

September 4, 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 Two New Program Proposals**

Please find attached the staff summaries and analyses for two new program proposals, Agenda Items 3.02 C.1 and 2.

The Committee on Academic Affairs and Licensing will consider these two items at its meeting on September 3, 2003 and will make its recommendation to the Commission on September 4.

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**  
**Bachelor of Science in Language and International Health**  
**Clemson University**

**Summary**

Clemson University requests approval to offer a program leading to the Bachelor of Science degree in Language and International Health, to be implemented in Fall 2004.

The Clemson Board of Trustees approved the proposal on April 21, 2000. This proposal was submitted by the institution on May 1, 2003, and was reviewed by the Advisory Committee on Academic Programs on July 15, 2003. The review by the Advisory Committee elicited several substantive comments, referenced below and was subsequently voted upon favorably by the Committee.

According to the proposal, the purpose of the program is to educate students in “languages and health, as well as international marketing.” This proposal is unique by comparison to anything currently offered either at Clemson University or in the United States at the undergraduate level. The need for the program is based on a demand for persons abroad and in the United States (with particular reference to demand in the Southern region) for persons with skills in both language and healthcare to understand and interpret for other persons in their own languages the important issues of healthcare, health products, and health marketing. Since the Hispanic population is the most evident and populous group within the state and region, the first foreign language option to be offered in the program will in Spanish. Others are anticipated to follow once the Spanish courses have been well established with a suitably large student demand.

As projected in the proposal, the curriculum consists of 135-136 credit hours. In the discussion at the Advisory Committee meeting, however, this amount of coursework was discussed as being very high for an undergraduate program. In response, the Clemson representative indicated that this number would be decreased since the number of general education requirements at Clemson was going to be decreased this year. In the proposed curriculum, 33 credit hours are required in Health Science courses, 31 in Language courses, 41-42 will be required in General Education, 9 in an area of Emphasis, and 10 in Free Electives.

The Advisory Committee discussion also generated comments about the need for a definable pathway for students at two-year public institutions to prepare to transfer to Clemson to take advantage of this degree program which appears to

have much potential for “2+2” programming from the technical colleges in particular. In response, Clemson’s representative agreed to convene a group to establish an agreement between Clemson and the technical colleges to provide a clear “2+2” progression for this program.

The curriculum has been designed to meet the needs of students to develop both solid skills in a language other than English and in healthcare assessment and administration, so that they are prepared to assume positions of responsibility either as consultants to pharmaceutical companies and health systems or as developers of bicultural or multicultural community centers. The program will require an international practicum in a country where the language is spoken. Students in the program will choose from one of two emphasis areas (i.e., Health Systems or Community Development). It is within the emphasis area on Health Systems that interested students may take coursework with a business and advertising focus. Three new courses (all in Spanish) will be required initially for the program’s implementation. As other languages are added over time to the degree’s options, other new courses in those languages will be developed. The additional languages added to the degree will require additional faculty. However, in the first five years of the program’s implementation, only the Spanish language track will be operative. Initially, the core of the program will be an amalgam of coursework from the majors of Spanish and Public Health Sciences.

Clemson University indicates that one new faculty member will be needed for the proposed program in Spanish (1 FTE) and one new faculty member will be needed in the Department of Public Health Sciences who will be 50% released for this program (.5 FTE). Additional faculty will be added if and when other foreign languages are added as options to the program, but none is projected within the program’s first five years of operation.

Enrollment in the proposed program is estimated to begin at five headcount (5.8 FTE) students in FY 2004-05 and increase to 35 headcount students (37.8 FTE) in FY 2008-2009. Enrollment estimates are based on projections from the institution. If enrollment estimates are realized, the proposed program will meet the Commission’s program productivity standards.

The program will not be required to obtain accreditation or certification from any professional association. There are no physical plant or equipment needs for the proposed program. Total new costs for the first five years of operation of the proposed program are estimated to be \$507,000, including salaries for faculty members (\$375,000), supplies and materials (\$40,000), library support (\$15,000), equipment (\$17,000) and travel (\$60,000).

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 | \$64,027                                |  | <b>\$64,027</b>  | \$0                 | \$54,355  | <b>\$54,355</b>  |
| 2004-05 | \$122,565                               |  | <b>\$122,565</b> | \$28,624            | \$103,635 | <b>\$132,259</b> |
| 2005-06 | \$181,104                               |  | <b>\$181,104</b> | \$54,958            | \$154,368 | <b>\$209,326</b> |
| 2006-07 | \$298,181                               |  | <b>\$298,181</b> | \$81,551            | \$254,381 | <b>\$335,932</b> |
| 2007-08 | \$415,259                               |  | <b>\$415,259</b> | \$134,478           | \$352,940 | <b>\$487,418</b> |

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

In summary, Clemson University proposes to offer this new program as one mechanism to meet the needs of the growing Hispanic community in the state, the Southern region and the United States, and also to meet the need for increased numbers of persons fluent in a foreign language and with knowledge about issues of health and healthcare. Various within the proposal the degree program is described as meeting a “great need” and a “critical need” for South Carolina’s emerging Hispanic minority.

### **Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Bachelor of Science degree in Language and International Health, to be implemented in Fall 2004, provided that no “unique cost” or other special state funding be required or requested, and provided further that Clemson University

- furnish an exact number of semester hours to be completed in the program upon passage of the new general education requirements at the University; and

- develop a signed agreement with the technical college system for seamlessly articulating substantial coursework or an entire associate degree program with this program.

The Committee will make its recommendation to the Commission on September 4, 2003.

