two major hospitals in Florence have also indicated willingness to support the program financially. In March 2005, Carolinas Hospital announced a gift of \$500,000 over the first five years of the program's operations; McLeod Regional Medical Center has stated that it, too, will be pledging a contribution to the program's operations.

In addition to the private gifts for the proposed program, the General Assembly has approved two special, recurring state appropriations for the BSN degree program to be offered by Francis Marion. Over the program's first five years, these recurring funds are conservatively estimated to amount to \$3,690,155. Additional special funding from the General Assembly may emerge in the budget approved during the 2005 legislative session.

New operational costs exclusive of the construction of the building are estimated by the institution to total \$1,438,614 in year one. The categories for these first year operational costs include program administration (\$89,000), faculty salaries (\$395,000), supplies and materials (\$88,500), clerical support (\$114,000), library (\$30,000), equipment (\$220,998), facilities, academic, institutional and student services (\$351,616), and fringe benefits (\$149,500.) These costs are estimated to rise to \$1,873,118 by year five, and include program administration (\$104,116), faculty salaries (\$640,660), supplies and materials (\$88,500), clerical support (\$133,363), library (\$26,600), equipment (\$10,000), and facilities, academic, institutional and student services (\$600,344), and fringe benefits (\$229,535.)

The total estimated by the institution for new operational costs is \$7,979,730 for the first five years of the program's operations. This estimate does not include the \$5 million for funding construction of the new building.

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, Special State Appropriations, Private Gifts	Tuition	Total Revenue
2005-06	\$1,818,223	\$5,000,000*	\$6,818,223	0 \$694,068 \$5,100,000	\$170,455	\$5,964,523
2006-07	\$2,758,198		\$2,758,198	\$633,393 \$694,068 \$100,000	\$193,463	\$1,620,923
2007-08	\$3,212,754		\$3,212,754	\$719,090 \$694,068 \$100,000	\$235,767	\$1,748,925
2008-09	\$3,667,310		\$3,667,310	\$876,967 \$694,068 \$100,000	\$278,566	\$1,949,601
2009-10	\$3,667,310		\$3,667,310	\$1,035,283 \$694,068 \$100,000	\$278,566	\$2,107,917

\*estimated for building costs

These data demonstrate that if the new program meets its enrollment projections and contains costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates through the MRR, special state appropriations, and private gifts by the fifth year of its implementation. Nevertheless, the institution is committed to offering this program and takes the position that the necessary funds to offer it are available.

In summary, the program will prepare students who major in it to be able to function as Registered Nurses, upon successful passing of the national licensure examination known as the "NCLEX." The proposed program by the fifth year of its implementation will have begun to add appreciably greater numbers of enrolled students than those in the MUSC satellite program at Francis Marion. This increase will be useful for helping to meet the PeeDee's and South Carolina's healthcare needs. The transfer of the program is accompanied by an increase by the state in special appropriations.

The program will be less costly than its predecessor because of lower MRR costs to the state. The administrative transfer and the special appropriations for

state funding are expected to support a larger number of enrolled students, produce a larger number of graduates, and increase the percentage of first-time pass rates of students on the NCLEX. In those ways, the program will yield more graduates capable of immediately becoming “RN”, and, thus, resulting in more and better nursing care in the PeeDee. The PeeDee is the region of the state with the greatest discrepancy between social need and BSN-prepared nurses per population unit.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program at Francis Marion University leading to the Bachelor of Science degree with a major in Nursing, to be implemented in Fall 2005, provided that no further “unique cost” or special state funding be required or requested other than those which might have been appropriated in the 2004 and 2005 legislative sessions; and provided also that—with the exception of the conferral of “joint degrees” by MUSC and Francis Marion on May 2006 graduates of the BSN program--Francis Marion University shall confer the Bachelor of Science in Nursing degree in all future years.

