

**Advisory Committee on Academic Programs
Minutes of September 14, 2017**

Members Present

Dr. John Lane, Chair
Dr. Connie Book, The Citadel
Dr. Ralph Byington, Coastal Carolina University
Mr. Galen DeHay, Tri-County Technical College
Dr. Ron Drayton, Midlands Technical College, via teleconference
Dr. Donna Elmore, Orangeburg-Calhoun Technical College
Dr. Peter King, Francis Marion University
Dr. Learie Luke, S.C. State University
Dr. Brian McGee, College of Charleston
Dr. Chris Nesmith, University of South Carolina, Palmetto College
Dr. Suzanne Ozment, Lander University
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Eric Skipper, University of South Carolina Beaufort

Member Designees

Dr. Tena Crews, University of South Carolina Columbia, representing Ms. Joan Gabel
Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd
Dr. Debra Jackson, Clemson University, representing Dr. Robert Jones
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Lisa Saladin

Staff Present

Dr. Argentini Anderson	Ms. Trena Houp
Mr. Clay Barton	Ms. Tanya Rogers
Ms. Laura Belcher	Dr. Regine Rucker
Ms. Anna Grubic	Ms. Peggy Simons
Dr. Falcia Harvey	Dr. Kimberly Walker

Guests

Dr. Kevin C. Bower, The Citadel	Dr. Kerry Lachance, University of South Carolina
Dr. Rachel Burns, University of South Carolina Beaufort	Mr. Tom Nelson, Lander University
Dr. Nancy Carson, Medical University of South Carolina	Dr. George J. Petersen, Clemson University
Dr. Lynn Cherry, College of Charleston	Dr. Ruth Wittmann Price, Francis Marion University
Dr. Michelle Cook, Clemson University	Dr. Jennie Rakestraw, Winthrop University
Dr. Mick Fekula, University of South Carolina Aiken	Ms. Terrye Seckinger, SC Commission on Higher Education
Dr. Stephanie Frazier, S.C. Technical College System	Dr. Francis Spinale, University of South Carolina
Dr. Andrew Gowan, University of South Carolina	Dr. Suzanne Thomas, Medical University of South Carolina
Dr. Tara Hornor, The Citadel, via teleconference	Carolina
Dr. Ed Jadallah, Central Carolina University	Dr. Craig A Velozo, Medical University of South Carolina
Ms. Rushondra J. James, University of South Carolina	Dr. Ron Welch, The Citadel
Dr. Christopher Kennedy, Francis Marion University	
Dr. Jeremy King, Clemson University, via teleconference	
Dr. Rob Knoepfel, Clemson University	

Welcome

Dr. Lane called the meeting to order at 10:00 a.m. He welcomed all in attendance and extended continued best wishes to all who recovered from hazardous weather from around the state. Dr. Lane took attendance via teleconference and confirmed FOIA compliance.

1. Consideration of Minutes of March 23, 2017

Dr. Lane requested a motion to accept the minutes of March 23, 2017, as distributed. The motion was **moved** (Priest) and **seconded** (Byington) and the Committee **voted unanimously to accept the minutes as presented.**

2. Program Proposals

a. The Citadel, B.S., Construction Engineering

Dr. Lane introduced Dr. Book and her delegation from The Citadel. Dr. Book introduced the program. A motion to approve the proposed program was **moved** (Book) and **seconded** (Shaw). Dr. Book then introduced the Dean of The Citadel School of Engineering, Dr. Ron Welch, and the Civil Engineering department head, which will house the construction engineering major. Dr. Book stated the program comes to The Citadel from high demand as employers in the Charleston area have requested The Citadel begin offering construction engineering. There is also strong student interest in this discipline. The coursework will be offered in a day program for The Citadel's cadets and an evening program in conjunction with the local technical college. Dr. Book invited Dean Welch to make remarks regarding the program. Dr. Welch gave an overview of the history of the formation of the program in conjunction with Low Country construction industry leaders and discussed how the program is different from existing civil and mechanical engineering programs. Dr. Lane thanked Dr. Welch for his introduction, and opened the floor for questions or comments.

Dr. Book added that The Citadel has the ninth (9th) ranked civil engineering program in the country and one-hundred percent (100%) employment within ninety (90) days, with eighty-seven percent (87%) staying in South Carolina, and the rest going on to military service with many of them returning to the state after service.

Dr. Skipper asked whether there is practical experiential learning built into the curriculum for those without construction experience. Dr. Welch responded that The Citadel is very hands-on noting, "we are preparing practitioners first" and this program will be no different. There have been summer internships with local industry along with upcoming academic year internships. The assumption is that those enrolled in the evening program will already be working in the industry. Cadets and evening students work together on projects, including on the capstone level.

Dr. Lane asked whether the robust student support services available to the cadets will be available to the evening students as well. Dr. Welch responded that there is supplemental instruction available, with available tutoring for evening students. Dr. Lane asked for clarification on the projected enrollment. Dr. Welch stated the projected enrollment is conservative, with ten (10) students added due to national average attrition for first year engineering programs. The evening program is set up for two years, but

students may complete in four or five years due to working adult life circumstances. The projected enrollment reflects this. Dr. Lane asked if the MOU with Trident Technical College is still in place and working as it has in the past. Dr. Welch affirmed that this is the case. Dr. Lane noted a net positive in the net costs on the proposal and asked for further information on operating costs and costs to student. Dr. Book replied that The Citadel and all the institutions around the table are sensitive to the rising costs of higher education, asking, "how do you scale excellence?" The net revenue is used for buildings and establishing labs for faculty research. The accrediting bodies make sure that The Citadel manages section sizes.

