

**Advisory Committee on Academic Programs
Minutes of November 17, 2016**

Members Present

Dr. John Lane, Chair
Dr. Connie Book, The Citadel
Dr. Ron Drayton, Midlands Technical College
Dr. Donna Elmore, Orangeburg-Calhoun Technical College
Dr. Clif Flynn, University of South Carolina Upstate
Dr. Learie Luke, South Carolina State University, via teleconference
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Hope Rivers, S.C. Technical College System
Dr. Eric Skipper, University of South Carolina Beaufort, via teleconference

Guests Representing Members

Dr. John Beard, Coastal Carolina University, representing Dr. Ralph Byington
Dr. Lynn Cherry, College of Charleston, representing Dr. Brian McGee
Mr. Tim Druke, 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. Christopher Kennedy, Francis Marion University, representing Dr. Peter King
Mr. Tom Nelson, Lander University, representing Dr. David Mash, via teleconference
Ms. Mandy Orzechowski, Tri-County Technical College, representing Dr. Galen Dehay
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Lisa Saladin

Staff Present

Mr. Clay Barton	Ms. Anna Grubic
Ms. Laura Belcher	Ms. Trena Houp
Ms. Camille Brown	Ms. Tanya Rogers
Ms. Sandra Carr	Ms. Peggy Simons
Ms. Carrie Eberly	Dr. Kimberly Walker
Ms. Lane Goodwin	Dr. Erica Von Nessen
Dr. Paula Gregg	

Guests

Dr. Alexander Alekseyenko, Medical University of South Carolina	Admiral Charles Munns, SC Commission on Higher Education
Ms. Melanie Barton, Education Oversight Committee	Dr. Jihad Obeid, Medical University of South Carolina
Mr. Randy Collins, Clemson University	Dr. Sheila Quinn, SC Department of Education
Mr. Stan Compton, Tri-County Technical College	Dr. Jennie Rakestraw, Winthrop University
Ms. Laura Covington, SC Department of Education	Ms. Terrye Seckinger, S. Commission on Higher Education
Dr. Tena Crews, University of South Carolina Columbia	Dr. John Vena, Medical University of South Carolina
Dr. Brian Dominy, Clemson University	Dr. John Wagner, Clemson University
Mr. Tim Ellis, University of South Carolina Upstate	Dr. Pamela Wash, Winthrop University
Dr. Jocelyn Evans, College of Charleston	Dr. Lenna Young, Greenville Technical College, via teleconference
Dr. Godfrey Gibbison, College of Charleston	
Dr. Ron Gimbel, Clemson University	
Dr. Eileen T. Kraemer, Clemson University	
Dr. William Marcotte, Clemson University	

Welcome

Dr. Lane called the meeting to order at 10:06 a.m. He welcomed all in attendance and introduced the newest member of the Academic Affairs Division: Dr. Kimberly Walker. He then acknowledged the hard work and collegiality of Dr. Debbie Jackson who is retiring in January 2017. Dr. Jackson then commented on her enjoyment of working with ACAP and the Commission. She remarked specifically on the collaboration and partnership between and among South Carolina's institutions of higher education.

1. Consideration of Minutes of September 29, 2016

Dr. Lane requested a motion to accept the minutes of May 19, 2016, as distributed. The motion was **moved** (Priest) and **seconded** (Drueke) and the Committee **voted unanimously to accept the minutes as presented.**

2. South Carolina Department of Education Presentation on College Readiness Benchmarks

Dr. Lane introduced and welcomed Dr. Sheila Quinn, Deputy Superintendent of Education. He referred to numerous discussions and conversations among education leaders in the state regarding [Every Student Succeeds Act](#) (ESSA) and college and career readiness. Dr. Quinn distributed a handout (Attachment A) and referred to the work of the SC Department of Education (SCDE) on its ESSA plan. She acknowledged CHE as one of SCDE's valuable stakeholders and began her presentation by asking what a S.C. diploma means. Dr. Quinn emphasized post-secondary readiness and the determination of a baseline rubric to measure readiness. She also clarified that the high school diploma should mean more than simply twenty-four hours of credit earned. She referred to a recent task force meeting where diploma options, including the award of multiple types of diplomas, were discussed. She reported the task force chose the model of multiple pathways to one diploma that includes different endorsements or "seals of distinction." She explained the seals could include honors, college preparatory, and specialization seals in arts, world languages, STEM, career and military. She added that Dr. Fowler plans to send information to Dr. Lane about an upcoming webinar on this subject.

