

July 8, 2004

**MEMORANDUM**

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

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

**Consideration of Report on Program Productivity, Fall 1998-Fall 2003**  
**Executive Summary**

**Background**

In 2002 the South Carolina Commission on Higher Education (CHE) adopted a new policy on program productivity, which provides for the review of enrollment and degrees awarded in all degree programs on a biennial basis. This policy can be found on the CHE website ([www.che.sc.gov](http://www.che.sc.gov)) under Academic Affairs. Given the dynamic nature of the state's needs regarding academic programming, it is imperative that the Commission, in concert with the public institutions of higher learning, frequently assess the relevance and utility of its program offerings. The program productivity standards constitute a useful tool to do just that.

The attached report provides a list of academic degree programs that have been identified as noncompliant with program productivity standards based on enrollment and the number of degrees awarded. Institutions were asked to review identified programs, determine their continued viability, and report back to the Commission. The *1998-2003 Report* contains a summary of the program data, the responses from the institutions, and staff recommendations for the continuation or termination of the identified programs.

Staff began work in September 2003 by collecting data and calculating the five-year averages for enrollment and for degrees awarded for each academic program in the public four-year institutions. In November 2003, each university received a list of the noncompliant academic programs for its institution, identified by the staff review for the 1997 to 2002 academic years. The institutions were asked to review the list of programs

and to submit any corrections to the data. Once corrections were made to the data by CHE staff, new five-year rolling averages were calculated for Fall 1998 to 2003. Institutions were then requested to inform staff as to whether each of the programs should be maintained in its current form, altered, terminated, or exempted from program productivity review.

**Evaluation Criteria and Policy**

The policy and procedures for academic degree program productivity review require programs offered at public four-year institutions in the state to be evaluated in terms of a five-year rolling average for enrollment and degrees awarded. The following criteria apply:

**Academic Degree Program Productivity Standards  
(Five-Year Average Benchmarks)**

<b>Degree Level</b>	<b>Degrees Awarded</b>	<b>Major Enrollment</b>
Baccalaureate	5	12.5
Master's/1 <sup>st</sup> Professional/ Specialist	3	6
Doctoral	2	4.5

1. Each **Baccalaureate** program must produce an average of at least **five degrees** awarded and a headcount enrollment of **twelve and a half students** in the program over the most recent five-year period.
2. Each **Master's** program must produce an average of at least **three degrees** awarded and a headcount enrollment of at least **six students** in the program over the most recent five-year period.
3. Each **Doctoral** program must produce an average of at least **two degrees** awarded and a headcount enrollment of at least **four and half students** in the program over the most recent five-year period.

Under the new program productivity policy, each degree program at each senior institution will be reviewed on a biennial basis. As data sources, staff use the Commission on Higher Education Management Information System (CHEMIS) and the Commission's *Academic Degree Program Inventory*. **Academic degree programs that meet at least one of the two productivity standards automatically receive continuing approval status from the Commission.** Programs which fail to meet the above criteria are either terminated, placed on probation (i.e., provisional approval status), or exempted from program productivity standards.

## **Discussion**

The Commission's current minimum standards for program productivity were applied to programs that have been implemented for more than five years to determine which programs failed to meet the established productivity standards for the Fall 1998 to Fall 2003 period. Of the 763 programs offered at the state's twelve public senior universities, 40 programs (5.2 percent) were not in compliance with current program productivity standards.

Across the state's twelve public senior institutions, Coastal Carolina University, the Medical University of South Carolina (MUSC), and USC-Aiken were found to be in complete compliance with program productivity standards. These institutions are to be commended for achieving such an accomplishment. Institutions with the largest number of noncompliant programs are USC-Columbia (15), Clemson University (6), SC State University (6), and Winthrop University (4).

In comparison across degree programs, foreign language programs were found to be the least productive programs (i.e., most frequent low-producing programs) across the institutions. Degree programs in foreign language are considered to be critical needs areas for teacher preparation that historically have had a shortage of both teachers and students. In addition to foreign language programs, other "critical needs" fields are programs in business education, health, mathematics, music, and science. Programs in foreign language (10), teacher education (7), music (4), social sciences (4), pre-professional programs (4), and science (3) were the program fields most often found to be noncompliant with program productivity standards for the 1998-2003 period. Institutions need to work together with members of their faculty in these critical needs areas to develop ways to increase enrollment as well as graduation rates in these programs.

Of the programs identified this year, the institutions requested termination for eight programs, exemption for twenty-three programs, provisional approval for eight programs, and one program for full approval status. The CHE staff recommends eight programs for termination, twelve programs for exemption, eighteen programs to be placed on provisional approval status, and two programs to be granted full approval status. **Table 1** summarizes the findings from the program productivity data for all public four-year institutions in the state.

### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the staff-recommended program terminations, program provisional approvals, program exemptions, and full approval status of programs presented in **Table 1** (attached).

**Table 1:  
Noncompliant Programs for Public Four-Year Institutions**

<b>Clemson University</b>						
<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Pre-Pharmacy Studies	511103	0	3.2	Exemption	Exemption
Bachelor	Pre-Veterinary Studies	511104	0	2.2	Exemption	Exemption
Master's	Engineering Mechanics	141101	3.6	1.8	Termination	Termination
Master's	Biochemistry	260202	2.4	0.8	Exemption	Provisional Approval
Doctoral	Management Science	521301	3.4	0.8	Termination	Termination
Doctoral	Ceramic Science	140601	2.2	1	Termination	Termination
<b>The Citadel</b>						
Bachelor	German Language & Literature	160501	10	2.6	Exemption	Provisional Approval
Bachelor	French Language & Literature	160901	6.6	0.8	Exemption	Provisional Approval
<b>College of Charleston</b>						
Bachelor	Pre-Dentistry Studies	511101	0	0	Exemption	Exemption
Bachelor	Pre-Medicine Studies	511102	0	0.2	Exemption	Exemption
<b>Francis Marion University</b>						
Bachelor	Geography	450701	0.6	0.2	Termination	Termination
<b>Lander University</b>						
Bachelor	Spanish Language & Literature	160905	12.2	1.6	Exemption	Provisional Approval
<b>SC State University</b>						
Bachelor	Art Teacher Education	131302	6.2	0.2	Provisional Approval	Provisional Approval
Bachelor	Health Teacher Education	131307	4.8	0.6	Termination	Termination
Bachelor	Spanish Language & Lit.	160905	1.4	0.8	Termination	Termination
Bachelor	Physics, General	400801	5.2	1.4	Provisional Approval	Provisional Approval
Bachelor	Music Performance	500903	9	1.2	Termination	Termination
Bachelor	French Lang. & Literature	500903	0.4	0.2	Termination	Termination

