

Advisory Committee on Academic Programs

Minutes of February 18, 2016

Members Present

Dr. John Lane, Chair
Dr. Connie Book, The Citadel
Dr. Donna Elmore, Orangeburg-Calhoun Technical College, via teleconference
Dr. Clif Flynn, University of South Carolina Upstate
Dr. Gordon Haist, University of South Carolina Beaufort, via teleconference
Dr. Learie Luke, South Carolina State University
Dr. Brian McGee, College of Charleston
Dr. Chris Nesmith, University of South Carolina-Palmetto College
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Hope Rivers, S.C. Technical College System
Dr. Mark Sothmann, Medical University of South Carolina

Guests Representing Members

Dr. John Beard, Coastal Carolina University, representing Dr. Ralph Byington
Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd
Dr. Kristia Finnigan, University of South Carolina Columbia, representing Ms. Joan Gabel
Dr. Debra Jackson, Clemson University, representing Dr. Robert Jones
Dr. Peter King, Francis Marion University, representing Dr. Richard Chapman
Mr. Tom Nelson, Lander University, representing Dr. David Mash
Dr. Diane Carr, Midlands Technical College, representing Dr. Ron Drayton

Staff Present

Mr. Clay Barton	Ms. Lane Goodwin
Ms. Laura Belcher	Ms. Trena Houpp
Ms. Saundra Carr	Ms. Tanya Rogers
Ms. Julie Carullo	Dr. Erica Von Nessen
Dr. Paula Gregg	

Guests

Dr. Barbara Adams, South Carolina State University	Ms. Jane Layton, Clemson University
Ms. Amy Allen, USC School of Medicine	Dr. Corey Lee, Coastal Carolina University
Dr. Michael Auerbach, College of Charleston	Dr. Lak Lewyanvoon, The Citadel
Ms. Melanie Barton, Education Oversight Committee	Dr. Lee Linder, College of Charleston
Ms. Mary Ann Byrnes, University of South Carolina Columbia	Dr. Nancy Muller, Lowcountry Graduate Center
Dr. Nancy Carson, Medical University of S.C.	Dr. Marie Nix, Lander University
Ms. Misty Chastain, USC School of Medicine	Ms. Ellen Ricoma, South Carolina State University
Dr. Robert Cox, University of South Carolina	Ms. Terrye Seckinger, S.C. Commission on Higher Education
Dr. Diana Delach, Lander University	Dr. Darlene Shaw, Medical University of S.C.
Dr. Jeremy Dickerson, Coastal Carolina University	Dr. Dave Slimmer, Lander University
Dr. Godfrey Gibbison, College of Charleston	Dr. Gigi Smith, Medical University of S.C.
Dr. Joy Green-Hadden, Greenville Health System	Dr. Suzanne Thomas, Medical University of S.C.
Ms. Laura Hester, Lander University	Dr. Peggy Torrey, S.C. Council on Competitiveness
Dr. Edward Jadallah, Coastal Carolina University	Dr. Margaret Wetsel, Clemson University
Dr. Martin Jones, College of Charleston	Dr. John Whitcomb, Clemson University
Dr. Amy Joseph, The Citadel	Dr. Brandi White, Medical University of S.C.
Ms. Elisabeth Kovacs, S.C. Department of Commerce	Dr. Marlene Wilson, USC School of Medicine
Dr. Mike Larsen, College of Charleston	Dr. Joe Winslow, Coastal Carolina University

Welcome

Dr. Lane called the meeting to order at 10:00 a.m. He welcomed all in attendance.

1. Consideration of Minutes of September 10, 2015

Dr. Lane requested a motion to accept the minutes of September 10, 2015, as distributed. The motion was **moved** (Priest) and **seconded** (King) and the Committee **voted unanimously to accept the minutes as presented.**

2. Presentation of the Education Oversight Committee 2016-2017 Legislative Agenda (For Information, no action required)

Dr. Lane introduced Ms. Melanie Barton from the Education Oversight Committee who began a presentation (included as Attachment 1). She informed the Committee that the goal of her presentation was to give the EOC perspective of the broad view of PK-20 education. She stressed the importance of the adoption of the TransformSC *Profile of the S.C. Graduate* and explained the *Profile* is guiding the General Assembly in how they review proposed legislation. She summarized that the *Profile* is driving education public policy at the state level.

Ms. Barton reported on the federal *Every Student Succeeds Act* (ESSA), explaining purpose, standards, opportunity, and pipeline services. She stressed that ESSA requires states to adopt standards by which students can be admitted to “credit-bearing coursework at state higher education institutions.” She highlighted that ESSA also calls for students to “participate in credit-bearing coursework while in secondary school.” She stated that pipeline services must extend from “birth through entry into and success in postsecondary education.”

Ms. Barton then informed the Committee of accountability standards which includes the requirement for states to measure one or more of the following: “student engagement/educator engagement; student access to and completion of advanced coursework; postsecondary readiness; and school climate and safety.” She shared that EOC and the S.C. Department of Education are considering the statement: “All graduates should be able to enter a credit-bearing college course without the need for remediation and have some probability of success. Readiness does not guarantee Admission.” She also shared the career readiness statement being considered: “For Careers, complete CATE course, have state occupational certificate, preferably a stackable credential and be ready to pursue postsecondary job training at two-year colleges or significant on-the-job training.”

Ms. Barton explained that CHE and institutions of higher education must be involved in order to determine readiness measurement scores. She explained that EOC and S.C. Department of Education are considering having an ACT or SAT score and a WorkKeys score at the 11th grade level, which will shape the 12th grade year. She continued by stating that 12th grade will provide opportunities for improvement through remediation. She reviewed with the Committee recent statistics on SC student debt, degree attainment, remediation costs and scholarship retention. She highlighted the percentage of students who lose state scholarships from freshmen to sophomore year and stated clearly that students are simply not ready for postsecondary success. She also presented the percentage of college-ready students according to 11th grade ACT scores. Dr. Beard commented that the majority of the work ahead seems to be for high schools. Ms. Barton agreed but stated that higher education institutions must be able to communicate clearly to high school educators regarding expectations of college

readiness. She also suggested that state scholarships need to be studied, especially in their effect on students choosing to not take rigorous science and math courses for concern over failing to meet scholarship requirements.

