Advisory Committee on Academic Programs
Minutes of June 20, 2019

Members Present

Dr. John Lane, Chair

Dr. S. Vinson Burdette, Aiken Technical College

Ms. Donna Elmore, Orangeburg-Calhoun Technical College

Dr. Daniel Ennis, Coastal Carolina University

Mr. Galen DeHay, Tri-County Technical College

Dr. Clif Flynn, University of South Carolina Upstate

Dr. Scott Jones, Lander University

Dr. Peter King, Francis Marion University

Dr. Chris Nesmith, University of South Carolina Palmetto College

Dr. Eric Skipper, University of South Carolina Beaufort

Dr. Daren Timmons, University of South Carolina Aiken

Dr. Frances Welch, College of Charleston

Member Designees

Dr. Eric Brown, South Carolina Technical College System, representing Dr. Hope Rivers

Dr. Tena Crews, University of South Carolina Columbia, representing Ms. Joan Gabel

Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd

Dr. Jeremy King, Clemson University, representing Dr. Robert Jones

Dr. Karin Roof, The Citadel, representing Dr. Sally Selden

Dr. Suzanne Thomas, Medical University of South Carolina, representing Dr. Lisa Saladin

Staff Present

Dr. Jennifer Almeda	Ms. Tanya Rogers
Dr. Argentini Anderson	Dr. Regine Rucker
Dr. Samuel Grubbs	Ms. Peggy Simons
Ms. DaVaris Hatten	Dr. Karen Woodfaulk
Ms. Whitney Jett	Dr. Lishu Yin
Ms. Julissa Nixon	

Guests

Dr. Ken Apel, University of South Carolina	Dr. Walter Collins, University of South Carolina Lancaster
Ms. Sherrie Beaver, South Carolina Department of Education	Mr. Rob Dedmon, University of South Carolina Columbia
Ms. Shawn Braddock, Fort Gordon	
Mr. Edward Buckner, Cyber Center of Excellence	Dr. Susan Elkins, University of South Carolina
Dr. John Catalano, University of South Carolina Union	Mr. Dan Ellzey, Department of Employment and Workforce
Dr. Graeme Coetzer, College of Charleston	Dr. Godfrey Gibbison, College of Charleston

Dr. Karen Gittings, Francis Marion University

Ms. Elisabeth Kovacs, South Carolina Department of Commerce

Dr. Pamela Mack, Clemson University (via teleconference)

Mr. B.T. Martin, South Carolina Department of Education

Dr. Joe Mews, University of South Carolina Sumter Commissioner Charles Munns, CHE (via teleconference)

Dr. Jeff Perez, South Carolina Independent Colleges and Universities

Mr. Potts, South Carolina Department of Employment and Workforce

Mr. Mark Plowden, Office of the Governor

Dr. Jennie Rakestraw, Winthrop University

Dr. Eric Reisenauer, University of South Carolina Sumter Colonel Ron Romagnoli, Fort Gordon

Dr. Rob Salvino, Coastal Carolina University Commissioner Terrye Seckinger, CHE

Dr. Ershela Sims, South Carolina Governor's School for Science and Mathematics

Dr. Stephen Thompson, University of South Carolina Columbia

Dr. Margie Waters, Fort Gordon Cyber Center of Excellence

Welcome

Dr. Lane called the meeting to order at 10:00 a.m. Ms. Nixon welcomed all in attendance, took attendance via teleconference and confirmed Freedom of Information Act compliance.

1. **Minutes of November 29, 2018**

Dr. Lane requested a motion to recommend approval of the minutes of November 29, 2018, as distributed. The motion was **moved** (Drueke) and **seconded** (Flynn) and the Committee **voted unanimously to recommend approval of the minutes as presented**.

Dr. Lane informed ACAP members the agenda would be re-ordered to accommodate guest speakers' presentations.

Fort Gordon Presentation

Dr. Lane introduced the item. Colonel Romagnoli introduced his team – Mr. Buckner, Chief of Training, Dr. Waters, Academic Outreach Lead, and Ms. Braddock, Action Officer for Academic Outreach.

