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Agenda Items 4.02A 1-4

South Carolina Commission on Higher Education

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October 4, 2007

MEMORANDUM

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

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *Beth Horne*

Analyses of Four New Program Proposals

Please find attached the staff summaries and analyses for four new program proposals, Agenda items 4.02A 1-4.

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

/dr

**New Program Proposal
Bachelor of Arts
Art Education
USC – Upstate**

Summary

USC-Upstate requests approval to offer a program leading to the Bachelor of Arts degree in Art Education to be implemented in Spring 2008 on the Spartanburg campus.

The Board of Trustees approved the proposal on April 20, 2007. It was submitted to the Commission on May 25, 2007, and reviewed by the Advisory Committee on Academic Programs without substantive comment and voted upon favorably on July 25, 2007.

According to the proposal, the purpose of the program is to offer a Bachelor of Arts degree in Art Education to students seeking initial teacher certification. The proposed program in art education will implement a curriculum that emphasizes a strong background in digital technology and computer-based imagery. The need for the program, according to the proposal, is based on a survey that was conducted with school districts located in the upstate region, which indicated that approximately 50 (i.e. 30%) of art teachers currently on staff are eligible for retirement within the next three to five years. In addition, the South Carolina Department of Education has listed art as a critical needs area since the inception of the listing. The Bachelor of Arts degree in Art Education supports the mission of USC-Upstate.

USC-Upstate and Greenville Technical College (GTC) initiated a 2 + 2 partnership agreement in visual arts in 1998. This will allow GTC students pursuing an Associate Degree in Arts with a transfer track to Art Education to transfer efficiently in to the proposed BA degree program with a major in Art Education at USC-Upstate. The proposed program will operate in conjunction with this agreement.

The curriculum of the proposed program consists of a minimum of 121-124 credit hours of undergraduate coursework in general education, content concentration in art, and professional education. Students in the proposed program will be trained to use the latest design software and to develop visual arts lessons using technology such as SMART Boards and computer-based lessons. Communication between representatives from USC-Upstate and staff indicates that the current course

descriptions are being revised to incorporate the technology components in the methods courses. Four new courses will be added to the catalog of the institution.

Admission standards require that students interested in pursuing the program leading to the B.A. degree in Art Education must meet the same criteria required for all initial teacher certification programs at USC-Upstate. Students will be admitted to the proposed program upon completion of 60 credit hours with a grade of C or better in specific courses and successfully passing all State Department of Education teacher preparation requirements.

Similar programs in public institutions are found at six public institutions and at Converse College, one of South Carolina's independent institutions. According to the proposal, the proposed Art Education major is uniquely designed to provide students with a core foundation in studio experiences and digital-rich course curriculum. While there are seven other programs in the state, given the needs for professionals with this background, this program does not constitute unnecessary duplication.

Enrollment in the proposed degree program is estimated to begin at eight headcount students (8 FTE) in Spring 2008 and increase to 15 headcount students (15 FTE) in the second year, 25 headcount students (25 FTE) in the third year, 33 headcount students (33 FTE) in the fourth year and 40 headcount students (40 FTE) by the fifth year of the program. In addition to students at USC-Upstate and prospective students in the USC-Upstate database, the proposal reports that Limestone College is in the process of terminating its Art Education program, and approximately eight to ten students may transfer to USC-Upstate if the program is approved. If the enrollment projections are met, the program will meet the current CHE program productivity standards by the second year of the program.

USC-Upstate currently has nine existing faculty at with both expertise and/or teaching experience to support the proposed program in art education. The partnership with GTC will provide affiliate faculty for the first three years of the program. According to the proposal, USC-Upstate will utilize affiliate faculty through the partnership with Greenville Technical College to support the program the first three years. There will be nine headcount faculty (6 FTE) serving the new program. New faculty must have a terminal degree (EdD or PhD) in art education. There will be one new faculty (1 FTE) required in the fourth year. USC-Upstate officials stated on September 6, at the CAAL meeting that one new full-time faculty was hired this year and another will be hired next year.

