

Advisory Committee on Academic Programs

Minutes of March 22, 2012

Members Present

Dr. T. Michael Raley, Chair
Dr. Marsha Dowell, USC Upstate
Dr. Ron Drayton, Midlands Technical College
Dr. George Hynd, College of Charleston
Dr. Gina Mounfield, Technical College of the Lowcountry (via teleconference)
Dr. Suzanne Ozment, USC Aiken
Dr. Hope Rivers, S.C. Technical College System
Dr. Rob Sheehan, Coastal Carolina University (via teleconference)
Dr. Harvey Varnet, USC Beaufort

Guests Representing Members

Dr. John Beard, Coastal Carolina University, representing Dr. Robert Sheehan
Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd
Dr. Kris Finnigan, USC Columbia, representing Dr. Michael Amiridis
Dr. Debra Jackson, Clemson University, representing Dr. Doris Helms (via teleconference)
Dr. Learie Luke, S.C. State University, representing Dr. Rita Teal
Dr. Tara McNealy, The Citadel, representing Dr. Sam Hines
Dr. Jeannette Myers, Francis Marion University, representing Dr. Richard Chapman
Mr. Tom Nelson, Lander University, representing Dr. Danny McKenzie
Dr. Darlene Shaw, MUSC, representing Dr. Mark Sothmann (via teleconference)

Staff Present

Dr. Argentini Anderson
Ms. Laura Belcher
Mr. Arik Bjorn
Ms. Renea Eshleman
Dr. Paula Gregg
Ms. Trena Houpp
Mr. Clint Mullins
Ms. Tanya Rogers

Guests

Dr. Warren Carson, USC Upstate
Dr. Crystal Edge, Coastal Carolina University
Dr. Daniel J. Ennis, Coastal Carolina University
Dr. JoAnn Ewalt, College of Charleston
Dr. Lynne Ford, College of Charleston
Dr. Conseula Francis, College of Charleston
Dr. David Mash, Lander University
Dr. Carol Osborne, Coastal Carolina University
Dr. Michael Roberts, Coastal Carolina University
Dr. John Stamey, Coastal Carolina University

Dr. Mike Raley called the meeting to order at 10:01 a.m. He welcomed all in attendance and asked the institutional representatives and visitors to introduce themselves.

1. Consideration of Minutes of January 19, 2012

Dr. Raley requested a motion to accept the minutes of January 19, 2012, as distributed. The motion was **moved** (Varnet) and **seconded** (Drueke) and the Committee **voted unanimously to accept the Minutes as presented.**

2. Information Item: Smarter Balanced Assessment Consortium (SBAC)

Dr. Raley introduced the item and referenced a folder of materials distributed to members seated around the conference room table. He asked Dr. Gregg to provide a brief overview of the folder's contents. Dr. Gregg reported that the Smarter Balanced Assessment Consortium (the Consortium) is one of two consortiums awarded a grant by the U.S. Department of Education to develop assessment items for the Common Core State Standards (CCSS). She stated that South Carolina is now a member state of the Consortium and that a few faculty members of the public colleges and universities have already participated in item reviews and volunteered for various work groups. She informed the Committee of her role as a participating member of the Smarter Balanced Higher Education Leads Group which meets bi-monthly and is focused on implementing CCSS.

Dr. Gregg continued her overview and said that South Carolina is now waiting to become a governing state of the Consortium which will allow the state to have more input on the assessments. She explained that the S.C. Department of Education voted to become a governing state and the only action which remains is for the Governor to sign the paperwork. Dr. Gregg also informed the Committee that the purpose of the agenda item was to distribute more information about the Consortium to committee members and to explain that no definite actions or plans regarding the assessment implementation scheduled for 2014-2015 have been made. She stated that proposed plans include the development of assessments for grades 3-8 and grade 11.

Dr. Gregg described to the Committee that the Leads Group, which consists of higher education leaders, has a goal of using the Grade 11 assessment to determine college and career readiness. She said that once the Leads Group sets the assessment standard, it hopes that the standard will serve two purposes:

- 1.) If a student meets the standard and enters an institution of higher education in the Consortium's governing member's state, then the student would bypass any remedial courses and that the first English or math course the student takes in college would be a credit-bearing course.
- 2.) If a student does not meet the standard, then the student would receive remediation during the 12th grade and may also be enrolled in remedial courses in college.