Ms. Houp asked if the Commission's college preparatory course pre-requisite requirements are needed to earn the college preparatory seal. Dr. Quinn answered that the seal requires a minimum of Algebra I, Algebra II, geometry and a fourth course where Algebra II is a pre-requisite. Ms. Houp suggested that ACAP vet courses determined by SCDE required for the honors and college preparatory seals. Dr. Quinn agreed. Commissioner Munns asked whether the seals of distinction will be trackable. Dr. Quinn responded that tracking data from this level is always a challenge but it could be possible to track the data if it is in the Individual Graduation Plan (IGP) system.

Dr. Quinn turned her attention to ESSA accountability. She stated that the historical goal for SCDE was to have students graduate and therefore the most important statistic was the graduation rate. She then commented that the current issue is whether the student knows enough to matriculate to college or career. She shared with the Committee the ESSA accountability college ready and career ready indicators. She explained the college ready indicators include GPA, ACT benchmark scores and AP/IB success or dual credit for college-level courses. She stated one indicator of requiring a 3.0 GPA in core academic courses is concerning because it might lead to grade inflation. Dr. Quinn posed a question for the Committee regarding SCDE setting the appropriate ACT benchmarks for SC. Dr. Beard asked what happens if a student

does not meet the benchmarks SCDE sets. Dr. Quinn responded the student would not exempt out of testing for remediation at the college level. She emphasized SCDE wants to set targets for the whole state. She also reviewed the proposed indicators for career ready students, including WorkKeys benchmark score, industry credentials or apprenticeship completion. Dr. Quinn then asked for feedback from the Committee.

Commissioner Seckinger asked why the dual credit grade is a "C" instead of a "B." Dr. Quinn responded that superintendents wanted a "C" or higher in order to not disadvantage students who choose to take challenging courses. She added SCDE discussed requiring a "B." Dr. Rivers asked about common cut scores for ACT/SAT/Accuplacer. Dr. Quinn explained SCDE would like to determine a common cut score for ACT because all students are required to take the exam, but it also did not want to exclude the SAT. She added that SCDE wants to know target SAT scores institutions use to determine remediation exemption, if the data is available. Dr. Rivers asked whether the youth apprenticeships are registered with the US Department of Labor. Dr. Quinn answered the apprenticeships are registered.

Commissioner Seckinger asked about 12th grade remediation for those students who do not achieve the ACT benchmarks. She offered a possible suggestion that technical college faculty be asked to come into high schools to teach remedial courses for 12th grade students. Dr. Quinn responded positively and shared SCDE is working with SREB to develop courses with technical colleges for remediation curriculum. She commented a solution for counting credits would need to be determined. Commissioner Seckinger shared that having college faculty teach courses in the high schools might encourage more students to pursue higher education. Dr. Elmore encouraged SCDE to communicate to those technical colleges that conducted pilot remediation programs to test the students' success rates for courses conducted on-site at high schools compared to on-campus at technical colleges. She shared Orangeburg-Calhoun Technical College's result that showed on-campus enrollment at a technical college was more successful. Dr. Rivers commented that the SC Technical College System (SCTCS) supports developmental/remedial help being offered in the 12th grade. Dr. Drayton expressed concern regarding the financial costs to SCTCS. Dr. Quinn expressed concern as well. Ms. Orzechowski stated many technical colleges are experiencing success with contextualizing remediation for individual students according to their interests. The Committee also discussed possible disadvantages in regards to transportation logistics.

Dr. Quinn concluded the presentation by sharing SCDE plans to produce a final draft by December so the General Assembly can consider and approve it in the 2017 Session. She shared SCDE hopes to implement the plan by Fall 2017. Dr. Lane thanked Dr. Quinn for the informative presentation.

3. South Carolina Department of Education Presentation on Educator Alternative Certification

Dr. Lane introduced and welcomed Ms. Covington who is the team leader for Program of Alternative Certification for Educators (PACE) at SCDE. Ms. Covington began a Power Point presentation (Attachment B). She expressed her passion for quality teachers in the classroom. She stated the traditional route of teacher education preparation is preferred, but the traditional educator preparation pipeline is not producing the number of teachers needed. She then explained the PACE program and informed the Committee that PACE provided 5.5% of the teachers in all SC school districts and the majority of those PACE-prepared teachers serve in secondary education. She explained that PACE does not certify teachers for early childhood or elementary. She referred to PACE's cohort statistics in the Power Point on slide four. She covered PACE requirements and training and the pathway to professional certification. She explained PACE is proposing to use coursework as the beginning of Master's degrees and is seeking funding to defray

part of the associated costs. She then provided ideas for funding, including grants, teacher residency and Title II Part A.

Commissioner Seckinger asked about costs. Ms. Covington responded the two trainings total \$500 and then the other costs are the nine hours of course work required. Commissioner Seckinger then asked what happens to those who participate in PACE but do not complete the training. She then asked whether PACE had considered apprenticeships prior to committing to the program or asking the General Assembly for teacher loan forgiveness after the second year of teaching. Ms. Covington responded the program offers loan forgiveness.