<b>USC-Columbia</b>						
<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	European Studies	50106	2	0.4	Exemption	Provisional Approval
Bachelor	Latin American Studies	50107	3.6	1.2	Exemption	Provisional Approval
Bachelor	Italian Lang. & Literature	160902	1.4	0.4	Exemption	Exemption
Bachelor	Classics & Classical Lang.	161200	10.2	2	Exemption	Exemption
Bachelor	Interdisciplinary Studies	240199	10.4	4.4	Exemption	Exemption
Bachelor	Geophysics & Seismology	400603	4.4	0.6	Exemption	Exemption
Master's	Educational Evaluation & Research	130601	4.8	1.8	Exemption	Provisional Approval
Master's	Health Teacher Education	131307	2.8	2	Exemption	Full Approval
Master's	Comparative Literature	160104	4	0.8	Exemption	Exemption
Master's	Health & Physical Educ.	310501	0.8	0.4	Exemption	Provisional Approval
Master's	Music History & Lit.	500902	1.6	0.2	Exemption	Provisional Approval
Master's	Music Theory and Comp.	500904	5.6	1.2	Exemption	Provisional Approval
Master's	Opera Theatre	500908	2.8	2	Exemption	Exemption
Master's	Medical Pharmacology	512003	1.4	0.4	Exemption	Exemption
Doctoral	Health Education Administration	130499	1.8	0	Exemption	Provisional Approval
<b>USC-Spartanburg</b>						
Bachelor	French Lang. & Lit.	160901	3.6	0.4	Provisional Approval	Provisional Approval
Bachelor	Spanish Lang. & Lit.	160905	12.4	2.4	Provisional Approval	Full Approval
Bachelor	Mathematics	270101	9.2	1.6	Provisional Approval	Provisional Approval

<b>Winthrop University</b>						
<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Science Communication	231101	4.6	1.4	Full Approval	Exemption
Master's	Art Teacher Educ.	131302	2.8	2	Provisional Approval	Provisional Approval
Master's	Music Teacher Educ.	131312	3.2	2.2	Provisional Approval	Provisional Approval
Master's	Mathematics	270101	3.8	1.8	Provisional Approval	Provisional Approval

**Committee Recommendation**

The Committee on Academic Affairs will meet on July 7, 2004, and will present its recommendation at the CHE meeting.

## Report on Program Productivity, Fall 1998-Fall 2003

### Background

In 2002 the South Carolina Commission on Higher Education adopted a new policy on program productivity, which provides for the review of enrollment and degrees awarded in all degree programs on a biennial basis. This policy can be found on the CHE website ([www.che.sc.gov](http://www.che.sc.gov)) under Academic Affairs. The Commission has implemented new criteria and procedures that are applied in this report. The attached report provides a list of academic degree programs that have been identified as noncompliant with program productivity standards based on enrollment and the number of degrees awarded. Campuses were asked to review identified programs, determine their continued viability, and report back to staff their intent with respect to the noncompliant programs. This report includes a summary of the findings from the program data, responses from the institutions, as well as staff recommendations for the continuation or termination of the identified programs.

### Evaluation Policy and Procedures

The policy and procedures for academic degree program productivity review require programs offered at public four-year institutions in the state to be evaluated in terms of average enrollment and degrees awarded. The following criteria apply:

- 4. Each Baccalaureate program must produce an average of at least five degrees awarded and a headcount enrollment of twelve and a half students in the program over the most recent five-year period.**
- 5. Each Master's program must produce an average of at least three degrees awarded and a headcount enrollment of at least six students in the program over the most recent five-year period.**
- 6. Each Doctoral program must produce an average of at least two degrees awarded and a headcount enrollment of at least four and half students in the program over the most recent five-year period.**

Each degree program at each senior institution is reviewed on a biennial basis. As data sources, staff use the Commission on Higher Education Management Information System (CHEMIS) and the Commission's *Academic Degree Program Inventory*. Academic degree programs that meet at least one of the two productivity standards automatically receive continuing approval status from the Commission. Programs which fail to meet the above criteria are either terminated, placed on probation (i.e., provisional approval status), or exempted from program productivity standards.

Degree programs are placed on probationary status for up to a four-year period, during which time institutions will be expected to enhance degree program enrollment and degrees awarded. Institutions will have 60 days from the date of Commission action on

initial probationary status to provide the Commission with a plan for enhancing the program to meet the degree program productivity policy within the four-year probationary period. At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting program productivity standards and termination of programs that again fail to meet the standards. However, the Commission may remove probationary status from such programs as early as the next biennial degree program productivity review, if warranted.

On a program-by-program basis, the Commission will entertain exemptions to the academic program productivity standards, if appropriate justification can be provided. In most cases, programs approved for exemption will be considered essential to the basic mission of the American university (i.e., the arts and sciences) or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential to be offered, even if they typically do not meet the productivity standards.

Exemption requests must be made in writing to the Commission staff (see Procedure C.2 in the Policy) and must be approved by the chief academic officer and president of the institution. In most cases, the Commission will award exemptions for the lifetime of a degree program, unless an institution decides to terminate a program. Institutions may select noncompliant degree programs from any degree level for possible exemption. Institutions must re-petition for exempt status for programs that undergo curricular changes requiring Commission degree program modification approval as outlined in the *Guidelines for the Approval of New Academic Degree Programs*.

### **Summary of Process**

The *Program Productivity Report 2003-2004* is the first report using the policies and procedures adopted by the South Carolina Commission on Higher Education (CHE) in 2002. This report provides a list of academic degree programs that have been identified as not meeting program productivity standards based on enrollment and number of degrees awarded. The programs were identified by CHE staff and forwarded to the public colleges and universities for response. Institutions were asked to review the identified programs to determine the continued viability of these programs, and report back to the Commission. Institutions may elect to consolidate or terminate existing programs not meeting current program productivity standards. An institution may also request exemption from the required productivity standards to maintain a program if sufficient justification can be provided. An institution may also make appropriate changes to a program to encourage student enrollment.