The proposed program will be subject to accreditation by professional organizations including the National Council for Accreditation of Teacher Education (NCATE) and the National Association of Schools of Art and Design (NASAD). Additionally, the program will have to demonstrate to State Department of Education

officials discipline-specific objectives as articulated in the South Carolina Curriculum Standards and South Carolina's ADEPT program. All students completing the art education program must be certified by the South Carolina State Department of Education, pass the Praxis II examination, and undergo an FBI fingerprint review.

No additional physical plant or equipment requirements exist for the proposed program within the first five years of implementation. According to communications with officials from USC-Upstate, there are two rooms in the Visual Arts Center (VAC) that contain the latest smart classroom technology and 15 Power Mac G-4s and six PCs between the two rooms. The joint facilities of USC-Upstate and Greenville Technical College-Greer graphic design labs will provide adequate technology to support the program. The USC-Upstate Library provides print and electronic resources, access to electronic library resources through Infotrak Search bank that contains over 1000 full-text journal titles, and other library resources that complement instruction. These include the statewide PASCAL databases, a variety of other digital indexes and full-text databases, Interlibrary Loan, Internet access, bibliographic instruction, and a variety of class-specific user education programs. Preliminary searches indicate that the art portion of the budget was relatively small because there was no program. Total needs for new materials in the collection needed to support Art Education will require approximately \$5,000 the first year and \$3,000 per year for the second through fifth years of implementation.

New costs for the program are estimated to begin at \$11,592 in year one and include supplies and materials (\$2,500), library resources (\$5,000), equipment/software (\$2,500) and tuition costs for USC-Upstate students enrolled in Greenville Technical College art education courses (\$1,592). Estimated new costs increase to \$14,480 in the second year, decrease to \$14,460 the third year, increase to \$69,460 because of the hiring of a new faculty member and decrease to \$15,460 the fifth year. The total estimated new costs for the program for its first five years will total \$171,452. Revenues will be generated through estimated FTE revenue generated from the state and tuition funding. No "unique cost" or other special state appropriations will be required or requested. The School of Education currently has sufficient, qualified faculty on staff to meet the anticipated program needs for at least the next three years.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded through the MRR but which are 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	\$41,379	\$0	\$41,379	N/A	\$31,862	\$31,862
Year 2	\$62,599	\$0	\$62,599	\$19,366	\$48,182	\$67,548
Year 3	\$100,795	\$0	\$100,795	\$29,305	\$77,716	\$107,021
Year 4	\$138,991	\$0	\$138,991	\$47,137	\$107,250	\$154,387
Year 5	\$194,163	\$0	\$194,163	\$64,969	\$149,201	\$214,170

These data demonstrate that if USC-Upstate 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.

In summary, USC-Upstate will offer a program leading to the Bachelor of Arts degree in Art Education. This program is needed in South Carolina and will allow students to obtain the special skill set required of art teachers. The proposed program at USC - Upstate will contribute to the placement of "critical needs" art teachers and contribute to increased effectiveness of South Carolina schools. The proposed program will emphasize a strong background in digital technology and computer-based imagery.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of USC-Upstate's proposed program leading to a Bachelor's degree in Art Education to be implemented in Spring 2008 on the Spartanburg campus 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 prior to implementation and seek accreditation by the National Association of Schools of Art and Design (NASAD) and the National Council for Accreditation of Teacher Education (NCATE) for the Art Education program.

**New Program Proposal
B.S. in Exercise and Sport Science
Coastal Carolina University**

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Science degree in Exercise and Sport Science (EXSS), to be implemented in Spring 2008.

The Board of Trustees approved the proposal on May 4, 2007. The proposal was submitted to the Commission on May 25, 2007. The proposal was reviewed and voted upon favorably by the Advisory Committee on Academic Programs on July 25, 2007.

According to the proposal, the purpose of the program is to meet the growing demand for graduates who are expected to be effective advocates and leaders on the development, maintenance, and promotion of health-enhancing physical activity and have a well-rounded academic foundation in human movement science. The proposed program reflects the recent emergence of the dire need professionals with the knowledge skills and abilities to evaluate health behaviors and risk factors, conduct fitness assessments, write appropriate exercise prescriptions, and motivate individuals to modify negative habits and maintain positive lifestyles behaviors. The need for the program, according to the proposal, is based on the trend directing current and future students seeking careers and advanced study in the allied healthcare field related to the exercise/sport sciences and fitness/wellness industry.