The Committee **voted unanimously to accept** the new program proposal for The Citadel to offer a program leading to the Bachelor of Science in Construction Engineering, to be implemented in August 2018.

b. Clemson University, Ed.D., Education

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

Dr. Jackson acknowledged in the attendance of Dean Petersen, Dr. Cook, and Dr. Knoeppel, faculty members present to answer inquiries about the proposed program. Dr. Jackson described the program and the framework for the applied doctorate. Dr. Jackson noted the social justice and equity framework based on a strong research foundation. The program grew out of a collaboration with The Citadel, Coastal Carolina University, and Winthrop University, with which they are working on creating a formal MOU. Dr. Jackson recognized the important roles of the Ed.D. programs at South Carolina State University and University of South Carolina Columbia (USC) play in preparing academic practitioners for academic administration, leadership roles and curriculum and instruction. The proposed program is not intended to compete with these valuable existing programs, but to prepare intentionally limited annual cohorts of certified Ed.D. practitioners to address persistent, systemic level issues. Dr. Luke commented that the proposal seemed cleverly crafted. Dr. Jackson addressed USC-specific concerns. Dr. Jackson affirmed that the proposed program is not directly about teacher preparation programs as there are upcoming teacher preparation program proposals to arrive in the next cycle. Dr. Jackson denied that this proposed program would not address teacher shortage as they hope to address teacher retention indirectly. Dr. Jackson stated she does think that the targeted population is similar but not the same. Dr. Jackson believes that the proposed program is not a duplication as the USC program is completely online and the proposed program is a hybrid, with the expectation that students be present at Clemson or locations around the state for content delivery. The Clemson Board of Trustees determined that the proposed program is a blended model that does not fulfill current program models. The proposed program limits the cohorts from fifteen (15) minimum to twenty-five (25) maximum. The proposed program CIP code, 13.0101, education, general which is different from the USC CIP code. The proposed program is 60 hours, with fifty percent (50%) of them able to be transferred in as electives or required courses. There were three (3) courses found to have duplication in content, not course title, with the USC curriculum. Dr. Jackson invited Dean Petersen to comment on the program. Dean Petersen stated that the proposed program is an outgrowth of conversations with multiple educators throughout the state to look at more complex problems in a more fluid manner. Dr. Lane thanked Dr. Jackson and Dean Petersen for their introduction and comments and welcomed questions.

Dr. Byington noted that he had seen growth in the Ed.S. program at Coastal Carolina and inquired as to whether Clemson's Ed.S. program would be a natural feeder program for the proposed Ed.D, the growth of Clemson's educational specialist degree, and Clemson's current Ed.S. students' desire for a hybrid model versus strictly online model. Dr. Jackson invited Dr. Knoeppel to respond. Dr. Knoeppel noted that there Ed.S. program at Clemson is thriving, with twenty-five (25) students graduating annually. Clemson also has a Ph.D. program right now with one-hundred ten (110) students currently. There is more interest in the Ed.D. than the Ph.D. in the current doctoral student population due to the Ed.D. applied focus. Dr. Knoeppel noted that school district partners want in-person contact with the University.

Dr. Lane thanked Dr. Crews on behalf of USC for sending the comments ahead of the meeting and invited her response. Dr. Crews stated that the focus has been more clearly defined today. The faculty still sees overlap in the content and the focus. USC has a very successful online degree and are very happy with the number of students that they get. Dr. Crews invited Clemson's Dean Petersen to talk with USC's Dean Pedersen. Dean Petersen stated that he and the USC dean had already spoken with each other.

In response to Dr. Jackson's introduction, Dr. Lane inquired whether Clemson would recruit USC Ed.S. students for their proposed program. Dr. Jackson clarified Clemson would not go out to actively recruit students from across the state. "We're not competition with other institutions." Dr. Jackson confirmed that students from other institutions could apply to the proposed program but Clemson will not actively recruit. Dr. Jackson gave the example that an online course may be offered at Coastal and therefore Coastal students would be interested in attending.

Dr. Lane noted that the consortium is important to the success of the proposed program and asked whether consortium language currently in development will allow Clemson to teach on location. Dr. Jackson confirmed this fact. Dr. Lane noted that there would be some value in overtly adding procedures and faculty qualifications to the consortium language. Dr. Jackson noted that such language is already in the consortium language and that the consortium is actually bigger than the proposed program. Dr. Lane invited Dr. Jackson to say more about that. Dr. Jackson said the consortium is about how the four institutions can work together to address educational programs in the state and about the research statewide. The next meeting of the consortium is scheduled for September 29, 2017. The Deans of the four institutions are looking into how to pursue joint research projects. The proposed program is part of a broader collaboration of four institutions to address educational issues in South Carolina. Dean Petersen agreed with Dr. Jackson's statements and noted that the proposed program is part of a partnership and "we felt like we were stronger together" to create research on what is working in South Carolina schools, improving schools, disseminating information to practitioners, and advocating for better policy and practice. This is included in the MOA. Dean Petersen noted those are the tenets of the Carnegie project on the education doctorate. Dr. Lane thanked Dean Petersen for that input and encouraged that the work of the consortium be concretized as soon as is reasonable to help facilitate discussion of issues of equity, ethics, and social justice. Dr. Lane asked if it would be reasonable to obtain the consortium language to include with the proposed program documentation. Dr. Jackson noted that portions of the agreement were included in her response for ACAP and the rest of the language is awaiting legal approval.

Dr. Lane inquired of Dr. Book for any comments on behalf of The Citadel as a proposed consortium member. Dr. Book noted that The Citadel represents the challenge to address urban and legacy poverty in Charleston county along with rural counties outside of Charleston. Their faculty prefer face-to-face education and they are excited to bring in the hybrid model and Clemson's expertise and experience. Dr. Lane asked that today's discussion and the consortium's ability to speak to the Carnegie report statement

be incorporated into the proposed program documentation. Dr. Jackson requested to receive a follow-up note regarding the above request and Dr. Lane assented.

Dr. Lane inquired about the time of completion as this proposed program is for working professionals. Dr. Jackson noted that students can finish all of their coursework in twelve (12) calendar months (May to May), plus the dissertation. The curriculum is one-third (1/3) online, 1/3 hybrid, and 1/3 on a Clemson campus.

Dr. Lane invited remaining questions or reactions.

Hearing none, the Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Doctorate in Education degree in Education, to be implemented in May 2018.