Ms. Barton concluded her presentation by presenting next steps, including the adoption of TransformSC's *Profile* and the consideration of redesigning the S.C. Education and Economic Development Coordinating Council. She also highlighted the inclusion of a college and career readiness indicator as part of the state accountability system for K-12 and the need for a longitudinal data system linking the education pipeline.

Dr. Jackson responded to the presentation and shared her concerns for math education, citing that students are taking algebra in the 8th grade, and therefore have a hard time recalling skills when taking math in college. She also shared that the push towards students taking college-level courses in high school is representative of high school not serving its purpose. She continued by stating that high schools need to concentrate on high school work. She stressed the importance of a college environment and that a student taking a college course in high school does not help the student understand the difference between a high school and college environment. Dr. Rivers agreed and stated that the college environment presents an increase in rigor and a different set of expectations but parents make the mistake of equating the high school and college environments. Members discussed that students at the college level have the right to fail and that special treatment apparently common in secondary schools for students to improve grades through test re-taking and extra credit is usually not available at the college level. Dr. Jackson highlighted the differences between high school teachers and college professors, explaining that freshmen gateway college courses are not relational and have limited grading opportunities. Ms. Barton mentioned the importance of parents' roles in understanding college-ready skills and expectations.

Dr. Beard expressed concern about measuring and rating the life/career characteristics and the soft skills listed on the *Profile*. Ms. Barton responded that certain S.C. school districts are developing rubrics and encouraging teachers to incorporate the learning of soft skills. Dr. Torrey responded to the conversation by stating the business community supports the *Profile* and supports changing how students are taught and how they learn in K-12. She continued by stating that as high schools change how students are taught then students accustomed to competency-based, collaborative, and personalized learning will not accept the way college courses are traditionally taught in lecture format with limited grading. She stated that discussions need to be ongoing regarding this shift. Dr. Lane thanked Ms. Barton and Dr. Torrey for providing examples in regards to progress at school districts in the Midlands and he then asked about progress in other parts of the state, including in rural areas. Dr. Torrey answered that progress is being made slowly throughout the state as schools begin to adopt the *Profile*. Dr. Beard expressed concern about new teaching models being executed in poorly resourced schools and whether the new model is realistic in a poorly resourced classroom with an overworked teacher. Dr. Torrey responded that some of the teaching requirements in the new models build on initial requirements and don't need additional work goals to be successful, and that the piloting process has shown an increase in teacher retention. Ms. Barton added that piloting schools are being creative with the resources they have.

Dr. McGee responded to the discussion and added that public policy plays a role in the success of education in South Carolina. He explained that a decision such as requiring all institutions to accept a certain score on an assessment tool can be a mistake and harmful to students' progress. He shared that public policy has to be held accountable in part for statistics such as high average college debt and low scholarship retention rates due to decisions made to

decrease funding for colleges and universities and to not revise scholarship program policy. Dr. Elmore expressed concern that parents do not understand the importance of 11th graders taking the ACT test. She also added that Orangeburg Calhoun Technical College faculty focused on soft skills recently and created a rubric by which to assess them. Members generally discussed dual credit and expressed concern that students have not mastered high school courses and therefore should not be taking dual credit courses. Ms. Barton and Committee members agreed that a clear definition with participation requirements needs to be created for dual enrollment.

3. Adoption of TransformSC's *Profile of the South Carolina Graduate*

Dr. Lane introduced the agenda item. A motion to approve the profile was **moved** (Finnigan) and **seconded** (Carr). Dr. Lane explained that the *Profile* was presented to the Committee in the Summer with the hopes that the Committee would consider adopting it. Dr. Lane recognized Dr. Torrey who presented a copy of the latest version of the Bill being considered by the General Assembly for state adoption of the *Profile*. Dr. Lane asked about recent endorsements. Dr. Torrey responded that arts groups have recently endorsed the *Profile*. She also reported that TransformSC has started a higher education subgroup on which Ms. Houpp serves. Dr. Torrey expressed concern over students' misunderstanding in how dual credits transfer to other institutions, i.e., the credits transfer but not necessarily towards a degree. Dr. Rivers responded by stating that higher education has made that information available and clear through SC TRAC's Transfer Check. She stated that she understands that students and parents might not be as aware of this tool or might not choose to utilize this tool but that she does not see how much more higher education can do to make the information known.

The Committee **voted unanimously to accept** TransformSC's *Profile of the South Carolina Graduate*.

4. Advanced Placement Task Force Recommendations and Revised *Policies on Advanced Placement and International Baccalaureate Credit Awards*

Dr. Lane introduced the agenda item. A motion to approve the task force recommendations was **moved** (Finnigan) and **seconded** (Carr). Dr. Lane thanked Ms. Houpp for providing leadership with the Task Force and asked her to summarize the revisions. Ms. Houpp explained that the Task Force met to determine a consistent way the new AP courses (AP Research and AP Seminar) could be awarded college credit, given that the courses do not focus on a specific discipline. She informed the Committee that the Task Force met several times and decided that colleges in the initial AP course implementation years should award general elective credit. She explained that one exception was made by the Task Force in that institutions will have the choice to review the individual capstone projects and determine, based on the subject matter, whether or not credit should be awarded in a matching specific discipline.

