

Att. I

**Commission on Higher Education**

**Agenda for the  
Committee on Academic Affairs and Licensing**

**May 3, 2007**

**4.02A. Consideration of New Program Proposals**

1. A.H.S., Diagnostic Medical Sonography, Greenville Technical College
2. A.H.S., Nursing (ADN), Northeastern Technical College
3. B.A., Liberal Studies at the Regional Campuses, USC-Columbia
4. M.A.T., Performing Arts, College of Charleston
5. M.Ed., Early Childhood Education, Clemson
6. M.S., Biotechnology, Clemson
7. Center for Biological Interfaces of Engineering (CBIOE), Clemson

**4.02B. Consideration of Request for Initial License to Recruit in South Carolina:**

Capella University, Minneapolis, MN

**4.02C. Consideration of Request for Amendment to License:**

1. A.A.S., Criminal Justice, Forrest Junior College, Anderson, S.C.
2. R.N. to B.S.N., South University, Columbia, S.C.

**4.02D. Consideration of Request for Initial License:**

Professional Golfers Career College, Temecula, CA  
Specialized Associates Degree in Professional Golf Management

**4.02E. Consideration of Report on Program Productivity, Fall 2000-Fall 2005**

**4.02F. Consideration of Annual Evaluation of Associate Degree Programs,  
FY 2004-05**

**4.02G. Consideration of Annual Report on Admissions Standards for First-  
Time Entering Freshmen, Fall 2006**

**4.02H. Consideration of Annual Report on Advanced Placement Course  
Acceptance Policies, FY 2005-06**

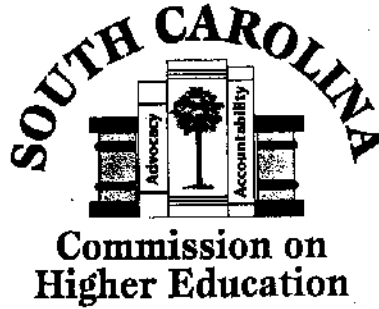
**4.02I. Consideration of Centers of Excellence (Teacher Education), Budget Allocations, FY 2007-08 and Appropriations Request, FY 2008-09**

**4.02J. Informational Report on Centers of Excellence (Teacher Education)**

1. New Center, FY 2007-08
2. Funding Allocation to Existing Centers, FY 2007-08

**4.02K. Informational Report on Awards for the Improving Teaching Quality Competitive Grant Awards, FY 2007-08**

1. Funding Allocation to Continuing ITQ Awards, FY 2007-08
2. New ITQ Awards, FY 2007-08



CHE  
5/03/2007  
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Dr. Gail M. Morrison  
Interim Executive Director

May 3, 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 *BRH/rk*

**Analyses of Seven New Program Proposals**

Please find attached the staff summaries and analyses for seven new program proposals, agenda items 4.02 A. 1-7.

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

/dr

**Program Proposal**  
**Associate Degree in Health Science**  
**Major in Diagnostic Medical Sonography**  
**Greenville Technical College**  
**Barton Campus**

**Summary**

Greenville Technical College requests approval to offer a program of study leading to the Associate in Health Science degree with a major in Diagnostic Medical Sonography (DMS). The college currently offers a Diploma in Health Science with a major in Diagnostic Medical Sonography, but recognizes the need to incorporate training in vascular technology and to include further clinical hours in diagnostic imaging in its program. Implementation of the new program is requested for implementation in Fall 2007. The college proposes to eliminate the diploma program simultaneously with the implementation of this associate degree program.

The program proposal was approved by the Board of the State Technical College System on January 23, 2007, and subsequently, the proposal was submitted to Commission for review on February 22, 2007. The proposal was reviewed by the Advisory Committee on Academic Programs on March 21, 2007 and approved unanimously without substantive comment.

According to the proposal, the purpose of the program is to address the growing need for diagnostic medical sonographers (these professionals are also often referred to as ultrasound and/or vascular technologists) who are trained in the use of high frequency sound waves to image organs, masses and fluid accumulations within the bodies of patients. This field is expected to continue evolving rapidly and physicians today depend on quality images provided by highly skilled sonographers as part of diagnostic measures that are taken to ensure quality health care.

The institution reports that opportunities for employment in the field of diagnostic medical sonography are on the rise owing to the expression of outpatient care centers and hospitals to meet the health care needs of the region's growing population. Diagnostic medical sonographers and registered vascular technologists (a specialty within the DMS field) find employment in the offices of private practice physicians, in medical clinics, and in hospitals. Projections indicate that employment in diagnostic medical sonography will increase faster than the average for all occupations through 2014 because of a growing and aging population and because new professionals will be needed in the field

to replace sonographers who retire or change careers. The College notes that a registered sonographer who holds an associate degree is in one of the top ten paid professions, with entry salary ranges of between \$40,000 and \$60,000 per annum. The institution also notes that the South Carolina Hospital Association has reported a significant workforce challenge regarding sonographers and that 35% of hospitals reported a time period of or exceeding 120 days in order to fill such positions in ultrasound. Moreover, a regional survey indicated a shortage of diagnostic medical sonographers and registered vascular technologists in the upstate area of South Carolina.

Greenville Technical College is the first in South Carolina to propose such a program. The current diploma program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the institution reports that it is in compliance with nationally-established standards, sustaining the fact that the program has an appropriate curriculum that includes the competencies needed for success in the field upon graduation. Through CAAHEP accreditation, graduates in the field have the opportunity to sit for certification examinations and to obtain employment in accredited medical facilities.

While the existing diploma program was begun relatively recently at Greenville Technical College (implemented in Fall 2002), enrollment is reported to have grown steadily. Thirty-seven were enrolled students in 2005-2006 and placement rates noted during the same year were reported at 100%. The institution notes that growth in graduates has been somewhat slower due to the sudden loss of a DMS instructor mid-semester of the 2005-2006 academic year. In response, the program was placed on probation due to low numbers of graduates as noted in the South Carolina Technical College System program evaluation report for that same year. The hiring of a new instructor has led to the expedition of providing sufficient graduates in the 2006-2007 program evaluation year to meet SCTCS program evaluation productivity standards. If the present request for approval of the program leading to the Associate in Health Science degree is approved, the College will terminate the DMS diploma program. Students presently enrolled in the diploma program will either be allowed to graduate from that program or may transfer into the proposed Associate Degree program.