**New Program Proposal  
Master of Arts in Teaching  
Secondary Education  
Clemson University**

**Summary**

Clemson University, in collaboration with The Citadel, South Carolina State University and the University of South Carolina, requests approval to offer an on-line program leading to a Master of Arts in Teaching degree in Secondary Education in English/Language Arts, Science, and Mathematics, to be implemented in June 2005. All four institutions have been working together under the "Troops to Teachers" program for the past three years to design on-line courses for initial teacher certification in the three secondary education fields noted above. Referred to as the "SC T3 Coalition," the program was conceived originally for exiting members of the military. However, the project has broader applicability and therefore has been expanded into a degree program that will recruit, train, place and follow-up career-changing professionals from other states to bolster the supply of teachers in South Carolina.

The Clemson University Board of Trustees approved the proposal on October 22, 2004. The proposal was submitted for Commission review on February 15, 2005. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 7, 2005.

Representatives of the four South Carolina SC T3 Coalition institutions (Clemson University, The Citadel, South Carolina State University and USC-Columbia) have worked together to develop and refine the curriculum leading to the Master of Arts in Teaching degree in three disciplines. According to the agreement, each member institution eventually plans to offer the program to qualified students in its area of the state and will be added to this proposal through a program modification at the appropriate time.

✓ Representatives from each institution are seeking approval for the program and have agreed that program costs will be borne by each SC T3 Coalition member as they receive approval. Clemson University was the first to receive institutional approval. The proposed program offered by Clemson will bear program costs associated with offering the Master of Arts in Teaching degree

program, including supervisors clinical experiences in the northwest region of the state. As other SC T3 Coalition members receive institutional approvals, they plan to offer the on-line courses as well as supervise clinical experiences in their particular region of the state.

The purpose of the program is to offer a Master of Arts in Teaching degree in three of the Secondary Education disciplines to students seeking initial teacher certification. The proposed program will provide mature, well-trained professionals with graduate-level curriculum delivered through distance learning technologies and in-state practicum and internship experiences. The SC T3 Coalition infrastructure allows adult students who are retiring or leaving a variety of other careers to pursue a second career in teaching. Because its coursework will be delivered on-line, the proposed program is anticipated to attract significant numbers of qualified career changers from outside the state.

The 2004-05 and 2005-06 secondary education "critical subject need" areas identified by the South Carolina State Department of Education include English/Language Arts, Science and Mathematics. The proposed program promotes entry of content-ready, mature individuals who want to teach in these areas and serve students in high need schools. Students attracted to the proposed program will seek education as a second career and will have enjoyed a successful first career in the military, in industry, engineering, medicine or another profession.

Programs in Secondary Education at the Master's level in traditional formats are offered at Lander University, South Carolina State University, The Citadel, Coastal Carolina University, Winthrop University, Charleston Southern University, and Converse College. The proposed program offered by Clemson University as a member institution of the SC T3 Coalition is intended to focus exclusively on serving mature, returning students from diverse backgrounds and locations.

The curriculum of the proposed program consists of 38 credit hours of graduate coursework delivered via distance education technologies, a three-week teaching practicum, and a 14-week internship experience. All students must complete a professional digital portfolio that will be evaluated by the university supervisor and the cooperating teacher and will be shared with students in the cohort at the conclusion of the program. Ten new courses reflecting the focus of the collaborative have been developed for the program and are identified using a unique number system. The collaborative nature of the SC T3 Coalition provides students with a common curriculum, and students will have to take courses from each of the T3 Coalition institutions.

The program will not require the addition of full-time faculty members in the Clemson University School of Education. However, plans include hiring qualified adjunct faculty from partner institutions. For example, USC faculty members will teach the Adolescent Growth and Development course. All adjunct faculty members will be subject to the Clemson University adjunct faculty application process. Practicum and internship activity will be supervised by Clemson University faculty or Coalition partner institution faculty members, depending on the location of the internship in the state of South Carolina.