- c. Medical University of South Carolina, Occupational Therapy Doctorate (O.T.D.), Entry Level; and
- d. Medical University of South Carolina, Occupational Therapy Doctorate (O.T.D.), Post-Professional

Dr. Lane welcomed Dr. Shaw and invited her to introduce the programs concurrently, given their similarity. Dr. Shaw introduced the new program proposals from Medical University of South Carolina (MUSC). A motion to approve the proposed programs was **moved** (Shaw) and **seconded** (Priest). Dr. Shaw explained that the Entry-Level O.T.D. would replace the master of science in occupational therapy. The proposed program would prepare students for their didactic work and clinical practice with additional coursework added to prepare students for leadership, management, population-based health, research application, and advanced application of clinical skills. The program is in keeping with current accrediting body requirements that O.T. programs move to a doctoral level for entry-level practitioners. Dr. Shaw introduced the Post-Professional O.T.D. which is 30 credit hours for the practicing professional and would be delivered in the distance education format. The proposed program would provide the practicing professional with additional leadership skills, evidence-based practice skills, instructional skills for those who want to serve as educators, population health skills, and advanced practice skills.

Dr. Shaw introduced Dr. Craig Velozo, director of MUSC's O.T. program and Associate Dean for Academic and Faculty Affairs Dr. Nancy Carson to answer questions and describe the program in more detail. Dr. Lane invited questions.

Dr. Byington inquired about the enrollment in the master's program. Dr. Shaw confirmed that the numbers noted are current master's program enrollment numbers. Dr. Shaw noted that MUSC is not proposing increased enrollment at the bachelor's level entry. Dr. Lane asked for clarity on the transition profile between the master's program and the doctoral program. Dr. Carson responded that the new program will start Fall 2019 with one year of overlap with the last cohort of master's degree program students and the new cohort of doctoral degree students. The doctorate will truly replace the master's degree program. A student could earn her master's degree and then apply for the post-professional doctorate degree.

Dr. Lane asked for clarification on the net revenue difference between the entry-level and post-professional doctorates. Dr. Nancy Carson noted that the entry-level doctorate has 48 students and MUSC

only expect an enrollment of 10 in the post-professional doctorate. Dr. Carson confirmed that they would absorb the net losses from year one. Dr. Lane thanked Dr. Shaw and the University for the well-written proposals. Dr. Shaw was also impressed with their course descriptions and learning outcomes.

Dr. Lane inquired about costs and materials for the entry-level doctorate. Dr. Carson responded that supplies and materials would include a variety of different costs, including labs materials such as splinting, ambulatory and activities of daily living materials. The costs and materials reflects at least four (4) different treatment activities as well as other supplies throughout the curriculum. There are no treatment materials in the post-professional program.

Dr. Lane noted there are a few more questions of the nature that they can be sent to MUSC.

The Committee **voted unanimously to accept** the new program proposals for Medical University of South Carolina to offer programs leading to the Doctorate degree in Occupational Therapy, Entry-Level and Post-Professional to be implemented August 2019.

- e. University of South Carolina Beaufort, B.A., English, Secondary English Language Arts Licensure

Dr. Skipper introduced the following faculty members: Dr. Rob Kilgore, Dean for Humanities and Social Sciences; Dr. Lauren Hoffer, Chair of English, Theater, and Liberal Studies; and Dr. Rachel Burns, Assistant Professor of Education and Accreditation Coordinator. Dr. Skipper introduced the new program proposal from University of South Carolina Beaufort (USC Beaufort). A motion to approve the proposed program was **moved** (Skipper) and **seconded** (Shaw). The proposed program would prepare students for secondary education, licensure and careers in teaching. Dr. Skipper explained how the regional secondary English teacher vacancies and expected regional growth was the basis for the program. Dr. Lane invited questions and feedback.

Dr. Byington inquired whether this program is designed as a recruiting tool for second-year English majors and what happens if a student decides to enter the program later than year two. Dr. Skipper stated that there is internal demand for the proposed program and that student input was sought during proposal development. Dr. Kilgore put forth that English course and Education courses can be taken together until students get to the professional program stage and then need to move more lockstep. Existing English majors, new students and those coming from different directions to enter the proposed program. All courses in the first two years of the program can support the proposed program and a B.A. in English. Dr. Burns noted that USC Beaufort has become the sponsoring institution for the Teacher Cadet program in the Lowcountry. Current English majors can be a recruitment source, but Teacher Cadets can be a high recruiting tool in the future.

Dr. Crews pointed out that the proposed program has come through the Board previously and commended USC Beaufort on thinking through their enrollment plan in this proposal. Dr. Lane asked whether the USC Board of Trustees has approved the proposed program. Dr. Crews confirmed that the proposed program has been approved by the USC Board of Trustees. Dr. Lane thanked USC Beaufort for the well-written program and enrollment formulae in the proposal.

Dr. Lane asked whether there were any partnership discussions between the institution and the counties, especially high-need Beaufort and Jasper counties. Dr. Burns noted that strong partnerships are necessary

for accreditation and will be developed over time as the program progresses and develops. Dr. Kilgore stated that they had already met with Beaufort county curriculum coordinators and faculty are developing collaborations with the district staff. "These collaborations are required, existing, and necessary."

Dr. Lane requested clarity on middle school teaching employment opportunities for those who complete the proposed program. Dr. Burns noted that there is a certification proviso currently in place that allows any secondary level educator to teach at the middle level without middle level certification. The primary certification would be in secondary English and a program completer could teach at the middle school level as long as the proviso is still in place.

The Committee **voted unanimously to accept** the new program proposal for University of South Carolina Beaufort, B.A., to offer a program leading to the Bachelor of Arts degree in English, Secondary English Language Arts Licensure, to be implemented in Fall 2018.

- f. Francis Marion University, Doctor of Nursing Practice (D.N.P.), with 1) Practitioner track (BSN to DNP) and 2) Practitioner track (MSN to DNP)

Dr. Peter King introduced the new program proposal from Francis Marion University (FMU), and the attendance of Dr. Ruth Wittmann Price, Dean of School of Health Sciences, and Dr. Chris Kennedy, Director of Graduate Programs to respond to inquiries. A motion to approve the proposed program was **moved** (P. King) and **seconded** (Priest). Dr. King informed all that they have been working on the proposed program for quite some time. A change of mission had to go through the University and was approved by the Commissioners. A legislative change has been completed to allow FMU to offer a professional doctorate. Dr. King explained local demands for healthcare practitioners to chronically underserved Pee Dee area. Dr. King referred to the American Association of Colleges of Nursing have recommended since 2002 that advanced practice registered nurses be trained at the doctoral level rather than the master's level. FMU will take the success of their master's program to the doctoral program. The proposed program also complies with the 2013 South Carolina Education Workforce Matchup.