The institution notes its established and strong record of conducting successful health care programs. Associate degree programs already exist at Greenville Technical College in nine fields. According to the proposal, the wide selection of health programs already in existence will complement the proposed program. General education courses necessary to the fulfillment of the requirements of the proposed program are already present in the College's course offerings. The proposed program will give students in other health science programs additional course selections. The College has experience in handling the requisite processes associated with health care education accreditation agencies, as well as with licensure requirements. This proposed program is designed primarily as a terminal degree.

The curriculum for the proposed program consists of a total of 76 credit hours. The College reports that the program will be administered through the Health Science Division and thus there will be no additional requirement for administrative personnel. There is currently one full-time faculty member who will serve as director of the program and will be granted administrative release (one course) in order to perform the required administrative duties. The program will have a permanent part-time instructor (75% FTE) to serve as clinical coordinator. This individual currently serves as faculty in the diploma program. The program share an administrative assistant with the Medical Imaging Sciences program. The institution states that all faculty and staff are currently employed by the College and that no additional faculty or staff will be required.

The proposal states that the College anticipates the program will enroll 12 new students (14.9 F.T.E) in the first year, rising to 20 (23.5 F.T.E.) in the second year, and 20 (23.5 F.T.E.) in the third year of the program's implementation. The college estimates graduating 13 students from the program per year. Enrollment in the program for 2008 and 2009 is estimated at 16 sophomores and 20 freshmen, for a total of 36 students. If the student enrollment is realized—and if the graduation rates of these enrolled students are adequate—the program will meet the statewide program productivity requirements

No new physical plant requirements are needed for the implementation of this program as it will be housed in the medical education and training facility located in the Allied Health building on the Barton campus. The institution states that the lab there is designed to replicate a hospital environment and is equipped with a full range of ultrasound equipment, sinks, stretchers, and an imaging storage system. Additionally, classrooms are equipped with instructional materials, desks, and all necessary audio-visual equipment, and renovation will not be necessary for implementation of the proposed program. All equipment is on-site currently and is being used solely for the existing diploma program.

The proposal states that library and learning resource services are available to both students and faculty at the main campus library, and the three satellite campuses through the college's broadband network. Through links to the library's web page, students may access the online library catalog and periodical databases including these from PASCAL.

Specialized accreditation for this program is required. Accordingly, the Diagnostic Medical Sonography diploma program is currently accredited through the Commission on Accreditation of Allied Health Education Programs through the Joint Review Commission for Diagnostic Medical Sonography. This body is the committee on accreditation within the Committee on Accreditation of Allied Health Education Programs systems and adheres to the CAAHEP policies and procedures. The Diagnostic Medical Sonography program at the college has completed an accreditation review and

was in compliance with the nationally-established standards. It will not require further review until March 2011.

Shown below are the estimated projections of new costs to the institution which are associated with implementation of the proposed program for its first three years as compared with the estimated revenues projected under the Mission Resource Requirement and the Resource Allocation Plan.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$281,352	\$0	\$281,352	N/A	\$96,701	\$96,701
Year 2	\$444,738	\$0	\$444,738	\$47,985	\$152,515	\$200,500
Year 3	\$444,738	\$0	\$444,738	\$75,681	\$152,515	\$228,196

These data demonstrate that if Greenville 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. Nevertheless, the institution has provided assurances that it possesses the resources necessary to implement the program with quality.

In conclusion, the proposed new program proposal has been designed by the institution to respond to the growing need for diagnostic medical sonographers, ultrasound and vascular technologists in a field that is expected to grow rapidly. Implementation of the program will help to ensure the availability of quality health care and diagnostic personnel in the upstate. Opportunities for employment in this field continue to rise in the region due to continued expansion in outpatient care centers and hospitals in response to the health care needs of the region's increasing population.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Greenville Technical College's proposed program leading to the Associate in Health Science degree with a major in Diagnostic Medical Sonography at the Barton campus, to be implemented in Fall 2007, provided that no "unique cost" or special state funding be required or requested.



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

**Summary**

Northeastern Technical College requests approval to offer a program leading to the Associate in Health Sciences degree with a Major in Nursing. The program is scheduled to be implemented, upon receiving the necessary approvals, in Fall 2007.

The proposal was approved by the State Technical College System's Board on January 23, 2007. The State Board of Nursing conducted a study of the program with a site team visit of experts on January 25, 2007, at the Northeastern Technical College campus. A recommendation by the site review team to approve the proposal was accepted by the State Board of Nursing at its regularly scheduled meeting of March 29, 2007.

The program proposal was received by the Commission on February 23, 2007. At the Advisory Committee on Academic Programs meeting of March 21, 2007, there was substantive discussion on this proposal, which was based on philosophical concerns of nursing colleges at two of the research universities. The concerns voiced by the research institutions' colleges of nursing were related to the mix of associate-prepared, in comparison to baccalaureate-prepared, nurses and to those faculty members' viewpoint that in a period designated as a nursing shortage, nursing faculty should be concentrated in existing programs, rather than dispersed by opening new programs of study in previously unserved areas of the state. At the conclusion of the discussion, the Advisory Committee on Academic Programs voted unanimously to approve the program proposal.

The purpose of the proposed program is to provide a supply of new Registered Nurses in the local communities and for employment in the healthcare industry located in the region of the state served by Northeastern Technical College. The need for the program, as described in the proposal, is significant because of the current nursing shortage in the country and because of the rural nature of the region, making it difficult for persons to receive healthcare without traveling a considerable distance outside the institution's service area.

If approved, this program will become the 14<sup>th</sup> associate degree in nursing in the technical college system which leads to Registered Nurse (R.N.) licensure; the 23<sup>rd</sup> publicly supported nursing program in South Carolina (since there are nine public bachelor's-level programs leading to R.N.) and the 25<sup>th</sup> program in the state (since two private institutions--Bob Jones University and Charleston Southern University--offer baccalaureate programs leading to R.N., too). The College currently offers, and will continue to offer, a Licensed Practical Nurse diploma program which is less than a degree; both programs will be housed in the Nursing unit administratively.

Despite the considerable duplication of offering of programs at the associate and baccalaureate levels leading to licensure as Registered Nurse, the addition of this program does not constitute unnecessary duplication of effort for two reasons. First, the geographical distance for persons to travel from the region to healthcare facilities outside the region makes it difficult both for patients to go elsewhere and for Registered Nurses from other areas to want to seek employment in this predominantly rural region. Secondly, empirical data show that Registered Nurses educated at the associate degree level are more likely to stay in region upon receiving their degrees and passing the NCLEX for licensure than are baccalaureate-prepared nurses.