Students applying for the proposed program must hold a Bachelor or Master's degree in the intended certification area (English/Language Arts, Science or Mathematics) or a degree in another area with a minimum of 30 credit hours in the certification field (21 of these at the junior or senior level). Additionally, students must present passing Praxis II specialty area test scores and present an admissions essay along with evidence of five years professional experience. There are 30 students who are currently waiting to receive Praxis scores and another 30 students who have not enrolled in the science prerequisite course. Students in the program are required to maintain a 2.5 overall grade point average.

Enrollment in the proposed degree program, as part of the SC T3 Coalition activity, is based on a 20 student cohort design and will admit a cohort of students during fall, spring, May, summer I , and summer II sessions. The program is estimated to begin with 80 headcount students (106 FTE) in FY 2005-2006, and remain at 80 headcount students (106 FTE) in FY 2006-2007, 2007-2008, 2008-2009, and FY 2009-2010. Each cohort is capped at 20 students to maintain the cohort limit. If met, these projections will enable the program to more that meet the Commission's program productivity standards.

The proposed program is subject to review under Clemson University's accreditation by professional organizations including the National Council for Accreditation of Teacher Education (NCATE), and its affiliated specialty associations including the National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE) and the National Science Teachers Association (NSTA). Additionally, the program will demonstrate discipline-specific objectives as articulated in the South Carolina Curriculum Standards and South Carolina's ADEPT (Assistance, Development and Evaluation of Professional Teaching) program. The program has been mapped to NCATE, NCTM and NSTA standards; likewise it has been mapped to each institution's Conceptual Framework. Additionally, the program has a unique Conceptual Framework that has incorporated the elements of each institution's Conceptual Framework. Title II data will be reported by each institution, but the SC T3 Coalition will track student data.

The proposed program will utilize distance learning technologies to deliver 15 credit hours of pedagogical coursework and nine hours of content coursework. For the first year, the remaining 14 hours of Practicum will take place in the Clemson area. With the addition of the other partner institutions, clinical experiences, including student teaching, will be offered to students in the geographic area of each institution. During the first year, all courses will be delivered via the Blackboard course delivery system at Clemson University. The SC T3 Coalition partners have chosen the Blackboard system because most of the institutions currently use this platform for delivering distance education courses. Centralized computer support services at Clemson University and partner institutions maintain course delivery systems and provide support to users. No additional equipment or instructional resources are required.

During the internship (student teaching) phase of the program, students will meet with supervisors at public schools. In addition, internship seminars will be conducted at each participating partner institution for its respective cohort members. One classroom or conference room at each partner institution will be required for the internship seminars.

During the first year, students in the proposed program, whether residing in the state of South Carolina or out of state, will have access to electronic library facilities at Clemson University during the distance learning phase and the internship. Resources include the new electronic statewide databases available through the South Carolina Virtual Library.

As the first of the SC T3 partner institutions to deliver the proposed program, Clemson's new costs of \$254,500 are projected for the first year, \$460,000 for the second year, \$461,500 for the third year, and \$456,000 for the fourth and fifth years. Categories of costs over the first five years of the program's implementation include program administration, adjunct faculty salaries, clerical/support personnel, supplies and materials, facilities and office. The total estimated new costs for the program for its first five years will total \$2,079,000.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$0		\$0	\$0	\$0	\$0
Year 2	\$1,886,293		\$1,886,293	\$0	\$1,292,007	\$1,292,007
Year 3	\$1,886,293		\$1,886,293	\$452,500	\$1,292,007	\$1,744,507
Year 4	\$1,886,293		\$1,886,293	\$452,500	\$1,292,007	\$1,744,507
Year 5	\$1,886,293		\$1,886,293	\$452,500	\$1,292,007	\$1,744,507

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 very nearly cover new costs with revenues it generates by the third year.