Dr. Lane acknowledged that USC sent comments prior to the meeting and invited FMU to respond to those. Dr. Crews brought forth two concerns from the USC College of Nursing: 1) a lot of the numbers in the proposal were based on national need and their opinion is the need in the Pee Dee area is currently being met. Based on the South Carolina Department of Employment and Workforce, the current number of nurse practitioners, even projected to the next ten years, are already meeting that need. Another program may lead to the state having more of a supply than a demand. There are currently online programs, MUSC and USC, that offer in-state, affordable prices throughout the state of the nation; And 2) here are currently no other doctoral programs at FMU, and it is important to know there community and university support to ensure adequate resources for the faculty.

Dr. Wittmann Price responded to USC with the following: The Pee Dee region continues to be an underserved rural area which does not have enough nurse practitioners. There are counties, like Lee County, with only three (3) physicians, "one just retired," and two nurse practitioners. Ninety percent (90%) of FMU students stay within the Pee Dee area. FMU's Family Nurse Practitioner (FNP) program has graduated over sixty (60) FNPs with ninety percent (90%) employed with no problem in the Pee Dee region. Twenty-seven (27) are set to graduate in December 2017 and all have been recruited. Sixty percent (60%) of current FMU FNP students are supported by either a federal grant for serving in underserved

rural communities or a grant for underserved students. FMU has delivered a very successful FNP program and the only one in the state that is designated a center of excellence for faculty pedagogy by the National League for Nursing.

Dr. Jackson inquired as to whether FMU would phase out its master's program. Dr. Wittmann Price stated that FMU would not be quick to phase out the master's program due to being in the Pee Dee area and not wanting to cut a student who cannot afford the BSN to DNP.

Dr. Byington requested that FMU quantify what they are discussing in terms of demand within the region into the table on page 4 of the proposal. Dr. Wittmann Price agreed that is a great idea. The U.S. Department of Labor Bureau of Labor Statistics, when broken down by state and by region, will shade the number of practitioners, and there are some areas in the Pee Dee region with no shading at all because the numbers are below threshold. Dr. Byington encouraged FMU to get those into the table. Dr. Wittmann Price assented. Dr. Lane supported that it will be helpful to show an attempt was made and that was a shortcoming with what BLS provided.

Dr. Crews clarified that USC did not think that FMU was not capable. USC thinks FMU is very capable and does a great job. The second question was to let the University think about what resources they provide faculty to do this level of education.

Dr. King addressed the issue of other programs in the state offered online. Although students can go online anywhere, there is still an allegiance within an area to local institutions. FMU has strong relationships with two hospital systems encouraging FMU to have the DNP program for former students to return to that institution.

Dr. Lane mentioned that the proposed program is one-hundred percent (100%) online and inquired as to whether the institution will find some way to facilitate face-to-face interaction with students before completion of the degree. Dr. Kennedy noted the new health sciences center in downtown Florence where students will receive face-to-face advising, and tutorial work if necessary.

Dr. Brian McGee asked for clarity on USC position regarding justification for another DNP within the state. Dr. Crews noted that it is a concern for the College of Nursing faculty and the Dean as the national numbers do not show the need. Dr. Crews reiterated that clarification of the numbers in the table will clarify need in the area and alleviate USC's concerns.

The Committee **voted unanimously to accept** the new program proposal for Francis Marion University to offer a program leading to the Doctor of Nursing Practice, to be implemented in Fall 2018.

3. Program Modifications

- a. Clemson University, B.A., Special Education; B.A., Elementary Education; B.A., Secondary Education and Teaching, English; B.A., Secondary Education and Teaching, Mathematics; B.A., Secondary Education: Social Studies (History); B.S., Secondary Education: Social Studies (History); B.A., Early Childhood Education; B.S., Mathematics Teaching; B.S., Science Teaching; and B.A., Science Teaching, offer Non-Certification Option

Dr. Jackson introduced the programs modification from Clemson University. A motion to approve the proposed programs modification was **moved** (Jackson) and **seconded** (Drueke). Dr. Jackson noted the modification is coming at CHE's request. Over the years, one or two students in any given academic year, would decide at the last minute for any reason of the last semester of their senior year, they did not want to be a school teacher and did not complete their student teaching. Students would substitute twelve (12) hours of credit with faculty over the summer instead of a student being twelve (12) credit hours away from graduation. This modification would allow the university to put on a student's transcript that the student met the non-certification option. The modification is a housekeeping issue for those students who do not meet the teaching certification requirement. Dr. Lane invited questions or comments.

Dr. King noted that every institution faces the same issue with students who do not complete student teaching and are therefore not eligible for certification and cited the program in place at FMU that serves the same purpose. Dr. Jackson noted that it is often difficult for these students to transfer to and meet the requirements of another degree program. Dr. Byington asked how many students this modification would affect. Dr. Jackson replied one or two per year. Dr. Drueke inquired as to whether that is why there were no numbers in the projected enrollment portion of the modification and Dr. Jackson affirmed.

Dr. Byington asked whether this option would create a truth-in-advertising problem and whether students would know their transcript would indicate a non-certification track. Dr. Jackson noted that the course catalog will have a footnote that states "emphasis area." A non-certification track will need faculty recommendation and a student must be in senior level status before they can be placed in non-certification track. Dr. Jackson noted that there are ways to use the remaining twelve (12) hours in their career goals, whatever they may be.

Dr. Lane thanked Dr. Jackson for her introduction and brought attention to the language in the modification form regarding the use of the student's remaining twelve (12) hours. Dr. Lane inquired as to whether the hours can be packaged to best enhance the student's marketability. Dr. Jackson noted that a student can get a minor or a certificate for example. "What is it that's their true interest is and how do we get them there?" Dr. Jackson reiterated that this would affect one or two students per year. "There are a lot of things that you can do with a teaching background that are not necessarily in a K-12 setting and you do not have to be certified as a public school teacher."

Mr. Drueke added two comments: 1) as a former registrar, figuring out ways to help people graduate who cannot finish a degree is a good thing; and 2) as someone who took advantage of an option like this twenty-five (25) years ago, it is good.