The curriculum has been crafted in a manner designed to meet the requirements of the State Board of Nursing to assure that students will receive an education preparing them in both content knowledge in science, mathematics, and communication skills, and in clinical skills sufficient to ensure patient safety. The curriculum will be composed of 27 general education and support courses and 41 credit hours in nursing and nursing-related courses. The total number of hours required for the degree will be 68, to be accomplished in a five-semester sequence. The 68 credit hours is consistent with the statewide agreement on the limitation in credit hours in associate degree programs in Nursing. That agreement was developed in 1996 by the nursing education leaders of the state, through the offices of and with the approval of the Commission on Higher Education.

The program will admit a class of 20 students (25.8 FTE) each fall and anticipates retention of 16 of these students for the second year of the program. Thus, for the second year of the program and each of the next years' of the program's operation, there will be a total of 36 (39.7 FTE) students in the nursing program. The institution anticipates that the students in the program will be primarily drawn from the three county geographical service area of the college (i.e., Dillon, Chesterfield and Marlboro.) The pattern for recruitment of students intending to pursue an associate degree in nursing at the institution will represent no change from past practice, since the College has historically recruited and prepared many students in its service area for transfer to associate degree

programs out-of-region, especially at the two closest North Carolina community colleges and the two closest South Carolina technical colleges.

The program will require four (2.35 FTE) didactic faculty, prepared in nursing at the master's degree level. Clinical faculty members will be hired in relationship to the needs at the sites where students will undertake clinical rotations. A simulation laboratory at the College's campus and one at a participating hospital will also be used extensively for the clinical skills development of students in the program. All full-time faculty for the program have been identified and contractually obligated as of this time. It is noteworthy that adequate numbers of faculty have been identified and hired to teach in this program and all other programs of nursing which the Commission has authorized since 2001, the date of the Commission's acceptance of the landmark statewide *Colleagues in Caring* project (sponsored in part by the Robert Wood Johnson Foundation, the Commission on Higher Education, several colleges of nursing in South Carolina, and the State Technical College Board.)

The facilities for the program will be housed both at the Northeastern Technical College campus in Cheraw and in smaller communities in the service region. Additional community building expansion in Bennettsville and Dillon are anticipated in order to teach preparatory courses for the nursing program. The total for this is anticipated at \$130,000, and is expected to be financed through a federal Economic Development Act grant. The current campus facility, as well as one of the hospital facilities, will contain a simulation laboratory for students to practice a variety of nursing behaviors to promote patient safety in nursing outcomes. Clinical facilities adequate for State Board of Nursing approval for clinical skill development of students have been identified.

The equipment costs for the program are considerable. In 2006, the institution already purchased significant amounts of equipment (including simulators) at approximately \$60,000. In the first three years of the program's operations, the equipment costs are estimated to total an additional \$79,442.

The library has been strengthened considerably through the PASCAL databases. In addition, the institution will add \$3,000 per year for purchase of specific nursing reference works. The total library enhancement for the three-year period will be \$9,000.

Total new operational costs, exclusive of the \$130,000 for new classroom assigned space in small communities for preparatory course sections, are estimated by the institution to total \$554,942 in the first three years of the program's operations. The categories for these operational costs include faculty salaries

(\$416,000), supplies and materials (\$8,000), clerical support (\$41,000), library (\$9,000), equipment (\$79,442), and faculty development (\$1,500).

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
2007-08	\$514,760	\$0	<b>\$514,760</b>	N/A	\$71,971	<b>\$71,971</b>
2008-09	\$751,953	\$0	<b>\$751,953</b>	\$200,139	\$105,046	<b>\$305,185</b>
2009-10	\$751,953	\$0	<b>\$751,953</b>	\$200,139	\$105,046	<b>\$305,185</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 through the MRR, special state appropriations, and private gifts by the third year of its implementation. Nevertheless, the institution is committed to offering this program and takes the position that the necessary funds to offer it with quality are available.

In summary, the program will supply a modest yet important number of nursing graduates for employment in healthcare facilities within the College's service area. The institution has affirmed its commitment to the program. A strong, supportive local nursing education advisory board of hospital and nursing home administrators, has secured funds, clinical facilities, and equipment bases to supplement public funding of this program. In a time period when there is a shortage of some proportion in the country-and especially in hard-to-serve rural areas-the proposed program is not an unnecessary duplication either of the institution's diploma program in Practical Nursing nor of the other associate and baccalaureate programs in the state which lead to Registered Nurse.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Northeastern Technical College's proposed program leading to the Associate in Health Sciences degree with a major in Nursing, provided that no unique costs or other special funding be required or requested; and provided further that the program seek national professional accreditation through the National League for Nursing's Accreditation Commission (NLNAC).

**New Program Proposal  
Master of Arts in Teaching  
Performing Arts  
College of Charleston**

**Summary**

The College of Charleston requests approval to offer a program leading to the Master of Arts in Teaching degree in Performing Arts to be implemented in Fall 2007.

The Board of Trustees approved the proposal on January 19, 2007. It was submitted to the Commission on February 21, 2007, and reviewed by the Advisory Committee on Academic Programs without substantive comment and approved unanimously on March 21, 2007.

According to the proposal, the purpose of the program is to offer a Master of Arts degree in Performing Arts with Concentrations in Music, Theatre and Dance to provide teachers for South Carolina. This degree program will enable individuals with undergraduate degrees in a performing arts area to earn a teaching certificate. Individuals will select one of the three concentrations. The need for the program, according to the proposal, is based on the areas of music and drama/theater being categorized as areas of "critical need" by the South Carolina State Department of Education. According to the proposal, many districts do not offer dance programs because of the limited number of qualified individuals certified to teach dance. There are two public institutions (USC-Columbia, Winthrop) and one private institution (Columbia College) that offer degree programs in teacher certification for dance. In addition, surveys from the three largest school districts in the Charleston tri-county area indicated that there were 271 vacancies in 2006-2007. Twenty-two of these remained unfilled as of January, 2007.