In summary, Clemson University will offer a program leading to the Master of Arts in Teaching degree in Secondary Education in English/Language Arts, Science, and Mathematics that will be a unique program collaboration in South Carolina. The curriculum consists of on-line courses that have been developed by and will be offered by one of four partner institutions. This degree will allow students to obtain content and pedagogical knowledge that will prepare them to teach in critical need areas including English/Language Arts, Science and Mathematics. As the three other partners obtain institutional approvals, they may also seek approval to confer the degree through a program modification process.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson's proposed program, delivered through distance technology, leading to a Master of Arts in Teaching in Secondary Education in English/Language Arts, Mathematics, and Science from Clemson University, provided that no "unique cost" or other special state funding be required or requested and provided further that the program be approved by the State Board of Education.

**New Program Proposal  
Master of Arts  
Biology  
The Citadel**

**Summary**

The Citadel requests approval to offer a program leading to the Master of Arts degree in Biology, to be implemented in Fall 2005. This program will replace the program leading to the Master of Arts in Education degree in Biology, which was terminated Spring 2005.

The President and Provost of The Citadel approved the proposal on February 15, 2005. The proposal was submitted for Commission review on February 17, 2005. The proposal was reviewed and approved by the Advisory Committee on Academic Programs at its meeting on March 7, 2005. At that meeting, the College of Charleston representative expressed support for The Citadel's written and spoken assurance that The Citadel would support in the future the development of either a stand-alone Master of Science degree program (with thesis) at the College of Charleston or a cooperative single M.S. degree program in Biology with two tracks (one thesis, one non-thesis). Historically, however, it has been the position of the Commission for graduate programs at the two institutions' in the Charleston area to support only a collaborative program in which facilities, faculty, and library resources were shared between the College of Charleston and The Citadel.

As outlined in the proposal, the purpose of the program is to provide an opportunity for advanced study in biology for working professionals in the Charleston area who desire a non-thesis, terminal master's degree program in Biology. The program is consistent with that part of The Citadel's mission which describes it as an institution with certain degree programs to serve nontraditional student populations of the Lowcountry region desiring to further their education. Both the proposal and the statements of The Citadel's administration at the March 7, 2005, meeting affirm that the intent of the program is to provide a "terminal" master's degree, which is not meant for students who plan later to enroll in a Ph.D. program in biological sciences.

The proposed program replaces a similar program, the M.A. in Education in Biology, which was terminated in Spring 2005 and in which no new students have enrolled since Fall 2004. The reason for the discontinuation of the old program

and its replacement by the new is to serve the needs of an evolving population interested in this program. In researching student need, the institution has found that the in-service teacher population will benefit from this type of master's degree program in four ways: 1) gaining current and detailed content area knowledge; 2) adding training in experimental design and analysis of experimental data; 3) becoming exposed to different methods of science pedagogy to incorporate into their classroom settings; and 4) learning specific laboratory and field techniques that can be used in appropriate classroom settings. The M.A. in Education in Biology required a total of 33 credit hours, of which 24 had to be in biology and nine in education, behavioral science, and research methods.

The institution has also found that increasing numbers of students enrolling in the existing program are interested in careers related to biology, bio-technology, and bio-medical sciences, rather than in careers as biology teachers. These students have no need for the pedagogical courses in the M.A. in Education program in Biology. Instead, they are interested in competing for professional positions either at MUSC with its burgeoning biomedical research programs or in the growing applied-based, bio-technology sector of the Lowcountry's economy. For them, pursuit of a doctoral program in the field is not relevant to their career goals. Thus, the current proposal contains no thesis requirement.

The curriculum will consist of 32 credit hours, or eight graduate courses. At least five of the courses (20 credit hours) taken must be from graduate biology courses. In addition to the five required courses in biology, three additional courses (12 credit hours) must be taken in an "allied" area from biology, or other disciplines, including, but not limited to, education, chemistry, physics, geology, and psychology. The institution will add two new courses.