Dr. Beard asked why the middle school cohort was second largest of the disciplines. Ms. Covington answered that there is not any specific reason. She stated that middle school teacher vacancies are high. Commissioner Seckinger asked whether PACE markets to retirees. Ms. Covington responded that retirees are not a target audience.

Ms. Covington concluded the presentation by stating that she is always open to suggestions to improve the PACE program and Dr. Lane thanked her for the presentation with a commitment to provide contact information for her office to institutional representatives who would like follow up.

4. Program Proposals

a. Clemson University, Center, Product Lifecycle Management

Dr. Jackson introduced the Center proposal from Clemson University. A motion to approve the proposed Center was **moved** (Jackson) and **seconded** (Shaw). Dr. Jackson explained the Center will be a virtual center funded through a recent Siemens grant of \$357 million. She stated students will have the opportunity to use Siemens's product lifecycle analysis tools. She informed the Committee that regional employers will also have the opportunity to send their employees to learn Siemens software. Dr. Priest asked about funding, specifically about tuition related to the Center. Dr. Jackson responded that if a student takes a course that uses the Siemens software, tuition funding will be funneled to the Center. Dr. Lane asked about the facilities costs on page seven. Dr. Jackson replied that costs include both reconfiguration of facility space as well as equipment upfits. Dr. Lane asked how the Clemson campuses are interconnected in relation to the proposed Center. Dr. Jackson explained the Clemson University International Center for Automotive Research (CU-ICAR) and Clemson University Restoration Institute (CURI), along with a couple other centers, were developed with Research University Infrastructure Act (RUIA) bond funding.

The Committee **voted unanimously to accept** the new Center proposal for Clemson University to create the Product Lifecycle Management Center, to be implemented in Fall 2017.

b. Clemson University, M.S., Biomedical Data Sciences and Informatics

[Dr. Lane adjusted the agenda per request from Clemson and MUSC to consider the joint Ph.D. in Biomedical Data Sciences and Informatics before the M.S. in Biomedical Data Sciences and Informatics.]

Dr. Jackson introduced the program proposal from Clemson University. A motion to approve the proposed program was **moved** (Jackson) and **seconded** (Flynn). Dr. Jackson explained the need for the

proposed program as a stop-out option for the proposed Ph.D. in Biomedical Data Science and Informatics, which is to be offered as a joint program with the Medical University of South Carolina (MUSC). She then stated there is a workforce need for individuals prepared at the master's degree level as well as at the doctoral level. She explained that even though the proposed program is not a joint degree, students will have the opportunity to take courses at MUSC. Commissioner Seckinger asked how the numerous sites will be staffed. Dr. Jackson responded that all the sites for this program are connected to the main campus with state-of-the-art technology and synchronous traditional learning. Dr. Lane asked about greater potential employment of graduates in South Carolina as compared nationally. Dr. Obeid responded that the need is greater in South Carolina in part because the state does not have graduate programs in biomedical data sciences and informatics.

The Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Master of Science degree in Biomedical Data Sciences and Informatics, to be implemented in Fall 2017.

- c. Clemson University, Ph.D., Biomedical Data Sciences and Informatics (Joint with MUSC)
Medical University of South Carolina, Ph.D., Biomedical Data Sciences and Informatics (Joint with Clemson)

Dr. Jackson and Dr. Shaw introduced the new joint program proposal from Clemson University and the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Jackson) and **seconded** (Drueke). Dr. Jackson expressed appreciation to CHE for allowing the submission of one proposal instead of two. Dr. Lane responded CHE has traditionally asked for two proposals for a joint program but decided to allow one proposal this time as an experiment. Dr. Jackson explained MUSC and Clemson's proposed program is innovative and interdisciplinary and would not be possible without the collaboration of both universities. She stated MUSC has expertise in biomedical health sciences and public health while Clemson has expertise in computer engineering and public health sciences. She explained the new healthcare models and the exponential growth in demand for biomedical data scientists who can leverage the information in ways that improve health. She shared that the external reviewer of the program cited the American Medical Informatics Association projection for approximately 20,000 informatics professionals will be needed by 2020. She spoke to the integration of faculty and students for this degree, citing the necessity that all students in the program, regardless of whether their home institution is Clemson or MUSC, must spend a portion of their studies at the other institution.