The curriculum of the proposed program consists of a minimum of 39-44 credit hours of graduate coursework in education, field experiences and the arts specialty area. The minimum number of credits required for degree completion will vary according to the discipline. Twenty new courses will be added to the catalog of the institution. The College of Charleston proposes to add six new faculty and one staff member to assist with the teaching of these courses.

Similar programs in public institutions are found at two public institutions in dance education, three institutions in theatre education, and six institutions in music education at the initial level in South Carolina currently. Similar programs are also offered in several of South Carolina's independent institutions, including Charleston Southern University's BA in Music Education. In addition, a Masters of Arts in Teaching degree in Music Education is offered at Coastal Carolina University and Winthrop University; and the University of South Carolina-Columbia offers an M.A.T. in Theater Education. According to the proposal, in formal communication, the College has been informed by the Dean of Graduate Studies at The Citadel, that The Citadel has no interest in developing a program leading to teacher licensure in the arts and supports this proposal from the College of Charleston.

Enrollment in the proposed degree program is estimated to begin at 10 headcount students (10 FTE) in Fall 2007 and increase by 5 students each subsequent year with a total of 25 headcount students (25 FTE) by the fifth year of the program. According to the proposal, the College of Charleston does not anticipate enrollment from students currently enrolled in other graduate programs because of the specialized arts focus of the program. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The School of the Arts, the School of Education, and the School of Humanities and Social Sciences currently has 11 faculty with expertise in arts education. The program will require one headcount administrator (0.25 FTE), 17 faculty (5.0 FTE), and 3 headcount staff (0.75 FTE) serving the new program. New faculty will typically hold at least a terminal degree in their subject area, with some holding a Ph.D. or its equivalent (DMA, etc.). There will be two new faculty (0.5 FTE) required in the first year for the music concentration, two new faculty (1.0 FTE) required for the second year for the theatre concentration, and two new faculty (1.25 FTE) in the third year for the dance and music concentration. One staff member (0.5 FTE) will be added in the first year as an accompanist for the music concentration and one staff member (0.5 FTE) will possibly be added in the third year as an accompanist for the dance concentration.

The proposed program will be subject to accreditation by the National Council for Accreditation of Teacher Education (NCATE) and for music by the National Association for Schools of Music (NASM); for dance by the National Association of Schools of Dance (NASD); and for theatre by the National Association for Schools of Theatre (NAST). 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 performing arts program must be certified by the South Carolina State Department of Education, pass the appropriate Praxis II examinations, and undergo an FBI fingerprint review.

No additional physical plant or equipment requirements exist for the proposed programs in dance and theatre within the first five years of implementation. The music concentration will require the purchase of a collection of Orff instruments that are needed for the teaching of the elementary component of the program. The Addlestone Library provides print and electronic resources, including the statewide PASCAL databases, Interlibrary Loan, Internet access, bibliographic instruction, and a variety of class-specific user education programs.

Preliminary searches indicate that the monograph and periodicals to support the performing arts needs strengthening. Total needs for new library materials for this proposed program will be \$1,000 per year for each of the first five years of implementation.

New costs for the program are estimated to begin at \$49,496 in year one and include program administration (\$10,360); new faculty salaries (\$13,536); graduate assistants (\$10,400); clerical/support personnel (\$10,000); supplies and materials (\$200); library resources (\$1,000); and recruiting and accreditation consultation (\$4,000). Estimated new costs increase to \$68,756 in the second year, \$120,456 the third year, \$155,736 the fourth year and \$196,376 the fifth year. The total estimated new costs for the program for its first five years will total \$590,820. Revenues will be generated through tuition funding. No "unique costs" or other special state appropriations will be required or requested.

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	\$135,906	\$0	<b>\$135,906</b>	N/A	\$79,060	<b>\$79,060</b>
Year 2	\$203,859	\$0	<b>\$203,859</b>	\$71,485	\$118,590	<b>\$190,075</b>
Year 3	\$271,813	\$0	<b>\$271,813</b>	\$107,227	\$158,120	<b>\$265,347</b>
Year 4	\$339,766	\$0	<b>\$339,766</b>	\$142,970	\$197,650	<b>\$340,620</b>
Year 5	\$339,766	\$0	<b>\$339,766</b>	\$178,712	\$197,650	<b>\$376,362</b>

These data demonstrate that if The College of Charleston 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, The College of Charleston will offer a program leading to the Masters of Arts in Teaching in the Performing Arts with concentrations in music, dance and theatre. This program is needed in South Carolina as indicated by the fact that it comes from two "critical needs" areas of teaching identified by the South Carolina State Department of Education. It will allow students to obtain the special skill sets required for music, dance and theatre teachers. The proposed program at The College of Charleston will contribute to the placement of "highly qualified" music, dance, and theatre teachers and contribute to increased effectiveness of South Carolina schools.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the College of Charleston's proposed program leading to the Master of Arts in Teaching degree with a major in Performing Arts with concentrations in Music, Dance and Theatre, to be implemented in Fall 2007, provided that no "unique cost" or other special state funding be required or requested; and provided that the program be approved by the State Board of Education prior to implementation; and provided further that the concentrations in music, dance and theatre seek appropriate

accreditation for music by the National Association for Schools of Music (NASM); for dance by the National Association of Schools of Dance (NASD); and for theatre by the National Association for Schools of Theatre (NAST)) with nomenclature identical to that used in this program approval.

**New Program Proposal  
Master of Education  
in Early Childhood Education  
Clemson University**

**Summary**

Clemson University requests approval to offer a program leading to the Master of Education degree in Early Childhood Education to be implemented in Fall 2007.

The Board of Trustees approved the proposal on April 21, 2006 and was submitted to the Commission on February 12, 2007. It was reviewed by the Advisory Committee on Academic Programs without substantive comment and voted upon favorably on March 21, 2007.

According to the proposal, the purpose of the program is to offer a Master of Education in Early Childhood Education that strengthens the math, science, and technology base and skills of early childhood teachers. The curriculum of the program will be 42-credit hours. Students may choose either a Thesis track, which will provide a mechanism to increase the number of professionals in the field of early childhood education who are prepared to complete the terminal degree for filling positions in research and teaching in the field of Early Childhood Education; or an Applied Track. The need for the program, according to the proposal, is based on a current transition in the Teacher Education programs to have a math/science/technology emphasis across all curricular areas. This program would help meet the growing need for graduate-trained early childhood professionals with math/science/technology expertise to assume professorial and leadership positions in college, universities, and public school systems and agencies. A survey was administered in Fall 2005 to all early childhood education majors at Clemson. Of those responding, 95% stated that they would enroll in a master's degree program in Early Childhood Education, if available at Clemson University.