Ms. Houpp also reported that the Task Force decided to make a few editorial and other small changes to the policy language, making the AP section consistent with the International Baccalaureate section. She stated that an obsolete statement which allowed institutions to apply for an exemption from awarding credit for AP courses was removed because the policy statement is inconsistent with state law. Dr. McGee thanked the Task Force for its hard work. He clarified that the language "are encouraged" in the new policy for AP Research and Seminar

refers to the flexibility an institution has in choosing the correct comparable course credit, not the flexibility of choosing to not award credit. Ms. Houpp agreed.

The Committee **voted unanimously to accept** the Advanced Placement Task Force Recommendations and Revised *Policies on Advanced Placement and International Baccalaureate Credit Awards*.

5. Revised Guidelines for Teacher Education Competitive Grants:

a. EIA Centers of (Teacher Education) Excellence FY 2017-2018

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Drueke) and **seconded** (Priest). Dr. Lane invited Dr. Gregg to expound on the topic. Dr. Gregg explained the program and then presented minor changes to the Guidelines for FY 2017-18. She informed the Committee that the theme of the grant awards will be “developing innovative professional development programs for Effective Teaching that Focus on the Knowledge, Skills, and Characteristics of the *Profile of the South Carolina Graduate* that will improve instruction and achievement at all grade levels in low performing schools.”

The Committee **voted unanimously to approve** the EIA Centers of (Teaching Education) Excellence Guidelines, FY 2017-2018.

b. *Improving Teacher Quality*, FY 2016-2017

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Drueke) and **seconded** (Priest). Dr. Lane invited Dr. Gregg to report on the agenda item. Dr. Gregg shared with the Committee that it is a one-year program focusing on improving content area knowledge for in-service full-time K-12 teachers and that this year will be the last year of funding. Dr. Gregg stated the program requires a partnership between content-area faculty in arts and sciences with education faculty.

The Committee **voted unanimously to approve** the Improving Teacher Quality Guidelines, FY 2016-2017.

6. Updates on Issues and Projects in Academic Affairs:

(For information, no action required)

a. College Course Prerequisite Review

Dr. Lane introduced Dr. Gregg. Dr. Gregg reminded the Committee of the recent revisions to the College Course Prerequisite policy and specifically addressed the addition of an annual review of the courses. She stated that a small task force will be convened to meet for a day to conduct this review.

b. Program Productivity

Dr. Lane introduced Ms. Houpp who summarized recent developments and then informed the Committee that a Task Force was created to outline the specifics of implementing the recent changes to program productivity. She explained that the first meeting of the Task Force was successful and that a recommendation from the Task Force will most likely be presented to ACAP for discussion and approval at the May 19th meeting. She relayed a request from the Task Force that institutions using an internal program review for their respective Boards of

Trustees provide the template or an example report that they use for that review. Dr. Jackson suggested that CHE use reporting already created by institutions for accrediting bodies. Dr. Lane responded favorably and stated that CHE still might want to tailor portions of the review to meet Commissioners' requests.

c. SARA

Dr. Lane announced the addition of an agenda item, 6c, to discuss recent SARA developments. Ms. Carullo informed the Committee that the House Bill will be heard by the full House Education Committee and that this morning the Senate Education Committee voted favorably on the Senate bill.

7. Notifications of Program Changes and/or Terminations, August 31, 2015-January 31, 2016 (For information, no action required)

Dr. Lane presented the agenda for information.

8. Workforce Development:

(For information, no action required)

a. Discussion on In-State Workforce Projections

Dr. Lane introduced the agenda item and stated that the discussion is a continuation of a conversation that began last Spring. He thanked Dr. Finnigan for providing a list of in-state workforce statistic sources. He instructed the Committee members to focus the discussion on whether the sources are helpful in forming workforce projections for use in program proposals and modifications.

Dr. Priest stated that the sources presented good statistical information about the counties in their current state, but he did not find the sources to be helpful in workforce projections or current available jobs. Mr. Drueke commented that the economic development organizations represented on the list of sources are mainly regionally-based and that some areas, such as Lancaster, Chester and York Counties, are not represented. Dr. Lane shared a portion of CHE's internal discussion that most of the in-state sources use U.S. Bureau of Labor Statistics information to formulate regional and state workforce projections and therefore projections will be based on national data. Dr. McGee expressed gratitude for the work of the Charleston Regional Development Alliance in helping to formulate workforce projections.

Dr. Jackson expressed concern that this discussion implies that universities are only preparing students for work in South Carolina but institutions are also preparing graduates for the global marketplace. Dr. Lane thanked Dr. Jackson for her comments. He then asked whether focusing on in-state projections is connected to institutional mission. Dr. Rivers answered that the SC Technical College System is focused completely in-state and that the system pays for focused workforce data, which is expensive. Mr. Drueke responded that whether the institution focuses on in-state workforce projections or considers a more global reach depends on the individual programs. He cited teacher preparation programs as ones that are in-state centric.

Commissioner Seckinger expressed her understanding of institutions' global nature, but she stated that the Commission has to be responsible for considering the statewide and coordinating perspective in reviewing academic degree programs. She stated that the

Commission is interested in driving the economic engine of SC. She continued by explaining she is interested in using more specific job databases to determine what is needed in the state and then map that information to institutions for program development. She stated that institutions must consider a balance of considering in-state needs as well as a global influence. She explained that the Commission wants to know how new academic degree programs are relevant to the state's investment in higher education. She expressed concern about using the Bureau of Labor Statistics data, especially given the broad differences in national regions and individual states. She re-iterated the Commission's statewide perspective.

b. S.C. Department of Commerce Presentation

Dr. Lane introduced Ms. Elisabeth Kovacs from the SC Department of Commerce (Commerce). Ms. Kovacs explained that Commerce is the state's "sales" team. She clarified that the biggest jobs-creator in the state is existing industry and that 70% of economic "wins" are with current industry entities. She stated that it is vital to the state that current industry grow and prosper. She spoke then to another task of Commerce, which is the recruitment of industry to the state. She agreed with the Committee members that there are different pockets of workforce data and real-time labor data must be purchased at a high rate. She repeated Boeing's call to the state to "grow the talent pipeline" to ensure a capable workforce for decades to come.