Commissioner Munns referred to a recent separation of a joint program of MUSC and USC and asked why this proposed degree is different from the PharmD. Dr. Shaw responded that whereas PharmD programs existed at both institutions prior to creating a joint program, this proposed program is unique and could not be possible without the expertise of both institutions. Commissioner Munns highlighted the financial and tenure systems as issues that prompted the separation of the PharmD joint degree. He asked how these systems are not problematic for this degree. Dr. Jackson responded that faculty will have a "home" institution and will not need to seek tenure or promotion at the other institution. She stated the program offers incredible potential for joint research projects between students and faculty at both institutions. She also informed the Committee that separate budgets have been included in the proposal.

Dr. Lane commented positively about the terms of the Memorandum of Understanding (MOU). He asked for clarification about different tuition funding as part of determining student admissions to a joint program. A Clemson representative explained that doctoral students will be funded as graduate assistants and will not have to pay differentiated tuition.

The Committee **voted unanimously to accept** the new program proposal for Clemson University and the Medical University of South Carolina to offer a joint program leading to the Doctor of Philosophy degree in Biomedical Data Sciences and Informatics, to be implemented Fall 2017.

d. College of Charleston, B.S., A.B., Real Estate

Dr. Cherry introduced the new program proposal from the College of Charleston. A motion to approve the proposed program was **moved** (Cherry) and **seconded** (Drayton). Dr. Cherry explained the program will be housed in the School of Business and was developed to support students and the city of Charleston. She informed the Committee that the College was gifted funding years ago for a Center in Real Estate and that the College has a successful minor in Real Estate. She commented that student interest in a major has grown and Charleston has seen tremendous growth in both commercial and residential real estate. Dr. Lane expressed concern about the need for a four-year real estate degree, especially in light of the fact that an individual can earn a real estate broker's license in weeks or months. Dr. Evans responded that real estate is a vital tool of the economy and in the 2008 recession, real estate business was exposed as a much more complex industry that does not center solely on brokerage. She shared that graduates in the real estate minor have accepted internships but did not have enough knowledge of real estate business to be effective. She stated Goldman Sachs suggested a contextualized degree in real estate because business and finance graduates did not have enough basic real estate knowledge, such as an understanding of leases. She explained that the program will help prepare graduates for high-level commercial jobs.

Dr. Jackson expressed support for the degree program and suggested a potential articulation from the proposed degree to Clemson's Master in Real Estate Development. Mr. Drueke asked why the proposal does not mention the offering of the Artium Baccaalaureatus (AB) degree. Dr. Cherry responded every student can complete the AB along with any other degree. Mr. Drueke asked why the proposal only shows one curriculum path and does not explain the curriculum difference for the AB. Dr. Cherry stated that the College will add information about the AB to the proposal. Dr. Finnigan mentioned USC's BS in Business Administration in Real Estate. Dr. Evans explained the College's proposed program will not be as tied to Finance as USC's, but be more contextualized.

Dr. Lane asked the College to add South Carolina employment projections to the proposal and then asked about the credentials of the new faculty member. Dr. Evans replied the College has four candidates, one of whom has a PhD in Real Estate and the others have a PhD in Finance with strong Real Estate curriculum experience. Dr. Lane asked whether one faculty member would be able to service the projected triple enrollment over the next few years. Dr. Evans answered affirmatively.

Dr. Lane asked the College to provide clarification about estimated costs. Commissioner Seckinger asked about the capacity of USC's program. Dr. Finnigan responded she would provide that information.

The Committee **voted unanimously to accept** the new program proposal for the College of Charleston to offer a program leading to the Bachelor of Science and Artium Baccaalaureatus degrees in Real Estate, to be implemented Fall 2017.

e. University of South Carolina Upstate, B.A. Urban and Regional Studies

Dr. Flynn introduced the new program proposal from the University of South Carolina Upstate. A motion to approve the proposed program was **moved** (Flynn) and **seconded** (Priest). Dr. Flynn informed the Committee that the University conducted an independent study in regards to the potential of the program. He explained graduates would have employment opportunities in local government and non-profit organizations. Dr. Lane asked about the ratio of in-state students to out-of-state. Dr. Flynn responded 90% of students are in-state and that the tuition revenue in the proposal is based on the in-state rate. Dr. Lane asked the University to provide more information about the assessment of need and the definition of practitioners. He also asked how this degree program would be applicable to more rural areas of the state.

Dr. Priest asked about state employment opportunities. Dr. Flynn stated employment data for the state was difficult to find. Dr. Jackson expressed Clemson's support for the program and stated that the potential for articulation from the proposed undergraduate degree to Clemson's graduate degrees seems strong. Dr. Lane asked about the effect the program would have on the Political Science department and its students. Dr. Flynn answered that students might transfer to the new program but the effect would not be too adverse. Dr. Lane asked about the new USC Upstate site. Dr. Flynn expressed the University's excitement about offering the degree at the new site in downtown Greenville and stated the site will serve as a "laboratory" for the program.