Two other graduate programs in *general* Biology are offered in South Carolina. These are programs at Winthrop and at USC-Columbia. Eight specialized masters degrees in biology are offered at five other public institutions of higher education in South Carolina. No private college or university in South Carolina offers a graduate degree in the biological sciences. The addition of this program does not constitute unnecessary duplication of effort because the other graduate programs of study in the biological sciences are serving other geographical regions of the state and different types of student interests. Of the two general biology masters degree programs, especially USC-Columbia is serving a traditionally-aged population of graduate students who hope to continue in many instances to complete a Ph.D. program. This is a very different type of student from what The Citadel is looking to serve with this proposed program.

A total of ten (2.73 FTE) faculty constitute the Biology faculty at The Citadel who will teach in the program. No new faculty members will be hired for

the program. Anticipated retirements of personnel in the next several years will be followed by replacement hirings to fill those vacated positions.

The College has purposefully constructed the program to attract students interested in research/applied biotech careers and those, as high school teachers, interested in a terminal masters in biology content. Enrollment in the proposed program is estimated to begin at ten students (5.13 FTE) in FY 2005-2006 and increase to 26 students (12.29 FTE) in FY 2009-2010. If enrollment projections are met, the program will meet the current CHE program productivity standards.

According to the program proposal, the program is not subject to any approval process (other than institutional and CHE approvals.) The program proposal also states that the program is not designed primarily for in-service teachers, as was the M.A. in Education program it is replacing. Therefore, the proposed program would not be a candidate for review by either the National Council for the Accreditation of Teacher Education (NCATE) or the National Science Teachers Association (NSTA.)

No institutional costs are shown in the proposal for this program, because they are not "new." The institution has confirmed that all resources to support this program for its implementation are already in place in support of the now-terminated M.A. in Education program. In addition, courses in the proposed new program are also offered in support of the M.A.T. program in Biology.

In summary, the proposed program will create a master's level program in biology suitable as a terminal degree for two groups of students: 1) in-service teachers wanting to use it for increased knowledge and skills of biology content; and 2) students from the Lowcountry area who wish to pursue a career in the region's emerging sectors in biomedical research and bio-technology applications. It will replace the existing, more pedagogically-directed M.A. in Education program in Biology, which was terminated in Spring 2005. The degree is not recommended for persons seeking to enter a Ph.D. program in the biological sciences.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program at The Citadel leading to the Master of Arts degree in Biology, to be implemented in Fall 2005, provided that:

- no "unique cost" or other special state funding be required or requested;
- should the College of Charleston wish to join in the delivery of this program as a joint program, it shall be allowed to do so with

submission of a program modification to the Commission, which shall include a memorandum of understanding between the two institutions; and

- the data file on the M.A. in Education program in Biology be closed in May 2006.

**New Program Proposal  
Master of Arts  
Social Science  
The Citadel**

**Summary**

The Citadel requests approval to offer a program leading to the Master of Arts degree in Social Science, to be implemented in Fall 2005. This program will replace the program leading to the Master of Arts in Education degree in Social Science which the institution terminated in Spring 2005.

The President and Provost of the Citadel approved the proposal on February 15, 2005. The proposal was submitted for Commission review on February 17, 2005. The proposal was reviewed and approved by the Advisory Committee on Academic Programs at its meeting on March 7, 2005. During the discussion of the proposal the representative of the College of Charleston indicated that the College of Charleston was supportive of the program, even though the College of Charleston offers several master's-level degree programs in the humanities and social sciences.

There are two purposes of the program. It will provide a master's program for in-service teachers whose goal in taking the program is to complete a content-rich program in their teaching area of expertise. It will also provide students with the knowledge and credentials to apply for positions in the social assistance employment sector, especially in public safety, for students interested in those types of careers. Beginning in Spring 2005, no new students have been permitted to enroll in the M.A. in Education program in Social Science, which has been discontinued.