In November 2003, each university received a list of the noncompliant academic programs identified by the staff review for the 1997 to 2002 academic years. The institutions were asked to review the list of programs and to submit any corrections to the data as well as inform staff as to whether each of the programs should be maintained in their current form, altered, terminated, or exempted. Once responses were received from the institutions and corrections were made to the data by CHE staff, the data was run

again to include data for enrollment and completions for Fall 2003. Therefore, the list of programs in this report derives from data for the 1998 to 2003 academic years.

For the current period, several decision guidelines for the program productivity review process were implemented. For instance, any program's average score that was no more than 0.2 points away from meeting standard enrollment or degrees awarded scores (as defined by the Commission) was rounded up to match the standard score and given full approval status. Exemption status was granted to programs that are used primarily as "stop out" degree programs for students who are initially enrolled in doctoral degree programs but decide not to complete the doctorate. Typically, students who select such options take the same courses that are required for students in the doctoral program of the major. In addition, pre-professional programs were given exemption status from the review process. These programs are not degree programs per se but are instead used as mechanisms for allowing students to leave the institution a year early for professional work. Students in these programs then transfer back credits to the program to complete the degree, after completing the first year of professional work (e.g., Pre-Dentistry and Pre-Medicine programs). However, this option is rarely used by students.

Exemption status was granted to programs considered as "unique programs." These programs are considered unique in that they are the only one of their kind being offered by institutions within the state, with subject matters that are of such value as to deem them essential to the higher education community in South Carolina. Without their existence, there would be a void in these areas of study for students who are interested in pursuing degrees and careers in these fields.

Finally, staff considered degree programs considered as "critical needs" programs, that is, programs where there is a shortage of teachers (e.g., Health Teacher Education). According to the SC Department of Education, "a subject is considered critical if the school districts report that a significantly high percentage of the teaching positions are still vacant in that subject area or are staffed with educators who are teaching on an out-of-field permit, teaching on a waiver, or teaching as substitutes" (SC Department of Education 2003, 107)<sup>1</sup>. Although exemption status was granted for programs considered as "unique" in the state, critical needs programs should not automatically be granted exemption from program productivity standards. Instead, institutions should be held accountable to develop and encourage growth in these programs. Institutions should work together with faculty to find ways to encourage as well as increase enrollment and graduation numbers in these fields of study. Thus, as a recommendation, degree programs considered as "critical needs programs" were given provisional approval status.

### **Summary of Overall Results, Fall 1998-Fall 2003**

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<sup>1</sup> SC Department of Education (September 2003). *Teacher Certification Manual*.

In 1993, CHE staff identified 36 programs at the state's four-year public colleges and universities as being noncompliant with program productivity standards then in effect. The Commission's current minimum standards for program productivity (enrollment and degrees awarded) were applied to programs that have been implemented for more than five years, to determine which programs failed to meet the established productivity standards. By comparison with the 1993 study, the 2004 study finds that of the 763 programs offered at the state's twelve public senior universities, 40 programs (5.2 percent) were not in compliance with current program productivity standards. A summary of the data is presented in **Tables 1, 2 and 3**.

Across the State's twelve public senior institutions, only Coastal Carolina University, the Medical University of South Carolina (MUSC), and USC-Aiken were found to be in complete compliance with program productivity standards. These institutions are to be commended for achieving such an accomplishment. Institutions with the largest number of noncompliant programs are USC-Columbia (15), Clemson University (6), SC State University (6), and Winthrop University (4).

In comparison across degree programs, foreign language programs were found to be the least productive programs (i.e., most frequent low-producing programs) across the institutions. Degree programs in foreign language are considered to be "critical needs" areas that historically have had a shortage of both teachers and students. Consequently, there has been a trend in steady decline in enrollment in foreign language programs across the nation. In addition to foreign language programs, other critical needs fields are programs in business education, health, mathematics, music, and science. As **Table 3** shows, programs in foreign language (10), teacher education (7), music (4), social sciences (4), pre-professional programs (4), and science (3) were all program fields found to be highly noncompliant with program productivity standards for the 1998-2003 period. Institutions need to work together with members of the faculty in these critical needs areas to develop ways to increase enrollment as well as graduation averages in these programs.

Of the programs identified this year, the institutions requested that eight programs be terminated, twenty-three programs be recommended for exemption, eight programs for provisional approval, and one program for full approval. The CHE staff recommends eight programs for termination, twelve programs for exemption, eighteen programs to be placed on provisional approval status, and two programs to be granted full approval status. Program-specific results, institutional responses, and staff recommendations are presented on pages 11-26 of this report. Summary tables of all of the data are provided on pages 27-29. Institutional responses are summarized in the text, except for USC-Columbia's, which is attached (pp. 30-33).

**Clemson University**

**Noncompliant Programs**

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Pre-Pharmacy Studies	511103	0	3.2	Exemption	Exemption
Bachelor	Pre-Veterinary Studies	511104	0	2.2	Exemption	Exemption
Master's	Engineering Mechanics	141101	3.6	1.8	Termination	Termination
Master's	Biochemistry	260202	2.4	0.8	Exemption	Provisional Approval
Doctoral	Management Science	521301	3.4	0.8	Termination	Termination
Doctoral	Ceramic Science	140601	2.2	1	Termination	Termination

**Total Programs: 167**

**Noncompliant Programs: 6**

**Percent: 3.6**

**Institution Response:**

For its Master's program in **Engineering Mechanics** (CIP Code: 141101), Clemson indicates that the program has been replaced by the Master's program in Mechanical Engineering (CIP Code: 141901). Clemson explains that only one student remains in the **Engineering Mechanics** Master's program and is expected to complete in December 2004. The institution requests termination of the Master's program in **Engineering Mechanics** after the Fall 2004 semester.

The institution also requests termination of the programs leading to a Doctoral degree in **Management Science** and **Ceramic Science**.

Clemson requests exemption for the program leading to a Master's degree in **Biochemistry** from program productivity standards. The institution considers the program leading to a Master's degree in **Biochemistry** to be an important option for students seeking employment in the biotechnology and pharmaceutical fields. Clemson explains that the low enrollment and graduation rates for **Biochemistry** are due to the program being merged into the Biological Sciences Department. As a consequence, the program has lost visibility. Second, the **Biochemistry** program has had four senior-level faculty to retire. Third, a number of students entered the program as Master's students and then enrolled in the doctoral program leading to a decrease in enrollment in the **Biochemistry** Master's program.