Each of the tracks of the program contains 24-credit hours with two courses specifically designed for math, science or technology. Only two courses are required in the areas of math, science or technology for a program with these content areas as its emphasis. Discussion with representatives from the institution shows a commitment of Clemson University's Eugene T. Moore School of Education to propose changes in course descriptions for the integration of math, science, and technology throughout the program in all required courses. In additional communication, Clemson University

officials stated that the thesis topic must be related to a Science/Technology/Engineering/Mathematics (STEM) discipline teaching/learning question. The Applied Track is composed of three courses (nine credit hours) in math, science or technology. Although the two advanced methods courses are currently in Elementary Education, rather than Early Childhood Education, subsequent communication between CHE staff and Clemson University has established that the name, description, and content of these courses will be changed to incorporate "Ages 3 to 11", instead of "Elementary". A total of five new courses will be added to the catalog of the institution.

This proposal grows from Clemson's mission as a Land Grant institution, committed to science, technology, and engineering studies and to the institution's recognition of the need for excellence in math, science, and technology instruction in K-12, if South Carolina is to be globally competitive. No other institution in South Carolina offers a Master of Education degree in Early Childhood with an emphasis in math, science, and technology. The Master of Education degree in Early Childhood Education will align well with existing programs in Early Childhood Education at Coastal Carolina, Francis Marion University, the College of Charleston, and the University of South Carolina-Columbia. According to the proposal, the growth of population in the Upstate of South Carolina creates a unique demand for early childhood-trained teachers to assume positions in school districts with growing diversity of children and families, in professional agencies that serve the needs of younger students, and in two-year institutions with early childhood programs.

Enrollment in the proposed degree program is estimated to begin at eight headcount students (8 FTE) in Fall 2007 and increase to 10 students (8 FTE) in the second year; to 12 students (12 FTE) in the third year; to 15 students (15 FTE) in the fourth year; and to 18 headcount students (18 FTE) by the fifth year of the program. All of these students will be anticipated to be new to the institution. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The Eugene T. Moore School of Education currently has approximately 8 faculty with expertise for the proposed program. One administrator (1.0 FTE), nine headcount faculty (9 FTE) and one headcount staff (0.4 FTE) will serve the new program. A doctoral degree in early childhood education with an emphasis in math, science, and/or technology will be required for new faculty members. There will be one new faculty (1.0 FTE) required in the first year of the program. The proposed program will utilize several doctoral level clinical faculty members and doctoral candidates in Curriculum & Instruction who teach the 200 and 300 level undergraduate courses to implement the program.

The proposed program will be subject to accreditation by professional organizations including the National Council for Accreditation of Teacher Education (NCATE), and its affiliated specialty association, the National Association for the Education of Young Children). The current undergraduate Early Childhood program at Clemson University is fully accredited by NCATE through NAEYC, and the institution plans to have full accreditation for the graduate program within the first year of operation.

No additional physical plant or equipment requirements exist for the proposed program within the first five years of implementation. The Clemson University Libraries are composed of R. M. Cooper Library, Special Collections, and Gunnin Architectural Library. These libraries provide print and electronic resources, access to electronic library resources that contain over 11,000 journals on-line included in the statewide PASCAL database and in others.

The proposal states that because of the changing research base in Early Childhood Education and the growing body of literature on how math, science and technology are related, there will be a need to add textbooks and other instructional and research-based resources during the first five years of the new program. Total needs for new materials in the collection to support Early Childhood Education will require approximately \$1,200 per year for each of the first three years and \$900 per year for the fourth and fifth years of implementation.

New costs for the program are estimated by the institution to begin at \$76,200 in year one and include new faculty salaries (\$55,000), graduate assistants (\$8,000), clerical/support personnel (\$10,000), supplies and materials (\$1,000), library resources (\$1,200) and travel (\$1,000). Estimated new costs increase to \$78,770 in the second year, \$81,837 the third year, \$84,570 the fourth year and \$87,752 the fifth year. The total estimated new costs for the program for its first five years will total \$409,129. Revenues estimated by the institution will be generated through estimated FTE revenue generated from the state, tuition funding, and reallocation of existing funds and will total \$1,198,090 for the first five years. No "unique costs" or other special state appropriations will be required or requested.

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	\$112,614	\$0	<b>\$112,614</b>	N/A	\$62,173	<b>\$62,173</b>
Year 2	\$140,768	\$0	<b>\$140,768</b>	\$56,661	\$77,947	<b>\$134,607</b>
Year 3	\$168,921	\$0	<b>\$168,921</b>	\$70,684	\$92,798	<b>\$163,482</b>
Year 4	\$211,151	\$0	<b>\$211,151</b>	\$85,276	\$115,994	<b>\$201,270</b>
Year 5	\$253,382	\$0	<b>\$253,382</b>	\$105,805	\$140,119	<b>\$245,924</b>

These data demonstrate that if Clemson University can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates within the first five years of its implementation. Nevertheless, the institution has indicated it has the resources to fully meet the needs of the program to assure its quality.

In summary, Clemson University will offer a program leading to the Masters of Education in Early Childhood Education with an emphasis on math, science and technology. This program is needed in South Carolina and will provide unique training for teachers in Early Childhood Education with the emphasis on math, science and technology. The proposed program at Clemson University will contribute to future higher education faculty in Early Childhood Education with the Thesis Track.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson University's proposed program leading to a Master of Education degree with a major in Early Childhood Education, to be implemented in Fall 2007, provided that no "unique cost" or other special state funding be required or requested; and provided further that the program seek national accreditation by the National Association for the Education of Young Children (NAEYC) with nomenclature identical to that used in this program approval.

**New Program Proposal  
M.S. in Biotechnology  
Clemson University**

**Summary**

Clemson University requests approval to offer programs leading to the Master of Science degree in Biotechnology, to be implemented in Fall 2008.

The proposal was approved by the Clemson Board of Trustees on October 22, 2004, and submitted for Commission review on November 14, 2006. The proposal was reviewed with voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 17, 2007.