Ms. Kovacs began speaking about the Education and Economic Development Act (EEDA) and specifically referred to the virtual regional education centers established by the Act, which connected K-12 to business. She informed the Committee that the centers' oversight was transferred to Commerce in 2014 and that Commerce has been able to bridge the communication gap between the two entities. She then updated the Committee on the consideration of House Bill 3145 which calls for the re-visioning of the SC Education and Economic Development Coordinating Council of which Commerce will be the agent. She explained that the five agencies involved with the Bill include the SC Department of Employment and Workforce, the SC Technical College System, CHE, SC Department of Education, and Commerce. She reported that part of this Council's mission will be to create a bank of all data sets which complies with all the rules and regulations associated with each set.

Ms. Kovacs informed the Committee of Commerce's public/private partnership with the Manufacturers Alliance which will unveil a new initiative entitled *SC Future Makers*. She explained that the initiative will utilize the national platform STEM Premier to connect students with businesses and higher education institutions. She expressed her hope that the state will eventually have real-time data for current job needs and data that will help the state understand the jobs of the future. Ms. Kovacs explained the premise behind the *SC Future Makers* as an intense marketing campaign for middle and high schools students, educators, parents, and guidance counselors to share opportunities in their respective regions. She stated that the platform will provide a mapping of all the career and technology centers in the state and the courses offered at each. She reported that initially the technical college opportunities will be incorporated and the four-year institutions added in the future.

Dr. Rivers asked for more information about the technical college portion of the STEM Premier platform and the *SC Future Makers* initiative. Ms. Kovacs responded that the *SC Future Makers* initiative pilot will be launched in the next week while STEM Premier is already available to every high school and every two-year or four-year higher education institution. She stated that companies and postsecondary schools can post a profile free of charge, but can connect directly to students for a fee. Ms. Kovacs continued and reported that EOC is funding the ability of 100 high schools to monitor activity through a dashboard. Dr. Jackson asked how

the platform connects to universities. Ms. Kovacs answered that postsecondary students can create a profile on STEM Premier. She explained that while STEM Premier is a national platform, it has agreed to partner with the state in marketing statewide opportunities through the upcoming *SC Future Makers* initiative. Dr. Jackson asked how *SC Future Makers* is being rolled out to the universities. Ms. Kovacs responded that a rollout of university participation has not been planned yet. She also commented that the initiative is business-driven. She offered to invite STEM Premier representatives to an ACAP meeting in order to brainstorm how university participation in *SC Future Makers* could work. Dr. Rivers asked about the entities that are asked to pay to participate. Ms. Kovacs responded that the creation of a profile for students, businesses, and higher education institutions is free; however, for businesses or higher education institutions that wish to engage directly with a student about opportunities, there is a tiered fee structure. She reiterated that there is no cost to students. Dr. Book suggested that the virtual regional education center personnel be encouraged to visit and interact with colleges and universities across the state. She also commented on the importance of internships in job attainment.

9. Program Proposals

a. The Citadel, B.S., Nursing

Dr. Book introduced the program proposal from The Citadel. A motion to approve the proposed program was **moved** (Book) and **seconded** (Carr). Dr. Book explained the need to provide nurses for the military. She stated the proposed program will be small, instructing 32 students in a day and evening program. She commented that the clinical rotation will be conducted with various partners including the naval clinic, the veteran's hospital and the joint base of Charleston. Dean Lewyanvoon commented that there is not currently a four-year nursing degree offered by a public institution in Charleston. Dr. Joseph informed the Committee that The Citadel was intentionally creative in forming clinical rotation partnerships so as to not interfere with rotation sites used by other institutions in the area.

Dr. Priest asked about the breakdown of the number of students in the day and evening programs. Dr. Book responded that the total number per day is 32 (16 day, 16 evening) to begin the program. Dr. Priest asked about new faculty. Dean Lewyanvoon responded that the school would need four full-time faculty members. Dr. Lane asked for more information about the 2+2 option (the AS to BSN degree). Dean Lewyanvoon responded that The Citadel will be offering the last two years (60 credit hours) of primary nursing classes. He explained that The Citadel is partnering with Trident Technical College through a MOU. Dr. Lane relayed Dr. Rivers' concerns about placement in the Charleston area and need for the program. Dr. Book answered that The Citadel is creating new clinical sites, not using sites already in use by other institutions, and utilizing sites in the broader metropolitan area, not exclusively in downtown Charleston. She also stated that the Lowcountry is a net importer of nurses.

Dr. Sothmann expressed generic concerns from MUSC nursing staff around the reduction of available clinical rotation sites. He commented that the state needs incentive programs to make clinical rotations cost-neutral for healthcare organizations.

The Committee **voted unanimously to accept** the new program proposal for The Citadel to offer a program leading to the Bachelor of Science in Nursing, to be implemented in January 2017.

b. Coastal Carolina University, M.Ed., Instructional Technology

Dr. Beard introduced the program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Beard) and **seconded** (Druke). Dr. Beard explained that the proposed program will help teachers teach using technological advances. He stated that the content surpasses simple instruction in how hardware and software work but involves best practices and how combinations of technologies in the classroom yield different results. He commented that the program will help teachers understand and utilize online learning, and he shared that Horry County School District is moving to digital instruction. Dr. Beard informed the Committee that Coastal currently has a M.Ed. in Learning and Teaching with a concentration in Instructional Technology, and that the University is in process of terminating concentrations in this M.Ed. to move them to degree programs. He stated that the Instructional Technology concentration is the largest and healthiest concentration and will be successful as a major area. He explained that teachers in the local five-county region will be the main target population for the degree.