Admissions criteria for the proposed program are consistent with the other pre-professional programs in Coastal Carolina University's College of Education (non-teacher education). The proposed program will consist of a minimum of 120 semester hours, including: core curriculum requirements of 34 semester hours; a freshman graduation requirement – University 110 (3 semester hours); an exercise and sport foundation requirement of math, sciences, health and behavior (24 semester hours); an exercise and sports major requirement (45 semester hours); and electives (0-17 semester hours). Two new courses, EXSS 395 Promoting Physical Activity and EXSS 450 Research Topics in Sport and Exercise Science, will be added to the catalog within five years of the program.

The proposed program has established linkages with other programs and departments, such as the College of Natural and Applied Science. The program will also require increased cross-disciplinary coursework in disciplines such as communications and health promotion. Three South Carolina institutions, USC-

Columbia, Lander University, and USC-Aiken, offer bachelor degrees with a major in kinesiology and exercise science. USC-Columbia also offers both Masters and Doctoral degrees in exercise science. The proposed program at Coastal Carolina University will better prepare the increasing numbers of undergraduate students seeking to enter graduate programs in exercise and sport sciences.

The proposal notes that there is already a substantial demand among current and prospective students for a program in Exercise and Sport Science. Projected enrollment for the proposed program is 83 students in the first year, increasing to 89 students in the second year, increasing to 101 students in the third and fourth years, and 107 students in the fifth year. If enrollment and program completion projections are met, the program will meet the Commission's productivity standards.

The Department of Health Physical Education and Recreation currently contributes two tenure track faculty members to the program. One is assigned full-time, and the second part-time. The University has committed to hiring one new tenure-track professor for the proposed program. The program will continue to use one full-time instructor to serve the program. The required coursework in the Exercise and Sport Science will be taught using existing tenure-track faculty in cross-disciplinary areas such as biology, chemistry, and health promotion.

The proposed program is aligned with the professional competencies necessary for the accreditation of educational programs through the Commission of Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation for the Exercise Sciences (COAES). A 9-12 hour supervised capstone internship is required of all students. Additionally, students must complete a national credentialing exam (ACSM Health/Fitness Instructor).

There are no new physical plant requirements associated with the proposed program. The program will utilize the Smith Exercise Science Laboratory, a state of the art exercise laboratory with the capability of conducting high level research, student learning experiences, and community service activities. In the future, the equipment upgrades and maintenance of the laboratory facility will be financed by utilizing revenue-generating community fitness testing program and student laboratory fees.

There will be two major equipment purchases to support the program. Equipment expenses are estimated at a total of \$95,000 and will be purchased from a combination of previously allocated funds, grant funding and University resources. It is anticipated that any other large equipment purchases will be supported by grant funding and revenue from laboratory activities.

The Kimmel Library provides access to over 200,000 items in print and electronic formats, with over 100 online citation, abstracting, full-text and reference resources via the World Wide Web. The proposal notes that the Library will allocate funds from the materials budget for the faculty to select and purchase additional materials annually to meet the needs of faculty and students. The proposal's budget includes an allocation of \$7,000 over the first five years of the program to provide access to current monographic materials in several areas to support a BS level program in exercise and sports science.

New costs for the program are estimated to begin at \$55,500 in the first year, increasing to \$105,000 in the second year, decreasing to \$56,545 in the third year, increasing to \$58,136 in the fourth year, and increasing to \$59,775 in the fifth year. Categories of costs over the first five years of the program's implementation include faculty salaries (\$265,456); library resources (\$7,000); and equipment (\$52,000). Total estimated new costs for the program during the first five years will be \$324,456.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded by the MRR associated with the 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	\$114,656	\$0	\$114,656	N/A	\$82,376	\$82,376
Year 2	\$118,478	\$0	\$118,478	\$50,315	\$84,795	\$135,110
Year 3	\$136,154	\$0	\$136,154	\$51,403	\$98,271	\$149,674
Year 4	\$139,498	\$0	\$139,498	\$59,536	\$101,450	\$160,986
Year 5	\$143,320	\$0	\$143,320	\$61,380	\$103,869	\$165,249

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.