The need for the program arises from the employment goals of the two groups it is meant to serve. According to the proposal, a large, new group of students in the Charleston area desires a terminal master's degree in social science in order to qualify to work in a variety of social assistance and law enforcement agencies in the Charleston region. In-service teachers who formerly enrolled in the M.A. in Education program in Social Science will find that the new program will give them greater depth or breadth in the social sciences than the former program which required nine credit hours of pedagogy. The in-service teacher subpopulation of enrollees for this program may choose whether or not to take professional education courses as part of the proposed degree program.

The curriculum will consist of 36 credit hours. There will be two new courses added to The Citadel's catalogue. These two new courses will be the core courses (i.e., Seminar in Social Science and Research Methods in Social Science) required of all students in the program. Five foundation courses must be chosen from a list of 17 courses, all but two of which (i.e., one each in sociology and anthropology) are in political science and criminal justice. Five additional elective courses must be selected from a list in psychology, business administration, education, English, history, and health education.

The new program differs principally from the old one in retaining an option, but eliminating the *requirement*, of a three-course (9 credit hours) education track. The renaming of the program as a Master of Arts, rather than a Master of Arts in Education, degree is anticipated to appeal to persons whose career interests are wholly unrelated to K-12 teaching positions. The new program also allows students to take courses from very different areas of the social sciences, if they so choose.

For developing the proposal the institution conducted research among students in the M.A. in Education in Social Science program to ascertain their potential interest in the new program. The results show that a very high percentage of students in the program express the opinion that a change to a Master of Arts in Social Science program is highly desirable for the potential career benefits in promotion and pay. Local law enforcement officials in the Charleston area have provided written statements of their interest in this program for the development and career advancement of their employees. No other degree program currently exists in this field in South Carolina.

A total of 10 full-time faculty (nine permanent and one visiting faculty), constituting 1.66 FTE, will form the teaching corpus available for this program in Fall 2005. The proposal states that the FTE component will not increase during the first five years.

Enrollment in the proposed program is estimated to begin at 54 students (30.4 FTE) in FY 2005-2006 and increase to 62 students (34.9 FTE) by FY 2009-2010. If enrollment projections are accurate, the program will meet the current CHE program productivity standards.

The program is not designed specifically for in-service teachers, as was the program it is replacing. Therefore, the program would not be a candidate for review by the National Council for Accreditation of Teacher Education (NCATE) or any other professional body.

No institutional costs are shown in the proposal for this program, because they are not "new." The institution has confirmed that all resources to support this program for its implementation are already in place in support of the now-terminated M.A. in Education degree in Social Science.

In summary, the proposed program will replace the program leading to the M.A. in Education degree in Social Science which was terminated in Spring 2005. The new program will prepare students with knowledge and skills useful for social science secondary school teachers or for persons seeking career preparation or advancement in social assistance and law enforcement programs in the Charleston service area. The degree is not recommended for persons seeking to enter a Ph.D. program in one of the social sciences.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program at The Citadel leading to the Master of Arts degree with a major in Social Science, to be implemented in Fall 2005, provided that no "unique cost" or other special state funding be required or requested, and provided further that the data file on the terminated program leading to the M.A. in Education degree in Social Science be closed in May 2006.

**New Program Proposal  
Master of Arts in Teaching  
Physical Education  
The Citadel**

**Summary**

The Citadel requests approval to offer a program leading to a Master of Arts in Teaching degree in Physical Education, to be implemented in Fall 2005.

The proposal was submitted for Commission review on February 15, 2005. The Citadel's Provost and President approved the proposal on February 15, 2005. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on March 7, 2005.

