

**Advisory Committee on Academic Programs
Minutes of March 23, 2017**

Members Present

Dr. John Lane, Chair
Dr. Galen DeHay, Tri-County Technical College
Dr. Peter King, Francis Marion University
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. Lynn Cherry, College of Charleston, representing Dr. Brian McGee
Dr. Tena Crews, University of South Carolina Columbia, representing Ms. Joan Gabel
Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd
Dr. Daniel Ennis, Coastal Carolina University, representing Dr. Ralph Byington
Dr. Tara Hornor, The Citadel, representing Dr. Connie Book
Ms. Leah Jones, Orangeburg Calhoun Technical College, representing Dr. Donna Elmore
Dr. Jeremy King, Clemson University, representing Dr. Robert Jones
Dr. Marie Nix, Lander University, representing Dr. David Mash
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Lisa Saladin, via teleconference
Dr. Donna Zeek, Midlands Technical College, representing Dr. Ron Drayton

Staff Present

Dr. Argentini Anderson	Ms. Anna Grubic
Mr. Clay Barton	Ms. Trena Houpp
Ms. Laura Belcher	Ms. Tanya Rogers
Ms. Saundra Carr	Dr. Regine Rucker
Ms. Lane Goodwin	Ms. Peggy Simons
Ms. Monica Goodwin	Dr. Kimberly Walker

Guests

Dr. Steve Bailey, Coastal Carolina University	Mr. Frank Munson, Frank Munson and Associates
Dr. Ralph Byington, Coastal Carolina University, via teleconference	Dr. Philip Powell, Coastal Carolina University
Dr. Godfrey Gibbison, College of Charleston	Mr. Ron Riveri, S.C. Department of Education, via teleconference
Dr. Eleanor Glover, S.C Department of Education, via teleconference	Dr. Gary Schmidt, Coastal Carolina University
Dr. Carl Jensen, The Citadel	Ms. Terrye Seckinger, SC Commission on Higher Education
Dr. Marian Kennedy, Clemson University	Ms. Elizabeth Snipes-Rochester, Lander University
Dr. Jo Koste, Winthrop University	Dr. Traci Tuber, Francis Marion University
Dr. Tracy Meetze-Holcombe, Francis Marion University	Dr. Matthew White, Coastal Carolina University
Dr. Bo Moore, The Citadel	Ms. Jane Willis, Newberry College
Dr. Nancy Muller, Lowcountry Graduate Center	

Welcome

Dr. Lane called the meeting to order at 10:03 a.m. He welcomed all in attendance and stated he would introduce two presentations prior to review of program proposals. The first presentation focused on the teacher shortage crisis in South Carolina (SC) and efforts of institutions, as well as state agencies and entities such as the Center for Educator Recruitment, Retention, & Advancement (CERRA) and the SC Commission on Higher Education (CHE), to mitigate challenges. Specifically, Dr. Lane highlighted retention and its impact on “day-one readiness” for educators. He referenced his participation in the Network for Transforming Educator Preparation (NTEP) of which SC is a participating state; he also noted NTEP is led by Dr. Janice Poda, the former Chief of Staff at the South Carolina Department of Education.

1. Presentation on Network for Transforming Educator Preparation (NTEP), Educator Readiness by Janice Poda

Dr. Lane welcomed Dr. Janice Poda, Strategic Initiative Director of the Education Workforce for the Council of Chief State School Officers (CCSSO), who leads the SC NTEP Team to begin her presentation. Her presentation highlighted four areas: 1.) the existence of the teacher shortage and its challenge for SC and all states in the country as a result of the decline in the number of people entering educator preparation; 2.) a current climate of higher expectations of student performance and therefore higher expectations for the people that teach them; 3.) the interventions necessary to stem the shortage of teachers and ensure teachers are more adequately prepared entering the classroom; and 4.) the importance of partnership and the value of working together with all stakeholders involved in educator preparation. Dr. Poda highlighted Dr. Lane’s previous reference to the SC NTEP Team and the collaboration of multiple groups who oversee educator preparation in SC. She also emphasized the quote, “The best way to recruit teachers was to retain the ones you have,” which includes teachers feeling they are making a difference, prepared, and contributing to the work.