In summary, Coastal Carolina University will offer a program leading to the Bachelor of Science degree in Exercise and Sport Science. This program will contribute to the current need for students seeking careers and advanced study in the allied healthcare field related to the exercise/sport sciences and fitness/wellness industry. The proposed program will emphasize a strong background in human movement science.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of Coastal Carolina's program leading to Bachelor of Science degree in Exercise and Sport Science, to be implemented Spring 2008, providing that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Master of Education
Montessori Education
With Concentrations in Preschool (ages 3-6) and Primary (grades 1-3)
Lander University**

Summary

Lander University requests approval to offer a program leading to the Master of Education degree in Montessori Education with concentrations in Preschool (ages 3-6) and Primary (grades 1-3), to be implemented in Spring 2008.

The Board of Trustees approved the proposal on March 27, 2007. It was submitted to the Commission on April 2, 2007, and reviewed by the Advisory Committee on Academic Programs without substantive comment and voted upon favorably on July 25, 2007.

According to the proposal, the purpose of the program is to offer a Master of Education degree in Montessori Education to prepare teachers to be employed in Montessori classrooms and to receive certification by the American Montessori Society (AMS). The proposed program's two concentrations will lead to AMS certification at either the Preschool (ages 3-6) or Primary (grades 1-3) level. The degree is designed with a small core of foundations courses, including a field-based practicum that includes an action research component and a block of Montessori-specific pedagogy courses.

The need for the program, according to the proposal, is to provide more Montessori-certified teachers to teach in Early Childhood classrooms. There is no state certification specifically for Montessori Education in South Carolina, but the Montessori program is one of the state's approved curricula for Early Childhood Education. In addition, two surveys were submitted to local districts to ascertain the need for Montessori Teachers, with approximately a 40% return rate. The results of these surveys indicated a *moderate* need at the Pre-K level and a *high* need at the Elementary level. In addition, increased funding for Early Childhood Education has become a priority as a response to the Circuit Court ruling on Abbeville vs. the State of South Carolina (December 2005). Lander University was recently designated a Center for Montessori Education. The Master of Education in Montessori Education supports the mission of Lander University.

The curriculum of the proposed program consists of a minimum of 36 credit hours of graduate coursework in Foundations of Education (15 hours) and Curriculum

and Instruction-Montessori (21 hours). Students in the proposed program are typically teachers employed full-time in South Carolina school districts. Six hours of the Montessori theory classes will be taught as on-line courses. There are no new courses to be added to the catalog of the institution.

Admission standards require that students interested in pursuing the Master of Education in Montessori Education must meet the same criteria required for all graduate education programs at Lander University through an application (minimum GRE/MAT scores, transcript requirements and application fees) and an essay.

There are no similar programs in public or private institutions in South Carolina currently. According to the proposal, Lander University is the only institution that currently offers an option for Montessori emphasis or that offers courses leading to an internationally recognized Montessori certification. The current Montessori emphasis will be deleted as an option for the M.Ed. in Elementary Education if the proposed program is approved.

Enrollment in the proposed degree program is estimated to begin at three headcount students (3 FTE) in Spring 2008 and increase to five headcount students (5 FTE) in the second year, seven headcount students (7 FTE) in the third and fourth years and nine headcount students (9 FTE) by the fifth year of the program. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

Lander University currently has four existing faculty with expertise to teach the core foundations classes in the proposed program in Montessori education. No new faculty will be needed during the first five years. There will be eight adjunct professors (seven with Master's Degrees) who will teach the majority of the Montessori pedagogy courses. According to the proposal, the extensive use of adjunct faculty to teach Montessori methods classes is the norm for university-based Montessori teacher education programs. That a large percentage of Master's-prepared faculty (as opposed to doctorally prepared faculty) are teaching this *graduate* program. This fact may become important if it is pursued by the Southern Association for Colleges and Schools (SACS) or the National Council for Accreditation of Teacher Education (NCATE) during accreditation processes. In this regard, the proposal notes that no institution of higher education in the U.S. currently offers a doctoral program in Montessori Education. There will be one headcount administrator (0.5 FTE), 14 headcount faculty (1.66 FTE), and one headcount staff (0.375) serving the new program. New faculty must have expertise and certification in Montessori Education. There will be one new staff member (0.375 FTE) required in the first year.