**New Program Proposal  
Certificate (Baccalaureate and Post Baccalaureate) in  
Teaching English to Speakers of Other Languages  
University of South Carolina-Spartanburg**

**Summary**

USC-Spartanburg requests approval to offer post-baccalaureate certificate for Teaching English to Speakers of Other Languages (TESOL) a to begin Fall 2003. The program will allow undergraduate education majors at USC-Spartanburg to add-on certification in TESOL and provide a program for currently practicing teachers to add on this teacher certification.

The proposal was approved by the USC Board of Trustees on April 16, 2003. The proposal was submitted for Commission review on April 18, 2003. The proposal was reviewed without comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 15, 2003.

The purpose of the program is to prepare teachers to address the needs of P-12 students who have varying levels of English proficiency. Completers of the program will be able to have an additional area of certification in TESOL. The need for the program is based on the rapidly expanding school age population with limited English proficiency (LEP). In just two years, the number of international languages spoken by these students in South Carolina went from 50 to 85 different languages. The proposal indicates that the Upstate has the largest segment of permanent Hispanic/Latino population growth in the state with an 88 percent increase between 1990 and 1999. The 2000 U.S. Census identified 26,167 Hispanic people in the Greenville, Spartanburg, and Anderson statistical area and one half of these (12,881) are school-age children.

Because of the lack of such programs to train teachers, there are only a small percentage of teachers in S.C. who have the TESOL certification. The proposed program would be the only undergraduate program leading to the add-on certification. The only other public institution offering TESOL is the College of Charleston, which has two approaches to obtaining coursework that will lead to TESOL certification. Students may complete the TESOL concentration in the M.Ed. program in Languages or they may complete two different certificate programs to obtain TESOL certification. An initial certificate is offered for those individuals who wish to work in the community or for those teachers who wish to

work with speakers of other languages but are not seeking add-on certification. Teachers who wish to add-on TESOL certification complete an advanced certificate (in addition to the initial certificate) that provides additional coursework to meet the requirements for add-on certification. Bob Jones University and Columbia International University also offer programs at the master's level. The proposed program is unique because it allows undergraduate students to be eligible for add-on certification in TESOL upon graduation.

The curriculum consists of 21 credit hours. Twelve of these credit hours are in TESOL professional education core courses and nine credit hours are in the content concentration. The program has been designed to meet the add-on certification requirements of the S.C. Department of Education (SDE). The department's staff has reviewed the proposed program and indicates that it is satisfactory for add-on certification requirements. Students who wish to enter into the TESOL certification program must also demonstrate competency in a foreign language by completing courses or by completing a second language learning experience (defined by SDE). Four new courses will need to be developed for the proposed program.

The program is a collaborative effort between the School of Education and the Division of Fine Arts, Languages, and Literature. Faculty supporting the program will come from both these academic units. Five headcount (1.25 FTE) faculty will serve the program in FY 2003-04 and will increase to six headcount (1.75 FTE) in FY 2004-05 and remain at that level for the remaining three years of the program. One new faculty member will be required for the proposed program in FY 2004-05. The new faculty member will have an earned doctorate in TESOL or a related field and recent and relevant P-12 public school teaching experience.

Enrollments in the proposed program are estimated to begin at 25 headcount students (5.0 FTE) in FY 2003-04 and increase to 50 headcount students (7.5 FTE) in FY 2004-05 and remain at that level for the remaining three years of the program. Enrollment will consist of undergraduate students who are completing one of the several education programs offered by USC-Spartanburg. Students in the Teaching Fellows Program (a state scholarship program for teacher education majors) will be advised to seek dual certification. Teachers who wish to add on this certification may also enroll in the program.

There are no physical plant or equipment requests. The library holdings were not compared against national standards but resources for TESOL include approximately 100 books and monographs, the two main journals in the field, and numerous electronic databases. The library's acquisition plan has been modified to include TESOL publications and the proposed budget indicates that there will be \$500 per year for these acquisitions.

The program will be required to be accredited under the State's partnership with the National Council for the Accreditation of Teacher Education (NCATE). USC-Spartanburg is fully accredited by NCATE and will be undergoing another review cycle in Fall 2003. Because of the newness of this program, it will not be reviewed during this accreditation visit.

Estimated new costs begin at \$1,000 and include \$500 for supplies/materials and \$500 for library resources. This amount increases to \$62,000 by year five and includes \$61,000 for faculty salary, \$500 for supplies/materials and \$500 for library resources. The total estimated new costs for the first five years of the program are \$237,000.

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 | \$40,755                                |  | <b>\$40,755</b> | \$0                 | \$29,550 | <b>\$29,550</b> |
| 2004-05 | 61,133                                  |  | <b>61,133</b>   | 13,753              | 44,326   | <b>58,079</b>   |
| 2005-06 | 61,133                                  |  | <b>61,133</b>   | 20,630              | 44,326   | <b>64,956</b>   |
| 2006-07 | 61,133                                  |  | <b>61,133</b>   | 20,630              | 44,326   | <b>64,956</b>   |
| 2007-08 | 61,133                                  |  | <b>61,133</b>   | 20,630              | 44,326   | <b>64,956</b>   |

These data demonstrate that if USC-Spartanburg 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 third year of its implementation.

In summary, USC-Spartanburg is requesting approval to offer a program that will lead to add-on certification of Teaching English to Speakers of Other Languages. This program addresses a growing need in the State because the number of limited English proficiency students continues to grow in our school districts. The Upstate has had very rapid growth in this population over the last ten years, and it is critical that teachers become trained in how to address the language needs of the students as they assimilate into our schools.

## **Recommendation**

The staff suggests that the Committee commend favorably to the Commission USC-Spartanburg's proposed program leading to a Certificate (Baccalaureate and Post-Baccalaureate) for Teaching English to Speakers of Other Languages for implementation in August 2003, provided that no "unique cost" or other special State funding is requested or required.

The Committee will make its recommendation to the Commission on September 4, 2003.