Commissioner Seckinger asked why the program is not a Bachelor of Science instead, which would seem to carry more weight. Dr. Flynn replied that the program arose out of a social science perspective and with the strengths of current faculty it was best to offer it as a Bachelor of Arts.

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Upstate to offer a program leading to the Bachelor of Arts degree in Urban and Regional Studies, to be implemented Fall 2017.

f. University of South Carolina Upstate, Bachelor of Applied Science, Advanced Manufacturing Management

Dr. Flynn introduced the new program proposal from the University of South Carolina Upstate. A motion to approve the proposed program was **moved** (Flynn) and **seconded** (Finnigan). Dr. Flynn explained the proposed program would be the first of its kind in the state and will foster strong collaboration between and amongst the University, technical colleges, and industry. He stated the program fulfills identified needs of industry and provides a path from an Associate's degree to a baccalaureate degree. He informed the Committee that it is a 2+2 program for students with an AAS in Mechatronics. He also shared BMW's support of the program.

Dr. Rivers expressed enthusiasm about technical college graduates progressing to a Bachelor of Applied Science degree but also expressed concerns from the technical colleges. She cited initial conversations between the University and several technical colleges, but explained the technical colleges were unaware that the program was moving forward without further input from them. Dr. Young expressed concern that the program was too narrow in accepting only the AAS in Mechatronics and not other industrial technical degrees. She questioned whether the program matches the broad needs of

industry; whether the program provides enough contextualized and experiential learning in industry; and whether prior learning assessment will be accepted.

Dr. Jackson expressed confusion by the opposition. Dr. Rivers responded that the technical colleges would appreciate more front-end discussion and partnership with similar programs in the future. Dr. Orzechowski expressed concern that the program is too narrow and she questioned the employment projections. She also commented that the student learning outcomes do not seem to be of the quality required for national certification and that the management curriculum seems to duplicate the curriculum taught at the Associate's level. Dr. Elmore expressed support for the degree and shared Orangeburg-Calhoun Technical College's hope that the program would consider articulating graduates of other associate manufacturing degrees.

Dr. Rivers stated USC Upstate is a strong partner for the technical college system and that any remaining concerns about the program will hopefully be addressed and corrected. Mr. Ellis addressed some of the concerns. He stated the University chose the Mechatronics associate degree so as to build a successful model and program prior to accepting other associate degrees. He explained BMW is close to campus and provided tremendous support for the program, including being willing to offer the program on-site. Dr. Drayton expressed the support of Midlands Technical College for the program and also encouraged the University to broaden the associate degrees accepted.

Commissioner Seckinger expressed support of the program and shared the Commission's support for layering initial degrees with more advanced degrees. She acknowledged coordination is key in models such as a 2+2. Committee members discussed curriculum generally and various members supported the program moving forward. Dr. Elmore suggested ACAP approve the program pending clarification on the curriculum display. Dr. Jackson emphasized the program is a management degree, not an Advanced Manufacturing degree. She continued by stating that the approval before the Committee is the "+2" portion, not the "2+" portion. She reminded the Committee that University faculty will determine admission criteria to the "+2" program. Dr. Rivers suggested the proposal focus on employment opportunities in the Upstate and that the proposal provide historical data of BMW hires.

Dr. Lane asked the Committee if anyone wanted to amend the motion on the table to provide for a pending clause to be used to revise the proposal or gather more information without creating an obstacle for the program moving forward with CHE's approval process. Dr. Flynn expressed appreciation for the feedback and the discussion. **Dr. Drayton moved that the motion be revised** to approve the proposal pending documentation of collaboration between the University and technical college partners and further clarification of items discussed. **Dr. Jackson seconded the amended motion.**

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Upstate to offer a program leading to the Bachelor of Applied Science degree in Advanced Manufacturing Management, pending documentation of collaboration between the University and technical college partners and further clarification of items discussed, to be implemented Fall 2017.

g. Winthrop University, B.S., Human Development and Family Studies

Mr. Drueke introduced the new program proposal from Winthrop University. A motion to approve the proposed program was **moved** (Drueke) and **seconded** (Finnigan). Mr. Drueke explained the proposal modifies an existing program, which has been re-developed and re-classified under a new Classification of Instructional Programs (CIP) code. He stated because the program is now proposed with a different CIP

code, it warrants submission as a new program proposal, per CHE policies. He explained the proposed program replaces an outdated program in Family and Consumer Sciences. He also informed the Committee that a graduate would be eligible to pursue a non-teaching Family Life Educator credential.

The Committee **voted unanimously to accept** the new program proposal for Winthrop University to offer a program leading to the Bachelor of Science degree in Human Development and Family Studies, to be implemented Fall 2017.

h. Winthrop University, B.S., Special Education, Multi-Categorical with Severe Disabilities

Mr. Drueke introduced the new program proposal from Winthrop University. A motion to approve the proposed program was **moved** (Drueke) and **seconded** (Priest). Mr. Drueke explained the proposal modifies an existing program in Special Education with two separate certifications: Learning/Emotional Disabilities and Severe/Mental Disabilities. He stated Winthrop is choosing to modify the program to provide graduates with a broader understanding to teach in schools that might not be able to employ multiple focused Special Education teachers. He emphasized the great need in the state for Special Education teachers. Dr. Walsh stated Winthrop plans to keep its emphasis on Severe Disabilities as it serves a need in the state and is not offered by many other institutions. Dr. Lane and Commissioner Seckinger commended Winthrop on its 100% placement rate. Dr. Priest reminded Winthrop that USC Aiken offers a Multi-Categorical specialty under its Special Education program.

The Committee **voted unanimously to accept** the new program proposal for Winthrop University to offer a program leading to the Bachelor of Science degree in Special Education, Multi-Categorical with Severe Disabilities, to be implemented Fall 2017.

5. Program Modifications

- a. Clemson University, M.S./Ph.D., Applied Health and Research Evaluation, Add new delivery site and add non-thesis option for M.S.

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Priest). Dr. Jackson explained the University Center of Greenville will be a second site for the programs and a non-thesis option for the M.S. will allow the program to grow. She continued by stating that the non-thesis option will also allow the student to receive a stackable certificate. Commissioner Seckinger asked about the marketability of the non-thesis option. Dr. Jackson responded the student's employability will not be adversely affected by the option and the degree and certificate will provide the necessary content knowledge for a graduate to be successful. Dr. Lane asked about the costs of marketing and Dr. Jackson responded that Clemson splits the cost with the University Center. Dr. Gimbel added that the revenue for the M.S. program provides funding for the doctoral program.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Master of Science and Doctor of Philosophy degrees in Applied Health and Research Evaluation to add a new delivery site and add a non-thesis option to the Master of Science degree, to be implemented in Fall 2017.

b. Clemson University, Ph.D., Genetics, Add new delivery site at Greenwood Center for Genetics

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Shaw). Dr. Jackson explained Clemson does not plan to make any changes to the curriculum and this modification cements work Clemson is doing already in partnership with the Greenwood Center for Genetics. She stated Clemson used RUIA funds to create a facility for human genetics, which is adjacent to the Greenwood Center. Dr. Lane asked for a brief description of the Greenwood Center. Dr. Dominy explained the Greenwood Center is a self-supporting non-profit organization dedicated to genetic research. He continued by stating that both faculty and students will work and study at the Greenwood Center and the RUIA-funded Clemson Center for Human Genetics. Dr. Lane asked whether four new faculty members will be hired for the program or specifically for the Greenwood location. Dr. Jackson responded the four faculty members were planned for the total program, not specifically for the Greenwood site.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Doctor of Philosophy degree in Genetics to add a new delivery site at Greenwood Center for Genetics, to be implemented in Spring 2017.

c. College of Charleston, Bachelor of Professional Studies (B.P.S.), Add Project Management concentration

Dr. Cherry introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (Cherry) and **seconded** (Drueke). Dr. Cherry explained the Bachelor of Professional Studies program has been in existence for four to five years and seeks to address the areas of need in the Charleston community. Dr. Lane asked for metrics of the assessment of need and commended the College on the information provided for the market assessment of need. Commissioner Seckinger asked whether The Citadel has a related graduate degree. Dr. Gibbison answered The Citadel has a Master's degree in Project Management and will be recruiting individuals with a baccalaureate degree whereas the College will be recruiting technical college students with associate degrees. He stated the College is in discussion with Trident Technical College about a potential "2+2" program. Dr. Rivers responded Trident is in support of such a plan and other colleges would most likely be in support as well. Dr. Lane asked the list of similar programs be updated to reflect recent changes and additions. Dr. Lane asked about the North campus. Dr. Gibbison replied it is a 50,000 square foot facility and the College offers this program and many general education courses there. He also stated it is technologically equipped to house higher education programs.

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 a concentration in Project Management, to be implemented in Fall 2017.

d. College of Charleston, B.S., A.B., Data Science, Reduce fourteen concentrations to four concentrations

Dr. Cherry introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (Cherry) and **seconded** (Beard). Dr. Cherry explained the program has been in existence for over ten years and at the time of inception, the consensus

was to have as wide a variety of concentrations as possible. She continued by stating that faculty now believe that fewer but broader concentrations are both more manageable and marketable.