Dr. Priest referred to questions sent previously regarding concerns about duplication. He stated USC Aiken has a joint technology program with USC Columbia and that USC Aiken faculty had concerns about the proposed program. He commented that faculty shared that similarities between the programs are more prominent than the proposal insinuates. He stated his understanding of regional needs, but he expressed concern that the online delivery might attract potential USC students. Dr. Finnigan expressed similar concerns and asked about the location of the 20% of students not from the local Coastal Carolina region. Dr. Beard answered that non-regional students originate from a variety of counties across the state including Greenville, Florence and Charleston. Dr. Finnigan expressed concern about the lack of research-specific coursework. Dr. Jadallah explained that faculty discussed this issue in creating the program and decided against compartmentalizing what teachers need to know about research but instead decided to integrate research skills into all courses.

Dr. Lane asked whether on-campus events were mandatory, acknowledging that students might misinterpret 100% online delivery. Dr. Dickerson answered that the on-campus events were not required.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to Master of Education degree in Instructional Technology, to be implemented in Fall 2016.

c. College of Charleston, B.A., A.B., Meteorology

Dr. McGee introduced the new program proposal from the College of Charleston. A motion to approve the proposed program was **moved** (McGee) and **seconded** (Jackson). Dr. McGee explained that it might be best for the Committee to discuss this new program proposal along with the program modification to add Atmospheric Physics as a concentration for the B.S. in Physics. The Committee agreed. Dr. McGee provided historical context and informed the Committee that the College added Meteorology as a concentration to its Physics program twenty years ago. He explained that over years the College has added staff depth in both the areas of meteorology and atmospheric physics and that the College is presenting a re-organization of meteorology instruction at the College with both the program proposal and program modification. He stated that the College chose to offer a B.A. as opposed to a B.S. in Meteorology as acknowledgement to the deep history of liberal arts at the College and to allow

students to more easily double major as B.A. degrees are generally smaller than B.S. degrees. Dr. McGee also acknowledged that the state does not have a policy concerning the designation of the B.A. degree or the B.S. degree. He informed the Committee that the program was developed in close consultation with the American Meteorological Society (AMS).

Dean Auerbach explained that with these instructional changes, the College is trying to serve three disparate sets of students: 1.) those students who want a secondary major in Meteorology; 2.) those students who want AMS or National Weather Service certification in order to pursue broadcast meteorology; and 3.) those students who want to pursue graduate school in the area of atmospheric physics. Dr. Linder commented that the College's efforts in re-organization was to be more efficient and since meteorology programs do not graduate a large number of students, the College wanted to combine various groupings of students in order to meet its goal of graduating ten or more students per year. In response to a question, Dr. McGee stated that the B.A. in Meteorology will have one concentration in Operational Meteorology whereas the concentration of Atmospheric Physics will be added to the B.S. in Physics.

Dr. Lane summarized discussions between CHE staff and College staff regarding these two program proposals. He stated CHE staff suggested offering a B.S. in Meteorology as compared with the B.A. degree and placing the Atmospheric Physics concentration under the Meteorology program and not under Physics. He explained that CHE staff based their suggestion for the B.S. program on the abundance of science-based courses included in the curriculum. He continued by stating that CHE staff were interested in a breakdown of B.A. degrees and B.S. degrees in the discipline nationwide and as a result had identified one source, a list, published by the National Weather Association, which included baccalaureate programs that were predominantly B.S. degrees. Dr. McGee referred to an updated list. Dr. Larsen responded that the College is currently a member of the University Corporation for Atmospheric Research (UCAR). He informed the Committee that between UCAR and the National Center for Atmospheric Research (NCAR), there are approximately 100-110 meteorological programs in the U.S. and that even though B.S. degrees are more common, there are ten B.A. programs.

Dr. Finnigan referred to concerns submitted by USC faculty in its Geography department. She stated that faculty members have considered a degree in Meteorology but do not have enough faculty experts to pursue the initiative. She mentioned that USC would be interested in collaborating with the College whereby faculty skill sets would be complementary. She further stated that USC faculty do not think the College faculty is adequate for launching a major in Meteorology. Dr. McGee responded that the College supports collaboration in general, but that the College thinks its faculty is able to support a major and therefore chooses to not pursue collaboration at the current time.

The Committee **voted unanimously to accept** the new program proposal for the College of Charleston to offer a program leading to the Bachelor of Arts and Artium Baccalaureus degrees in Meteorology, to be implemented Fall 2016.

d. Lander University, B.S., Chemistry with Secondary Education

Mr. Nelson introduced the new program proposal from Lander University. A motion to approve the proposed program was **moved** (Nelson) and **seconded** (Luke). Mr. Nelson explained that there is a local need for the program. Mr. Drueke expressed Winthrop's support for the program and also explained that Winthrop moved its Chemistry education instruction to the graduate level through its M.A.T. Dr. Priest asked about student recruitment. Dr. Slimmer responded that Lander has faculty with chemistry education backgrounds and has a strong

education program but needed to create a formal program to train chemistry teachers. Dr. Jackson commented that Clemson offers B.A. degrees in science areas so that students can double major in science and education. Mr. Drueke asked about the faculty numbers included in the proposal and commented that the number of faculty members seems large. Mr. Nelson responded that they included any faculty member who would be involved in the program, if only to teach a single course. Mr. Drueke suggested that Lander only include a Full-Time Employee number as compared to a headcount. Mr. Nelson agreed.

Dr. Lane asked for clarity in regards to program administration and faculty course load assignments. He specifically asked about the absence of program administration and expressed concern regarding pedagogy course overload. He also asked that Lander provide more information about requirements for advisement, clinicals and student teaching. Dr. Delach explained that the program will be housed in the Department of Physical Sciences and therefore the program administration will be stationed there. She added that the Department of Education will focus on evaluating teachers. Dr. Lane asked why upper level programs are offered as electives through the proposed program when similar programs across the state offer them as required courses. Dr. Delach responded that graduates need to have a very strong understanding of introductory level chemistry up to the organic chemistry level in order to effectively teach chemistry. She highlighted the strength of students learning from both scientists and educators. She also stressed that the program is targeted to students who want a career in education.