The proposed program will be subject to accreditation by professional organizations including the National Council for Accreditation of Teacher Education

(NCATE), and the National Association for the Education of Young Children (NAEYC). Additionally, the current program is accredited by the Montessori Teacher Accrediting Council for Teacher Education (MACTE) through 2009, which is not required by CHE, but is required for Montessori Certification.

No additional physical plant or equipment requirements exist for the proposed program within the first five years of implementation. The Jackson Library at Lander University provides print and electronic resources, access to electronic library resources through Infotrak Search bank that contains over 1000 full-text journal titles, and other library resources that complement instruction. These include the statewide PASCAL databases, a variety of other digital indexes and full-text databases, Interlibrary Loan, Internet access, bibliographic instruction, and a variety of class-specific user education programs. Preliminary searches indicate that there is no need to purchase additional materials for the library as there are over 112 volumes specific to Montessori education currently in the 10,200 + holdings of the library.

New costs for the program are estimated to begin at \$61,500 in year one and include program administration (\$15,000), faculty salaries (\$42,000), clerical/support personnel (\$5,600), supplies and materials (\$1,000), and program fees to AMS and MACTE (\$1,100). Estimated new costs are estimated to increase to \$66,100 in the second year, \$67,100 the third year, \$68,100 the fourth year, and \$69,100 the fifth year. The total estimated new costs for the program for its first five years will total \$320,700. Revenues will be generated through tuition funding. No "unique cost" or other special state appropriations will be required or requested. The School of Education will need to hire adjunct faculty with experience in Montessori education for meeting the anticipated program needs for at least the next five years.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded through the MRR but which are 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	\$11,198	\$0	\$11,198	N/A	\$5,914	\$5,914
Year 2	\$63,453	\$0	\$63,453	\$5,976	\$35,482	\$41,458
Year 3	\$89,580	\$0	\$89,580	\$35,858	\$51,456	\$87,314
Year 4	\$91,446	\$0	\$91,446	\$50,745	\$53,146	\$103,891
Year 5	\$115,708	\$0	\$115,708	\$52,453	\$66,662	\$119,115

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

In summary, Lander University will offer a program leading to the Master of Education degree in Montessori Education with concentrations in Preschool (ages 3-6) and Primary (grades 1-3). This program is needed in South Carolina and will allow students to obtain a unique skill set required of Montessori teachers in early childhood education. There is no state certification specifically for Montessori Education in South Carolina, but the Montessori program is one of the state's approved curricula for Early Childhood Education. The proposed program at Lander University will contribute to increased effectiveness in early childhood education in South Carolina schools. The proposed program will include a large percentage of adjunct faculty with Master's degrees to teach at the graduate level, as there is no doctoral program in Montessori Education in the United States.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of Lander University's proposed program leading to a Master of Education degree in Montessori Education with Concentrations in Preschool (ages 3-6) and Primary (grades 1-3) to be implemented in Spring 2008, provided that no "unique cost" or other special state funding be required or requested, that national recognition be received from the National Association for the Education of the Young Child

Child (NAEYC) and National Council for the Accreditation of Teacher Education (NCATE), and that the Montessori emphasis in the existing program leading to the M.Ed. degree in Elementary Education be discontinued.

**New Program Proposal
Master of Research Administration in Research Administration
Medical University of South Carolina**

The Medical University of South Carolina requests approval to offer a program leading to the Master of Research Administration degree in Research Administration, to be implemented in Fall 2008.

The Board of Trustees approved the proposal on April 13, 2007. It was submitted to the Commission on February 12, 2007. The proposal was reviewed with substantive discussion and voted upon favorably by the Advisory Committee on Academic Programs on July 25, 2007.