Mr. Buckner presented on Fort Gordon. He explained Fort Gordon's location, 15 miles west of the South Carolina border, just outside Augusta, Georgia. He provided historical context for the Fort's cyber initiative and planned installation growth to the nation's hub for the cyber domain. The Cyber Center of Excellence was instituted in 2014; the National Security Administration's (NSA's) Georgia initiative is housed at Fort Gordon; and Army Cyber Command will relocate from Fort Meade to Fort Gordon July 2020, with 2,000 cyber positions.

Mr. Buckner stated Fort Gordon will need partnerships to help build, maintain, and train the workforce at Fort Gordon in cybersecurity. Fort Gordon officials are looking for ways to strengthen K-12 STEM programs for future workforce needs. They are also working on formal agreements with institutions of higher education (IHEs). Fort Gordon has been authorized to directly hire new and upcoming graduates of IHEs' cybersecurity programs, along with offering direct commission opportunities. Mr. Buckner also explained the CEDP program, through with Fort Gordon and IHEs enter into MOUs to allow soldiers to earn degrees at those IHEs which

follow governmental criteria, such as NSA-certification and online courses. Mr. Buckner stated Fort Gordon will continue to work with institutions to partner on degree completion programs and training opportunities for soldiers, and opportunities for collaboration between IHEs' students and the installation. Mr. Buckner invited institutions to have their students participate in upcoming TECHNET and capture the flag activities at Fort Gordon.

Commissioner Munns requested a copy of the Fort Gordon presentation, inquired on the extent of military cyber oversight at Fort Gordon, and requested clarification on the communications point of contact Fort Gordon would prefer with South Carolina IHEs. Mr. Buckner assured Commissioner Munns the presentation would be forwarded to Commission staff and confirmed Fort Gordon will be the umbrella organization for all branches of the military. Mr. Buckner confirmed the Fort Gordon Academic Outreach team would be the proper contact to Fort Gordon. Dr. Lane confirmed Governor McMaster requested the Commission to serve as the point of contact on behalf to coordinate engagement with South Carolina institutions. Dr. Lane thanked Fort Gordon representatives for their presentation and recognized partners in the audience. ACAP members, along with representatives from Governor McMaster's office, the Governor's School for Science and Mathematics, the Department of Employment and Workforce, and the South Carolina Independent Colleges and Universities provided favorable feedback to the Fort Gordon presentation.

SCDE Diploma Pathways

Dr. Lane introduced the item. Ms. Beaver from the South Carolina Department of Education (SCDE) presented SCDE's SC Seals of Distinction and Innovative Courses initiatives instituted in 2016. Ms. Beaver explained the Seals of Distinction initiative rolled out with this year's freshman class and would recognize students who go beyond the regular minimum requirements for graduation. The optional recognition would include areas such as specializations, Honors, Career, and College Readiness. Ms. Beaver also provided an overview of the Innovative Courses initiative which would allow school districts to apply to SCDE for recognition of alternative innovative courses which could fulfill individual students' graduation course requirements. Committee members and meeting attendees discussed criteria for college readiness.

2. **Update on *Project Lead the Way***

Dr. Almeda gave an overview of the history of *Project Lead the Way* (PLTW). Ms. Elmore and Mr. Martin provided information on the advantages of PLTW. Dr. Almeda offered the two options available from the presentation. Dr. Lane encouraged the Committee to endorse PLTW to the coordinating council. Dr. Lane invited feedback and stated it is not an action item. Dr. Crews stated she would investigate the University of South Carolina Columbia's (USC C's) role in PLTW. An institutional representative asked does the Commission anticipate any role for the USC two-year campuses in PLTW. Dr. Lane stated he does not see any restriction for the USC two-year institutions. Ms. Elmore stated if a course is to be accepted by K-12, it must be in an approved degree and that is the only PLTW limitation. Ms. Elmore stated every valedictorian and salutatorian in Orangeburg-Calhoun Technical College's (OCTC's) catchment area are PLTW students.

3. **Program Modifications**

   a. Clemson University, M.S., Applied Sociology, Change Program Name and Revise Curriculum
   b. Clemson University, B.A., History, Add Digital History Concentration
   c. Clemson University, Ph.D., Planning, Design, and the Built Environment, Revise Curriculum

Dr. Lane introduced the items for concurrent consideration. A motion to approve the proposed program modifications was **moved** (J. King) and **seconded** (Luke). Dr. J. King explained Applied Sociology will change the name of the program and reduce the number of required credits. History will use digital tools techniques and methodologies in history. No new enrollment is expected in the history degree proper, but more students are expected to move into the concentration. The proposal for the Ph.D. in Planning, Design and the Built Environment seeks to revise the curriculum and reduce credit hours to nationwide norms for lower credit hours. Expect significant enrollment increases as there is a potential pipeline of construction professionals who would be interested in the program.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modifications for Clemson University to modify its programs leading to the Master of Science degree in Applied Sociology to change the program name and revise its curriculum; the Bachelor of Arts degree in History to add a digital history concentration; and the Doctor of Philosophy degree in Planning, Design and the Built Environment to revise its curriculum, to be implemented Fall 2019.

d. Coastal Carolina University, B.S., Applied Math, Add two Concentrations
e. Coastal Carolina University, M.B.A., Add Concentration
f. Coastal Carolina University, B.S., Computer Science, Computer Science, Revise Curriculum

Dr. Lane introduced the items for concurrent consideration. A motion to approve the proposed program modifications was **moved** (Ennis) and **seconded** (Flynn). Dr. Ennis reported the proposal for the B.S. in Applied Math is intended to help more students into math education as there are many students who express an interest in entering a Master of Arts in Teaching program late their undergraduate program. He explained tracking those students into K-12 preparation would reduce their time to degree. Regarding the MBA proposal, Coastal Carolina University (Coastal) representatives explained other states have a number of special interest areas in MBA programs and the analytical focus of the proposed real estate concentration would appeal to companies interested in analytics. Dr. Ennis explained the revisions to the Computer Science program are in response to re-accreditation revision suggestions. Dr. Lane invited questions. Mr. Drueke suggested there are several other institutions with similar programs or similar types of pathways. Dr. Lane explained the proposal had been revised since the posting; he stated staff emphasized clarifying the concentration names to avoid student confusion in marketing and language. Regarding the MBA proposal, Dr. Lane clarified the concentration will not grant a real estate license.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modifications for Coastal Carolina University to modify its programs leading to the Bachelor of Science degree in Applied Mathematics to add applied mathematics in education and research concentrations; the Master of Business Administration degree to add a commercial and investment real estate concentration; and the Bachelor of Science degree in Computer Science to revise its curriculum, all to be implemented Fall 2019.

g. College of Charleston, B.P.S., Professional Studies, Revise Concentration Curriculum
h. College of Charleston, B.P.S., Professional Studies, Add Construction Management Concentration
i. College of Charleston, B.P.S., Professional Studies, Add Quality and Risk Management Concentration
j. College of Charleston, B.A. & A.B., English, Add Literature, Film, and Cultural Studies Concentration

Dr. Lane introduced the items for concurrent consideration. A motion to approve the proposed program modifications was **moved** (Welch) and **seconded** (Drueke). The College of Charleston (CofC) representative explained the proposed revisions to the Professional Studies programs were due to industry and student feedback. The proposed English modification is to provide a new concentration. Dr. Lane asked CofC to provide

evidence of regional need for Construction Management. The CofC representative explained Boeing, Volvo and Mercedes asked for quality and risk management. Dr. Lane thanked CofC for expanding on its relationship with Trident Tech. Ms. Elmore added local technical colleges made a great effort to try to understand articulations at the South Carolina Technical College System (SCTCS) level and would appreciate local collaboration with CofC. Dr. Lane requested the Commission have an opportunity to review systemwide collaboration and requested evidence of support from industry partners.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modifications for College of Charleston's Bachelor of Professional Studies degree to revise the applied communication concentration curriculum and add the construction management and quality and risk management concentrations; and the Bachelor of Arts and Artium Baccalaureatus degrees in English to add a literature, film, and cultural studies concentration, all to be implemented Fall 2019.

k.   Francis Marion University, B.S.N., Nursing Generic, Change Program Name and Revise Curriculum

Dr. Lane introduced the item for consideration. A motion to approve the proposed program modification was **moved** (Steadman) and **seconded** (Flynn). Ms. Steadman explained the proposed modifications to the program improve alignment to program and student learning outcomes, allowing the program to remain relevant in the current learning environment after rigorous re-evaluation of the program.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modification for Francis Marion University to change the program name and revise the curriculum to the Bachelor of Nursing Generic degree program, to be implemented Fall 2019.

l.   University of South Carolina Beaufort, B.S.N., Add Site

Dr. Lane introduced the item for consideration. A motion to approve the proposed program modification was **moved** (Moriarty) and **seconded** (Nesmith). Dr. Moriarty explained the University of South Carolina Beaufort (USC B) proposes to offer up to two years of the program on the Salkehatchie campus. She clarified University of South Carolina Columbia (USC C) sunset the offering of its BSN on the Salkehatchie campus. Dr. Lane thanked USC B for answering staff questions prior to the meeting. USC B noted it will be able to provide more face-to-face instructional opportunities due to its closer proximity to Salkehatchie.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modification for the University of South Carolina Beaufort to modify its program leading to the Bachelor of Science in Nursing degree, adding the University of South Carolina Salkehatchie at Walterboro site, to be implemented Fall 2019.

m.   University of South Carolina Columbia, M.S.P., Speech Pathology, Change Degree Designation and Add Online Delivery
n.   University of South Carolina Columbia, M.A.T., Elementary Education, Revise Curriculum

Dr. Lane introduced the items for concurrent consideration. A motion to approve the proposed program modification was **moved** (Crews) and **seconded** (Drueke). Dr. Crews explained the MSP degree designation change would conform to national standards as the MS is the nationally-recognized degree designation. The MAT is reducing credit hours and revising curriculum to align with peer institutions. The MAT change will help students complete the program in one year, enabling faster new teacher recruitment. Dr. Lane thanked staff for its close work with USC C and offered to transmit any follow up questions if needed.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modifications for the University of South Carolina Columbia to modify its programs leading to the Master of Speech Pathology degree in Speech Pathology to change the degree designation and add online delivery; and the Master of Arts in Teaching degree in Elementary Education to revise its curriculum , to be implemented Fall 2020 and Summer 2020 respectively.

Presented after agenda item 3bb.

o. University of South Carolina Lancaster, A.A. & A.S., Add Gray Collegiate Academy Site
p. University of South Carolina Lancaster, A.A. & A.S., Add Legion Collegiate Academy Site
q. University of South Carolina Salkehatchie, A.A. & A.S., Add Holly Hill Academy Site
r. University of South Carolina Salkehatchie, A.A. & A.S., Add Polaris Tech Charter School Site
s. University of South Carolina Sumter, A.A. & A.S., Add Blythewood High School Site
t. University of South Carolina Sumter, A.A. & A.S., Add Gilbert High School Site
u. University of South Carolina Sumter, A.A. & A.S., Add Lexington Two Innovation Center Site
v. University of South Carolina Sumter, A.A. & A.S., Add Richland Two Institute of Innovation Site
w. University of South Carolina Sumter, A.A. & A.S., Add White Knoll High School Site
x. University of South Carolina Union, A.A. & A.S., Add Clover High School Site
y. University of South Carolina Union, A.A. & A.S., Add Legion Collegiate Academy Site

Dr. Lane introduced the items for concurrent consideration. A motion to approve the proposed program modifications was **moved** (Nesmith) and **seconded** (Crews). USC Palmetto College (PC) representatives introduced the proposals for new sites concurrently, citing requests from area high schools and school districts for a PC campus "to offer courses for their high school students to (take and) be able to earn college credit." Representatives noted Palmetto College campuses have offered CHE-approved coursework through dual credit for many years, with no known offerings above the forty-nine percent (49%) SACSCOC-prescribed *Substantive Change* threshold for coursework leading to the A.A. or A.S. degree. Most dual credit sites have been within the campus service areas, and beyond in cases only because no USC campus was in an area where school districts invited partnership. Representatives cited permission from the South Carolina Technical College System to state its president's office has no objections to the proposed new sites.

CHE staff referenced Commission inquiries about the proposed sites: the application of Commission policies to the proposals; discussions with USC representatives leading to the proposals' consideration; the proposed implementation timeline; and the instructions prescribed for staff to proceed. Specifically, staff noted that the number of sites proposed during the spring review cycles leading to the March 28, 2019 ACAP meeting and this meeting raised questions about intent of scale (e.g., statewide scope); A.A. and A.S. coursework similarities with area technical colleges; mission-defined service areas for PC campuses; statutorily-prescribed service areas for state technical colleges; and mode of instructional delivery (face-to-face, online). Instructional delivery modes raised subsequent questions about faculty recruitment and qualifications; delivery modes for sites beyond the local PC service area; and as a result, costs (e.g., face-to-face instruction beyond the service area).

Additional Commission inquiries were about the relationship between the PC campus and the partner high school(s); the management and protection of student records in satisfaction of federal and state laws; the role of the authorizing charter school agency for proposed partnering charter school sites; and the funding sources such as Lottery Tuition Assistance to mitigate costs.

The Commission prescribes dual enrollment policy, and academic program policies for the addition of new sites. However, staff concluded policies appeared silent in the case of some unprecedented questions that

result from the proposal submissions. As a result, staff consulted with Commissioners about the appropriate interpretation and application of policy to provide a framework for consideration. Commissioners concurred about policy questions and instructed staff to proceed with consideration of the proposals at the June 20, 2019 ACAP meeting, to include ACAP dialogue about the proposals and questions raised. Then, staff were directed to suspend Commission approval until ACAP meeting discussions could be integrated with staff and Palmetto College dialogue and presented at the next CAAL meeting for policy guidance to enable staff to conclude the approval process. Per policy, program modifications that receive a favorable ACAP vote conclude with Commission approval upon staff recommendation resulting in an approval letter from the Commission President and Executive Director. Since the next scheduled CAAL meeting convenes August 27, 2019, after the start of fall terms for SC schools and many institutions, CAAL agreed to convene a special called meeting in July.

Commission staff reiterated the Commission's support of opportunities for higher education access statewide, and asked for clarification in response to the inquiries. In response to the staff question about service area, Palmetto College representatives cited offering higher education to place-bound residents statewide and responding to local school district requests. As an example, USC Sumter representatives cited Lexington County School District One as a long-standing partner, so current efforts do not represent attempts to supplant other institutions.

In response to the South Carolina State University representative inquiry whether other institutions expressed concerns, the Orangeburg-Calhoun Technical College (OC Tech) representative cited established but unique dual enrollment opportunities such as *Project Lead the Way* for Bamberg District One students at no cost because of Lottery Tuition Assistance. However, the addition of a new provider meant students and families participating in dual enrollment from both providers (e.g., USC Salkehatchie) must begin to pay tuition for one or the other. OC Tech also cited PC access as a de facto bridge program, e.g., a four-year degree completion opportunity, as a potential competitive disadvantage for area technical colleges.

The PC representatives explained the framework of degree completion as limited specifically to Palmetto College online, not the eponymously named Palmetto College campuses, and confirmed the willingness to better understand how to serve students collaboratively while minimizing confusion about costs. Representatives continued, noting that USC Columbia by and large does not offer dual credit, and with PC accredited as part of USC Columbia, Palmetto College offers dual credit in the local area where USC Columbia normally would.

Regarding faculty qualifications, representatives confirmed dual credit faculty are vetted through USC Columbia, reaffirmed that school districts request partnership with Palmetto College campuses, and inform parents of dual enrollment options, costs, and that payment options will remain a priority for all higher education providers.

The representative from Lexington One affirmed advantages of hosting multiple providers (e.g., USC Sumter and Midlands Technical College) to enable students' choice among a breadth of career and educational pathways.

Commission staff cited that in previous discussion with USC about mission-defined service areas and regional accreditation, USC representatives provided documentation from SACSCOC acknowledging the potential offerings beyond the service area.

In response to staff inquiry about residency and records confidentiality for students who are both college and high school enrollees, Palmetto College representatives confirmed that the colleges require, verify, and secure records information just as they do with in-state students, and that the partner high schools do not, in accordance with federal and state statutes.

In response to staff inquiry about the role of authorizing agencies when the proposed dual enrollment partner is a charter school, PC representatives affirmed that charter schools "are required to meet all the same regulations as any other public schools."

In response to staff inquiry about multiple PC campuses offering coursework at the same high school, for example USC Lancaster and USC Union at Legion Collegiate Academy, PC representatives noted neither campus exclusively provided all the faculty to deliver all the coursework proposed, and that Palmetto College is not providing an associate's degree to Academy students as a result of aggregated coursework from the two USC campuses.

In response to an Aiken Technical College representative's question about faculty recruitment, PC representatives confirmed that qualified on-site high school teachers may be employed, if USC Columbia approves them, similarly to an adjunct professor appointment.

Representatives from OC Tech and Clemson appreciated the clarity the Lexington One representative provided regarding options. The OC Tech representative responded specifically, noting that Lexington One's resources enable the district to offer coursework from multiple institutions, but that many rural school districts cannot. As a result, one institution or another must charge costs to students and families who deserve more transparency about the implications of dual-enrollment decision-making.

Upon deliberation, the Committee **voted to recommend approval** of the following program modifications, all to be implemented Fall 2019: the University of South Carolina Lancaster, to modify its programs leading to the Associate of Arts and Associate of Science degrees to add Gray Collegiate Academy and Legion Collegiate Academy sites; the University of South Carolina Salkehatchie, to modify its programs leading to the Associate of Arts and Associate of Science degrees to add Holly Hill Academy and Polaris Tech Charter School sites; the University of South Carolina Sumter, to modify its programs leading to the Associate of Arts and Associate of Science degrees to add Blythewood High School, Gilbert High School, the Lexington Two Innovation Center, the Richland Two Institute of Innovation, and White Knoll High School sites; and the University of South Carolina Union to modify its programs leading to the Associate of Arts and Associate of Science degrees to add Clover High School and Legion Collegiate Academy sites. The Committee voted 15 in favor and two opposed (Orangeburg-Calhoun Technical College and the SC Technical College System Office).

z. University of South Carolina Upstate, M.Ed., Applied Learning and Instruction, Add Research in Practice Concentration

Dr. Lane introduced the item for consideration. A motion to approve the proposed program modification was **moved** (Flynn) and **seconded** (Luke). Dr. Flynn described the new program, implemented Spring 2019, and noted it 200 teachers are enrolled. The new concentration was requested by partner school districts. The program modification would add a fifth concentration to the program, and it would be of interest to middle and secondary school teachers.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modifications for the University of South Carolina Upstate to modify its programs leading to the Master of Education degree in Applied Learning and Instruction to add a research in practice concentration, to be implemented Fall 2019.

aa. Winthrop University, B.S., Human Development and Family Studies, Revise Curriculum and Change Concentration Names
bb. Winthrop University, B.S., Middle Level Education, Move Two Concentrations to Single Concentration

Dr. Lane introduced the items for concurrent consideration. A motion to approve the proposed program modifications was **moved** (Drueke) and **seconded** (Flynn). Regarding Middle Level Education, if students do want to take classes toward a second concentration, the pursuit of a single concentration is an option. For Human Development and Family Studies, Mr. Drueke explained the family consumer science program changed to the current program, which enables Winthrop to work with National Council of Family Relations (NCFR) for certification as a family life educator and NCFR approval. The proposed modification helps to meet the council's curriculum guidelines. Dr. Lane asked about on-campus trends for the HDFS program. Dr. Rakestraw explained the field is quite broad and prepares students to work across the lifespan. She continued, noting hiring agencies have had input and a large impact on the program's curriculum. Dr. Lane extended congratulations to Winthrop for the program's NCFR recognition.

Upon concluding deliberation, the Committee **voted unanimously to accept** the program modifications for Winthrop University to modify its programs leading to the Bachelor of Science degree in Human Development and Family Studies to revise its curriculum and change the concentration names within the program; and the Bachelor of Science degree in Middle Level Education to move from two concentrations to a single concentration, both to be implemented Fall 2020.

4. **CHE Inventory Comparison**
   (For information, no action required)

   Dr. Lane introduced the item. Ms. Nixon provided Committee members hard copies of their representative institutions' current inventory of programs for review and correction.

5. **Other Business**
   Other business presented after agenda item 1.

   There being no other business, the meeting was adjourned at 1:04 p.m.