The Committee **voted unanimously to accept** the new program proposal for Lander University to offer a program leading to the Bachelor of Science degree in Chemistry with Secondary Education, to be implemented Fall 2016.

e. Lander University, B.S., Mass Communications and Media Studies

Mr. Nelson introduced the new program proposal from Lander University. A motion to approve the proposed program was **moved** (Nelson) and **seconded** (Drueke). Mr. Nelson explained that Lander's current program in Mass Communications and Theater will be terminated and this program will replace it in order to maximize faculty expertise and modernize the program.

Dr. Jackson, Dr. McGee and Dr. Flynn asked that their respective schools' Communications degrees be included as similar degrees in the proposal even though the degrees are not officially titled Mass Communications. Dr. McGee asked whether Lander will pursue accreditation. Ms. Hester responded that Lander considered it but decided not to pursue it. Dr. McGee and Dr. Jackson expressed concern about the lack of Communications faculty with the terminal degree. Mr. Nelson responded that Lander will consult with its SACS representative to make sure the program will be in compliance. Dr. King asked about the theater concentration of the terminated degree program. Mr. Nelson responded that four students are in a teach-out program. Dr. Lane asked for clarification on the proposal's statement that the program will entail no new costs. Mr. Nelson answered that the proposal is correct. Dr. Jackson asked about the lack of concentrations. Ms. Hester responded that the program will have a variety of elective courses allowing students to focus on certain elements of the curriculum and Lander will offer minor options in Public Relations and in Speech and Theater.

The Committee **voted unanimously to accept** the new program proposal for Lander University to offer a program leading to the Bachelor of Science degree in Mass Communications and Media Studies, to be implemented Fall 2017.

f. Medical University of South Carolina, B.S., Healthcare Studies

Dr. Sothmann introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Sothmann) and **seconded** (McGee). Dr. Sothmann explained that MUSC wants to offer a healthcare focused degree beyond professional medical degrees which incur huge costs of debt for students. He stated the program will involve the first two years of instruction at a SC Technical College and the remaining two years will be delivered online by MUSC. He explained that the proposed program will allow students to obtain employment in the healthcare field or serve as a pre-professional track for students who want to continue their education. Dr. Carson shared that the program will provide MUSC access to a more diverse student population through the technical college system. She explained that MUSC received questions regarding curriculum and responded that a committee of individuals with various backgrounds, including those from MUSC's clinical programs and those from the public health field, helped develop the curriculum. Dr. White informed the Committee that the program will provide students with a broader understanding of healthcare including access to the healthcare system and population health. She explained that the program will have two concentrations, one in Health Promotion and one in Pre-Health Professions.

Mr. Drueke asked about the differences between the two concentrations. Dr. White reported differences between the two concentrations. She stated that those students pursuing the Pre-Health Profession concentration will be advised to take courses that will match with the type of professional degree they want to obtain. She explained that those in the Health Promotions concentration will take patient navigation courses in their second year while the Pre-Health Profession students will take health informatics. She stated that the third difference involves the practicum in the last semester. Mr. Drueke asked whether this degree program will lead to preferential treatment in admission to professional degree programs. Dr. Sothmann answered that the program will not provide special treatment for professional degrees.

Dr. Finnigan expressed concern about clinical faculty teaching courses that do not need clinical faculty. Dr. White answered that no clinical faculty will teach courses in the program. Dr. King asked whether this program will change the pre-requisites for MUSC's graduate programs. Dr. Carson answered that it will not. Dr. McGee expressed the College of Charleston's support for the program.

Dr. Haist corrected statements in the proposal about USC Beaufort and clarified that USC Beaufort has a pre-health professional concentration, its online programs are not limited and it has a MOU with two technical colleges. Dr. Finnigan also asked that USC Columbia's B.A. and B.S. degrees in Public Health be added to the list of similar programs in the proposal.

The Committee **voted unanimously to accept** the new program proposal for the Medical University of South Carolina to offer a program leading to the Bachelor of Science degree in Healthcare Studies, to be implemented Fall 2016.

g. University of South Carolina Columbia, M.S., Physician Assistant Studies W/O protection

Dr. Finnigan introduced the new program proposal from the University of South Carolina Columbia. A motion to approve the proposed program was **moved** (Finnigan) and **seconded** (Drueke). Dr. Finnigan explained that the target audience of the program are SC citizens interested in working in rural and underserved areas in the state. She also informed the

Committee that the Midlands region has a dearth of physician assistants and that the program will partner with Palmetto Health and the Dorn VA Medical Center for clinical rotations. She also explained that the program will have staggering admission dates to aid graduates in obtaining employment. She stated that two unique features of the program include a required orthopedic surgical rotation and integrated ultrasound training. Dr. Wilson shared that physician assistants have been added as faculty; the curriculum of the program is set by the discipline-specific accrediting body and the program will have outside funding by Palmetto Health. Dr. King expressed Francis Marion University's support for the program. Dr. Lane asked about the facilities for the program. Dr. Allen responded that the University is renovating existing space at the medical school.

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Columbia to offer a program leading to the Master of Science degree in Physician Assistant Studies, to be implemented Spring 2017.