Clemson has provided CHE staff with details in its correspondence as to how the **Biochemistry** program is instituting several changes to increase enrollment. For example, Biochemistry and Genetics are now a separate department and no longer a part of the

Biological Sciences Department. There will be a total of ten new faculty hires. The program has a new web page, recruitment brochure, and departmental newsletter. The program is also considering a name change to Molecular Biology/Biochemistry.

Finally, Clemson requests exemption of the institution's Bachelor programs in **Pre-Pharmacy Studies** and **Pre-Veterinary Studies**. The institution explains that the two areas are not true degree programs, but are instead degrees awarded when and if a student leaves Clemson prior to graduation for an admission to a professional program in a pharmacy, veterinary medicine, or medical school. On completion of their professional degree Clemson has a policy which awards students the undergraduate degree, information that is then reported to the Commission. The institution states that the procedures for this process were approved in July 1974.

### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission:

1. termination for the program leading to a Master's degree in **Engineering Mechanics**, and the programs leading to a Doctoral degree in **Management Science** and **Ceramic Science** at Clemson University.
2. exemption for the pre-professional programs in **Pre-Pharmacy Studies** and **Pre-Veterinary Studies** at Clemson University. These programs are not degree programs but are instead used as mechanisms for allowing students to leave the institution a year early for professional work. Students in these programs then transfer back credits to the program to complete the degree, after completing the first year of professional work. However, students rarely enroll in these programs.
3. provisional approval for the program leading to a Master's degree in **Biochemistry** at Clemson University, until such time that the program is able to implement the proposed changes as outlined above, increasing enrollment and graduation numbers in compliance with Commission program productivity standards. Program approval status will be reconsidered in light of additional progress made by the next biennial productivity review.

The Citadel

Noncompliant Programs

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	German Language & Lit.	160501	10	2.6	Exemption	Provisional Approval
Bachelor	French Language & Lit.	160901	6.6	0.8	Exemption	Provisional Approval

**Total Programs: 31**

**Noncompliant Programs: 2**

**Percent: 6.5**

**Institution Response:**

The Citadel requests exemption of its programs in **French** and **German** leading to a Bachelor of Arts degree in Foreign Language from program productivity standards. The institution states that the courses are pertinent to the core language requirements for students.

**Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission provisional approval status for the programs leading to a Bachelor of Arts degree in both **German** and **French Languages** at The Citadel. Foreign language programs are important to the state as well as to teaching and employment across many professions. The staff suggests that the institution find ways to work with the faculty to improve enrollment and graduation averages in these programs. Program approval status will be reconsidered in light of progress made by the programs at the next biennial productivity review.

## College of Charleston

### Noncompliant Programs

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Pre-Dentistry Studies	511101	0	0	Exemption	Exemption
Bachelor	Pre-Medicine Studies	511102	0	0.2	Exemption	Exemption

**Total Programs: 55**

**Noncompliant Programs: 2**

**Percent: 3.6**

#### **Institution Response:**

The College of Charleston requests exemption of degree programs in **Pre-Dentistry Studies** and **Pre-Medicine Studies** from program productivity standards. The institution states that the two programs provide valid options for students. Both programs specify that a student can earn a Bachelor of Science degree by: earning 92 semester hours at the College of Charleston; meeting the minimum degree requirements for all degrees; completing 38 semester hours of specified courses in biology, chemistry, physics, and mathematics in preparation for medical or dental school; being admitted to medical or dental school; and successfully completing the first year of the professional program. The institution states that the two programs insure that students seeking further education in medicine and dentistry have obtained a strong liberal arts foundation.

In addition, the College of Charleston explains that students considering these options typically declare their major in Biology, with an indication of interest in Dentistry or Medicine. The institution states that for students pursuing these options, it is the decision of the medical or dental school regarding their admission that ultimately determines their fate and whether they earn a BSM/BSD or a Bachelor of Science degree.

#### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission exemption for the pre-professional programs in **Pre-Dentistry Studies** and **Pre-Medicine Studies** at the College of Charleston from program productivity standards. These are degrees conferred on students who leave the college prior to completing the bachelor's degree on the basis of successful completion of the first year of dentistry or medicine. However, this option is not used often.

## Francis Marion University

### Noncompliant Programs

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Geography	450701	0.6	0.2	Termination	Termination

**Total Programs: 36**

**Noncompliant Programs: 1**

**Percent: 2.8**

#### **Institution Response:**

Francis Marion University requests termination of the institution's cooperative **Geography** program. Francis Marion explains that the institution does not have a free-standing major in **Geography**. The institution has a cooperative fourth-year program with the University of South Carolina-Columbia that allows its students to complete a major in **Geography** by taking Geography courses (nine semester hours) at USC-Columbia. The institution has decided to discontinue the cooperative **Geography** program in light of low demand.

#### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission termination for the cooperative **Geography** program at Francis Marion University.

For the record, programs in **French** and **Spanish** languages have also suffered from low productivity at Francis Marion. However, a new foreign language program was recently approved in 2000 with concentrations in Spanish, French, and German, but it is too new to be subject to this report. Based on CHE program productivity policy, programs must be at least six years old before they can be included in a study of program productivity.

## Lander University

### Noncompliant Programs

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Spanish Language & Lit.	160905	12.2	1.6	Exemption	Provisional Approval

**Total Programs: 26**

**Noncompliant Programs: 1**

**Percent: 3.8**

#### **Institution Response:**

Lander University requests exemption of the program leading to a Bachelor of Arts degree in **Spanish Language and Literature**. The institution states that the Spanish faculty is implementing several changes to enhance enrollment and graduation numbers in the program. For instance, members of the faculty have been very active in looking for ways to establish various outreach programs for current and prospective students as well as for persons who are simply interested in speaking the language, to supplement the in-class instruction. Lander University anticipates that the efforts by the Spanish faculty will increase both enrollment and graduation numbers in the program.

#### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission provisional approval for the program leading to a Bachelor of Arts degree in **Spanish Language and Literature** at Lander University, until the next program productivity review. The staff suggests that the institution and faculty find ways to develop and implement a plan to recruit, retain, and graduate more students in the Spanish program. Program approval status will be reconsidered in light of progress made by the program at the time of the next biennial productivity review.

**SC State University**

**Noncompliant Programs**

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Art Teacher Education	131302	6.2	0.2	Provisional Approval	Provisional Approval
Bachelor	Health Teacher Education	131307	4.8	0.6	Termination	Termination
Bachelor	Spanish Language & Lit.	160905	1.4	0.8	Termination	Termination
Bachelor	Physics, General	400801	5.2	1.4	Provisional Approval	Provisional Approval
Bachelor	Music Performance	500903	9	1.2	Termination	Termination
Bachelor	French Language & Lit.	500903	0.4	0.2	Termination	Termination

**Total Programs: 54**

**Noncompliant Programs: 6**

**Percent: 11.1**

**Institution Response:**

SC State University requests termination of the institution's programs leading to a Bachelor of Arts and Bachelor of Science degrees in **French** and **Spanish** as well as its program leading to a Bachelor of Arts degree in **Music Performance**. For the **French** and **Spanish** programs, the institution plans to develop a new program titled "Foreign Language and Literature" and create tracks in both French and Spanish under the newly created Foreign Language program effective August 1, 2004. The institution also plans to change the program in **Music Performance** from a degree program to an option under a newly developed program titled "Music, General" or "Music, Industry." The change will be effective by August 1, 2004.

SC State also requests termination of its program leading to a Bachelor of Science degree in **Health Teacher Education**. The institution plans to change its Health Education program (CIP Code: 131307) to an option under the Bachelor of Science program in Physical Education (CIP Code: 131314). The **Health Teacher Education** option will be merged with the Health Sciences option.

SC State University requests provisional approval of its program leading to a Bachelor of Science degree in **Physics** with an annual review. The institution states that historically enrollment in the **Physics** program has been below program productivity standards. During Fall 1994, the institution implemented a dual major in Electrical Engineering Technology and Physics. Since that time, more than thirty students were enrolled in this program but were not counted as **Physics** majors or graduates. However, for Fall 2004 the institution has processed eleven applications for enrollment in the program. In addition, SC State University recently merged the Biological and Physical Science departments into one department, which is expected to strengthen the **Physics** program's enrollment and graduation scores.

The institution states that the **Physics** program supports the Nuclear Engineering program, which currently has thirteen students enrolled and eight applications for the Fall 2004 semester. Thus, the **Physics** program must exist in order for the Nuclear Engineering program to be allowed to continue. SC State explains that students enrolled as Nuclear Engineering majors are encouraged to pursue double majors in both physics and nuclear engineering. Furthermore, the institution states that the termination of the program would negatively impact SC State's collaboration with the University of Wisconsin and the University of South Carolina as well as the institution's ability to participate in the NASA research efforts. The NASA research supports undergraduate research, K-12 science teacher training, as well as provides infrastructure for SC State University. The annual funding is approximately \$2 million. SC State University states that it is essential that the institution be allowed to maintain its **Physics** program.

Finally, SC State University also requests provisional approval of its program leading to a Bachelor of Science degree in **Art Education**. The institution explains that the **Art Education** program is currently approved by the National Council of Teacher Education (NCATE) and by the State Department of Education. It is a critical program for the University. The institution is currently restructuring its programs. SC State believes that the new college structure, which will be implemented in Fall 2004, will allow Visual and Performing Art Education faculty to identify students from Studio Arts who are interested in the **Art Education** program. It is expected that this will strengthen enrollment and degrees awarded in the program.

### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission:

1. termination for the programs leading to Bachelor of Arts and Bachelor of Science degrees in **Spanish Language and Literature** as well as **French Language and Literature**; the program leading to a Bachelor of Arts degree in **Music Performance**; and the program leading to a Bachelor of Science degree in **Health Teacher Education** at SC State University, pending consolidation of these options under more generic programs.

2. provisional approval for the programs leading to a Bachelor of Arts degree in **Art Teacher Education** and to a Bachelor of Science degree in **Physics** in light of changes summarized above. Approval status will be reconsidered in light of progress made by these two programs at the time of the next biennial productivity review.

**University of South Carolina, Columbia**

**Noncompliant Programs**

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	European Studies	50106	2	0.4	Exemption	Provisional Approval
Bachelor	Latin American Studies	50107	3.6	1.2	Exemption	Provisional Approval
Bachelor	Italian Lang. & Literature	160902	1.4	0.4	Exemption	Exemption
Bachelor	Classics & Classical Lang.	161200	10.2	2	Exemption	Exemption
Bachelor	Interdisciplinary Studies	240199	10.4	4.4	Exemption	Exemption
Bachelor	Geophysics & Seismology	400603	4.4	0.6	Exemption	Exemption
Master's	Educational Evaluation & Research	130601	4.8	1.8	Exemption	Provisional Approval
Master's	Health Teacher Education	131307	2.8	2	Exemption	Full Approval
Master's	Comparative Literature	160104	4	0.8	Exemption	Exemption
Master's	Health & Physical Educ.	310501	0.8	0.4	Exemption	Provisional Approval
Master's	Music History & Lit.	500902	1.6	0.2	Exemption	Provisional Approval
Master's	Music Theory and Comp.	500904	5.6	1.2	Exemption	Provisional Approval
Master's	Opera Theatre	500908	2.8	2	Exemption	Exemption
Master's	Medical Pharmacology	512003	1.4	0.4	Exemption	Exemption
Doctoral	Health Education Administration	130499	1.8	0	Exemption	Provisional Approval

**Total Programs: 225**

**Noncompliant Programs: 15**

**Percent: 6.7**

**Institution Response:**

USC-Columbia requests exemption status for all of the programs listed above that are noncompliant with program productivity standards (see **Attachment 1**).

### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission:

1. full approval status for the program leading to a Master's degree in **Health Teacher Education** at USC-Columbia. The program's average enrollment score of 2.8 for the 1998-2003 academic years is within 0.2 percent of the standard average score of 3.0.
2. exemption status for the following programs:
  - **B.A. in Italian Language & Literature; B.S. in Geophysics; and M.M. in Opera Theatre:** Each of these programs is a unique program and the only one of its kind being offered by institutions in the state. Without their existence, there would be a void in these areas of study for students who are interested in pursuing degrees and careers in these fields. The staff recommends that USC-Columbia be allowed to retain such programs, so that students residing both within and outside of the state will be able to pursue degrees in these areas.
  - **M.A. in Comparative Literature and M.S. in Pharmacology:** These programs are used as "stop outs" for students who were originally enrolled in the doctoral program but chose not to complete the doctorate. The courses taken by students in the Master's program are the same courses that students are required to take in the doctoral program. Thus, no new courses are taught in these Master's programs that are not needed for the doctoral programs. The M.A. in Comparative Literature is also a unique program, the only such program in the state.
  - **B.A. in Interdisciplinary Studies:** This program is used by exceptionally gifted students who take a selection of pre-existing courses targeted to meet their specific needs. The staff recommends exemption status provided that the program continues to be used as USC-Columbia describes, for exceptionally gifted students rather than for students who take an array of miscellaneous courses and then use the degree as a credentialing mechanism.
  - **B.A. in Classics and Classical Language:** This program traditionally has not been able to attract a large number of students to be in compliance with program productivity standards, but the subject matter should be offered in at least one or two programs in the state.