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 Baccalaureatus degrees in Data Science to reduce fourteen concentrations to four concentrations, to be implemented in Fall 2017.

- e. University of South Carolina Aiken, B.S., Psychology, Add Neuroscience concentration

Dr. Priest withdrew the program modification from consideration.

6. Revised Annual Report on Admissions Standards for First-Time Entering Freshmen, Fall 2014

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Drueke) and **seconded** (Jackson). Dr. Lane thanked Dr. Gregg for her hard work and asked her to present information on the report. Dr. Gregg explained the revisions to the report, which involved correcting data numbers originally submitted but then discovered to be inaccurate. She informed the Committee that the data has been reviewed by institutions to ensure accuracy and that the report will proceed from ACAP to CAAL to CHE for approval and then to the General Assembly and the Superintendent of Education. Dr. Gregg shared that future iterations of the report might involve changing the charts concerning ACT and SAT scores due to the requirement of every 11th grader in the state to take the ACT exam. Dr. Jackson suggested that questions regarding ACT and SAT scores and their relationship to admissions might be best posed in a survey to admissions officers. She also reminded the Committee that most students take the tests multiple times and therefore have more than one score on each. Commissioner Seckinger suggested breaking out the math and verbal scores so they may be tracked over time. Dr. Gregg responded that the S.C. Department of Education is considering tracking those scores as well. Dr. Cherry reminded the Committee that as each student will be required to take the ACT exam moving forward, some students will not aspire to higher education and therefore might not take the test seriously.

The Committee **voted unanimously to approve** the revised *Annual Report on Admissions Standards for First-Time Entering Freshmen, Fall 2014*.

7. 2017-18 Meeting Dates and Program Review Cycles

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Drueke) and **seconded** (Flynn). Dr. Lane introduced Ms. Houpp who presented the reasoning behind moving from four program approval cycles a year to three cycles a year. She added reducing the number of program approval cycles will decrease cycle overlap. She highlighted various aspects of the meeting dates in relation to the university calendar. Commissioner Munns reminded the Committee of the current policy, which allows submission of programs to ACAP prior to final university approval at the President and Board of Trustees levels. Ms. Houpp explained the majority of institutions prefer having institutional approval prior to submitting the items to CHE but the Committee members thanked CHE and the Commission for that flexibility. Committee members also discussed the approval process for education programs submitted to SCDE and the approval process for SACSCOC.

The Committee **voted unanimously to approve** the 2017-18 Meeting Dates and Program Review Cycles.

8. Annual Report on Academic Common Market, 2016

(For information, no action required.)

Dr. Lane introduced the agenda item for information and thanked Ms. Carr for her work on the program. He noted that while overall certifications were down across ACM member states, South Carolina continued in its positive trend of receiving more out-of-state students into its unique programs than certifying in-state students to study out of state.

9. Updates on Issues and Projects in Academic Affairs:

(For information, no action required.)

a. SARA

Dr. Lane asked Mr. Barton for an update on the National Council for the State Authorization Reciprocity Agreements (NCSARA). Mr. Barton shared that Kentucky and Pennsylvania have joined SARA, which brings the number of states in SARA to 44. He also informed the Committee that 25 institutions in South Carolina are participating in SARA with two more expected to begin participation soon.

b. Policy Revision Task Force

Dr. Lane introduced the agenda item and asked Ms. Houp to give a status update on the task force. Ms. Houp informed the Committee of the task force meetings and the discussions of the members. She explained the task force reviewed the policies and procedures and hope to review and revise the various forms at its next meeting. She shared that the task force wanted to have a conversation with the full ACAP committee prior to determining the financial portion of the proposal forms. She explained the various ways the Commission has asked for financial data, including both total costs and estimated new costs. She asked that members provide feedback and ideas for representing a program's finances in the proposal forms. She asked members to consider asking a more general question, such as describing a program as a "costs driver" or a "profit driver."

Dr. Beard asked about the importance of the budgeting portion of the proposal given that all institutions vet the costs associated with new or modified programs. Commissioner Seckinger responded that the Commission will begin creating dashboards for institutional proposals and that these snapshots of information will help the Commission try to make the best decisions for higher education in the state. Commissioner Munns suggested including the margin of risk for the program's financials. He also asked that a ratio of in-state and out-of-state tuition be provided under the revenue section. Committee members expressed concern about including all the aspects of institutional overhead related to program execution.

c. SEER committee

Dr. Lane informed the Committee that the Scholarship Enhancement Eligibility Review (SEER) Committee met on November 7, 2016. He stated the Committee did not have new programs to review for eligibility but began planning for a revision to the enhancement course list. He added that a memo explaining the revision process will be sent to institutions in the near future.