Dr. Book noted there are lots of jobs that pay better than the K-12 and people are being recruited into other positions with a teaching and learning background.

Dr. Luke noted that he brought this matter to a CHE staff person a year ago because SC State has the very same situation. Dr. Luke likes this option and really supports this non-certification option. Some employers just want students to have a degree in something and SC State has a lot of those students coming back to them trying to find a way forward.

Dr. Lane noted that this is a statewide issue, which is across disciplines and markets, for students to have some credits but no degree. This issue is seen as a disincentive to students and in the academic programs. Dr. Lane commended Dr. King for bringing this forth in the most recent cycle, last academic year. There are Board members who are very much immersed in business and industry who understand and relate.

He stated, "It is significant to show that a course of study can be completed." There are too many South Carolinians who have some college but no degree, and not always by choice.

Dr. Luke noted that his students work from day one and have employers who value them.

The Committee **voted unanimously to accept** the programs modification for Clemson University to modify its programs leading to the Bachelor of Arts in Special Education; the Bachelor of Arts in Elementary Education; the Bachelor of Arts in Secondary Education and Teaching, English; the Bachelor of Arts in Secondary Education and Teaching, Mathematics; the Bachelor of Arts in Secondary Education: Social Studies (History); the Bachelor of Science in Secondary Education: Social Studies (History); the Bachelor of Arts in Early Childhood Education; the Bachelor of Science in Mathematics Teaching; the Bachelor of Science in Science Teaching; and the Bachelor of Arts in Science Teaching to include a non-certification option, to be implemented in December 2017.

b. Francis Marion University, M.S., Physician Assistant Studies, Change in curriculum

Dr. King introduced the program modification from Francis Marion University. A motion to approve the proposed program modification was **moved** (King) and **seconded** (Priest). The curriculum change includes reorganizing three (3) courses and expanding it in five (5) courses. The hours stay the same, but there is an aggregation of some subjects that were in the initial curriculum. Physiology and pharmacology is now separated into separate courses. He clarified there is no change in content, just a rearrangement of the courses.

Dr. Lane invited committee feedback and inquired as to whether this was a clean-up. Dr. King affirmed that this modification has gone through FMU's approval process. Dr. Lane also asked about the implementation. Dr. King replied that he would like to have it implemented the next time the freshman class comes in, Spring 2018 or Fall 2018. He also stated there is no new enrollment.

Dr. Lane asked whether the total credit hours remain unchanged. Dr. King affirmed this information. Three (3) courses are eliminated and five (5) are added, with some courses split into two.

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 Physician Assistant Studies to change the curriculum, to be implemented in Spring 2018.

c. University of South Carolina Aiken, M.B.A., Add concentrations in Accounting; Finance; Healthcare Leadership; Human Resources Leadership; and Project Management

Dr. Priest introduced the program modifications from University of South Carolina Aiken (USC Aiken). A motion to approve the proposed program modifications was **moved** (Priest) and **seconded** (Ozment). Dr. Priest noted that CHE calls the modifications concentrations, whereas USC Aiken calls them specializations or areas of emphasis as concentrations have a slightly different connotation to USC Aiken. Dr. Priest explained that their prior M.B.A. was only open to STEM majors and that USC Aiken wanted to add these areas of emphasis in response to student feedback. He stated these areas can be covered with little trouble. Another change is that the courses will be placed entirely online. This will make it more convenient for students, who are mostly working, and will take advantage of SARA. Dr. Priest introduced Michael Fekula, Dean of the USC Aiken School of Business, to respond to inquiries. Dr. Priest does not

believe that USC Aiken will be in direct competition with other online M.B.A.'s around the state, but there will be some competition. He also noted USC Aiken has been working with an outside entity who will be in charge of mostly out-of-state marketing.

Dr. Lane asked about the academic partnerships noted in the modification documentation. Dr. Priest noted that the USC system has used Academic Partnerships when they put courses online for Palmetto College. This is the first time USC Aiken worked with them through a graduate degree program to take advantage of their marketing capabilities. There will be six (6) entry points per year, two each Fall, Spring, and Summer with twenty (20) students brought in at each entry point.

Dr. Byington stated he sent a couple of comments to Dr. Priest and received a response, so he is comfortable. However, he asked for clarification regarding the concentration with the limited number of hours directed toward the concentration. Dr. Fekula responded that USC Aiken calls them specializations due to USC Aiken having four (4) concentrations which are robust in terms of what they deliver. One of the ways USC Aiken's M.B.A. proposal differs from those across the nation is that it has thirty (30) hours of directed coursework with six (6) additional hours for a total of thirty-six (36) credit hours. The concentrations are listed in order of priority and aligns with some other schools around the country with two (2) specialization courses. Dr. Byington then asked a follow up question to determine whether this program is geared toward students other than South Carolinians. Dr. Fekula denied that this is the case. Dr. Lane noted that there will be marketing to some outside South Carolina as Aiken is a border county, which Dr. Fekula confirmed along with some other states due to SARA participation.

Mr. Drueke asked if out of state students would pay the \$450 and how would that compare with the standard tuition rates. Dr. Priest noted that there would be an e-rate. Academic Partnerships set up a price range that they thought was marketable. Dr. Priest noted that they attempted to stay within reason in the marketplace as other states' graduate course offerings cost less.

A committee member asked for clarification on USC Aiken's partnership with Academic Partnership. Dr. Priest then explained that Academic Partnership is invested in the program and will have a screening call center for vetting and will follow up on students until graduation to keep track of them.

Dr. Lane asked for clarification on second half of similar programs formatting as the bullet points do not correspond. Dr. Fekula noted USC Aiken will take a look at that to double check.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Aiken to modify its program leading to the Master of Business Administration degree to add a concentrations in Accounting; Finance; Healthcare Leadership; Human Resources Leadership; and Project Management, to be implemented Fall 2017

- d. University of South Carolina Columbia, Bachelor of Music (B.M.), Add concentrations in Music Technology, Music Entrepreneurship and Chamber Music

Dr. Crews introduced the program modifications from University of South Carolina Columbia. A motion to approve the proposed program modifications was **moved** (Crews) and **seconded** (Byington). Dr. Crews noted that technology has permeated everything, especially music. The Music Entrepreneurship concentration is to help talented individuals find and create opportunities to make a living with their music. Chamber music is receiving strong interest from students as symphony and opera companies are struggling to survive. The concentrations are in response to faculty expertise, new courses and activities

that the school has been doing all along, and student interest. Dr. Crews introduced Dr. Gowan to respond to inquiries. Dr. Lane invited questions and comments.

Dr. Lane remarked that the modification was clearly written.

Dr. Byington noted the modifications do not add any cost. Dr. Crews stated that faculty and students are there. Some of the students in performance may transfer to these concentrations.

The Committee **voted unanimously to accept** the program modifications for University of South Carolina Columbia to modify its program leading to the Bachelor of Music degree to add concentrations in Music Technology, Music Entrepreneurship and Chamber Music, to be implemented Fall 2017.

- e. University of South Carolina, Master of Mass Communication, Journalism and Mass Communication, Add concentrations in Strategic Communication Management and Multimedia Journalism

Dr. Crews introduced the program modifications from University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Crews) and **seconded** (Priest).

Dr. Crews explained that these concentrations would allow students to relate to issues in content that reflect the constantly changing communication and media environment. By adding these concentrations and adjusting core courses, students will be provided with opportunity with more flexibility to tailor their degree to their professional interest and needs. These reflect current offerings, faculty expertise, and student interest. Dr. Crews introduced and welcomed new Assistant Dean Ms. Rushondra James to answer inquiries.

Dr. Lane asked for clarification on the head count range noted in the modification documentation. Dr. Crews noted that they like to account for attrition. Dr. James stated that USC offers a five-year program with some students still in their undergraduate period which accounts for some of the range as well. Dr. Lane expressed appreciation of accounting for attrition at the front end. Dr. Crews asked if CHE would like the ranges modified to concrete numbers prior to further review. Dr. Lane assented. Dr. Crews noted the change will be made.

Dr. Lane directed attention to the comparison to other programs in South Carolina and the reference made to College of Charleston's M.A. program. Dr. Lane requested clarification on the comparison. Dr. Crews explained that the USC School of Information and Communication has both a M.A. and a M.M.C. The M.M.C. is more of a professional program. The M.A. typically goes to the Ph.D. while the M.M.C. is usually the professional degree where they obtain jobs in the profession.

Dr. McGee on stated that USC's explanation was satisfactory.

The Committee **voted unanimously to accept** the program modification for University of South Carolina Columbia to modify its program leading to the Master of Mass Communication degree in Journalism and Mass Communication to add concentrations in Strategic Communication Management and Multimedia Journalism, to be implemented in Fall 2017.

- f. University of South Carolina, Master of Rehabilitative Counseling (M.R.C.), Change degree to M.A., Counseling and Rehabilitation with a concentration in Clinical Rehabilitation Counseling, and revise curriculum

Dr. Crews introduced the program modification from University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Crews) and **seconded** (Luke). Dr. Crews explained the program is seeking a name change and to change their credit hours from forty-eight (48) to sixty (60). The modification is proposed in anticipation of accreditation and the knowledge that accreditation for the area of counseling is changing, and last, to reflect best practices in that area. Dr. Crews appreciated the change to 60 credit hours as it will allow students to sit for two different exams: licensed practical counselor and certified rehabilitation counselor exams. The programs have good enrollment. The demand outweighs the supply for these counselors. There is a plan in place to allow students on the 48-hour program, who choose not to go to the 60 credit hours, to finish. Dr. Crews introduced Dr. Lachance and Dr. Frank Spinale, Associate Dean for Research and Graduate Education.

Dr. Lane asked for USC's comment on the comparison in reference to SC State and RSA scholarship grant funds. Dr. Lachance responded that the federal Department of Education's Rehabilitation Services Administration makes these grants available. SC State has a long history of almost every faculty member on board having record of writing and receiving those grants. USC's program has historically been a smaller program since its inception with three (3) faculty members in comparison to SC State's five (5) or six (6) faculty members, with only one (1) USC faculty member writing those grants at the time. USC's program has always had an eye for training clinical rehabilitation counselors, those who want to get licensed professional counselor degrees. She explained that RSA grants have a requirement that students work for the state's Vocational Rehabilitation (VR) system and many USC students want to go to work for the Department of Mental Health (DMH) or other counseling organizations so students would pass on the RSA grant.

Dr. Luke agreed that SC State's faculty consistently writes these grants. Dr. Luke noted that all institutions have to move to this change in degree for accreditation purposes.

Dr. Lane asked for clarification on whether other funding in terms of courses offered to community partners and contractual rates noted in the modification materials helps keep the program in net positive. Dr. Lachance affirmed this information and noted that they are one of the few departments that makes it a point to offer professional education to their community partners. They are currently offering three (3) classes, two to DMH for license eligible employees and one to VR for employees with master's degrees not in vocational rehabilitation. After a University committee looked into it, the department raised their community partners' fee for the first time in about twenty years, from \$4000 to \$6500 and all the community partners stayed on board. Dr. Lane raised a follow-up question about program sustainability and viability, asking whether USC expects to see an increased net positive over time. Dr. Lachance agreed and stated that the modification on file did not consider the community partner pricing increase as it had not happened at the time.

The Committee **voted unanimously to accept** the program modification for University of South Carolina to modify its program leading to the Master of Rehabilitative Counseling degree to change the degree granted to Master of Arts degree in Clinical Rehabilitative Counseling and revise the curriculum, to be implemented in Fall 2018.

- g. Winthrop University, B.F.A., Art, Add concentrations in Single Discipline and Dual Discipline

Mr. Drueke introduced the program modification from Winthrop University. A motion to approve the proposed program modification was **moved** (Drueke) and **seconded** (Luke). The modification proposes to drop the other concentrations and switch to two concentrations. Winthrop has several concentrations and the Art department wants to move to a concentration in a single discipline or a dual discipline. Mr. Drueke noted that the most popular concentration was a studio art concentration that combined two fields. He stated the department will phase out all the other concentrations as the students finish them and The subjects will stay the same, as will existing courses. This allows for more flexibility for faculty turnover. Leaving the descriptions more generic will mean Winthrop will not have to come to a meeting if their jewelry faculty person retires without finding a jewelry faculty replacement. Dr. Lane opened the floor for questions.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the bachelor of fine art degree in Art to add concentrations in single discipline and dual discipline, to be implemented in Spring 2018.

h. Winthrop University, B.S., Sport Management, Change in curriculum

Mr. Drueke introduced the program modification from Winthrop University. A motion to approve the proposed program modification was **moved** (Drueke) and **seconded** (Ozment). Mr. Drueke explained that due to some COSMA accreditation changes, the University has to do some restructuring. The program has historically been split between the College of Education and the College of Business. The proposed modification will have the program housed completely in the College of Education.