The purpose of the program leading to a Master of Arts in Teaching degree is to prepare graduates for initial teacher certification and a career in schools or other organizations where physical education is emphasized. While no data is included in the proposal with respect to employment opportunities, the proposed program is designed to address the need for qualified individuals to fill statewide faculty vacancies in physical education such as those listed on the South Carolina Center for Education Recruitment, Retention, and Advancement (CERRA) website. According to 2001-2004 CERRA Annual Fall Supply and Demand reports, a total of 14 faculty vacancies in Physical Education were reported across all grade levels by the following Charleston-area school districts: Berkeley (1 vacancy), Charleston (13 vacancies), Colleton (0 vacancies), Dorchester 2 (0 vacancies) and Dorchester 4 (0 vacancies). Physical Education is not identified as a critical subject area in South Carolina by the State Department of Education; however, increasing numbers of faculty members in the state are retiring from teaching physical education.

According to representatives at The Citadel, the proposed program is substantively different from the institution's program leading to the Master in Education degree in Health and Physical Education, which was changed to the Master of Science degree in Health, Exercise, and Sport Science, effective Fall 2004. The former Master of Education in Health and Physical Education program addressed a need in the Charleston area for graduate education in physical education although the program did not lead to initial teacher certification, nor did it adhere to newly adopted National Association for Sport and Physical Education (NASPE) standards. The proposed program leads to initial teacher certification and is intended to meet the NASPE standards.

Including the College of Charleston, there are sixteen Physical Education programs in South Carolina leading to initial teacher certification. Of these, fifteen are at the undergraduate level, with eight at public institutions and seven at private institutions. A similar program leading to initial teacher certification in Physical Education at the Master's level is offered by USC-Columbia. The proposed program is intended to focus exclusively on serving teacher candidates in the Charleston area.

The proposed program in Physical Education requires completion of 48 total semester hours of graduate credit, including 21 hours in the content area. In addition to graduate coursework, a minimum of 100 hours of field experiences is also required for students seeking the degree. According to a representative at The Citadel, students will enroll in the proposed program on a part-time basis and register for classes offered mainly in the evening. The length of time a student will spend in the program is estimated to be 2.5 years, including the Professional Internship (student teaching). To address NASPE standards and adequately prepare classroom teachers, eleven new courses including Motor Development and Motor Learning, Content and Methods of Teaching Team Sports, and Accommodating Persons with Disabilities in Sport and Physical Activity will be developed for the program.

✓ The proposed program will replace an existing program, leading to the M. Ed. in Health and Physical Education, which was terminated in Spring 2005. Therefore, the new program will not require the addition of full-time faculty members in the Department of Health, Exercise and Sport Science or the School of Education. According to a representative in The Citadel's Department of Health, Exercise and Sport Science, plans include converting a current non-tenure track faculty position to a tenure-track position focusing on teaching in public schools and the NASPE accreditation process. Additionally, plans include hiring two adjunct faculty members during the second year of the program. Other than support for faculty to attend conferences and workshops focusing on NASPE accreditation, there is no institutionally planned program specifically for faculty development in the proposed program area

Students applying to the proposed program must hold a Bachelor's degree, provide satisfactory Graduate Record Examination or Miller Analogies Test scores, and produce three letters of recommendation. Through a dual advisement system, students will receive guidance regarding teacher education requirements and physical education content requirements. All students must meet the prerequisites for each of the required courses in the program. Those students who do not possess an undergraduate degree in physical education may need to enroll in additional prerequisite courses at the undergraduate level. Consistent with the state's approval standards, M.A.T. students must pass the Praxis II Examination in Physical Education prior to placement in the Professional Internship. Completion of the M.A.T. program will qualify a student for initial certification for teaching grades K-12, assuming that state approval and NASPE accreditation are obtained.

Enrollment in the proposed program is estimated to begin with 30 headcount students (7.5 FTE) in FY 2005-06, increasing to 60 headcount students (15 FTE) in FY 2006-2007, and leveling off at 80 headcount students (20 FTE) in FY 2007-08, FY 2008-09, and FY 2009-2010. If these projections are met, the program will meet the Commission's current program productivity standards.