According to the proposal, the purpose of the program is to prepare graduates to meet the growing demand of the biotechnology industry for qualified research associates and to complement Clemson's Ph.D. and M.S. degrees in Bioengineering. The need for the program is owed to the requirement for graduates in this field, if South Carolina's biotechnology sector is to grow. This program, unlike the M.S. and Ph.D. in Bioengineering is focused on entry into industry. Accordingly, it will prepare students in industry-oriented, molecular techniques; laboratory skills; bioprocessing; and good manufacturing practices as they relate to biotechnology.

The program will supply the growing biotechnology sector of the economy with graduates to develop. Biotechnology has been a prolific source of drugs, medical devices, forensic techniques, and new crops that are resistant to herbicides and pest insects. The biotechnology industry will be one of the economic growth engines of the coming decades. The CEO of South Carolina Biotechnology Incubator (SC BIO) states that the biotechnology industry in South Carolina will have an estimated fiscal impact of \$150 million by 2018. The sector could employ 20,000 South Carolinians directly and 60,000 directly or indirectly.

Nationally, comparable programs which are similar in content may be found at the University of Nevada-Reno and University of Maryland- Baltimore. Within South Carolina, USC-Columbia Professional Master's degree in Biotechnology and Claflin University's Master's degree in Biotechnology are similar programs. Claflin University has an undergraduate degree in Biotechnology that is perceived as a feeder to this proposed program.

Students may be admitted into the degree program either as graduates of an accredited undergraduate degree or, while still undergraduate in comparable fields, to apply for the program as part of a combinational "five years and a summer" model to receive both the B.S. and M.S. at the conclusion of the studies. The formal admission process is required.

The proposal estimates that there will be 30 headcount (0.4 FTE) students in the first year, 75 (2.8) FTE in the second, 105 (5.0) in the third, 120 (6.1 FTE) in the fourth, and 120 (7.5) in the fifth. The proposed program will mainly attract Clemson students who work in the biotechnology industry, students presently in the Life Sciences Department, and students from other universities. If enrollment projections are met, the program will meet the Commission's program productivity standards for enrollment and degrees awarded.

The proposed program will consist of 30 graduate semester hours, including: 20 semester hours in core Biotechnology, Biochemistry, Genetics Molecular Biology, and Research core courses; six to nine semester hours in either the required courses for Molecular Biology or Bioprocessing; and remaining hours in elective courses.

The proposed program draws from coursework and faculty already at the institutions. Faculty will be drawn from the Department of Genetics and Biochemistry, Life Sciences Studies, and Biosystems Engineering, a program in the College of Agricultural and Biological Engineering.

The proposal notes that the addition of 1 (0.7 FTE) faculty member in the first year of the proposed program and two adjunct faculty members (0.2 FTE) in the second year. The proposal also notes the addition of one program administrator in the first year who will be 30% administration and 70% teaching in the program.

There are no new physical plant requirements associated with the proposed programs, although existing space may be reallocated when new space becomes available in the future Clemson Biomanufacturing Facility. There will be new equipment required to support the proposed programs. The total first-year cost will be approximately \$50,000. The budget reflects continuing costs of approximately \$10,000 per year for the next four years.

The proposal notes that the current library is more than sufficient to support program needs. The *ALA Standards for College Libraries* does not provide specific standards for biotechnology. However, a search of the library's holdings discloses 705 book titles under the general heading of "Biotechnology"; 218 of these titles were published in the last five years. The library also subscribe to



15,000 journals and has a growing list of "e-journals" though PASCAL and an effective Interlibrary Loan program through PASCAL to acquire books and journals not on its list.

Categories of costs over the first five years of the program's implementation include faculty salaries (\$225,000); program administrator (\$75,000); graduate assistants (\$200,000); supplies and materials (\$50,000); and equipment (\$90,000). New costs for the program are estimated to begin at \$160,000 in the first year, decreasing to \$120,000 in the second year, then increasing to \$152,960 in the third year, \$191,000 in the fourth year, and to \$229,440 in the fifth year. Total estimated new costs for the program during the first five years will be \$640,000.

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 programs during their 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	\$8,376	\$0	\$8,376	N/A	\$2,786	\$2,786
Year 2	\$62,357	\$0	\$62,357	\$2,952	\$28,768	\$31,720
Year 3	\$110,754	\$0	\$110,754	\$25,889	\$51,964	\$77,853
Year 4	\$135,883	\$0	\$135,883	\$45,874	\$63,101	\$108,976
Year 5	\$167,528	\$0	\$167,528	\$56,144	\$77,947	\$134,090

These data demonstrate that if the institution meets the projected student enrollments and contains costs as they are shown in the proposal, the program leading to a M.S. degree in Biotechnology will not be able to cover costs during

each of its first five years. Nevertheless, the institution indicates it has the revenues necessary to implement the program with quality.

In summary, Clemson University has proposed a program leading to the Master of Science in Biotechnology. The proposed program will prepare graduates to meet the growing demand of the biotechnology industry for qualified research associates and to complement Clemson's Ph.D. and M.S. degrees in Bioengineering. The program will be important for the biotechnology industry which must have competent technical staff who can profitably manufacture drugs and other biotechnology products.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson University's proposed program leading to the Master of Science degree with a major in Biotechnology, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal  
Center for Biological Interfaces of Engineering (CBIOE)  
Clemson University**

**Summary**

Clemson University requests center designation from the Commission on Higher Education for the Center for Biological Interfaces of Engineering (CBIOE), to be implemented immediately upon approval.

The proposal was approved by the Clemson University's Board of Trustees on October 22, 2004. A purpose of CHE approval of Centers is to permit sponsoring institutions to seek funding from the General Assembly. The proposal was submitted to the Commission on November 14, 2006. It was reviewed by the Advisory Committee on Academic Programs without substantive comment and voted upon favorably on January 17, 2007.

The Center for Biological Interfaces of Engineering (CBIOE) has been in existence for one year. It has a four-fold mission, as follows:

1. to disseminate cutting-edge, engineered-tissue technologies internationally;
2. to develop an internationally recognized, engineered tissue technology toolbox, available through CBIOE online seminars, short courses, industrial workshops, and databases;
3. to maximize economic development for South Carolina through the establishment of an internationally recognized Engineering Research Center; and
4. to establish a model recruitment and professional development program that facilitates access of economically disadvantaged South Carolina students to higher education.