Mr. Drueke addressed USC-specific questions regarding how Winthrop's program differs from USC's program. USC's program shares features with Winthrop's. The main change to Winthrop's program is that all the courses that used to be business management will now be sports management. The courses were being taught by sport management faculty or adjuncts with very few being taught by business management faculty.

Dr. Lane noted there was zero tuition funding noted in year one. Mr. Drueke confirmed that there is no expected tuition funding or change in the enrollment in the first year. There will be normal anticipated growth as the program goes on. Mr. Drueke introduced Dr. Jennie Rakestraw from the College of Education. Dr. Lane requested that information be articulated in the modification.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Bachelor of Science degree Sport Management to change the curriculum, to be implemented in Spring 2018.

i. Winthrop University, M.S., Sport and Fitness Administration, Add concentrations in Sport Management and Fitness Management

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 that the program is being restructured to have two tracks, a sport management track and a fitness management track, to hopefully make it more marketable to those in their area with all of the professional teams in that area.

Dr. Lane asked if the zero year one tuition funding is the same as the last modification discussed. Mr. Druke confirmed this information and stated that Winthrop expects the big jump to happen in future years. Dr. Lane asked for clarification on the minor additional costs for instructional materials and supplies noted in the budget justification. Mr. Druke stated that some additional equipment will be added to various classroom spaces due to the two tracks.

Dr. Lane mentioned that various programs across the state have been finding the right place to settle. Mr. Druke agreed that this is the right place for these two programs to be housed. Dr. Rakestraw explained that they confirmed with President Mahoney that they were heading in the right direction. She noted that the one real benefit of this is that students will now be able to declare a business administration minor now that they are no longer sharing the program.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Master of Science degree in Sport and Fitness Administration to add concentrations in Sport Management and Fitness Management, to be implemented in Spring 2018.

Prior to transitioning to the next agenda item, Dr. Lane recognized and welcomed CAAL chair, Commissioner Seckinger.

4. Revisions to the Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities

Dr. Lane invited Ms. Houp to introduce the revisions to policies and procedures for new academic programs, etc. Dr. Lane thanked all for their work on the task force, feedback, and recommendations. A motion to approve the policies and procedures revisions was **moved** (Byington) and **seconded** (Luke). Ms. Houp thanked those on the task force and noted her appreciation for all the work completed. Some changes to the proposal forms have been made based on information for which the Commissioners have been asking. A lot of the work is a clarification of what CHE is actually doing. The revisions were presented for ACAP consideration. Dr. Lane opened the floor for comment.

Mr. Druke asked whether CHE was looking for approval today to send forward or would the committee have more time. Dr. Lane noted that was the original intent. Mr. Druke noted they need additional time to look at the revisions given the transmittal date affected by Hurricane Irma.

Dr. McGee drew attention to 2a3 regarding submission approvals need signatures of the provost, chief academic officer, president and governing board prior to admission to submission staff. Ms. Houp responded that CHE just needs the date of approval in lieu of signature. Since the chief academic officer submits this electronically, it certifies that the approvals were completed. Dr. McGee questioned the timing in the face of board schedules and CHE schedules. Ms. Houp responded that the prior language stated that the approvals needed to be in by CAAL. This revision is a way to reduce the amount of unnecessary work for staff and ACAP for programs that do not receive the required approvals. Ms. Houp also noted that the timeline is compressed to two months to facilitate timely review of programs.

Dr. McGee noted it is far easier to get special meeting of faculty senate or various committees than for the board of trustees. Ms. Houp offered that a possible compromise could be to have all of the approvals

except for board approval, with board approval received before CAAL. It is built into CHE policy to entertain case-by-case instances of needing to speed a program to market.

Dr. King noted it is sometimes difficult to make a fairly small change in a curriculum to have it for the next year. Dr. Book agreed and stated that program modifications are being delayed another year as a result of no summer ACAP meeting and no submission between February and August. Ms. Houpp noted that was a decision ACAP made due to faculty unavailability, but that it is something that may be revisited.

Staff added that the CHE expects a signed MOU for those proposals.

Dr. McGee asked about 3a regarding consultation with staff regarding what those consultations would look like, from an email to staff all the way to an advance proposal sent to staff. Ms. Houpp responded that any number of those contacts would be appropriate, depending on what kind of consultation the institution wants and what works best for the institution. Dr. McGee asked for further information on consultation. Dr. Lane provided a two-part response: 1) to mitigate any sense of surprise from unanticipated circumstances; and 2) consultations would concretize what Dr. Lane has observed occurring informally. The process will take shape as we move forward.

Dr. McGee requested more information on Centers, Institutes, and Consortiums noted in 2f, 3f, and Appendix G and stated that Consortium is now a regulated term. Ms. Houpp noted that institutions only have to seek state approval if state funds will be requested. Dr. McGee requested additional clarification on whether the state funds are specifically for that center, institute, or consortium. Dr. Lane and Ms. Houpp confirmed that the state expenditure would have to be specifically for that center. Dr. McGee asked for more information as to why consortiums are being added as a regulated term at this time. Ms. Houpp responded that if the partnering institutions will be requesting special appropriations or a specific line-item for the consortium, it would have to come before CHE. Dr. McGee requested more specificity regarding the number of entities that make up a consortium. Ms. Houpp explained that a consortium could be made of two or more entities and that will be clarified in the revisions. Dr. McGee asked a follow-up question regarding whether collaborations with euphemisms similar to centers, institutes, and consortia will need to be brought forth to CHE as well. Dr. Lane and Commissioner Seckinger responded, with Commissioner Seckinger stating that this is in an effort to support the entire state with consortium-like agreements with a state funding component. Honing down the definition of consortium and collaborating with the task force remains important.

Dr. Lane thanked all for their helpful feedback. Ms. Houpp invited additional feedback be sent to her within the next month to present at the next ACAP meeting. Due to the impending tabling of the revisions, they will be implemented the first cycle of 2018. Also, she mentioned the proposal forms being developed will include an extended version with examples of the type of responses CHE staff expect for each question. The extended version will be labeled "Proposal Form Instructions." It is anticipated that the Proposal Form Instructions will be helpful for faculty who have never submitted a proposal before.

Dr. McGee commended the CHE staff, Commissioner, and the task force on their very good work, noting the revisions are helpful, clear, and provide guidance for writing proposals for the first time. A motion to table the policies and procedures revisions to the next meeting was **moved** (MGee) and **seconded** (Drueke). The Committee **voted unanimously to table** the policies and procedures revisions to the next ACAP meeting.

5. Annual Evaluation of Associate Degree Programs, FY2013-14

Dr. Lane introduced Dr. Kimberly Walker to present the annual evaluation of associate degree programs, FY2013-14. Dr. Lane commended Dr. Walker for her work in her first year at CHE. Dr. Lane thanked Dr. Stephanie Frazier from the SC Technical College System (SCTCS) for her attendance and providing the data.

Dr. Walker presented the FY2013-14 productivity report of the SCTCS and the USC 2-year regional campuses. Dr. Walker provided an overview of the SCTCS and noted that ninety percent (90%) of the programs were meeting productivity standards. USC 2-year regional campuses produced three-hundred-ninety-one (391) awards in the reported period. She noted there are two recommendations from the report: 1) increase production for USC Beaufort and Fort Jackson that provide opportunities for military, military families and veterans; and 2) create a data model more in line with some peer agencies to provide more robust, informative analysis. Dr. Lane invited representatives from any of the institutions to respond to the report.

Dr. Nesmith stated the USC 2-year regional campuses are very focused on serving the military students and have a lot of efforts in place to grow the numbers. Increased enrollment at Fort Jackson will be noted in the next few years.

Dr. Skipper noted that this is a chance to collectively engage in understanding how USC Beaufort can reach out to military students. Dr. Skipper recognized that USC Beaufort needs to be more competitive to in reaching out to military students.

Dr. Lane invited Dr. Frazier to comment on the productivity report and thanked her for SCTCS' continual collaboration with the annual evaluation. Dr. Frazier thanked Dr. Lane for the opportunity and had no additional comment.

6. Revised Guidelines for Teacher Education Competitive Grants:

a. EIA Centers of (Teacher Education) Excellence FY 2018-19

Dr. Lane introduced Dr. Falicia Harvey who has been working with the Centers for Excellence to revise guidelines for 2018-19. Dr. Lane invited Dr. Harvey to present the revised guidelines.

Dr. Harvey introduced the revised guidelines and noted that these guidelines would normally have been seen in Spring 2017, but there were some delays due to funding issues. She noted the guidelines continue to have a focus on working with low-performing schools, college and career standards, and The Profile of the South Carolina Graduate. A motion to commit the guidelines for 2018-19 to CAAL was **moved** (Drueke) and **seconded** (Book). Dr. Lane opened the floor for comment.

Dr. Book commented that The Citadel had a K-12 STEM center which CHE helped get up with a previous grant. Due to that effort, they have been able to bring in \$3 million in federal funds to support K-12. She stated, "It is a good example of state beginning the process and then getting us to a state where we were ready to be effective in federal proposals."

After remaining discussion, the Committee **voted unanimously to accept** revised guidelines for teacher education competitive grants for FY218-19.

7. Notifications of Program Changes and/or Terminations, March 1-August 31, 2017

(For information, no action required)

Dr. Lane asked the committee members to review the notifications of program changes and/or terminations for accuracy and to contact CHE staff with any additional changes.

8. Other Business

a. SC SARA

Dr. Lane announced that a survey regarding open education resources from the Alabama Higher Education Commission's deadline was today and has postponed. Dr. Lane thanked those who already provided feedback and invited any additional feedback. The feedback received will facilitate discussions at the Board level and as CHE represents the state in the Southeast region.

Dr. Lane opened a discussion to follow up on the August 31 CAAL meeting where the inaugural report of interstate reciprocity activities was presented. South Carolina has been a member state in SARA since July 1, 2016 and the data NC SARA provides show a great disparity between the number of SC students taking coursework out-of-state and the number of students who reside out of state taking coursework at SC-based institutions. CAAL invited ACAP to discuss the issues surrounding this disparity. Dr. Lane opened the floor for discussion.

Dr. Nesmith appreciated that the report was put together and found it enlightening. He stated more differentiation between undergraduate and graduate and types of programs would be helpful to understand the data more and would help institutions understand if there are needs that are not being met.

Dr. Byington provided feedback that the question of duplication of online coursework across state institutions may limit the state's reach outside of the state. He also offered that the cost differentials across the nation may drive momentum and enable institutions to be more entrepreneurial in terms of online courses.

Dr. McGee stated that price point is critical to this discussion, noting that going forward pricing is going to be very different and to be transparent with the public that this is a response to the marketplace, not a disservice to the taxpayers.

Dr. Lane commended Mr. Clay Barton for his work with SARA and invited him to comment. He stated SC institutions can now advertise to students in many states without going through all the requirements of each particular state. Mr. Barton noted there may be some FERPA issues which NC SARA is looking into. Mr. Barton also stated he is available to meet with institutions individually or as a group.

Dr. McGee noted SARA has lowered institutions' regulatory expenses and burden in terms of internships and clinical placements. Dr. Lane invited the comment of Drs. Shaw and Crews regarding experiential learning placements. They concurred that SARA greatly helped their students.

Dr. Shaw stated they place two-thirds (2/3) of their nutrition students in Charlotte. Dr. Crews commented that it has been invaluable for USC's nursing, pharmacy, PA, and OT/PT programs. Dr. Luke stated SC State

University's speech program benefitted from placing students outside SC. Dr. Lane thanked all for their feedback.

b. Other Business

There being no further business, the meeting adjourned at 1:00 p.m.