First, Dr. Poda explained teacher supply and demand, underscoring significant statistics. In 2016-17, there were nearly 52,000 full- and part-time teachers in SC, which fluctuates from year to year. This figure represents a decline of 577 teaching positions. Although the cause varies, it is usually dependent on the budget. She stated a decline often occurs due to a decrease or lack of increase in the budget. SC also had 6,934 newly hired teachers in 2016-17. Thirty-three percent (33%) of new hires represented teachers moving from one district to another, twenty-five percent (25%) were recent graduates of SC colleges, two percent (2%) were teachers from out-of-state (new graduates and existing teachers), and eight percent (8%) resulted from alternative certification programs in SC. She emphasized the number of new hires in SC who were recent graduates decreased six percent (6%) since 2014-2015. The decline is also representative in other subgroups. She noted a larger percentage of male and minority teachers exist among new hires than the state average. Twenty-one (21%) and twenty-two percent (22%) of new hires are males and minorities, respectively. However, the 2015-2016 state average for SC was only 19 and 17.5 percent, respectively. The number of recent graduates of educator preparation programs has also declined. In 2012-13, the number of recent graduates was 2,447, but decreased to 1,898 in 2015-16. Dr. Poda mentioned a national study administered by the Learning Policy Institute in 2016 also supports a decline in the number of teachers with a 35 percent reduction of enrollments (a decrease from 691,000 to 451,000) in educator preparation programs occurring from 2009 - 2014. This number alone explains the teacher shortage without taking into account shortages in specific subject areas such as math, science, and special education.

Higher education standards have also altered the supply of teachers. The adoption of college and career readiness standards across the country by all states considerably raised the expectation to ensure the preparation of students for either college or a career upon graduation. The standards required additional skills for teachers, including an increase in content knowledge, different skills to teach higher levels of math and language arts, and the ability to prepare students for tests requiring the application of Bloom's Taxonomy while promoting a higher level of thinking. This increased expectation resulted in a challenge for many entering the profession: students entering college are expected to pass tests incorporating college and career readiness standards, but do not demonstrate mastery of the new skills themselves. For example, a significant challenge with the entrance test for educator preparation is its emphasis on the basic skills taught under college and career readiness standards, even though the candidates entering educator preparation programs and institutions had limited exposure to preparation under those standards (four years at most). Thus, a large gap exists between what candidates are able to do and pass when they enter institutions. The result is a loop: increased standards for educator preparation candidates and lack of preparation to pass the test, meaning there exists a lag between students who are prepared and the demand for teachers with the ability to teach at higher levels.

Dr. Poda noted that potential interventions to continuously help teachers in the field improve via new skills acquisition or pedagogy strategies include dedicated funding from federal and state budgets. For example, the federal budget will show a \$9 billion cut if approved as proposed, including \$2.35 billion from the Title II, Part A (ESSA) budget earmarked for professional learning, which most districts use for the professional learning provided for teachers. To completely eliminate that line item would mean no federal funding coming into the state for professional learning. That money is also used for mentoring and induction, activities which are essential to help ensure entry-level readiness. Another challenge is a state's great reliance on federal funding; in many cases, states' departments of education are more than 50% funded by federal money. In other words, at least 50 percent of employees are paid by federal money, and in some state departments, as much as 90% of staff is paid for by federal money, meaning help in the support services the state department of education can give to its teachers are extremely limited. South Carolina receives a larger percentage of federal money than most states, and is scheduled for a significant increase in the Title II money over the next five years, if funded. So without those funds, our current educator preparation crisis will worsen. Other proposals that could minimize funding would adversely impact educator recruitment, development, and retention.

Partnership is key to help address the teacher shortage, and to ensure teachers in the system are functioning at a higher level. In South Carolina, current statute is one advantage because it outlines the duties of SCDE and CHE working together to help ensure preparation programs produce teachers who are day-one ready to enter the classroom and manage its responsibilities. NTEP standards, first created in 1992 for the teaching profession, induced this readiness, spelling out the content beginning teachers needs to know and the skills they should be able to demonstrate. The standards were most recently updated in 2011, and enhanced with "progression" levels from novice level to experienced levels, and the corresponding teaching skills and knowledge at those levels. This update was completed in part because of the realization now of the disconnect from being a student-teacher one day and a stand-alone teacher of record the next. The Singapore system for preparing teachers is one such model.

Partnerships are also incredibly important between educator preparation programs and K-12 schools for designing and meeting shared goals and more. Chief State School Officers indicated in the past they saw a disconnect between the candidates applying for first teaching jobs and the knowledge, skills, and dispositions the K-12 communities were looking for in the teachers they were employing. CCSSO wrote the

report to the Chiefs, [Our Responsibility, Our Promise](#) resulting in NTEP. As of today, South Carolina is one of 14 NTEP member states working on how to best prepare candidates for the teaching profession through CCSSO.

Finally, the partnership between CHE and SCDE are really critical. When I served at SCDE, we relied on that relationship to make sure we were giving the best resources and support we could to teacher preparation program. Dr. Poda concluded her presentation by thanking Dr. Lane for CHE being a part of SC NTEP and helping us move the work forward. Dr. Lane thanked Dr. Poda for the presentation.

In response to a question about supporting programs that most effectively recruit minorities, Dr. Poda responded that one is [Call Me MISTER®](#). It has national recognition and has been emulated in other states. Another one is the coaching program ran by CERRA, created during Dr. Poda's tenure at CERRA. Research showed that by age 14, students thinking about careers decided overwhelmingly that they did not want to be a teacher, their least preferred of all professions. So, changing the perception and narrative about teaching is critical.