The proposed Center will contribute to the research mission of Clemson University. According to the proposal, the Center will continue to be administered by the College of Engineering and Science. The proposed Center will work in collaboration with Clemson's *Center for Advanced Engineering Fibers and Films*, the *Spiro Center for Entrepreneurial Leadership* and the *Programs for Educational Enrichment & Retention*. The Center will be the only program of its type in South

Carolina. According to the proposal, investigators in the Center will develop collaborative arrangements with major research hospitals in the United States, Europe and China (AO Foundation (Switzerland), the Greenville Hospital System, MUSC, UNC-C, UNC-CH, Harvard University, Walter Reed, Tufts, Nanyang Technical University, and Singapore University).

The proposed Center will not serve as a degree-granting academic unit. Students conducting research on sponsored programs that support CBIOE will be enrolled in degree-granting academic units at Clemson University.

The Center for Biological Interfaces of Engineering (CBIOE) at Clemson University currently has one administrator, seven faculty members, and no staff. Additional faculty, staff, and administration will be hired in years 1-5. According to the proposal, new hires will include one administrator (.75 FTE), nine faculty (0 FTE), and 6 staff (4 FTE) serving the new Center. In the first five years, a total of 16 new staff members (4.75 FTE) will be hired.

The headquarters for the Center is, and will be, located on the Clemson Campus. Space for personnel and infrastructure allocated to the individual faculty members by their respective academic departments, either in multi-investigator office areas, or in the Greenville Memorial Hospital main campus. Major equipment such as tissue culture, and histological and rapid prototyping equipment will be required for the Center.

New costs for the program are estimated to begin at \$1,575,300 in year one and include program administration, graduate assistants, clerical support personnel, supplies and materials, equipment, and facilities. Estimated new costs decrease to \$1,166,500 in the second year and \$1,059,000 in the third year and increase to \$1,172,454 in the fourth year and \$1,226,354 in the fifth year. The total estimated new cost is \$6,199,608 for the program's first five years. Revenues will be generated through research grants, contract research services and indirect funds generated on sponsored programs. Clemson University will request \$1,000,000 recurring, "below-the-line" State funding in FY07 to develop synergistic programs to complement pending National Science Foundation Partnerships for Innovation, NSF PIRE, and pending Department of Defense and Keck Foundation proposals.

Estimated Costs by Year						
Category	1 <sup>st</sup> 2004-2005	2 <sup>nd</sup> 2005-2006	3 <sup>rd</sup> 2006-2007	4 <sup>th</sup> 2007-2008	5 <sup>th</sup> 2008-2009	TOTALS
Program Administration	76,200	76,200	114,300	114,300	114,300	495,300
Faculty Salaries*	0	0	127,000	200,054	213,554	540,608
Graduate Assistants	181,800	202,000	242,400	282,800	323,200	1,232,200
Clerical/Support	117,300	178,300	255,300	255,300	255,300	1,061,500
Supplies and Materials	50,000	60,000	70,000	70,000	70,000	320,000
Library Resources	0	0	0	0	0	0
Equipment	1,000,000	500,000	100,000	100,000	100,000	1,800,000
Facilities	150,000	150,000	150,000	150,000	150,000	750,000
Other	0	0	0	0	0	0
<b>TOTALS</b>	<b>1,575,300</b>	<b>1,166,500</b>	<b>1,059,000</b>	<b>1,172,454</b>	<b>1,226,354</b>	<b>6,199,608</b>

\*Listed amounts for salaries and stipends include fringe.

Sources of Financing by Year						
Category	1 <sup>st</sup> 2004-2005	2 <sup>nd</sup> 2005-2006	3 <sup>rd</sup> 2006-2007	4 <sup>th</sup> 2007-2008	5 <sup>th</sup> 2008-2009	TOTALS
Estimated FTE Revenue Generated from the State	0	0	0	0	0	0
Tuition Funding (New Students Only)	0	0	0	0	0	0
Other State Funding (Legislative Appropriations)	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,000,000
Reallocation of Existing Funds	0	0	0	0	0	0
Federal Funding	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000	15,000,000
Other Funding*	5,000,000	0	0	250,000	250,000	5,500,000
<b>TOTALS</b>	<b>9,000,000</b>	<b>4,000,000</b>	<b>4,000,000</b>	<b>4,250,000</b>	<b>4,250,000</b>	<b>25,500,000</b>

\*The establishment of an endowment for CBIOE's Call Me Doctor scholarship program is a present priority of Clemson University's Office of Advancement.

In summary, Clemson University has proposed that the existing Center for Biological Interfaces of Engineering (CBIOE) be granted approval by the Commission on Higher Education. The Center aspires to provide a model structure for scientific innovation that will promote cutting-edge, engineered-tissue research and biomaterials technologies to contribute to the containment and reduction of health care costs. The proposal states that the Center will contribute to cost effectiveness, quality, and

accessibility in the health care system. Sources of current funding for the Center are research grants, contract research services and indirect funds generated on sponsored programs. Commission approval of the Center would provide preferred status for the Center for Biological Interfaces of Engineering (CBIOE) in seeking grants and contracts and permit the Center to seek state funding below-the-line.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve Clemson University's Center for Biological Interfaces of Engineering (CBIOE), to be implemented immediately, upon Commission approval.

**New Program Proposal  
Bachelor of Arts major in Liberal Studies  
at the Regional Campuses  
University of South Carolina -Columbia**

**Summary**

University of South Carolina–Columbia requests approval to offer a program leading to the Bachelor of Arts in Liberal Studies at the Regional Campuses, to be implemented in Fall 2007.

The proposal was approved by the USC Board of Trustees on December 18, 2006, and submitted for Commission review on February 15, 2007. The proposal was reviewed with limited comment and was voted upon favorably by the Advisory Committee on Academic Programs (ACAP) at its meeting on March 21, 2007.

Comments at the ACAP meeting focused on whether the Bachelor of Arts in Liberal Studies (BLS) program will supplant the Bachelor of Arts in Interdisciplinary Studies (BAIS) degree program. The institutional representative stated that this program will replace the BAIS degree on the four two-year regional campuses; and current students enrolled in the BAIS at those two-year regional campuses will have the option of completing the BAIS degree or transferring into the BLS degree.

Comments were also made on the governance structure of the program. The institutional representative stated that the program will be governed by the Office of the Provost through the Office of the Regional Campuses at the Columbia campus and the day-to-day administration will be handled by the Office of Continuing Education Credit Programs.

According to the proposal, the purpose of the program is to provide a curriculum responsive to the educational needs of the state and a student population distributed in areas of South Carolina served by the University's system of two-year regional campuses. A large percentage of these students are place-bound, and educational opportunities accessible to them are limited. A blended delivery model, consisting of the traditional classroom, two-way video, and on-line courses, will serve students on USC's regional campuses particularly well. This degree will enable these students to complete baccalaureate-level study in the communities to which they are geographically and economically tied.

Typically, students enrolled on the regional campuses reside in the rural areas of the state and have few chances to take advantage of opportunities found in the more urban population centers. None of the campuses is located in an area of thriving economy, and two of them are located in areas of economic deprivation. Less than 10% of the citizens in counties served by the USC regional campuses hold a four-year degree as compared to state and national levels of 21% and 25% respectively. Graduates of the proposed BLS program are expected to make an impact on these statistics by improving the education level of areas in which they live, and, in turn, allow for economic development. In addition to its broad-based curriculum requirements, the BLS degree will offer an opportunity to build a theoretical and practical bridge between the University and the community via an internship component.

The proposed program differs from the Interdisciplinary Studies and Liberal Arts majors at USC-Aiken, USC-Beaufort, and USC-Upstate in the specific requirements needed for graduation. Moreover, none of those campuses is able to make its degree accessible to populations outside its geographic area. The proposed BLS degree is unlike any other currently in place at the University in that it will provide access to a baccalaureate degree for students enrolled on the regional campuses, enriching undergraduate offerings currently available. It will allow students to build on the AA and AS degrees and the array of upper-level courses already available.

Nationally, comparable programs are said to be at Pennsylvania State University, the University of Wisconsin, the University of Oklahoma, and Indiana University offer programs similar to the proposed BLS. Regionally, the University of North Carolina, and the University of Georgia offer Bachelor of Arts in Liberal Studies, but, according to the proposal, there are differences between the proposed BLS and those programs. For example, many of the other programs do not offer an internship, a capstone course, or a blended instructional delivery method.

The proposal estimates that there will be no new students in the first year, 15 (16 FTE) in second year, 100 (32 FTE) in the third year, 100 (48 FTE) in the fourth year, and 100 (48 FTE) in the fifth year. If the enrollment projections are met, the program will meet the Commission's program productivity standards for enrollment and degrees awarded.

The proposed B.L.S. program will consist of 120 semester hours, including: 41 general education requirements; 36 semester hours in major requirements; 12 semester hours of cognate courses; and 21 semester hours of approved electives. Two new courses will be added to the catalogue for this program: PALM 493 South Carolina Studies and PALM 494 Internship. BLS students will choose one



of three major options: social/behavioral sciences, arts/humanities, or science/mathematics.

Faculty for the proposed programs will in many instances be residents at the regional campuses, but all must be approved by the USC-Columbia's College of Arts and Sciences. The proposal notes the addition of one new faculty member (0.5 FTE) in the fourth year of the program and one (0.5 FTE) in the fifth year. Faculty on the regional campuses who are appropriately approved will continue to teach upper-level courses, many of which will still be offered through the traditional mode. According to the proposal, many faculty have participated in (or will participate in) workshops for training in technology used in delivery of two-way interactive video courses that reach students on multiple campuses simultaneously. Students also will have access to a small but growing number of Web-based courses, as well as courses offered through correspondence and telecommunications.

There are no new physical plant requirements associated with the proposed programs; the existing physical plant and equipment are adequate to support the program for at least the first five years. The Palmetto Program Room in the Hampton Street Annex on the USC Columbia campus has technical capabilities consistent with those available on each of the six receiving sites on the campuses, as well as plasma screen monitors.

In early 2007, a new phase of PASCAL's Academic Virtual Library called "PASCAL Delivers" will make over 12 million electronic research journal volumes available to students at the regional campuses and other SC academic libraries. The ACRL standards recommend that for an FTE student population of 1,000 to 2,999, a minimum collection of 40,000 volumes is required. All campuses are, therefore, within the Association of College and Research Libraries (ACRL) Standards. No significant increase in expenditures would be necessary to support this degree during the first five years of implementation.

New costs for the program are estimated to begin at \$62,968 in the first year, decreasing to \$56,230 in the second year, then increasing to \$63,476 in the third year, decreasing to \$44,692 in the fourth year, and decreasing to \$34,492 in the fifth year. Categories of costs over the first five years of the program's implementation include faculty salaries (\$50,400); faculty training (\$156,658); and marketing/promotion (\$55,000). Total estimated new costs for the program during the first five years will be \$262,058.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state associated with implementation of the proposed program during

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	\$0	\$0	\$0	N/A	\$0	\$0
Year 2	\$25,476	\$0	\$25,476	\$0	\$28,395	\$28,395
Year 3	\$50,952	\$0	\$50,952	\$13,698	\$56,790	\$70,488
Year 4	\$76,428	\$0	\$76,428	\$27,396	\$83,943	\$111,339
Year 5	\$76,428	\$0	\$76,428	\$41,372	\$83,943	\$125,315

These data demonstrate that if the institution meets the projected student enrollments and contains costs as they are shown in the proposal, the Bachelor of Arts in Liberal Studies program will be able to cover costs during each of its first five years.

In summary, the University of South Carolina-Columbia has proposed a program leading to the Bachelor of Arts in Liberal Studies at the Regional Campuses. The proposed program will provide a curriculum designed to be responsive to the educational needs of the student population in relatively rural areas served by the University's system of two-year regional campuses. The program is also designed to provide quality by assuring that USC Columbia's College of Arts & Sciences must approve all faculty teaching in it and the Office of the Provost ultimately is the Office to which the program, its faculty and daily administrations are accountable.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission the approve University of South Carolina-Columbia's proposed program leading to the Bachelor of Arts degree with a major in Liberal Studies to

be delivered at the four two-year regional campuses and to be implemented in Fall 2007, provided that no "unique cost" or other special state funding be required or requested; and provided further that:

1. The Office of the Provost at USC-Columbia is ultimately accountable for all academic, auditing, and administrative processes for the Bachelor of Arts in Liberal Studies at the two-year regional campuses and;
2. The BAIS be closed to all new enrollments at any of the two-year regional campuses immediately, that students in the BAIS on those campuses be encouraged to consider completing the BLS, and that all files of the BAIS for students enrolled at any two year regional campuses be closed by Fall 2011.