According to the proposal, the purpose of the program is to ensure that the growing demand for research administrators keep pace with the rise in external funding awarded to colleges and universities for research, the scale of research management on campuses, and the complicated legal and regulatory requirements associated with receiving external funding. According to the proposal, the program reflects the current and growing need for research administrators who are instrumental in proposal preparation, budgeting, reporting, monitoring, contracting, procurement and staffing.

The curriculum of the proposed program consists of 36 credit hours. Five of the required courses (15 credit hours) are currently offered in the Master of Health Administration program. Six new courses (21 credit hours) will be added to the catalog of the institution.

There are currently four similar programs in the United States. None of these exist in the Southeastern region. According to the proposal, Medical University of South Carolina's unique blended executive format requires students to attend on-campus sessions one long weekend per semester with the balance of the program delivered online. The proposed program has established linkages with the University of South Carolina - Columbia and Clemson University to provide opportunities for inter-university collaboration to serve the needs of all three universities. An external advisory committee comprised of representatives of the three universities will be formed to provide advice and guidance regarding curriculum, student recruitment, and program delivery.

The proposal notes that there is already a substantial demand among current and prospective students for a program in Research Administration. Projected

enrollment for the proposed program is 30 students in each of the first five years of the program. Classroom size will be limited to approximately 30 students based on the format of the "Executive" programs (i.e. extended weekends and online for working adults) who have been offered in the past.

No new faculty members will be hired for the first two years of the program. One new full-time tenured faculty member with major teaching responsibility in the Master of Research Administration program will be hired in the third-year of the program. Full-time and adjunct faculty members for the program will be drawn from existing department residential faculty and MUSC practitioners. Collaboration with USC-Columbia and Clemson may attract potential faculty members from those institutions to teach in the program.

The proposed program will not require any professional accreditation, since no accrediting body exists for programs in Research Administration. Graduates of the program will be eligible for certification examination by the Research Administrators Certification Council.

There are no new physical plant requirements or new equipment purchases that will be required to support the proposed program. The program will be housed in the 80,000 square feet educational complex at the College of Health Professionals. Existing classrooms and faculty facilities will be utilized. On-campus classes will be held in the College of Health Professions facilities in Charleston, with the possibility of some sessions at USC-Columbia and Clemson. Online interaction will be facilitated utilizing the MUSC WebCT online learning management system that is currently in use by faculty members.

The Medical University of South Carolina library provides print and electronic resources, access to electronic library resources through MEDLINE, CINAHL, and PsycINFO. These include the statewide PASCAL databases, a variety of other digital indexes and full-text databases, PASCAL Delivers, Library Document Delivery, InterLibrary Loan, Internet access, bibliographical instruction, and a variety of biomedical and health sciences resources. In addition, the library currently holds subscription to the *Journal of Research Administration* and all mainstream healthcare research journals necessary for the program.

New costs for the program are estimated to be \$247,960 for the first five years of the proposed program. Categories of costs over the first five years of the program's implementation include program administration (\$166,400); faculty salaries (\$950,900); clerical/support personnel (\$47,500); and supplies and materials (\$75,000). Total estimated new costs for the program during the first five years will be \$1,239,800.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded by the MRR associated with the 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	\$288,645	\$0	\$288,645	N/A	\$122,622	\$122,622
Year 2	\$288,645	\$0	\$288,645	\$108,251	\$122,622	\$230,873
Year 3	\$288,645	\$0	\$288,645	\$108,251	\$122,622	\$230,873
Year 4	\$288,645	\$0	\$288,645	\$108,251	\$122,622	\$230,873
Year 5	\$288,645	\$0	\$288,645	\$108,251	\$122,622	\$230,873

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

In summary, the Medical University of South Carolina will offer a program leading to the Master of Research Administration degree in Research Administration. This program will contribute to the current need for research administrators to keep pace with the rise in external funding awarded to colleges and universities for research.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the Medical University of South Carolina's program leading to the Master of Research Administration degree in Research Administration, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested.