



CHE
11/13/03
Agenda Items 3.02 A.1, 2, 3, and 4

November 13, 2003

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

Analyses of Four New Program Proposals

Please find attached the staff summaries and analyses for four new program proposals, Agenda Items 3.02 A.1, 2, 3, and 4.

The Committee on Academic Affairs and Licensing approved these four items at its meeting on October 23, 2003 and has made its recommendations to the Commission.

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

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**New Program Proposal
Associate in Health Sciences
Major in Emergency Medical Technology
Florence-Darlington Technical College**

Summary

Florence-Darlington Technical College requests approval to offer a program leading to the Associate in Health Sciences degree in Emergency Medical Technology, to be implemented in Spring 2004.

The proposal was approved by the State Technical College System Board on May 27, 2003. It was submitted for Commission review on June 10, 2003. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 8, 2003.

The purpose of the program is to prepare graduates for serving as Emergency Medical Technicians in the service area of Florence-Darlington Technical College. The emphasis in the program will be on preparing students to meet the needs of the licensed hospital transport services, hospitals and the Pee Dee Regional Emergency Medical Services. The program meets new federal U.S. Department of Transportation (U.S. DOT) guidelines for emergency medical technicians and has been built around a curriculum designed by representatives of the local stakeholders. The need for the program is based upon the demand for it as estimated by the local businesses which will hire its graduates.

While students can meet the new USDOT training requirements by completion of a continuing education program, the continuing education option is both expensive (approximately \$4000) and does not earn either college credit or a degree. The proposed program will provide students with both credit and a degree. In response to questions at the Advisory Committee meeting of October 8, 2003, college representatives affirmed that provision has been made in this program proposal for the granting of academic credit to students who have continuing education experience through either credit for prior life experience learning or challenge examinations.

The curriculum consists of a minimum of 67 credit hours. Of these, 24 are in general education (21 are required and one is elective) and the remaining 43 are in Emergency Medical Services. There is one other associate degree of this type with a major in Emergency Medical Technician at Greenville Technical College as well as a

certificate program in Emergency Medical Technology at Piedmont Technical College. Both are in “good” standing for enrollments, graduates, and placements.

The proposal states that within the first full year of implementation of the new program the institution will hire either two new faculty members (2 FTE), or one new faculty member (1 FTE) and several adjunct faculty members (1 FTE). A total of 15% of the time of one full-time faculty member will be devoted to the administration of the program. All faculty members will need to be credentialed at least at the associate degree level in the area of specialty.

Enrollment in the proposed program is estimated to begin at 30 headcount (30 FTE) students in the Spring Semester of FY 2003-2004, when the program is first implemented. Enrollments will rise to 54 headcount (43.2 FTE) students in the second year (i.e., 2004-2005) of the program’s implementation and will remain at that level in succeeding years. Estimates are based on the needs for graduates of the program as provided by local employers. If the enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

The institution will seek accreditation of the program through the Commission on Accreditation of Educational Programs for the Emergency Medical Services Professions. Accreditation is anticipated for 2007. To practice as an Emergency Medical Technician, a graduate must pass a two-part certification examination geared toward their specific training. This examination must be re-taken in each three-year period of a person’s professional practice.

There are no physical plant or equipment requirements for the proposed program. Library resources necessary for the new program are estimated at \$21,885. Total new costs for the program are estimated to begin at \$72,260 in the first year and rise to \$85,316 in the second and \$84,451 in the third year of the program’s implementation. In addition to the costs cited for the library enhancements, these costs over the first three years of the new program include supplies and materials and faculty. Total estimated new costs for the program during the first five years will be \$ 242,027.

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
2003-04	258,765	0	\$258,765	0	36,293	\$36,293
2004-05	745,243	0	\$745,243	91,120	104,652	\$195,772
2005-06	745,243	0	\$745,243	262,174	104,652	\$366,826
2006-07	745,243	0	\$745,243	262,174	104,652	\$366,826
2007-08	745,243	0	\$745,243	262,174	104,652	\$366,826

These data demonstrate that if the institution can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will still not be able to cover new costs with revenues it generates by the fifth year of its implementation. The institution has indicated that it has the available funds to cover the costs of the program. In the discussion of the Committee on Academic Affairs and Licensing of October 23, 2003, the vice president for instruction at Florence-Darlington Technical College added important information about the College's cost sharing with community business for this program. He stated that by partnering with the local Emergency Medical Service, the College has been able to deploy all costs for equipment and to split costs for the director's salary.

In summary, the institution will offer an Associate in Health Sciences degree in Emergency Medical Technology that will be one of two associate degrees in this field in South Carolina. This degree will allow students to obtain the skills and knowledge for working in the high-demand field of Emergency Medical Technology and to provide employment for qualified graduates in the local health-related transportation businesses of the College's service area, which have requested and helped to develop this program.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Associate in Health Sciences in Emergency Medical Technology at Florence-Darlington Technical College, to be implemented in Spring 2004, provided that no "unique cost" or other special state funding be required or requested.

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

Summary

USC-Aiken requests approval to offer a program leading to the Bachelor of Arts degree in Music Education, to be implemented in Fall 2004.

The proposal was submitted for Commission review on July 25, 2003. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 8, 2003. The Board of Trustees is expected to approve the proposal on October 17, 2003.

The purpose of the program is to prepare graduates who will be eligible for music teacher certification for the K-12 schools. The need for the program is based on demand by districts for music teachers. Music is a critical need subject area as determined by the State Board of Education. In addition, the proposal indicates that in the 16 school districts served by USC-Aiken music teachers are recruited from outside the service area. Based on a 2002 survey by the University, there were 28 unfilled positions for music teachers in the service area. A survey of current USC-Aiken students who are concentrating in music in the B.A. degree program in Fine Arts indicates that ten of the 13 are interested in pursuing the proposed degree program.

The curriculum consists of 136-137 credit hours. Of these, 52 credits are in general education, seven credits are in pre-professional education, 23 credits are in professional education, 52-53 credits are in music, and two credits are in electives. Students are required to complete successfully an audition to qualify for initial acceptance into the program. The program is a shared program between the School of Education and the Department of Visual and Performing Arts.

The curriculum has been designed to meet State curriculum standards and the standards of the Music Educators National Conference. The curriculum was also reviewed by Dr. Lyle Merriman who is a consultant for the specialized accrediting agency, the National Association of Schools of Music (NASM). Dr. Merriman's report found that "The curriculum is well designed with a good mix of general education, professional education and music courses. I am pleased to give a strong endorsement to your proposal." The program proposal compares the USC-Aiken curriculum to the music education curriculum of USC-Columbia, Winthrop University, and the University of Nebraska-Lincoln. The proposed curriculum is similar in content to that offered by

accredited programs at these institutions. Sixteen new courses will be required for the proposed program.

Four public (Lander University, S.C. State University, University of S.C., and Winthrop University) and 14 private institutions offer bachelors degrees in music teacher education. The addition of the proposed program at USC-Aiken would appear to be a duplication of these programs; however, because music is a “critical needs” subject area, the duplication appears warranted.

USC-Aiken indicates that one new tenure tack faculty member will be hired in the second year of the program. This hire will be in music education with expertise in concert band and other instrumental ensembles. Four part-time faculty (2.0 FTE adjuncts) will be hired during the first five years of the proposed program. Adjuncts will be individuals with at least a master-level degree in music. There are currently seven full-time faculty in music and education who will serve the proposed program. Faculty serving the program will begin at 28 headcount (8 FTE) in FY 2004-05 and will increase to 32 headcount (11.5 FTE) in FY 2008-09.

Enrollment in the proposed program is estimated to begin at three headcount (2.2 FTE) in FY 2004-05 and increase to 18 headcount (13.2 FTE) in FY 2008-09. Estimates are based on the number of students in the Bachelor of Fine Arts degree (music concentration) who have expressed interest in matriculating into the proposed program. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment, although the program projections suggest it will be a small program.

The proposed program will be required to seek accreditation from the National Council for the Accreditation of Teacher Education and the National Association of Schools of Music. The proposal indicates that the university will seek NASM accreditation in four years when there are graduates from the program. USC-Aiken will undergo its NCATE continuing accreditation visit in February 2004. The proposed program will not be reviewed during this cycle because of its newness and lack of graduates. The program will undergo review either during the next NCATE visit in five years or earlier if the university chooses to seek NASM accreditation in four years.

There are no physical plant requirements for the proposed program. Equipment needs are for musical equipment, software, and instrument storage estimated to cost \$22,900 over the program’s first five years. The library support was reviewed during the NASM consultant’s review of the proposed program and was deemed adequate. The University did not provide a quantitative analysis of holdings against national standards but indicated that the holdings are adequate for the existing music concentration in the Fine Arts program. However, the proposal indicates that there is a need to enhance the periodical/journal collection with titles in music education. There is no request for

additional library support and the University indicates that internal allocations from the current \$5,600 library budget will meet these costs.

New costs for the program are estimated to begin at \$15,740 in year one and include adjunct faculty salaries/fringe (\$3,240), equipment (\$9,000), marketing (\$500), and scholarships (\$3,000). Estimated costs increase to \$85,311 by year five and include faculty salaries/fringe (\$79,011, including one new faculty member hired in year two), equipment (\$3,300), supplies (\$2,000), travel (\$800), marketing (\$500), and scholarships (\$3,000). The total estimated new cost is \$343,442 for the program’s first five years.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2004-05	\$19,219		\$19,219	\$0	12,727	\$12,727
2005-06	44,845		44,845	6,635	30,549	37,184
2006-07	83,283		83,283	15,516	55,494	71,010
2007-08	108,909		108,909	28,460	73,316	101,776
2008-09	115,315		115,315	37,341	77,389	114,730

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 cover new costs with revenues it generates by the fifth year of its implementation, although in year five it will come very close.

In summary, USC-Aiken will offer a bachelor’s degree in Music Education that will allow students to obtain the content and pedagogy required for state certification as K-12 music teachers. The University is proposing to offer a program that will allow students to obtain teacher certification in a critical need subject teaching area. The S.C. Department of Education has been encouraging institutions to add programs and/or increase production of students in these critical need subject areas. The school districts in USC-Aiken’s service area are in need of trained music teachers and will be able to hire many of the graduates of the proposed program.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve USC-Aiken's proposed program leading to the Bachelor of Arts degree in Music Education for implementation in Fall 2004, provided that no "unique cost" or other special State funding is requested or required.

**New Program Proposal
Master of Science in Historic Preservation
Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Master of Science in Historic Preservation, to be implemented in August 2004. The program initially is to be offered “in cooperation with” the College of Charleston. The proposal indicates that the program is expected eventually to be offered as a “joint” program with the College of Charleston under conditions stipulated in the proposal.

The proposal was approved by the Clemson Board of Trustees on March 3, 2003, and submitted for Commission review on July 30, 2003. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 8, 2003.

The purpose of the program is to prepare graduates for leadership positions in the rapidly growing field of historic preservation in its architectural, landscape, historic, construction science and engineering dimensions. At the time that the College of Charleston might become a joint participant in the offering of this program, the humanistic and fine arts aspects of the degree program will be strengthened in the program, according to information shared at the Advisory Committee meeting on October 8, 2003. The college projects that it is approximately a year away from being able to assume some teaching responsibilities in the program.

The emphasis in the program will be on preparing students to become preservation specialists needed for South Carolina’s historic infrastructure and landscape and to take national leadership positions in this area, thereby generating research funding into the state for enhancement and protection of the historic “built environment” of South Carolina. The program is designed to meet emerging needs for specializations in historic aspects of the built environment, as recommended by the National Council for Preservation Education. The site of the program will be Clemson University’s Architecture Center in Charleston. The need for the program is based upon the trillion-dollar “restoration economy” which already exists in the United States and the fact that 94% of all construction funds are said, nationally, to be currently invested in the built environment. Likewise, the program is needed to produce the knowledgeable, skilled professionals required to care for and enhance the historic environments in South Carolina which form the heart of the state’s \$15 billion per year tourist industry.

The curriculum consists of a minimum of 54 credit hours. The program is designed to be completed, including a thesis, within four semesters. Students are required to take a core of courses in the first semester of the program. Students will design a preservation project in the second semester and experience a summer internship in the first year's summer term. At the beginning of the second year of the program, students experience lab-based 'conservation' studies and begin to do research for their thesis. In the final semester the student finishes the thesis for which a focus has been given to the particular research interests of the student.

There are no other programs of this type at this degree level in South Carolina or the Southern region. If approved, the proposal states that the program will be a "peer" of programs at the University of Pennsylvania, Columbia University, and the University of Oregon.

The proposal states that one new tenure-track faculty member (1 FTE) will be hired in the first year of the program. This person will join with an existing faculty member at the Architecture Center in Charleston to form the core of the new program's faculty. Additional faculty in History/Geography, History of Landscape, and Material Science at Clemson will support the program. In addition, a new full-time faculty member (1 FTE) from College of Charleston is anticipated to join as the program becomes a joint degree in approximately the third year of the program's operation. All faculty members will need to be credentialed for appropriate teaching of their disciplines at the graduate level. A total of three headcount (3 FTE.) faculty are anticipated to be working with the core of the program in the third year of the program's operation and beyond.

Enrollment in the proposed program is estimated to begin at 12 headcount (12 FTE) students in FY 2004-2005, rising to 24 headcount (24 FTE) students in the second year of the program's implementation. If the College of Charleston jointly offers the program in the third, fourth and fifth years of the program, there are anticipated to be 36 students (36 FTE) enrolled in it. Estimates are based on Clemson University's presumption of student demand for the program and the limitations to enrollment that this program will require. If the enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

A unique feature of the program proposal is the envisioned relationship between Clemson University and the College of Charleston. This current status of "cooperation" and future status of an institutional partnership for joint offering of the program is dependent upon the College of Charleston approving funds for the hiring of faculty and other important investments in the proposal. In the meantime, the program is acknowledged formally and officially by both parties to be currently a program solely of Clemson University. If a future partnership emerges for the joint offering of the degree, representatives of the two institutions acknowledged at the October 8, 2003, meeting of

the Advisory Committee on Academic Programs that the joint degree's implementation will be outlined in a formal, written agreement between the two institutions included as part of the program modification which will be submitted to the Commission on Higher Education.

Also, in response to questions raised at the Advisory Committee on Academic Programs meeting on October 8, 2004, Clemson representatives indicated that there will be continuing cooperation (especially in thesis development work) with the faculty of the private, proprietary Charleston School for the Building Arts. The written proposal does not discuss this cooperative relationship.

The program will not be required to seek accreditation, but will request accreditation through the National Council on Historic Preservation Education. The Council "recognizes" programs which it has reviewed if they meet the Council's criteria of good practice.

There are no physical plant or equipment requirements for the proposed program. Although significant library resources necessary for the new program are currently available through Clemson and the College of Charleston's collections, additional library development for research purposes will be pursued through external funding. New costs for the program are estimated to begin at \$217,000 in the first year, \$198,000 in the second year, and \$273,000 in the third, fourth and fifth years of implementation. These costs over the first five years of the new program include program administration, faculty salaries, clerical/support personnel, supplies and materials, library resources, equipment, facilities, and travel, recruitment and professional development. Total estimated new costs for the program during the first five years will be \$1,234,000.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are 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
2003-04	198,792	0	\$198,792	0	57,262	\$57,262
2004-05	397,584	0	\$397,584	67,797	114,524	\$182,322
2005-06	596,376	0	\$596,376	135,594	171,056	\$306,650
2006-07	596,376	0	\$596,376	204,165	171,056	\$375,221
2007-08	596,376	0	\$596,376	204,165	171,056	\$375,221

These data demonstrate that if the institution meets the projected student enrollments and contain costs as they are shown in the proposal (including the addition of 12 more students in the program in the third through fifth years, assuming College of Charleston might jointly offer the degree), the program will still not be able to cover costs with revenues it generates by the fifth year of its implementation. Nevertheless, the institution remains committed to providing this degree and has indicated that external funding is being developed to meet those needs. Student interest and market demand for graduates appear to be high for the program. The program promises a combination of academic quality and significant professional employment opportunities for its graduates.

In summary, the institution will offer a Master of Science degree in Historic Preservation that will be unique in South Carolina and the Southern region at the graduate level. This degree will allow students to obtain the skills and knowledge needed to work in the growing field of historic preservation. The program is designed to produce graduates who can meet the needs of protecting and enhancing the historic environment in South Carolina and to assume leadership positions nationally in historic preservation so that research funding can be obtained to support this growing area of the economy. It is anticipated that the College of Charleston will jointly offer this degree by the third year of its implementation and will commit significant resources to that end.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Science in Historic Preservation by Clemson University, to be implemented in August, 2004, provided that

- no “unique cost” or other special state funding be required or requested;
- and provided further that at the time that the College of Charleston might seek to offer the program jointly with Clemson University, a formal, written agreement between the institutions will be signed and filed with the Commission in which the flow of state funding, the responsibility for student enrollment reporting, and faculty and facility utilization are clearly delineated.

**New Program Proposal
Master of Education in Middle Level Education
College of Charleston**

Summary

The College of Charleston requests approval to offer a program leading to the Master of Education degree in Middle Level Education, to be implemented in Spring 2005.

The Board of Trustees approved the proposal on April 16, 2002. The proposal was submitted for Commission review on August 13, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on October 1, 2002. The approval of this program was delayed because the S.C. Department of Education requires that an institution have a program leading to initial certification before it can offer a program at the advanced level (master's degree). The College suspended action on this program until it received approval for its B.S. in Middle Level Education from the State Board of Education which did approve it in June 2003.

The purpose of the program is to prepare teachers who currently hold a teaching certificate to become highly qualified middle level educators. The program will prepare current teachers to have an in-depth content knowledge in one or two areas of concentration and to be grounded in an understanding of the developmental needs of young adolescents, the curriculum standards for these students, and the instructional approaches used in the middle grades.

The need for the program is based on national and state needs for well-prepared teachers trained in middle level education. The State has recognized the importance of well-qualified middle level school staff. The General Assembly passed legislation that requires by October 1, 2008, anyone teaching in a middle grade to have middle grades certification. Under the federal *No Child Left Behind Act*, all teachers must be highly qualified by FY 2005-06. All teachers at middle schools will be required to have passed a competency exam or to have middle level certification. A study completed in 1997 indicated that South Carolina middle school teachers either have elementary certification (60 percent) or secondary certification (36 percent). Under the federal regulations, these teachers would not be considered to be highly qualified. The College conducted a survey of middle level teachers in its service area. The results indicated that 27 percent were interested in pursuing a graduate degree in middle level education. However, this survey was completed prior to the *No Child Left Behind* legislation and most likely a new survey would now show an increase in those interested in obtaining such credentialing.

Winthrop University has the only master's program in the state for currently certified teachers who wish to take courses that will lead to "add on" middle level certification. The program proposed here does not in and of itself lead to "add on" middle level certification. However, the college indicates that students working with advisors in the program could select courses which would meet the courses requirements for "add on" certification.

The curriculum consists of 40 credit hours. Of these, 22 credit hours are in fundamental education curriculum and 18 hours are in specialized content curriculum. The program requires 18 credit hours in one or two content areas. The content courses will be chosen based upon the student's academic background, teaching assignment(s), and interest areas. A concentration as defined in the proposal is nine or more credit hours. Content courses will come from a variety of master level courses offered by content programs at the College of Charleston and The Citadel. For example, students may take existing history courses offered in the joint Master of Arts degree in History. The proposed program is based on the standards of the National Council for the Accreditation of Teacher Education and the standards of the National Middle School Association (NMSA) for a master's level middle education program. However, the College should pay particular attention to the performance-based requirements of the two national organizations as it implements the proposed program. As the program is presented in the proposal, there is little evidence of field-based practice and continuous assessment of candidate performance.

The curriculum has also been designed to meet the five core propositions of the National Board for Professional Teaching Standards (NBPTS). The College indicates that specific courses and the overall design of the program will assist teachers who wish to seek NBPTS certification.

Staff of the S.C. Department of Education reviewed the proposal and indicated that the courses within the proposed program would not lead to add-on certification at the middle level. The staff also noted that the College did not clearly indicate how it would collect data on student performance required by NCATE and NMSA. Concerns were also raised about the poor articulation of goals and objectives as well as a lack of experiences for students as required by NMSA. Department staff noted that if the program wishes to have its graduates considered for add-on certification, students will need to be advised to take the specific courses (21-36 credits, depending on content area) that would meet the state's certification requirements.

Due to the *No Child Left Behind* legislation and the recent S.C. legislation implementing middle level certification, there is a great need in the State for programs that will assist currently practicing teachers to obtain middle level certification through programs that offer courses required for add-on certification. It is unfortunate that the

College has chosen to offer a program that will not address this need directly. The College must note in its advertising of this program and its listing in the College's catalogue that the proposed program in and of itself does not lead to add-on middle-level certification, but through appropriate selection of courses graduates may be eligible for certification. It is imperative that teachers be aware that completion of the courses contained within this program may not meet the requirements for add-on middle-level certification and only through careful advising will they be able to meet state requirements.

The College of Charleston indicates that one new tenure-track faculty member will be hired in the third year of the program. NMSA standards require that faculty who serve in a master's program hold an advanced degree appropriate for teaching middle level students (i.e., middle level education, curriculum and instruction, among others) and have experience as middle level educators. While the current education faculty do not have terminal degrees in middle level education, they do have either another recommended advanced degree and/or experience in middle level education. The college will require that the new faculty member have a background in middle grades education and a minimum of three years experience in a public middle school classroom. Education faculty serving the program will begin at 10 headcount in FY 2003-04 and increase to 11 headcount in FY 2005-06. Because of the inter-departmental and inter-institutional nature of the proposed program, it is not possible for an accurate accounting of all faculty who will serve this program in terms of headcount and FTE. For example, the proposal indicates that in English a total of 37 College of Charleston and The Citadel faculty could serve this program depending on which content courses students are advised to pursue.

Enrollment in the proposed program is estimated to begin at eight headcount (4.8 FTE) in FY 2003-04 and increase to 28 headcount (14.9 FTE) by FY 2007-08. Estimates are based on the survey of teachers in the Tri-County area and use a figure of five percent of the interested teachers enrolling in the proposed program. The majority of students will be working teachers who will pursue the degree on a part-time basis. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The program will be required to seek accreditation from NCATE and NMSA. The College of Charleston will undergo its next accreditation review October 30 through November 4, 2004. Because the proposed program will not yet have graduates at that time, it will not undergo review. It will be reviewed during the next accreditation cycle in five years.

There are no physical plant or equipment requirements for the proposed program. The library holdings were compared against the standards of the Association of College Research Libraries for the overall education collection and were deemed adequate. To

enhance the collection in terms of middle level education materials, the library will have a budget of \$1000 per year to make acquisitions in this area.

New costs for the program are estimated to begin at \$20,000 in year one and include program administration (\$9,000), graduate assistants (\$8,300), library support (\$1,000), and supplies and other miscellaneous support (\$1,700). Estimated costs increase to \$68,300 by year five and include full-time support for one additional faculty member and program administration (\$57,000), graduate assistants (\$8,300), library support (\$1,000), and supplies and miscellaneous support (\$2,000). The total estimated new cost is \$245,000 for the program’s first five years.

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
2003-04	\$69,089		\$69,089	\$0	\$31,476	\$31,476
2004-05	112,724		112,724	27,437	51,691	79,128
2005-06	156,359		156,359	44,890	72,483	117,373
2006-07	185,449		185,449	62,971	86,201	149,172
2007-08	216,357		216,357	74,489	99,194	173,683

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

In summary, the College of Charleston’s proposed master’s degree in Middle Level Education will allow current elementary and secondary certified teachers to attain knowledge and skills pertinent to the middle grades, a clearly defined need at both the state and national levels.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Education degree in Middle Level Education at the College of Charleston, to be implemented in Spring 2005, provided that no “unique cost” or other state funding be required or requested and

provided further that the College note in its catalogue and advertising materials that the program may not lead to add-on middle-level certification unless appropriate courses are selected.