Dr. Poda noted that low salaries and the perception low career growth opportunities are other reasons grade school students cite for not pursuing teaching as a profession. Staying in a classroom for 30 years is not desirable to millennials, who tend to desire mobility and opportunities for advancement instead of traditional models of stability. She noted that low recruitment is now penetrating traditionally resilient teacher recruiting fields, including science education and math. Dr. Poda stated there are high schools in the state without a single certified math teacher and there was even one district without a single special education teacher from the U.S.

In response to a question about helping institutions attract new recruits into the profession, Dr. Poda stated that the new accreditor, CAEP, changed its policy to emphasize exit requirements instead of entry requirements, giving EPPs the opportunity to admit more candidates with the understanding that a 3.0 is required by the time of graduation. At the same time, much research still supports the need for content knowledge mastery: if you do not have the content knowledge, you probably will not be really effective. Both content and pedagogy are important. As an example, Dr. Poda shared that when she was preparing to testify for the equity lawsuit, for example, she studied the passing rate for the Praxis exam, and the failure rate for the Plaintiff districts was four times the average of the state. There were individuals who took the exact same Praxis test 49 times, and that was a red flag that those districts have teachers with content issues that need to be addressed for those in-service teachers or figure out a way to make sure people are getting the content they need to teach. One of the things NTEP is attempting to assess is how to best determine the promise of the teacher to determine whether EPPs would admit those candidates into the classroom. She noted that is something that all the states are examining and a lot of research is also being done on GPA, in which grades can vary between professors.

Dr. Lane asks for any final questions or reflections. In response to a question about the efficacy of development via mentoring for first-year teachers, Dr. Poda stated she thinks mentoring is critically important, and also residency, which allows the person not to be the teacher of record but have a longer opportunity to do clinical practice before entering a full-time position. She then cited a pilot residency program in McCormick County begun this year. Dr. Poda noted Furman, USC Upstate, and likely some other institutions, extended their clinical practice so the first-year teacher was mentored by both a faculty member as well as someone from the district, they would pay a reduced salary, and they had one mentor teacher who worked with about three (3) students giving mentoring and support in teaching. She believed these support services helped many teachers stay in the profession. Dr. Poda noted the turnover is really

hard to track, especially across state lines, but NTEP is working on it. In the end, collaborative mentoring and more time for clinical practice are ideal.

In response to a question about surveying program completers about their training prior to entering the profession, Dr. Poda stated institutions do so as part of the accreditation and program approval. There is discussion at the state level of building one survey so that it would be the same for all respondents. Here no further questions, Dr. Lane confirmed with Dr. Poda that we have her contact information if we have follow-up questions or need more resources.

2. Presentation on Career Development by Jane Willis, *Getting the Right Job: A Personal Guide to Developing Your Career*

Dr. Lane stated career development has been an important theme for the Commission, one which the statute charges to the Commission's responsibilities. To continue discussions about career readiness and statewide workforce readiness, he welcomed a presentation by Jane Willis, co-author with Frank Munson, on [Getting the Right Job](#).

Jane Willis provides a brief introduction and informed the attendees she currently works at Newberry College, having worked previously at USC for 21 years in the business school. During her last 10 years at USC, she was the Executive Director of the Career Center for undergraduates at the Darla Moore School of Business. Mr. Frank Munson, also in attendance, is one of the co-authors. Ms. Willis discussed career development, noting that traditionally, higher education has had a historical view of student success, which we need to for academic success, but that a change of perspective is needed, a paradigm shift, to understand that career direction and actual employment success is equally important.

About the book, Ms. Willis noted it is being used at the Moore School with all the undergraduates, as well as at Newberry and some other schools. She highlighted average graduation rates of state institutions, some significantly low, which is a statewide problem because many students going to college are not finishing; by and large, they are state residents, which is in turn a great economic development issue.

The next issue Ms. Willis noted was college debt. In response to the previous presentation on education preparation and recruitment, Ms. Willis said Newberry has a large teacher education program, but that debt impacts whether an individual wants to be a teacher who will earn the salary to pay their mortgage and student loans. In general, in the state of SC, our average college completer at graduation owes \$30,000. Sixty percent (60%) of our students have debt when they graduate on average, making SC 9th in the nation.

Not only are students not finishing college, she continued, but students who are graduating are not finding jobs, at least jobs in their area. Only half of students with four-year degrees obtain a permanent position within six months after graduation. Thirty-one percent (31%) are not working at all. So, according to Ms. Willis, we have some students starting and not all finishing college, debt that averages \$30,000, salaries that do not make it possible to pay much of that back with a decent lifestyle, and then the issue of graduates not finding jobs. However, she noted that the jobs are out there; there are good companies, good organizations, good non-profits, and good schools that want good talent. Her professional experience coaching students has been that students do not know how to market themselves, find those options, network, nor understand some of the basic concepts around professionalism, regardless of the industry. This is true for business, engineers, teachers, and history majors, practically everyone, prompting the authorship of the book.

Ms. Willis noted that higher education has a responsibility to teach relevant material, stay current, and create new, marketable knowledge around the areas where society needs new information. It needs to be taught well (which we do for the most part), and, she continued, “what is so important is that we have to look to the people that are hiring our students and ask them are we teaching the material right and we are getting them ready in a way that can impact you in a good way.” Institutions must provide career exploration in better ways. Ms. Willis continued: high school is too early in young adulthood development for students to make a decision on a career path, resulting in confused freshmen, in her opinion. Overall, a better job needs to be done of providing career exploration education, introducing the concept of employability, which is very tied into competency and transferrable skills. Also, students need to learn the concept of career management, not just job search. She stated:

My colleague (Dr. Poda) who presented before me is absolutely right: millennials are going to change careers six to seven to eight times, which means they are going to change jobs fifteen to twenty times. If they cannot manage their career, it is going to manage them. And then, we are not going to be in place as a state or as a nation, where we have professionals who know how to go to that next career.

Ms. Willis noted the book represents both the content and process developed at the Moore School to help students successfully prepare to enter the job market. Methods include a psychometric assessment that utilizes career inventories and uses a productive style and motivational needs, ensuring they understand culturally where they are going to fit. She noted there are drastic differences in the work environments at Exxon Mobile and BP, for example, although the companies are in the same industry. Career direction, is another consideration, that is, that new graduates are actually utilizing their strengths and interests; another consideration is employability, which used to be called soft skills. The resource also takes them through a step-by-step process. For example, what is the purpose of a resume? The purpose of a resume is marketing the candidate to get an interview. Moreover, the books provide students with information about their online presence on sites such as LinkedIn. Ms. Willis stated students must understand every employer is using Google to search candidates’ Facebook and Instagram pages.

She also stated interviewing skills development is critical. Interviewing is face-to-face, not text messaging, so they need practice. She also emphasized students must really understand marketing strategy because it takes 150 networking contacts to get to 35 hiring managers to get interviews to get one offer. If new job seekers do not understand how to take that to market, they are not going to get that job they want much less a job in the first six months of graduation, which is why the numbers look the way they do, Ms. Willis noted. Students are also coached on negotiating, what is negotiable and what is not, what is realistic, and managing their expectations so they are aligned with what is negotiable. They also learn about personal branding, this concept of what are you known for, getting 360-degree feedback before leaving college about what people would say about you when you left the room, and how you control your brand.

Ms. Willis stated the most important employability competencies are true across industries, jobs, and across functions. If competencies are present, employers look next for compatibility. Then, candidates need to be able to articulate their strengths in a way that is relevant to the employer and provide evidence that they possess those strengths. She then said employer research is the one area of deficiency 90% of the time.

Conclusively, she stated she believes all students need this resource, whether four-year or two-year, technical or liberal arts degree, but most do not know they need it. At Newberry, half of the students are Pell eligible and first-generation college students, so the need is great. So, it is really important that there

is an instructor to present it, or else they will not know they need and obviously the skill set nor disposition will be cultivated or evident.

Ms. Willis noted this need is hard to instill with the current models of career centers. As funding has become an issue, programs are being cut. With the expertise that exists in most career centers, she recommended providing the staff with some structure to enable them to impact all students in a way that is a requirement for students since so many never enter the career center.

Discussion continued about the similar initiatives elsewhere and Dr. Crews noted that the USC College of Hospitality, Retail, and Sport Management has a three credit hour professional development course that is the same concept that all students have to take before going into their internship and is offered at the sophomore/junior level course as well. Ms. Willis responded that some similar initiatives are implemented in the USC College of Pharmacy as well.

Commissioner Seckinger asked whether the presenters have thought about placing the one-hour course online and marketing it to other institutions in terms of operationalizing this across the state, and once the content knowledge is delivered, the student can set up an appointment with their career center. The presenter acknowledged the suggestion as a great idea, and noted similar ideas have been discussed. Dr. Lane solicited final questions or comments, and with no further discussion, thanked Ms. Willis and Mr. Munson, soliciting their contact information for audience follow-up.

3. Consideration of Minutes of January 26, 2016

Dr. Lane requested a motion to accept the minutes of January 26, 2016, as distributed. The motion was **moved** (Priest) and **seconded** (Rivers) and the Committee **voted unanimously to accept the minutes as presented.**

4. Program Proposals

a. The Citadel, B.S.B.A., Accounting

Dr. Lane introduced the proposal and acknowledged the efforts of Dr. Horner and Dr. Book in revising the proposal as presented. Dr. Horner introduced the program proposal from The Citadel. A motion to approve the proposed program was **moved** (Horner) and **seconded** (P. King). Dr. Horner informed the Committee that the current concentration in Accounting was the focus of the proposal. The concentration is a 30-hour requirement of accounting courses. Dr. Horner cited that majors in accounting at the College of Charleston or USC typically range from 30 – 36 hours of required core content. She noted The Citadel is offering a major in accounting, but it is currently designated as a concentration. The proposal submission is to reclassify the concentration as a major, which requires two additional courses to the degree program without any additional costs, faculty, or facilities. Dr. Lane thanked Dr. Horner for the introduction, and welcomed questions or comments.

Dr. Priest inquired about the enrollment table and stated the Committee may want to define the content of the enrollment table, and questioned the absence of a budget. He also suggested commentary from Commissioner Seckinger on his budget concerns. Dr. Horner acknowledged the enrollment table was revised from the original submission. She also confirmed no costs are accurate due to an existing program. Dr. Lane referred to the revised budget, highlighting zero new costs, but sources of financing of \$9.9

million by the end of five years. Dr. Horner responded that a difference in revenue production did not occur with the transition from an Accounting concentration to an Accounting major. Dr. Lane acknowledged Dr. Priest's comments and noted the commissioner inquiry will focus at times on new costs generated by the program that did not exist prior to the new amendments versus previously existing costs appropriated to the newness of the program. He also responded to an inquiry to clarify the difference between a modification and a modification that may require elevation to a new program proposal.

Dr. Lane asked Dr. Horner to address the Employment Opportunities projections. He also asked her to expound on potential placement in- and out-of-state and clarify plans to address changes to the current delivery of the Accounting concentration, the preparation for certification, and the number of credit hours for the program. Dr. Horner detailed how the revision included amendments in the new version of the proposal and plans to teach out the concentration, and offer the major instead of the concentration. She also highlighted that the additional courses allow students to test for the Certified Public Accountant (CPA) exam and the general education programs, which is 60 credit hours, making the total credit hours for the major seem excessive.

The Committee **voted unanimously to accept** the new program proposal for The Citadel to offer a program leading to the Business of Science in Business Administration degree in Accounting, to be implemented in August 2017.

- b. The Citadel, B.A., Intelligence and Security Studies with concentrations in Military Intelligence; Chinese Area Studies; Counterterrorism; Business Intelligence; and General Intelligence

Dr. Horner introduced the program proposal from The Citadel. A motion to approve the proposed program was **moved** (Horner) and **seconded** (Priest). Dr. Horner described the faculty, coursework, resources and additional infrastructure in place to offer the program due to the existing minor and Master's programs. Dr. Horner acknowledged the attendance of Dr. Moore and Dr. Jensen, faculty members present to answer inquiries about the proposed program. Dr. Lane welcomed questions.

Dr. Priest inquired about amendments to the financial table, and again emphasized skepticism in the absence of costs. Dr. Horner noted The Citadel Foundation fundraises against the development costs associated with degrees. She also acknowledged the costs associated with the five new courses included in the proposed major are accounted for since the courses were previously offered as a minor or in the Master's degree program. Dr. Lane asked Dr. Horner to address data sources for employment projection, as well as clarification on the total number of credit hours, financial support, and the rationale for the five concentrations. Dr. Horner stated the degree program exceeds 120 credit hours due to the inclusion of ROTC. Dr. Moore responded the areas represent the diverse areas needed in the field. He explained the diverse threats and challenges the intelligence community monitors; China as an emerging political power; and the great need for expert counterterrorism resources. He also noted that while many graduates will go into the military, the private sector employs more intelligence professionals than the public sector. Dr. Moore and Dr. Jensen then mentioned The Citadel also desired to leverage the strengths and experience of current faculty.

The Committee **voted unanimously to accept** the new program proposal for The Citadel to offer a program leading to the Business of Arts degree in Intelligence and Security Studies with concentrations Military Intelligence; Chinese Area Studies; Counterterrorism; Business Intelligence; and General Intelligence, to be implemented in Fall 2017.

c. Coastal Carolina University, B.A., Languages and Intercultural Studies with concentrations in Hispanic Studies and Multiple Languages

Dr. Ennis introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Ennis) and **seconded** (Drueke). Dr. Ennis explained the University discontinued a Spanish major approximately five years ago due to low enrollment and a perceived misalignment between the construction of the major (traditional literature based pedagogy and content) and the contemporary needs for language training in the economy and higher education. He stated two options were available: 1) to present a series of modifications to reconstruct the entire major course by course or 2) reconstruct of the program from a blank slate. Faculty changes in the form of new hires and retirements, along with a redesign of the entire department, resulted in a program with multiple languages to increase the desire of the program for those interested in double majors and a pivot toward translation, transcription, languages for the profession, and applied language.

Dr. Priest inquired about how Coastal Carolina plans to attract 40 people to the program considering the closure of the previous Spanish program due to low enrollment. Dr. Ennis noted a current pool of 100 students with language minors and plans to encourage these students to select it as major, instead of taking a major/minor. He also highlighted plans to administer an aggressive outreach within the university to other disciplines about adding the minor into the program without another year of study for students.

Dr. Lane asked for clarity on the termination of the previous Spanish program with the last student graduating in May 2017. He also inquired about the facilities to support the program. Dr. Ennis verified existing foreign language instructional centers include the appropriate equipment to facilitate one-on-one interaction. In addition, he emphasized how every room in buildings on campus is outfitted with the necessary technological equipment. Dr. Lane asked Dr. Ennis to ensure the explanation provided is captured in the amended proposal prior to CAAL. Dr. Peter King posed an inquiry about the faculty and asked them to verify the calculation of the FTEs. Dr. Lane summarized the necessary corrections. Dr. Ennis agreed to resolve the numbers in the Financial Support section, as well as amend the Similar Programs section to reflect that Winthrop University and Francis Marion University have similar concentrations, not majors.

Dr. Crews asked how the new program differs from a standard language course when it appears traditional. A faculty representative explained the hiring plan emphasizes the new area of Hispanic Studies, and that the program possesses an intercultural component denoted by several intercultural courses, along with future plans for the program. Dr. Lane asked about inquiries posed by USC, and Dr. Crews and verified no additional questions, but suggested the explanation provided be added to the proposal.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Bachelor of Arts degree in Languages and Intercultural Studies with concentrations in Hispanic Studies and Multiple Languages, to be implemented August 2017.

d. Coastal Carolina University, M.A., Music Technology

Dr. Ennis introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Ennis) and **seconded** (Priest). Dr. Ennis explained how state and

regional employability, including commercial and professional music opportunities related to a resort economy, was the basis for the program and how it developed as a result of demands to use current facilities and the skills of faculty. He introduced three additional faculty in attendance to address any program inquiries. Dr. Crews asked for clarification on an indication from the proposal that students can come from either an accredited degree program or submit a portfolio, and she expressed concerns about the success of portfolio students in the proposed program with higher-level courses. Dr. Lane expressed similar concerns as Dr. Crews. The faculty informed attendees the major is curriculum driven, and thus, considers students who may have a talent for music, especially in music technology and electronic music, but did not major in music or possess a musical background. They agreed to add the provided explanation to strengthen the revised proposal, so program admission is not perceived to be allowable for students in lieu of an undergraduate degree, but that possessing a type of accredited degree of some kind is required with a portfolio.

Dr. Crews also inquired about the significance of the entrepreneurial and practical skills courses. Faculty responded that musical engineers must be able to communicate to musicians, including developing a rapport with potential clients and create opportunities to foster work on different projects through resumes and an online presence. The skill is key to the profession and demonstrates a sense of entrepreneurship as a mentality, not just a course. As a result, faculty integrated entrepreneurship into several courses. Dr. Lane acknowledged Coastal Carolina University strengths with assessments, across the institution. He further stated the integration of entrepreneurship across the curriculum suggests an ability to track and codify the elements related to existence and effectiveness, and welcomed the demonstration of such qualifiers in proposal. The faculty agreed to highlight those elements in the assessment component of the proposal.

Dr. Peter King expressed Francis Marion University's support for the program. Dr. Lane appreciated the additional support in reference to employment opportunities and efforts to mitigate forecasting suggested in the proposal, and recommended the inclusion of additional data and support if available. Coastal Carolina agreed to provide additional data and letters of support. In response to a question about how the University would respond to USC's inquiry about a pyramid model with a similar program at both the Bachelor and Master levels, Coastal representatives highlighted robust undergraduate programs that feed into the Master program, along with a desire to attract previously trained musicians. Dr. Lane requested any additional comments or questions.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Master of Arts degree in Music Technology, to be implemented Fall 2017.

e. Francis Marion University, B.S., Biology, Secondary Education

Dr. Peter King introduced the new program proposal from Francis Marion University, and the attendance of two additional faculty to respond to inquiries. A motion to approve the proposed program was **moved** (P. King) and **seconded** (Drueke). Dr. Peter King referenced the earlier presentation on the teacher shortage and explained the proposed program as Francis Marion University's attempt to remedy the crisis. The Biology program is one of the larger degree programs at FMU, and the institution desires to add the concentration in Secondary Education to add more biology and science teachers in the immediate school

districts surrounding the college. He added FMU produces a significant number of Biology majors, but not usually in Education, and would like to provide students with the opportunity to obtain such a degree.

Dr. Priest posed two questions: 1) whether 40 students for enrollment projections were overly optimistic for the program, and the plans of FMU to attain this number of students, and 2) to identify how the curriculum addresses the National Science Teachers Association (NSTA) evolution standard. Faculty stated the program plans to receive an overflow of students from the Department of Nursing, who are currently directed to major in Science or enter M.A.T. programs. They informed attendees the NSTA evolution standards were outlined in the basic biology courses of the major.