3. provisional approval for the following programs:

- **B.A. in European Studies and B.A. in Latin American Studies:** These two programs failed to meet program productivity requirements during the last review of program productivity in 1993. At that time, program productivity standards consisted of the number of degrees awarded in the program; the number of students enrolled in service courses offered by the degree program; and the number of upper-division FTE students enrolled in the program. Based on recent data analyses, both programs are still not meeting productivity standards under the new policy of average students enrolled and degrees awarded. The staff suggests that USC-Columbia find ways to work with the faculty to improve enrollment and graduation numbers in these programs in order to bring them in compliance with program productivity standards. Program approval status will be reconsidered in light of progress made by these programs at the time of the next biennial program productivity review.
- **M.M. in Music History and M.M. in Music Theory:** For the record, staff initially suggested that USC-Columbia merge the two programs as tracks under one generic music program. To discover how these programs are structured at other institutions that offer them, the staff conducted background research of similar programs at the University of Florida, Florida State University, University of Michigan, University of Georgia, University of North Carolina-Chapel Hill, and the University of Virginia. The findings demonstrate that institutions across the nation typically do not offer Master's of Music degrees in music history and music theory as tracks under one generic music degree program. In addition, the National Association of Schools of Music, which is the accrediting agency for these programs, in its handbook designates programs in music history and music theory as specific Master's degrees. Although merging the two degree programs in Music History and Music Theory is not an option, the staff suggests that the institution work with the faculty to develop and implement a plan to recruit, retain, and graduate more students in the two music programs. Program approval status will be reconsidered in light of progress made by these programs at the time of the next biennial program productivity review.
- **M.Ed. in Educational Evaluation & Research; M.S. in Health and Physical Education; and Ed.D. in Health Education Administration:** The staff suggests that USC-Columbia find ways to work with the faculty to improve enrollment and graduation averages in all of these programs in order to bring them in compliance with program productivity standards. Program approval status will be reconsidered in light of progress made by these programs at the time of the next biennial program productivity review.

**University of South Carolina-Spartanburg**

**Noncompliant Programs**

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	French Lang. & Lit.	160901	3.6	0.4	Provisional Approval	Provisional Approval
Bachelor	Spanish Lang. & Lit.	160905	12.4	2.4	Provisional Approval	Full Approval
Bachelor	Mathematics	270101	9.2	1.6	Provisional Approval	Provisional Approval

**Total Programs: 26**

**Noncompliant Programs: 3**

**Percent: 11.5**

**Institution Response:**

USC-Spartanburg requests provisional approval of its programs leading to a Bachelor of Arts degree in **French** and **Spanish**, as well as the institution’s program leading to a Bachelor of Science degree in **Mathematics**. The institution plans to institute measures to increase enrollment in these programs, placing them in compliance with program productivity standards.

For instance, USC-Spartanburg proposes to merge the program in **Mathematics** with the program in Computational Mathematics. The institution expects that combining enrollments and completions in these two programs will lead to the **Mathematics** program being in compliance with program productivity standards.

For the **Spanish** program, USC-Spartanburg states that members of the faculty are developing a course entitled “Spanish for the Professions” that will address the need for healthcare and law enforcement professionals as well as educators in response to the large growing Hispanic population in the Upstate. The institution explains that this direction for the program will also address the national emphasis on translation and interpretation as skills preferred for foreign language majors. USC-Spartanburg expects the number of Spanish graduates to increase steadily and to achieve noticeable improvements over the next few years.

With regard to the program in **French**, USC-Spartanburg does not expect there to be much improvement in enrollment in this program. The institution points out that there has been a national trend in declining enrollment in French programs, due to low interest in French as the preferred foreign language. USC-Spartanburg states that the French faculty members intend to strengthen the French minor as a way to revitalize the major.

### **Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission:

1. full approval status for the program leading to a Bachelor of Arts degree in **Spanish Language and Literature** at USC-Spartanburg. The institution's average enrollment value of 12.4 for the 1998-2003 academic years is within 0.1 percent of the standard average score of 12.5.
2. provisional approval for the program leading to a Bachelor of Arts degree in **French Language and Literature** until the next biennial program review. The staff suggests that the institution continue to find ways to work with the faculty to improve enrollment and graduation averages in these programs. Program approval status will be reconsidered in light of progress made by the programs at the time of the next biennial review.
3. provisional approval for the program leading to a Bachelor of Science degree in **Mathematics**, until such time that the proposed merger is completed with Computational Mathematics and the program productivity standards are recalculated in the consolidated program.

## Winthrop University

### Noncompliant Programs

<b>Degree</b>	<b>Program</b>	<b>CIP</b>	<b>Enroll. Average</b>	<b>Compl. Average</b>	<b>Institutional Request</b>	<b>Staff Recommendation</b>
Bachelor	Science Communication	231101	4.6	1.4	Full Approval	Exemption
Master's	Art Teacher Educ.	131302	2.8	2	Provisional Approval	Provisional Approval
Master's	Music Teacher Educ.	131312	3.2	2.2	Provisional Approval	Provisional Approval
Master's	Mathematics	270101	3.8	1.8	Provisional Approval	Provisional Approval

**Total Programs: 58**

**Noncompliant Programs: 4**

**Percent: 6.9**

#### **Institution Response:**

For the program leading to a Bachelor of Science degree in **Science Communication**, Winthrop University requests full approval status. The institution states that the program demands strong abilities and interests in science and in writing, leading to low enrollment rates in the major. However, Winthrop explains that the institution offers no new courses that are devoted specifically to this program. The program is a collection of courses that exist in the sciences and in writing and English. Furthermore, majors in **Science Communication** come from people who start out in the sciences and find they love to write and from students who are interested in writing and become interested in science when they take a college-level science course. The institution states that graduates of the **Science Communication** program have acquired entry-level positions at the Smithsonian Institution, science museums across the South, and major publishing houses. Recent graduates' beginning salaries have been in the upper \$30's. According to Winthrop, this program serves the few students who complete it very well, and it provides workers in an important area.

Winthrop University requests provisional approval for the programs leading to Master's degree in **Art Teacher Education**, **Music Teacher Education**, and **Mathematics**. The institution states that the Dean of the College of Education is currently reviewing the programs in **Art** and **Music Teacher Education** in response to the CHE visitor's report that was part of Winthrop's recent NCATE review. This review will contribute to the institution-wide comprehensive review of graduate programs at Winthrop. The Academic Leadership Council (Council of Deans) initiated this review during the just ended academic year, and reports are due by mid-October. Each graduate degree program is being reviewed in terms of productivity, cost, contribution to the

University, the region, the state, etc. As the reports come in, Winthrop plans to make recommendations related to continuation and modification of each program.

**Staff Recommendation:**

The staff suggests that the Committee on Academic Affairs and Licensing commend favorably to the Commission:

1. exemption for the program leading to a Bachelor of Science degree in **Science Communication** at Winthrop University. Historically this program attracts very few students, since it is a niche program of considerable difficulty. Further, it is a unique program and the only one of this type in the public four-year institutions in the state.
2. provisional approval for the programs leading to a Master's degree in **Art Teacher Education, Music Teacher Education, and Mathematics** at Winthrop University, until the next biennial review of academic degree programs. The staff suggests that the institution find ways to work with the faculty to improve enrollment and graduation numbers in these programs. Program approval status will be reconsidered in light of progress made by the programs at the time of the next biennial program review.

**Identified Degree Program Summary Tables**

**Table 1:**

**The Number of Degree Programs Identified for the  
Five-year Period, 1998-2003**

<b>Institution</b>	<b>Bachelor</b>	<b>Master's</b>	<b>Doctoral</b>	<b>Total</b>
Citadel	2	0	0	2
Clemson	2	2	2	6
Coastal Carolina Univ.	0	0	0	0
Coll. of Charleston	2	0	0	2
Francis Marion	1	0	0	1
Lander	1	0	0	1
MUSC	0	0	0	0
SC State	6	0	0	6
USC-Aiken	0	0	0	0
USC-Columbia	6	8	1	15
USC-Spartanburg	3	0	0	3
Winthrop	1	3	0	4
<b>Total Noncompliant</b>	<b>24</b>	<b>13</b>	<b>3</b>	<b>40</b>

**Total Programs: 763**  
**Percent: 5.2**

**Table 2:****Staff Recommended Action Summary Table, 1998-2003**

<b>Institution</b>	<b>Termination</b>	<b>Exemption</b>	<b>Provisional Approval</b>	<b>Full Approval</b>	<b>Total</b>
Citadel	0	0	2	0	2
Clemson	3	2	1	0	6
Coastal Carolina Univ.	0	0	0	0	0
Coll. of Charleston	0	2	0	0	2
Francis Marion	1	0	0	0	1
Lander	0	0	1	0	1
MUSC	0	0	0	0	0
SC State	4	0	2	0	6
USC-Aiken	0	0	0	0	0
USC-Columbia	0	7	7	1	15
USC-Spartanburg	0	0	2	1	3
Winthrop	0	1	3	0	4
<b>Total</b>	8	12	18	2	40

**Table 3:**  
**Degree Programs Identified for the Five-year  
Period, By Field**

<b>Institution</b>	<b>Engineering</b>	<b>Foreign Language</b>	<b>Health Fields</b>	<b>Math</b>	<b>Music</b>	<b>Pre- Professional</b>	<b>Sciences</b>	<b>Social Sciences and Humanities</b>	<b>Teacher Education</b>	<b>Other<sup>2</sup></b>
Citadel	0	2	0	0	0	0	0	0	0	0
Clemson	2	0		0	0	2	1	0	0	1
Coastal Carolina Univ.	0	0	0	0	0	0	0	0	0	0
Coll. of Charleston	0	0	0	0	0	2	0	0	0	0
Francis Marion	0	0	0	0	0	0	0	1	0	0
Lander	0	1	0	0	0	0	0	0	0	0
MUSC	0	0	0	0	0	0	0	0	0	0
SC State	0	2	0	0	1	0	1	0	2	0
USC-Aiken	0	0	0	0	0	0	0	0	0	0
USC-Columbia	0	3	2	0	3	0	1	3	3	0
USC-Spartanburg	0	2	0	1	0	0	0	0	0	0
Winthrop	0	0	0	1	0	0	0	0	2	1
<b>Total</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>7</b>	<b>2</b>

<sup>2</sup> Includes programs in Business and Science Communication.

## **USC-Columbia Appeal for Exemption Status**

### **B.A. in Contemporary European Studies:**

This is an interdisciplinary degree that relies on courses taught in Political Science, History, Geography, Foreign Languages, Philosophy, Art, Music, Anthropology and Economics for most of the hours required for the major. There are only two courses offered uniquely to European Studies majors (i.e. not offered by one of the above departments) and these are taught by a faculty member on an overload basis. The small size of the program is due, in part, to a requirement for a period of study abroad and a senior thesis.

### **B.A. in Latin American Studies:**

This is an interdisciplinary degree that relies on courses taught in Political Science, History, Geography, Foreign Languages, Anthropology and Economics for most of the hours required for the major. There are only two courses offered uniquely to Latin American Studies majors (i.e. not cross-listed with courses in one of the above departments). The small size of the program is due, in part, to a requirement for a period of study abroad or fieldwork in Latin America.

### **B.A. in Italian:**

Although the number of students majoring in Italian is small, enrollment in the first two years of Italian language courses are quite robust (e.g. 171 students enrolled in 100 and 200-level courses in AY 2002-03). Enrollments at the 300 and 400-levels include students taking a minor in Italian and students wishing to continue improving their knowledge of the language. For example, in Italian 311 and Italian 312 in Fall 2003 there were 13 and 12 students enrolled respectively. Instruction is provided by one full-time tenured faculty member, one full-time instructor, and one part-time adjunct. The B.A. in Italian Language and Literature is the only Italian degree offered at any institution in South Carolina. Moreover, the Italian program supports the nationally ranked IMBA program, the South Carolina Honors College, and the Comparative Literature program.

### **B.A. in Classics:**

The B.A. in Classics offered concentrations in Greek, Latin, and Classical Studies. Although the number of majors is small, enrollments in 100 and 200-level courses is very strong (e.g. in AY 2001-02 there were 249 students enrolled in CLAS courses, 194 in Latin, and 17 in Greek). Instruction is provided by four tenured or tenure-track faculty members and one instructor. The Classics program supports the Comparative Literature program and the Baccalaureus Artium et Scientiae degree program in the South Carolina Honors College.