10. Program Modifications

a. Clemson University, B.S., Nursing, Add new location

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Luke). Dr. Jackson explained that the program modification proposes a new delivery site and a new curriculum pattern. She stated that Clemson plans to double the enrollment in the degree by partnering with the Greenville Health System. She explained that last year Clemson received 873 applications for the current 78 slots in the Nursing degree and added that the modification would address intense interest in the program and serve 190 new freshmen every fall. She explained that the first two years of the program would be delivered at Clemson while the last two years would be at Greenville Health System. She reported that all clinical training would take place at the seven medical campuses of the System. Dr. Lane asked about for a copy of the agreement with Greenville Health System. Dr. Jackson responded that once it is signed, a copy would be provided.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Bachelor of Science degree in Nursing to add a location, to be implemented in Fall 2016.

b. Clemson University, M.B.A., Add a concentration in Business Analytics

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Finnigan). Dr. Jackson explained that the addition of the concentration will allow graduates to market themselves for employment especially with companies in the realm of big data. She stated that the program will train students to make use of data. Dr. Beard asked about other concentrations offered. Dr. Jackson answered that the other concentration offered is Entrepreneurial.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Master of Business Administration degree to add a concentration in Business Analytics, to be implemented in Fall 2016.

c. College of Charleston, Bachelor of Professional Studies, Add concentration in Healthcare and Medical Services Management

Dr. McGee introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (McGee) and **seconded** (Beard). Dr. McGee explained that the degree program is a degree-completion program for non-traditional students who have earned a significant number of credit hours. He stated that the College has been adding concentrations to the program to provide more opportunities for its students. Dr. Gibbison highlighted the healthcare industry and explained the program is targeted towards those who already work in a healthcare setting who need a degree for advancement. Dr. Sothmann expressed MUSC's support and Dr. Beard expressed Coastal's support.

Dr. Lane asked about the use of adjunct faculty. Dr. Gibbison responded that the vast majority of courses are taught by adjunct, 2/3 of which have terminal degrees in a health-related field or decades of experience in the healthcare industry.

The Committee **voted unanimously to accept** the program modification for the College of Charleston to modify its program leading to the Bachelor of Professional Studies degree to add a concentration in Healthcare and Medical Services Management, to be implemented in Fall 2016.

d. College of Charleston, B.S., A.B., Physics, Add concentration in Atmospheric Physics

Dr. McGee introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (McGee) and **seconded** (Jackson). Dr. McGee referred to the earlier discussion regarding this program modification along with the new proposed program in Meteorology.

The Committee **voted unanimously to accept** the program modification for the College of Charleston to modify its program leading to the Bachelor of Science and Artium Baccalaureus degrees in Physics to add a concentration in Atmospheric Physics, to be implemented in Fall 2016.

e. College of Charleston, M.Ed., Teaching, Learning and Advocacy, Add four concentrations: Diverse Learners, New Literacies, Science and Mathematics, and Curriculum and Instruction

Dr. McGee introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (McGee) and **seconded** (Priest). Dr. McGee explained that this modification is to add a new concentration to the program (Curriculum and Instruction) and to rectify differences between the College's offerings and the CHE's Inventory of Programs because the College has already been offering three of the concentrations. He explained that the College did not submit a program modification proposal for the three concentrations when they were added in 2012 due to faculty misinterpreting Commission policy and offered his apologies for the delay in submitting a request to approve these concentrations. He then continued describing the program modification and stated that the program offers a leadership degree for teachers and that students' feedback led the College to offer these concentrations. Mr. Nelson asked that Lander's Diverse Learners concentration be included in the list of similar programs in the proposal.

The Committee **voted unanimously to accept** the program modification for the College of Charleston to modify its program leading to the Master of Education degree in Teaching, Learning and Advocacy to add four concentrations in Diverse Learners; New Literacies; Science and Mathematics; and Curriculum and Instruction, to be implemented in Fall 2016.

f. College of Charleston, M.S., Marine Biology, Change location

Dr. McGee introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (McGee) and **seconded** (Finnigan). Dr. McGee explained that the modification helps to update CHE's Inventory of Programs with the correct location of the degree program which is the Grice Marine Laboratory.

The Committee **voted unanimously to accept** the program modification for the College of Charleston to modify its program leading to the Master of Science degree in Marine Biology to change the location, to be implemented in Fall 2016.

g. College of Charleston, M.S., Mathematics, Changing to a M.S. in Mathematical Sciences with concentrations in Mathematics and Statistics

Dr. McGee introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (McGee) and **seconded** (Priest). Dr. McGee explained the change in name and the addition of concentrations as a modification to reflect incorporating more statistics instruction into the program. Dr. Lane asked about the ratio of full-time students to part-time students. Dr. Jones responded that the program has a majority of part-time students who have full-time employment, mainly in technology fields.

The Committee **voted unanimously to accept** the program modification for the College of Charleston to modify its program leading to the Master of Science degree in Mathematics to change it to a Master of Science degree in Mathematical Sciences with concentrations in Mathematics and Statistics, to be implemented in Fall 2016.

h. Medical University of South Carolina, Doctor of Nursing Practice (DNP), Add concentration in Psychiatric-Mental Health

Dr. Sothmann introduced the program modification from the Medical University of South Carolina. A motion to approve the proposed program modification was **moved** (Sothmann) and **seconded** (McGee). Dr. Sothmann referred to the success of the DNP program and explained this concentration helps MUSC address the substantial need for mental health practitioners.

The Committee **voted unanimously to accept** the program modification for the Medical University of South Carolina to modify its program leading to the Doctor of Nursing Practice degree to add a concentration in Psychiatric-Mental Health, to be implemented in Fall 2016.

i. South Carolina State University, M.B.A., Add Healthcare Management concentration to the Lowcountry Graduate Center

Dr. Luke introduced the program modification from South Carolina State University. A motion to approve the proposed program modification was **moved** (Luke) and **seconded** (Priest). Dr. Luke explained that the addition of this concentration at the Lowcountry Graduate Center (LGC) is strategic given Charleston has many employers in the medical sector. Dr.