10. CHE Inventory Comparison

Dr. Lane invited Ms. Belcher to present the agenda item. Ms. Belcher distributed copies of institutional offerings as recorded in the current CHE Inventory and she informed the Committee that electronic copies will be sent through email. She asked institutional representatives to review the list and report any discrepancies to CHE through notification forms. She explained that the SC TRAC Transfer Check comparison only addresses undergraduate offerings whereas the CHE Inventory lists cover all undergraduate and graduate offerings.

11. Notifications of Program Changes and/or Terminations, September 1-November 9, 2016 (For information, no action required)

Dr. Lane presented the agenda item for information.

12. Other Business

Dr. Lane thanked everyone for attending the meeting. There being no further business, the meeting adjourned at 3:42 pm.

South Carolina Department of Education

Division of Innovation & Effectiveness

Dr. Sheila Quinn

November 17, 2016

Diploma Workgroup

What does a South Carolina Diploma really mean?

Multiple pathways to one South Carolina Diploma with endorsements or “Seals of Distinction”

- Honors Seal
- College Preparatory Seal
- Specialization Seals:
 - Arts
 - World Languages
 - STEM
 - Career
 - Military

College & Career Readiness (ESSA Accountability)

- Students meet “**College Ready**” status by end of Grade 12 in one of the following areas:
 - 3.0 GPA in core academic courses (Eng, Math, Sci, SS)
 - Grade 11 College benchmarks on ACT- Reading (22) or English (18) or Mathematics (22)
 - Grade 12 Meeting a common cut score on ACT/SAT/Accuplacer to take a credit bearing course; or
 - AP “3 or higher;” or IB “4 or higher; or Dual Credit “C” or higher in core courses
- Students meet “**Career Ready**” status by end of Grade 12 in one of the following categories
 - Score “Silver or above” on WorkKeys or 31 or higher on ASVAB;
 - Complete a state-recognized CATE/ROTC/ARTS program and earn a state-approved Industry Credential, ASVAB score of 31, or Fine Arts individual performance rating of __;
 - Complete an approved Youth Apprenticeship;

PACE PROPOSAL

INCREASING THE PIPELINE

How can we work together to enhance teacher quality?

PACE
(SCDE)

CHE

IHEs

PACE serves:

- ▣ All districts in South Carolina
- ▣ Last year PACE filled 5.5 percent of the vacant position

PACE Areas

K-12	Middle Level	Secondary
Art	Language Arts	Agriculture
Dance	Mathematics	Biology
Family & Consumer Science	Science	Business/Marketing/Computer Technology
Health	Social Studies **	Chemistry
Media Specialist *		English
Music		History
Physical Education		Industrial Technology
Special Education: Emotional Disabilities		Mathematics
Theater		Physics
World Languages ***		Science
* requires Master of Library & Information Science or Master of Public Library		Social Studies
** requires specific course content on transcript(s)		
*** Chinese, French, German, Japanese, Latin, Russian, Spanish		

PACE Numbers

Cohorts 12, 13, and 14

2014-2016

Area	Number	Total
Business/Marketing/Tech	217	
Middle Level	213	
ML Science: 68		
ML Math: 30		
ML Language Arts: 55		
ML Social Studies: 60		
Science	86	
Mathematics	23	
Special Education (ED)	76	
TOTAL		1,035

PACE Requirements

- ▣ Entry:
 - Transcript evaluation
 - Praxis II exam (s)
 - Background check

(No Early Childhood, Elementary, Counseling or Leadership)

PACE training:

- ▣ 25 days of training over an 18-month period
 - Ten-day pre-service
 - Ten-day in-service (after Year One)
 - Five week-end seminars
- ▣ All training tied to Council of Chief State School Officers (CCSSO)'s Interstate Teacher Assessment and Support Consortium (INTASC) standards

To gain professional certificate:

- ▣ Nine hours of coursework before end of Year 3
- ▣ Pass the Principles of Learning & Teaching
- ▣ Successful formative and summative evaluations

Professional certification:

- ▣ Approximately ten percent attrition rate
- ▣ Many because coursework never completed; related to costs
- ▣ Approximately 500 unfilled position start of 2015-16 school year; 33 percent increase from previous year; 66 percent increase for two years ago

Proposal

- ▣ Use the PACE coursework as beginning of Master's Degree program
- ▣ Solicit funding to defray at least part of associated costs
- ▣ Provide coursework that fills the missing gaps

Funding:

- ▣ Title II Part A: Limited funds available
- ▣ Grants
- ▣ Teacher Residency
- ▣ Ideas??

How can we work together?

Contact me:

Laura Y. Covington

Team Leader, Alternative Certification

South Carolina Department of Education

803-896-0332

803-422-6800 (cell)