Dr. Lane asked the faculty to revisit the similarities and differences to distinguish the proposed program from those at other SC institutions to strengthen the proposal, as well as update the institutional approvals since the initial submission. Dr. Peter King confirmed the additional evidence would be added and receipt of all required institutional approvals. Dr. Crews provided additional comments in support of the program establishment, and commended the programmatic assessments. Dr. Lane asked for any additional questions and feedback, and informed Dr. Peter King additional questions would be transmitted electronically.

The Committee **voted unanimously to accept** the new program proposal for Francis Marion University to offer a program leading to the Bachelor of Science degree in Biology, Secondary Education, to be implemented January 2018.

- f. Lander University, Bachelor of Fine Arts (B.F.A.), Fine Art with concentrations in 2D Studio, 3D Studio

Dr. Nix introduced the new program proposal from Lander University. A motion to approve the proposed program was **moved** (Nix) and **seconded** (Priest). Dr. Nix explained the proposed degree parallels an existing undergraduate liberal arts program, but provides a formal structure to an informal development of a major in which students currently build the major with electives. The students also desire to possess a professional identification within the degrees. Dr. Nix noted that no new resources are planned because the program is a repackaging of what is happening organically with the students.

Dr. Priest asked about the budget. Dr. Nix agreed to revise the proposal to reflect new costs. Dr. Crews expressed appreciation for the potential to feed students into USC's M.F.A. program. Dr. Lane inquired about the program's potential rate of productivity and asked for a brief explanation of the headcount and enrollment considering the impact on program approval. Ms. Snipes-Rochester believed the estimates to be overly conservative, and chose intentionally not to overestimate. Yet, she thinks the enrollment will be higher than the projections. Ms. Snipes-Rochester agreed to address the inquiry contextually in the proposal.

Dr. Peter King prompted Ms. Snipes-Rochester to explain the aggregate head count. She agreed to correct the enrollment chart. Dr. Priest expressed a support of programs with any amount of graduates when additional costs are not incurred. Dr. Lane asked the institution to clarify any pre-existing faculty. The representative of Coastal Carolina University posed questions regarding facilities. Dr. Lane also recommended the institution provide evidence about the employability and trajectory for students, and highlight the unique 2D/3D studio component of the program which distinguishes Lander's B.F.A. from the eight other existing programs in the state. Ms. Snipes-Rochester stated currently one-third of the

students pursue an M.F.A. Dr. Lane informed the representative additional questions would be transferred electronically.

The Committee **voted unanimously to accept** the new program proposal for Lander University to offer a program leading to Bachelor of Fine Arts (B.F.A.) degree in Fine Art with concentrations in 2D Studio and 3D Studio, to be implemented August 2017.

3. Program Modifications

- a. Clemson University, B.S., Construction Science Management, Change in curriculum

Dr. Jeremy King introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (King) and **seconded** (Shaw). Dr. Jeremy King stated the proposed program would eliminate specific electives and increase the ability of students to develop a stronger program and tailor the program according to their interests. Dr. Lane inquired about any additional questions.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Bachelor of Science degree in Construction Science Management to change the curriculum, to be implemented in August 2017.

- b. Clemson University, B.S., Materials Science and Engineering, Change in curriculum

Dr. Jeremy King introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (J. King) and **seconded** (Priest). Dr. King explained the program provides a single path with the major of two historical programs. The proposed program would allow current freshmen to complete the program as initially designed or follow the new option. Dr. Lane expressed appreciation of the clear teach-out plan. He also stated the program emphasized a variety of data were used to support the need for the program and asked for evidence of the data as a reference point as well as a curriculum sheet as requested by staff. Clemson representatives agree to provide the requested information.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its program leading to the Bachelor of Science degree in Materials Science and Engineering to change the curriculum, to be implemented in Fall 2017.

- c. College of Charleston, Bachelor of Professional Studies (B.P.S.), Add a concentration in Hospitality Operations Management

Dr. Cherry introduced the program modification from the College of Charleston. A motion to approve the proposed program modification was **moved** (Cherry) and **seconded** (Priest). Dr. Cherry explained the program is growing, with concentrations targeted for adults with a desire to advance in their current career path or identify a new career path. She stated the degree is more compatible with the Technical Colleges and two-year transfer students and may also provide an opportunity to collaborate with USC. She stated program faculty contacted students of neighboring technical schools and the Charleston community to determine need. They discovered constant, ongoing interests, need, and demand for

people with Bachelor degrees above and beyond basic business degrees. Dr. Lane posed an inquiry regarding USC and concern of duplication. College of Charleston faculty stated the business community desired a Bachelor pathway in Hospitality, but not in the college of business. She emphasized the proposed program is designed to be a pathway for those who live, work, and learn as employees in the Charleston area. The program serves as a retention tool to remain in Charleston, increasing the labor force and allows them to move to other places if desired. Dr. Lane expressed appreciation for the explanation and suggested it be provided in the final revised version of the proposal, along with the budget details.

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 Hospitality Operations Management, to be implemented Fall 2017.