Muller expressed LGC's support. Dr. King asked that Francis Marion University's Healthcare Management concentration in its MBA program be added to the proposal in the list of similar programs. Dr. Book also referred to The Citadel's joint PharmD/MBA program with MUSC.

Dr. Lane addressed concerns about duplication of MBA programs in Charleston. Dr. Luke clarified that SCSU is only offering the Healthcare Management concentration of its MBA program in the Charleston area and that the University has no plans to expand other concentrations to LGC. Dr. Lane asked about SCSU program administration on site. Dr. Luke answered that there will be no University administrative personnel at LGC. He commented that the core MBA courses will be taught by current University faculty but the healthcare specific courses will be taught by adjunct faculty.

The Committee **voted unanimously to accept** the program modification for South Carolina State University to modify its program leading to the Master of Business Administration degree to add the concentration Healthcare Management to the Lowcountry Graduate Center, to be implemented in Summer 2016.

- j. University of South Carolina Columbia, B.A., Global Studies, Merge two current programs (B.A., European Studies and B.A. in Latin American Studies) into a single program

Dr. Finnigan introduced the program modification from the University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Finnigan) and **seconded** (Drueke). Dr. Finnigan explained that the modification involves the merger of two small degree programs into one program which will focus more on global themes as compared to restricted interest in specific global regions. She added that the program will be treated as a sister program to the University's International Business degree. Dr. Cox explained that the trend in the discipline is to move towards overarching global studies programs as compared to regionally focused programs. Dr. Book asked why study abroad is not required. Dr. Cox explained that due to costs, a study abroad requirement might exclude students.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Bachelor of Arts degree in Global Studies by merging the Bachelor of Arts degree in European Studies and the Bachelor of Arts degree in Latin American Studies, to be implemented in Fall 2016.

9. Other Business

Ms. Houpp reminded the Committee of Service Learning Award submissions. Dr. McGee thanked Commissioner Seckinger for her attendance and participation in the meeting. Dr. Lane echoed the sentiment and then thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 3:21 pm.

Advisory Committee on Academic Programs

**Legislative Agenda
February 18, 2016**



Profile of the South Carolina Graduate

ATTACHMENT



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts in Basic Education Steering Committee, SC Chamber of Commerce, SC Education Oversight Committee, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

FEDERAL

Every Student Succeeds Act

- **Purpose** - “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.”
- **Standards** – Ensure standards are aligned with entrance requirements **for credit-bearing coursework at state higher education institutions and with relevant state career and technical education standards**

ESSA Continued

- **Opportunity** – For students to “to participate in credit-bearing coursework while in secondary school, **postsecondary education**, or career and technical education programming.”
- **Pipeline Services** – “continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in **postsecondary education**, and career attainment.”

ESSA Continued

- “Supporting, enhancing, operating, or expanding rigorous, comprehensive, effective **educational improvements**, which may include high-quality academic programs, expanded learning time, and programs and activities to prepare students for **postsecondary education admissions and success.**”
 - *Example: Purdue University and Computer Science Course*

Accountability

- Must Assess Students in:
 - Mathematics and reading/language arts annually in grades 3-8 and at least once in grades 9-12
 - Science at least one time during grades 3-5; 6-9; and 10-12.
- Must Measure:
 - Improved academic achievement
 - Improved high school graduation rates, using four-year adjusted cohort or five-year
 - Another valid and reliable academic indicator for Elementary & Middle Schools, which can be student growth
 - Progress of English language for English learners (grades 3-8 and once in high school)
 - One or more of the measures at state discretion (student engagement, educator engagement; student access to and completion of **advanced coursework; postsecondary readiness**; school climate and safety, etc.)

Postsecondary and Career Readiness

- All graduates should be able to enter a credit-bearing college course without the need for remediation and have some probability of success. Readiness does NOT guarantee Admission.
- For Careers, complete CATE course, have state occupational certificate, preferably a stackable credential and be ready to pursue postsecondary job training at two-year colleges or significant on-the-job training.

South Carolina

- Acts 155 and 200 of 2014
- Replaced Exit Exam with Career Readiness Academic Measure (WorkKeys) and College Readiness Assessment (ACT administered to date)
- Replaced Common Core State Standards with SC College- and Career- Ready Standards for ELA and Math

Future of South Carolina

ATTACHMENT

Between 2013 and 2030 in SC:

553,884 new jobs to be created of which **52%** will require higher education

% of **ALL** jobs requiring higher education will increase from 61.5% in 2013 to **66.7%** in 2030

Source: Competing Through Knowledge

Current Realities In South Carolina

In 2008 **34% of adults in SC** (ages 25 to 64) with an Associate's degree or higher; compared to 38% in US

(40% White, 21% Black, 17% Hispanic in 2008 in SC)

SC has the **14th highest average** debt for students graduating from four-year institutions - **\$29,163**

Remedial Courses: Approximately \$21 million spent on remedial courses at two-year colleges

Scholarships:

Fall 2013, % Freshman who retained scholarship in same institution in Fall of 2014:

89.0% Palmetto Fellows Scholarship Recipients

51.4% LIFE Scholarship Recipients

24.6% HOPE Scholarship Recipients

11th graders in SC in 2015

Subject Test	ACT Benchmark	SC Average Score	% Students College Ready
English	18	16.5	38.7%
Math	22	18.1	21.6%
Reading	22	18.3	25.8%
Science	23	18.1	17.9%
Composite	*	17.9	

* ACT does not set composite score

Source: ed.sc.gov

What's Ahead:

- Adoption of Profile of the SC Graduate (H.4936)
- SC Education and Economic Development Coordinating Council (H.4937)
- State Accountability System for K-12 will include College and Career Readiness Indicator
- Reporting – Longitudinal Data System
- Expansion/Definition Dual Credit – Weights in EFA
- Common Remediation Scores for STEM and non-STEM studies
- Transforming High School Experience, especially 12th grade



SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

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