### **B.A. in Interdisciplinary Studies**

This degree was created to enable students to pursue a program of interdisciplinary studies that does not already exist within a major or program. For example, currently a student is pursuing a BAIS in Middle East Studies and another is pursuing a BAIS in cultural linguistics. Normally, students pursuing a BAIS degree are exceptionally gifted and sometimes they elect to pursue a double major: one from a traditional department or program and the one they create under the terms of the BAIS. All courses that contribute to the BAIS degree currently exist in various departments in the College of Liberal Arts and therefore result in no additional expenditure of funds.

### **B. S. in Geophysics:**

The B.S. degree in Geophysics is one of only a handful of undergraduate programs in this field in the country and it attracts students from throughout the US. Although enrollments are low, the quality of students in this program is outstanding; almost all of the students who have gone through this program are graduates of the Honors College. Offering this degree program requires no additional resources from the Department of Geological Sciences. In other words, if this program were eliminated, it would not result in any cost savings because the Geology courses taken to fulfill the requirements for a BS in Geophysics come from the same pool of classes that our regular Geology majors take. The Geophysics major requires more math and physics courses than our B.S. in Geology.

### **M.Ed. in Educational Research:**

This degree is typically earned by students en route to a Ph.D. in Education Research. Consequently, none of the courses are unique to the M.Ed. program (i.e. they would have to be offered to support the doctoral degree). In addition, virtually every degree in the College of Education has multiple research requirements that these courses help fulfill and all of the courses enjoy a healthy enrollment. Finally, the program is, we believe, the only one in the state.

### **M.A.T. in Health Education:**

This is a joint interdisciplinary degree offered by the College of Education and the Arnold School of Public Health. USC offers the only initial certification program in Health Education in South Carolina. The program is currently under revision to meet new accreditation standards. Although enrollments are low, none of the courses required for the degree are unique to the program and we request exemption because it fills a critical need in the state. The program was recently reviewed and reaccredited by AAHE. (South Carolina has among the lowest certification standards for health educators in the U.S. Consequently, relatively few of the teachers teaching health science courses in schools have degrees in health education. However, as the state moves raise standards and align its standards with other states, it is likely that this program will see an increase in enrollments.)

### **M.A. in Comparative Literature:**

The graduate programs in Comparative Literature were fundamentally revised approximately four years ago. Prior to that time, the program was foundering for lack of leadership. A new director was recruited and the program has enjoyed a rapid rise in

productivity and creativity. In the revised curriculum, most graduate students go directly into the Ph.D. program. We request exemption for the M.A. degree because it is sometimes (although infrequently) used for students to “stop out” before completing the doctorate. No courses are taught in support of the M.A. degree exclusively, since they are the courses supporting the Ph.D. program.

**M.S. in Physical Education:**

The same courses that support the M.S. in Physical Education support the MAT, IMA, and Ph.D. degrees in Physical Education, therefore, no extra expenses are incurred by offering this degree. The M.S. in Physical Education requires a thesis or research project, which may account for the low numbers of enrollments and degrees. This degree program is being revised to meet current needs. A proposal to add an option in Athletic Training in 2004-2005 is expected to increase enrollment.

**M.M. in Music History:**

This degree does not require the teaching of any courses that are unique to this degree. All graduate students in music are required to enroll in one or more courses in music history, and a variety of these courses is available in each regular semester. Students pursuing the master's degree in music history are required to complete more of these courses than do students in other music degrees. Although students in this degree program prepare a thesis, music faculty do not receive academic load credit for the direction of theses. Therefore, students who pursue the master's degree in music theory enhance the productivity of the School of Music without creating any significant demand on resources. The Master of Music degree in Music History is appropriate for students who wish to pursue the Ph.D. in Music History or to teach music history at the collegiate level. The National Association of Schools of Music accreditation for music curricula lists specific masters degrees that it accredits and requires that they be separately designated rather than lumped into a generic M.M. degree.

**M.M. in Music Theory:**

This degree does not require the teaching of any courses that are unique to this degree. All graduate students in music are required to enroll in one or more courses in music theory, and a variety of these courses is available in each regular semester. Students pursuing the master's degree in music theory are required to complete more music theory courses than do students in other music degrees. Although students in this degree program prepare a thesis, music faculty do not receive academic load credit for the direction of theses. Therefore, students who pursue the master's degree in music theory enhance the productivity of the School of Music without creating any significant demand on resources. The Master of Music degree in Music Theory is appropriate for students who wish to pursue the Ph.D. in Music Theory or to teach music theory at the collegiate level. The National Association of Schools of Music accreditation for music curricula lists specific masters degrees that it accredits and requires that they be separately designated rather than lumped into a generic M.M. degree.

**M.M. in Opera Theatre:**

According to the National Association of Schools of Music 2002-2004 Handbook, "The master's degree in opera performance is distinct from the master's degree in voice performance. The integration of musical, theatrical, and diction skills required in opera performance constitute major study in this degree program and require at least one-third of the curriculum. Performance of a significant role in at least one fully staged production with orchestra is an essential part of the final project." This degree does not require the teaching of courses that are unique to the degree. Students in other graduate music degrees have requirements for diction, and foreign language instruction and courses in theatre are available from those departments. The staging of operas has been a regular part of music performance activities on the USC campus for decades. The National Association of Schools of Music accreditation for music curricula lists specific masters degrees that it accredits and requires that they be separately designated rather than lumped into a generic M.M. degree.

**M.S. in Pharmacology:**

The graduate program in Pharmacology currently only admits students pursuing the Ph.D. degree. The M.S. in Pharmacology is used primarily as a mechanism to permit students to "stop out" short of the Ph.D. Consequently, the M.S. in Pharmacology requires no courses that would otherwise not be needed for the Ph.D. in Pharmacology program.

**Ed.D. in Health Education:**

This is an interdisciplinary degree offered through the Arnold School of Public Health and the College of Education and is included in NCATE accreditation. It serves a very specific and important need in the field for training future health educators, which is a specialty that is listed as a "critical needs" area by the S.C. Department of Education. There are no similar programs in South Carolina. The Ed.D. has no unique courses; all courses for the degree also support other degree programs in Education and the Ph.D. and DPH degrees in the Department of Health Promotion, Education, and Behavior.