The proposed program is subject to program review by the National Association for Sport and Physical Education (NASPE), in cooperation with the National Council for the Accreditation of Teacher Education (NCATE), and the South Carolina Department of Education (SDE). NASPE and NCATE standards establish guidelines for the Master of Arts in Teaching program in Physical Education, including those addressing curriculum, course goal and objectives, learning experiences, field work, and expected learner outcomes. Students enrolled in the proposed program must consistently demonstrate acceptable performances relative to each of the ten NASPE / NCATE / SDE standards for teacher education physical education emphasis. The Citadel hosts an on-site accreditation visit from NCATE in April 2005; therefore, the program will not be evaluated until the next NCATE review cycle. However, according to State Board of Education policy, The Citadel must apply for NASPE approval at the earliest opportunity.

The proposed program will utilize the physical plant of The Citadel which includes Deas Hall, the 88,000 square foot sport and academic center. Additionally, proposed program activities will take place in a multi-purpose gymnasium which houses several sport venues, a variety of fitness equipment, and physical fitness assessment equipment.

Students in the proposed program will have access to library resources at the Daniel Library at The Citadel. The Daniel Library possesses adequate materials for this program including databases such as Physical Education Index, SportDiscus and ScienceDirect. According to The Citadel library officials, the new databases in the statewide electronic library collection will make a significant contribution to this program. No new library resources will be required to offer the proposed program, assuming continuation of the new databases in the statewide electronic library.

The proposal projects new costs of \$7,200 for the first year, \$30,400 for the second year, \$54,800 for the third year, \$53,800 for the fourth year, and \$54,800 for the fifth year of the program. Categories of costs over the first five years of the program's implementation include adjunct faculty salaries, supplies, materials and copying, equipment/computers and marketing. The total new costs for the program during the first five years of implementation are estimated at \$201,000.

In keeping with longstanding Commission practice, duplication of programs at the graduate level between The Citadel and College of Charleston has not been permitted.

Instead, the Commission has required joint participation in programs sought by both institutions, thereby providing students with greater choice among faculty and courses and allowing for shared resources between the two institutions. According to the proposal, The Citadel “is presenting this program independently at this time, (but) the College of Charleston will be welcomed to join The Citadel as a joint partner in the program when they are ready to do so.” A representative from the College of Charleston acknowledges the presentation of the program proposal to CHE and at present chooses to refrain from participation in the program.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$110,775		\$110,775	\$0	\$41,232	\$41,232
Year 2	\$221,550		\$221,550	49,472	\$82,464	\$131,936
Year 3	\$295,400		\$295,400	98,944	\$110,250	\$209,194
Year 4	\$295,400		\$295,400	131,669	\$110,250	\$241,918
Year 5	\$295,400		\$295,400	131,669	\$110,250	\$241,918

These data demonstrate that if The Citadel 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 although it will come fairly close by the fourth year of implementation.

In summary, The Citadel requests approval to offer a program leading to the Master of Arts in Teaching degree in Physical Education. The proposed program blends expertise from The Citadel’s School of Education and Department of Health, Exercise and Sport Science to provide specialized training in physical education leading to initial certification, thereby helping to address the need for physical education teachers in the Charleston area and in South Carolina.

## **Recommendations**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the proposed program leading to a Master of Arts in Teaching degree in Physical Education from The Citadel, to be implemented in Fall 2005, provided that:

- No “unique cost” or other special state funding be required or requested;
- The program be approved by the State Board of Education prior to its implementation;
- The program attain at least “approval with conditions” status from the National Association for Sport and Physical Education with notification to CHE upon receipt of that approval;
- The data file on the M.Ed. Program in Physical Education terminated in Spring 2005 be permanently closed by Fall 2007; and
- At such time that the College of Charleston elects to participate in the program, a Notification of Change Form and a Memorandum of Understanding between the two institutions be filed with the Commission.