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Agenda item 3.02.A. 1-4

March 7, 2002

MEMORANDUM

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

From: Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing

Analyses of Four New Program Proposals

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

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

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New Program Proposal
Bachelor of Arts
Major in Russian
University of South Carolina-Columbia

Summary

The University of South Carolina-Columbia requests approval to offer a program leading to the Bachelor of Arts degree with a major in Russian to be implemented immediately upon approval by the Commission on Higher Education.

The proposal was submitted to the Commission on August 10, 2001, pending USC Board approval. At that time, the program had received appropriate administrative approval at the institution and was awaiting approval by the University of South Carolina Board of Trustees. The USC Board of Trustees approved the program at its meeting on October 19, 2001. Earlier, pending USC Board approval, the program was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 2, 2001, with no dissent. However, in discussion in support of the program proposal, the representative from Clemson suggested that USC-Columbia look at ways in which the program's offerings might be made statewide through distance education.

If approved, this will be the only degree program with a major in Russian in the state of South Carolina's public or private colleges and universities. Clemson University has an undergraduate degree program with a major in Modern Languages, but according to the catalogue of Clemson University and staff conversations with the Provost's office at Clemson, as of December 21, 2001, Russian is not one of the languages available to be taken as a 'track' in either that major or in the Language and International Trade major. A student can take two years of Russian language courses at Clemson. College of Charleston has a minor in Russian. No other degree programs related to Russian are currently in existence in South Carolina.

No formal needs assessment was done for determining need for the program. The program is justified as an important addition to the program mix of the state's comprehensive research university. The proposal states that the program is important if USC is to meet the state's expectations based upon comparisons of the University with its aspirant peer institutions, all of which have an undergraduate Russian degree program. The proposal also states that the program is important to help USC become a member of the Association of

American Universities (AAU) and to affirm the University's commitment to continue to study the states of the former Soviet Union.

The program is designed to provide students with both fluency in the language (gained from four years of language study) and appreciation of and working knowledge of Russian literature and culture. As stated in the proposal, this combination of extensive language study leading to fluency and cultural knowledge helps set the program apart from either the College of Charleston's minor in Russian or the study of Russian available at Clemson.

The curriculum consists of a minimum of 120 semester hours of course credits. Of these, nine prerequisite semester hours of Russian language and literature (in freshman-sophomore level courses) and 24 semester hours of upper-division Russian literature, culture, and language are required. A minimum of 53 semester hours is required for meeting general education requirements. A cognate of 12 semester hours or a minor of 18 is also required. The rest of the coursework to a total of at least 120 is composed of electives.

Admission requirements to the program are consistent with admission to the University itself. Enrollment in the program is estimated to begin with five students (2 FTE) who will want to major in this degree program as soon as it has been approved. The number of new majors per year is estimated to grow to 10 (5 FTE) within the first five years of the program's implementation. Enrollments in the Russian language and culture courses also serve a growing number of students in a variety of majors at the University, according to the proposal, so that enrollment in Russian language and culture courses (which has increased considerably in the recent past) is expected to continue to increase. Assuming that the estimated enrollments and numbers of majors are realized, the University should meet the productivity standards required of the Commission for undergraduate majors by the third year of the program's implementation.

The major academic elements necessary to start this major—i.e., three full-time faculty members, library resources, linkages with other colleges on the campus--have been assembled over the past several years. The proposal states that the major will cost nothing since all the resources for its offering are already in place at the University. This line of argument both suggests that the major might be occurring as an unplanned offshoot of assembling the elements for it, while it overlooks the fact that developing a faculty, internal and external programmatic linkages, study abroad opportunities, and library resources have each incurred costs to the University. Other wording in the proposal, however, makes it clear that "extensive research" has been undertaken in a planned manner over some time to assemble a Russian major at the University of South Carolina, as would be expected of the flagship institution for the liberal arts among our public colleges and universities.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first full five years of implementation. 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
2002-03	\$18,390	\$0	\$18,390	\$0	\$10,704	\$10,704
2003-04	\$27,585	\$0	\$27,585	\$10,627	\$16,056	\$26,683
2004-05	\$36,780	\$0	\$36,780	\$15,941	\$20,714	\$36,655
2005-06	\$45,975	\$0	\$45,975	\$21,591	\$26,066	\$47,657
2006-07	\$45,975	\$0	\$45,975	\$26,904	\$26,066	\$52,970

These data demonstrate that if the University of South Carolina-Columbia 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 full year of its implementation.

In summary, the program is consistent with the mission of the University of South Carolina-Columbia as the state’s flagship public institution for the liberal arts and sciences. The program represents no duplication within the state’s public or private institutions. The program is being requested currently by some students and should continue to elicit at least modest student interest and demand in the future owing to the manifold dimensions of economic and cultural “globalization.” Finally, the program appears to be well conceived and usefully linked to other USC majors and to multiple opportunities for study abroad.

Recommendation

The Committee recommends that the Commission approve the program leading to the Bachelor of Arts degree in Russian at the University of South Carolina-Columbia to be implemented immediately upon approval by the Commission, provided that no “unique cost” or other special state funding be required or requested.

New Program Proposal
Bachelor of Arts in Special Education
University of South Carolina-Aiken

Summary

USC-Aiken requests approval to offer a program leading to the Bachelor of Arts degree in Special Education to be implemented in Fall 2002.

The Board of Trustees approved the proposal on June 22, 2001. The proposal was submitted for Commission review on July 20, 2001. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 2, 2001.

The purpose of the proposed program is to prepare teachers in general special education who will be eligible for special education certification. The program has been designed to meet the 107 competencies of the Council for Exceptional Children. The need for the program is based on the critical shortage of special education teachers in South Carolina. Approximately 13 percent of the State's public school students require special education services but as of January 30, 2001 544 teachers were serving this population with out-of-field permits. Special Education has been consistently on the critical needs list for South Carolina. In addition, Aiken School District contacted USC-Aiken to urge the University to offer a degree in special education because of the critical need to serve rural schools in the region.

Special education undergraduate degree programs are offered at Clemson University (general degree), the College of Charleston (Emotionally Disabled, Mentally Disabled, and Learning Disabled), Lander University (general degree), Winthrop University (Mildly Disabled and Severely Disabled), South Carolina State University (Educable Mentally Handicapped, Emotionally Handicapped, Learning Disabled, and Trainable Mentally Handicapped), and the recently approved programs at USC-Spartanburg (Learning Disabled) and Coastal Carolina University (Learning Disabled). Because of the constant shortage of certified special education teachers in all concentrations, the S.C. Department of Education has encouraged development of new programs in special education at both public and private institutions of higher education. The Commission has been supportive of this development in approving additional programs to help ease the critical shortage of special education teachers.

The curriculum is based on the standards of the Council for Exceptional Children (CEC) and the certification requirements of the S.C. Department of

Education. The curriculum consists of a total of 130 credit hours. Of these, 55 credit hours are in general education, 18 credit hours in pre-professional education, and 60 credit hours in special education courses and field experiences. A total of 16 new courses will be required for the proposed program. All of the new courses are in special education and have been designed to meet the standards of CEC.

USC-Aiken indicates that it will be necessary to hire one faculty member in the second year of the program. This faculty member will be required to have a terminal degree in Special Education. In addition, the University will hire adjuncts (1 FTE) to teach courses currently taught by faculty who will serve the new program. Existing faculty serving the program will begin at 14 (1 FTE) and increase to 15 headcount (3 FTE) by the second year of the program.

Enrollments in the proposed program are estimated to begin at 15 headcount students in FY 2002-03 and increase to 53 headcount students in FY 2006-07. The University also estimates that approximately 40 certified teachers per summer will take courses to attain add-on certification in special education. The enrollment estimates are based on surveys of Teacher Cadet students in area high schools, inquiries from prospective students, and district requests. The projected enrollments will meet the Program Productivity Standards of the Commission.

The proposed program will be subject to accreditation by the National Council for the Accreditation of Teacher Education (NCATE). USC-Aiken will be required to prepare a program report for review by the Council for Exceptional Children which is the national specialty organization for special education which approves programs under the NCATE accreditation process. As is customary, the proposed program proposal has been shared with the staff of the S.C. Department of Education for comment. The staff have indicated that they will recommend to the Professional Review Committee approval of the program for initial licensure.

There are no physical plant requests for the proposed program. There are several equipment needs for the new program that include furniture to establish specialized classrooms, technology hardware and software, assessment instruments, and curriculum materials and supplies. USC-Aiken compared its holdings to the College Library Standards of the American Library Association. The holdings appear to be adequate, but the institution will continue to support acquisitions in the content area with \$5000 per year for the next five years.

New costs are estimated to begin at \$58,243 in year one and increase to \$95,746 in year five for a total of \$432,427. These expenses include \$20,089 in faculty salaries in the first year, increasing to \$74,385 in the fifth year for a total of \$308,683. Clerical/Support personnel costs will begin at \$13,554 in year one and

increase to 14,961 in year five for a total of \$71,244. Additional expenses for supplies, library support, equipment, and travel are estimated to be \$24,600 in the first year and decrease to \$6,400 by the fifth year for a total of \$52,400.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2002-03	\$88,728	\$0	\$88,728	\$0	\$50,390	\$50,390
2003-04	\$147,880	\$0	\$147,880	\$46,094	\$84,286	\$130,380
2004-05	\$221,820	\$0	\$221,820	\$76,666	\$126,202	\$202,868
2005-06	\$295,760	\$0	\$295,760	\$115,118	\$168,571	\$283,689
2006-07	\$310,548	\$0	\$310,548	\$153,334	\$177,044	\$330,378

These data demonstrate that if USC-Aiken 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 fifth year of its implementation.

In summary, the proposed program has been designed to meet the critical shortage of special education teachers in South Carolina. The University not only has responded to the request for additional special education programs from the S.C. Department of Education but also from a request by the local school district for such a program. The need for special education teachers in rural school districts is great and the proposed program should address some of the vacancies these districts have for certified special educators.

Because this program is an initial certification program for teachers, the institution should contact the State Department of Education for information pertaining to State Board of Education approval.

Recommendation

The Committee recommends that the Commission approve the program leading to the Bachelor of Arts degree in Special Education at the University of South Carolina-Aiken to be implemented in Fall 2002, provided that no “unique cost” or other special state funding be required or requested.

New Program Proposal
Master of Education in Educational Technology
University of South Carolina-Columbia
University of South Carolina-Aiken

Summary

USC-Columbia and USC-Aiken request approval to offer jointly a program leading to the Master of Education degree in Educational Technology to be implemented in Fall 2002.

This proposal was submitted for Commission review on August 16, 2001. The proposal was reviewed without comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 2, 2001. The Board of Trustees approved the proposal on October 19, 2001.

The purpose of the proposed program is to prepare educators trained in the effective design, evaluation, and delivery of technology-based instruction and training. The program will train educators to assume leadership roles in the integration of educational technology in the school curriculum. A second focus of the program is to provide graduate-level instructional opportunities for others who wish to acquire both technological competencies and understanding of sound instructional design principles and techniques.

The need for the program is based on the accreditation standards of the National Council for the Accreditation of Teacher Education (NCATE) which require all graduates of teacher education programs to be proficient in integrating technology into curriculum design, classroom teaching, and management and assessment of student learning. National data are presented in the proposal that indicate 75 percent of first-year teachers feel unprepared to use technology and only 20 percent of 2.5 million teachers feel comfortable using technology in their classrooms. These data underscore the importance of not only offering graduate-level programs in educational technology but also in providing technology courses to teachers to improve their skill levels.

The curriculum has been designed to meet the Program Standards for Advanced Programs in Educational Computing and Technology Leadership of the International Society for Technology Education. The curriculum consists of a minimum of 36 credit hours. Twelve credit hours are in core courses, 15 credit hours are in technology core courses, and nine credit hours are electives chosen from a list of six additional technology-related courses. Courses will be offered by a variety of traditional and non-traditional methods including: face-to-face

classroom, web-based, two-way video, and a combination of these delivery methods. Approximately one-third of the course offerings will be delivered as web-based and distance education courses. A total of thirteen new courses will be required for the proposed program.

The Universities have a Memorandum of Understanding that delineates the procedures to be used for the joint program. A Governance Committee composed of members from both campuses will oversee the management of the proposed program. Students will apply to either campus for admission to the program and the campus through which the student applies becomes the student's home campus. Courses will be offered with both campus prefixes, regardless of the campus or course's instructor, but students will enroll in courses using the prefix of their home campus. Graduates of the program will receive a diploma that identifies the degree as offered by USC-Columbia and USC-Aiken.

Two new faculty will be required to support the program. USC-Columbia will hire one during the first year of the program, and USC-Aiken will hire the second during the second year of the program. The new faculty will be required to hold a terminal degree in Educational Technology or a related field. The USC-Aiken hire must also have a minimum of three years of experience and be able to supervise practicum experiences in P-12 settings. USC-Aiken indicates that it will be necessary to hire occasionally adjunct faculty to teach a course currently taught by one of the primary faculty. Communication with the University indicates that the use of adjuncts would equal fewer than one FTE over five years. Faculty serving the program will consist of eight headcount faculty (4 FTE) in FY 2002-03 and increase to nine headcount faculty (4 FTE) in the second year of the program. Program support by faculty will remain at nine headcount (4 FTE) through the fifth year of the program.

Enrollments in the proposed program are estimated to begin at 20 headcount students in FY 2002-03 and increase to 30 headcount students in FY 2006-07. Enrollment estimates are based on a projection of an average of at least one applicant from each of the more than 20 districts served by the two campuses. No quantitative data for enrollment projections were provided. There are no employment concerns for graduates from this program as the majority of graduates will be currently employed P-12 teachers. The projected enrollments will meet the Program Productivity Standards of the Commission.

The proposed program will be subject to accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the International Society for Technology Education (ISTE), which is the national specialty organization that approves such programs for NCATE. USC-Columbia is currently accredited by NCATE and will be undergoing its re-accreditation visit in Fall 2003. USC-Aiken is currently accredited by NCATE and will be

undergoing its re-accreditation visit in Spring 2004. As is customary, the program proposal was shared with the staff of the S.C. Department of Education for comment. The staff have indicated that the program is endorsed by the S.C. Department of Education and that the proposed program will provide an opportunity to prepare individuals for leadership roles in educational technology.

There are no physical plant requirements for the proposed program. USC-Aiken will incur equipment costs that include software, upgrade of existing software holdings, and hardware upgrades. USC-Columbia will incur equipment costs in instructional software, computer equipment, multimedia development equipment, assistive technology, and distance education. Both universities indicate that they will need to acquire additional print material holdings for their respective libraries.

Estimated costs for USC-Aiken begin at \$59,554 in FY 2002-2003 and increase to \$105,343 in FY 2006-07 for a total of \$475,926. These costs include over the five year \$77,125 for program administration, \$281,141 for faculty salaries, \$40,160 for graduate assistants, \$2,500 for supplies, \$50,000 for library resources and \$25,000 for equipment. USC-Columbia estimates costs for the program to begin at \$90,000 in FY 2002-03 and decrease to \$86,000 in FY 2006-07 for a total of \$434,000. These costs include \$300,000 for faculty salaries, \$75,000 for graduate assistants, \$25,000 for supplies and materials, \$9,000 for library resources, and \$25,000 for equipment.

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

USC-Columbia

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2002-03	\$83,270	\$0	\$83,270	\$0	\$32,490	\$32,490
2003-04	\$132,475	\$0	\$132,475	\$44,237	\$52,081	\$96,318
2004-05	\$132,475	\$0	\$132,475	\$70,669	\$52,081	\$122,750
2005-06	\$132,475	\$0	\$132,475	\$70,669	\$52,081	\$122,750
2006-07	\$132,475	\$0	\$132,475	\$70,669	\$52,081	\$122,750

These data demonstrate that if the USC-Columbia can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to match MRR costs with revenues it generates by the fifth year of its implementation.

USC-Aiken

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2002-03	\$88,744	\$0	\$88,744	\$0	\$19,083	\$19,083
2003-04	\$134,820	\$0	\$134,820	\$39,417	\$30,077	\$69,494
2004-05	\$134,820	\$0	\$134,820	\$62,486	\$30,077	\$92,563
2005-06	\$134,820	\$0	\$134,820	\$62,486	\$30,077	\$92,563
2006-07	\$134,820	\$0	\$134,820	\$62,486	\$30,077	\$92,563

These data demonstrate that if USC-Aiken can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to match MMR costs with revenues it generates by the fifth year of its implementation.

In summary, the proposed program has been designed to enhance the technology skills of P-12 educators. Teachers who complete the proposed program will be education technology leaders in their schools and will be able to assist others in the integration of technology into P-12 classrooms. The design of the program, using a variety of delivery formats, should allow for the expansion of the courses to other sites within the USC system.

Recommendation

The Committee recommends that the Commission approve the program leading to the Master of Education degree in Educational Technology to be offered jointly at USC-Columbia and USC-Aiken, to be implemented in Fall 2002, provided that no “unique cost” or other special state funding be required or requested.

New Program Proposal
Master of Education in Special Education-Visual Impairment
University of South Carolina-Spartanburg

Summary

USC-Spartanburg requests approval to offer a program leading to the Master of Education degree in Special Education-Visual Impairment to be implemented in Summer 2002.

This proposal was submitted for Commission review on August 13, 2001. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 2, 2001. The Board of Trustees approved the proposal on October 19, 2001.

The purpose of the proposed program is to prepare teachers to teach K-12 students who are visually impaired. The program is not designed to address mobility issues of the visually impaired but to train teachers to help in the education of visually impaired students so that they can become fully productive citizens of the State. The proposed program has been designed in collaboration with the S.C. School for the Deaf and Blind (SCSDB).

USC-Spartanburg, the S.C. School for the Deaf and the Blind, the S.C. Department of Education, and the S.C. Commission for the Blind have formed a partnership to support the planning and implementation of the proposed program. The educational, rehabilitation, and professional personnel resources of the partnership will be utilized to provide graduate students unique opportunities for access to students identified as visually impaired or blind and systematic contact with practicing professional in orientation and mobility, low vision, rehabilitation, assistive technology, and Braille. The proposal indicates that because of this partnership resources (equipment, laboratories, libraries, and facilities) will be shared and costs will be contained. The partnership is requesting a special appropriation from the General Assembly to support the program that amounts to approximately \$1.4 million for the first five years of the program. Communication with the University has indicated that the costs to develop such a program would be substantially higher if the partnership had not been formed.

The need for the program is based on two surveys conducted by the SCSDB. The first survey received a 100 percent response from all school districts in South Carolina and indicated that one out of three school districts that enroll students with visual impairment employ no Visual Impairment (VI) teachers.

Nearly one half of the currently practicing VI teachers will retire within the next seven years and approximately 600 students with visual impairment are not taught by appropriately trained and certified teachers. A second survey indicated that there are currently 14 teachers seeking coursework in visual impairment. In addition, the Association for Education and Rehabilitation of the Blind and Visually Impaired passed a resolution in 2000 addressing the shortage of qualified services for the visually impaired and the need to support university programs that would increase the number of qualified teachers. The proposed program will be the only program of its kind in South Carolina. Nationally, there are 21 similar programs. Only three masters-level programs are offered in the southeast in Kentucky, North Carolina, and Tennessee.

The curriculum is based on other programs in the country, in particular the recently implemented program in North Carolina. The program will consist of 36 credit hours with a culminating comprehensive assessment during the practicum experience. Courses will be offered by both traditional and distance education means. The SCSDB, in a Memorandum of Agreement with USC-Spartanburg, will provide several services to the students in the program. These services will include mentoring and supervision of students, educational opportunities with visually impaired students, access to specialized equipment, access to a wide variety of SCSDB resources, access to SCSDB professional development programs, and access to distance learning technologies. The SCSDB facility will provide students in the program access to state-of-the-art equipment and resources with which to be trained. USC-Spartanburg will offer the program as a cohort model in which students in a cohort will follow a common sequence of courses on a common schedule. Nine new courses will be required to implement the program.

USC-Spartanburg indicates that it will be necessary to hire two new faculty, a half-time administrator, and a half-time support person. The faculty members will be hired for summer 2002. One position will be a professional with an earned doctorate in the field of visual impairment and the other will be a professional with an earned doctorate in curriculum and instruction with a specialty area in either educational research or foundations of education. This latter new hire will allow current faculty who are qualified to teach in the proposed program. The half-time administrator will supervise the technological and logistical elements of distance education and coordination between USC-Spartanburg and SCSDB, develop a community-based advisory board, and market the proposed program. The half-time clerical position will assist the administrator and faculty. Existing faculty serving the program will be four headcount (.6 FTE). This will be increased to six headcount faculty (2.1 FTE) in the first year of the program.

Enrollments in the proposed program are estimated to begin at ten headcount students in FY 2002-03 and increase to 14 headcount students in FY 2006-07. Enrollments are based on the SCSDB survey. Students will be enrolled

on a part-time basis and will be currently certified teachers. There are no employment concerns for graduates from this program as there is a need for such teachers in many districts across the state. The projected enrollments will meet the Program Productivity Standards of the Commission.

The proposed program will be subject to accreditation by the National Council for the Accreditation of Teacher Education (NCATE). USC-Spartanburg indicates that it will seek approval of the program from the Association for the Education and Rehabilitation of the Blind and Visually Impaired and the Academy for the Certification of Visual Rehabilitation and Educational Professionals. USC-Spartanburg is currently accredited and will be undergoing its re-accreditation visit in Fall 2003.

As is customary, the proposed program proposal has been shared with the staff of the S.C. Department of Education for comment. The staff have indicated that they will recommend to the Professional Review Committee approval of the program for initial licensure.

There are no physical plant needs for the proposed program as there are adequate facilities at USC-Spartanburg and SCSDB. There are several equipment needs that are estimated to cost approximately \$100,000. The equipment needs include items such as K-12 instructional materials, other vision specific materials, Braille producers, computers with speech synthesizers, a Braille copy machine, and a Braille computer printer, among other assistive technologies.

Library resources were assessed using the standards of the Association of College and Research Libraries. This analysis indicated that USC-Spartanburg will need to add at least three new journals to the library's serial collection and a variety of additional publications. Costs to enhance the holdings are estimated to be \$10,000 initially with the journals incurring an annual cost of \$500.

It should be noted that this proposed program is also seeking an appropriation from the General Assembly that will begin at \$350,000 in FY 2002-03 and decrease to \$265,000 in FY 2006-07 for a total request of \$1,410,000. The appropriation request is for equipment, faculty salaries, support personnel, supplies and materials, and other expenses associated with the program. It is a recurring expense for the first five years of the program. The proposal indicates that without this special appropriation the program cannot be offered. The Commission customarily does not support programs that require special state funding. However, because of the demonstrated need for trained P-12 personnel to educate visually impaired students the special funding request has been recommended for approval. The program does offer a unique opportunity for an institution of higher education to work with the high-quality facilities and staff of the S.C. School for the Deaf and Blind.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2002-03	\$77,579	\$0	\$77,579	\$0	\$17,455	\$17,455
2003-04	\$155,159	\$0	\$155,159	\$36,338	\$35,233	\$71,571
2004-05	\$155,159	\$0	\$155,159	\$73,390	\$35,233	\$108,623
2005-06	\$155,159	\$0	\$155,159	\$73,390	\$35,233	\$108,623
2006-07	\$155,159	\$0	\$155,159	\$73,390	\$35,233	\$108,263

These data demonstrate that if the USC-Spartanburg can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to match MRR costs with revenues it generates by the fifth year of its implementation. However, with the approval of the appropriation request from the legislature, the program will be able to match MRR costs by the first year of the program.

In summary, the proposed program has been designed to train teachers to educate K-12 students who are visually impaired. Although there is not a large number of such students in the state (approximately 1300), many of these students are not having their educational needs addressed because of the lack of trained teachers. The program is unique in that it will utilize the facilities, staff, and students of the South Carolina School for the Deaf and the Blind. This collaboration will not only provide students in the program with an excellent resource for training but will reduce the cost of implementing the program by providing additional technologies. As noted above, the Commission customarily does not support programs that require special state funding but because of the unique nature of the proposed special education program, the compelling need for teachers trained in this field, and the statewide reach of the program, staff recommend endorsement of the funding request.

Recommendation

The Committee recommends that the Commission approve the program leading to the Master of Education degree in Special Education-Visual Impairment at the University of South Carolina-Spartanburg, to be implemented in Summer

2002, provided that the University receives the special appropriation it is seeking from the General Assembly.