- d. Francis Marion University, Bachelor of General Studies (B.G.S.), Add a concentration in Educational Studies
- e. Francis Marion University, Bachelor of General Studies (B.G.S.), Add a concentration in Health Studies

Dr. Peter King introduced the program modifications from Francis Marion University. A motion to approve the proposed program modifications simultaneously was **moved** (King) and **seconded** (Priest). Dr. King explained the need for approval for the proposed programs given his discovery of their previous implementation. He further explained the programs would serve students who cannot complete a multidisciplinary program, but would still provide them options for program completion, and therefore would not be punitive. Students accepted into the professional programs would be those close to graduation, who did not complete their declared program for various reasons. Dr. Lane recommended amendments to the Financial Support section to align with enrollment. He also asked the institution to itemize the program objectives to legitimize the justification for the program. Dr. King clarified the majors are not applied at the onset of college education, but used as an option at the end to provide support. He provided nursing and teaching majors as ideal examples in which the subjects and courses cannot count towards the requirements of any other majors. Dr. Lane emphasized that such programs would help to mitigate students with an abundance of credit hours, but no marketable credential, which is a problem statewide.

The Committee **voted unanimously to accept** the program modifications for Francis Marion University to modify its program leading to the Bachelor of General Studies degree to add a concentration in Educational Studies (Fall 2016) and one in Health Studies (Fall 2013), to be implemented in Fall 2017.

- f. Francis Marion University, M.S., Applied Psychology, Add a concentration in Applied Behavioral Analysis

Dr. Peter King introduced the program modification from Francis Marion University and the attendance of Dr. Tuber to answer inquiries about the program. A motion to approve the proposed program modification was **moved** (P. King) and **seconded** (Priest). Dr. Tuber explained how those with Applied Behavioral Analysis (ABA) knowledge serve students with autism. However, there are only two certified programs in the state of SC, but 1000 students require services.

Dr. Cruz expressed a need for the institution to ensure the program is fulfilling a need, and the implementation of successful sequencing for the curriculum. Dr. Lane inquired about institutional

approvals, program objectives, and a cost-to-revenue ratio of 5 to 1. Dr. King explained no full-time faculty are required, but an adjunct would be added. Dr. Tuber confirmed five new courses and the remaining courses are already taught. Dr. Shaw inquired about potential problems with internship placements. Dr. Tuber confirmed no problems in this area exist, and that autism pedagogy methods are taught in clinical and core applied psychology courses. In addition, family dynamic is also addressed in the curriculum. Dr. Lane asked Dr. Peter King to capture the comments discussed in the proposal; all committee members provided overwhelming support for this degree and credentials, and the need in SC.

The Committee **voted unanimously to accept** the program modification for Francis Marion University to modify its program leading to the Master of Science degree in Applied Psychology to add a concentration in Applied Behavioral Analysis, to be implemented in January 2018.

- g. Winthrop University, B.A., English, Change in curriculum and deletion of two concentrations in 1.) Language and Literature; and 2.) Writing

Mr. Drueke introduced the program modification from Winthrop University. A motion to approve the proposed program modification was **moved** (Drueke) and **seconded** (Shaw). Mr. Drueke explained the program is a modernization that allows students to build their own program while deleting unnecessary concentrations. Dr. Lane commended the institution on the proposal being clear and detailed about moving to a proficiency-based model. Ms. Houpp referred to a discussion with the SC Department of Education regarding teacher certification components.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Bachelor of Arts degree in English to change the curriculum and delete two concentrations in 1.) Language and Literature; and 2.) Writing, to be implemented in Fall 2017.

5. Updates on Issues and Projects in Academic Affairs:

(For information, no action required.)

- Policy Revision Task Force

Dr. Lane asked Ms. Houpp to provide a summary of the progress for updates of the Policies and Procedures for program approval. Ms. Houpp informed the Committee the Taskforce provided feedback, but that the Academic Programs Unit (APU) had not yet reviewed the comments. Consequently, the team will provide revisions at the next meeting.

6. Notifications of Program Changes and/or Terminations Report, January 1-February 28, 2017

(For information, no action required.)

Dr. Lane presented the agenda item for information. He asked the Committee to review the items for accuracy, and communicate any changes or inquiries to Ms. Laura Belcher.

7. Other Business

Dr. Lane thanked the institutions for their feedback on proposals, as well as those who assisted Academic Affairs with work on H. 3821 for the legislature. H. 3821 is a new bill in which there is curriculum development consideration for Schedules II, III, and IV prescription drugs. The question being asked in the House and Senate is how much instruction is occurring so that patient use cannot be prescribed without proper training. Several institutions provided feedback in a timely way, so that the Commission could support the General Assembly. There was one revision to the language to not only include the state nursing board but also CHE regarding curriculum development. He concluded the meeting and thanked everyone for attending. There being no further business, the meeting adjourned at 1:24 p.m.