She stated that the assessment standard will be a diagnostic tool and hopefully a placement tool. Dr. Gregg explained that the assessment would not take the place of pre-requisite requirements of an institution. In concluding her report, Dr. Gregg stated that she will forward to the Committee a list of the Consortium's compiled Frequently Asked Questions list via email.

Dr. Beard asked about the other consortium awarded a grant by the U.S. Department of Education. Dr. Gregg answered that the other consortium is the Partnership for Assessment of Readiness for College and Careers (PARCC) and that South Carolina chose Smarter Balanced

over PARCC partially due to Smarter Balanced's computer-based technology, constructive response design, and advanced innovation.

Dr. Beard asked whether the assessment standard set by the Consortium would preclude placement into the institution. Dr. Gregg answered that the assessment would not affect institutional admission. She said that the assessment will affect the technical college system more than the four-year institutions since the technical colleges offer remedial courses.

Dr. Gregg informed the Committee that the signed institutional letters submitted for the Race to the Top application cited the creation of this type of assessment. She indicated that once South Carolina is a governing state in the Consortium, institutions will be asked to sign new letters to participate in the Consortium.

Dr. Rivers relayed to the Committee that the S.C. Technical College System (System) will continue to have its own placement tools. She stated that if the Smarter Balanced Assessment proves to be effective, then the System might utilize it more.

3. Consideration of Program Planning Summaries

a. B.A., African American Studies, College of Charleston

Dr. Hynd introduced the planning summary from the College of Charleston. It was **moved** (Hynd) and **seconded** (Varnet). Dr. Hynd presented to the Committee points about Charleston's rich history and local resources of African-American history and life. He reported that the College currently offers a minor in this area and is hopeful that interest will build further with a degree offering. He informed the Committee that the College houses records of one of the first African-American schools in its Avery Research Center and that the College hosts the International African-American Museum Committee in the Riley Center. Dr. Hynd said that the College is interested in growing diversity among its student population. He referred to the program planning summary and stated that USC and Claflin are the only two institutions in the state which offer the degree.

Dr. Hynd described the major as consisting of 33 credit hours, which is a low number for the College and allows students to seek a second concentration. He informed the Committee that this degree is part of the College's strategic plan and that the College has hired a new faculty member in the field and is pursuing a senior faculty member in the field to direct the program.

Mr. Nelson commented favorably on the College's plan to emphasize experiential learning. He suggested that the College provide more information about the specific research and internship projects and how those projects would link to the curriculum in its full proposal. Dr. Beard asked which department would house the degree. Dr. Hynd answered that currently the minor is an interdisciplinary degree from various departments. He specified that the major will also be interdisciplinary but that the degree will have a specific academic home in the School of Language, Cultures, and World Affairs.

Mr. Nelson asked about the average number of students pursuing the minor in the last several years. Dr. Francis answered that the minor program has grown from one student five years ago to 40 students currently. Dr. Ford also responded and stated that the College would like to increase that number. She predicted that in a short time, the College would have 50 students enrolled full-time in the major and graduate between 10 and 15 students a year.

Dr. Raley expressed his surprise that only two similar degrees exist in the state. He then asked Dr. Hynd how the College hopes to collaborate with other institutions. Dr. Francis answered that she is in communication with the African-American Studies faculty members at USC and that faculty from both programs are researching ways to collaborate such as joint programming, shared speakers, and hosting a small conference. She said that the College has not yet made contact with Claflin. She informed the Committee that the degree programs at USC and Claflin are small. Dr. Hynd indicated that Dr. Marcus Cox, a history professor at The Citadel, is supportive of the program. Dr. Raley asked the College to include in the full program proposal further information about collaboration.

Dr. Jackson informed the Committee that Clemson is planning to present a program planning summary for a degree in Pan-African Studies after it is approved by Clemson's Board of Trustees.

The Committee **voted unanimously to accept** the planning summary for the College of Charleston to develop a new program leading to the Bachelor of Arts degree in African-American Studies, to be implemented in Fall 2013.

b. B.S., Information Technology, Coastal Carolina University

Dr. Beard introduced the planning summary from Coastal Carolina University. It was **moved** (Beard) and **seconded** (Luke). Dr. Beard informed the Committee that Coastal currently has a Computer Science undergraduate degree as well as an Information Systems degree. He reported that the creation of this degree will increase collaboration with Horry Georgetown Technical College in bridging to its A.A.S. degree. He clarified that the existing Computer Science degree is more of a theoretical degree and the existing Information Systems degree is a systems approach degree, while the proposed Information Technology degree is more of an application-based degree. Dr. Beard introduced faculty members from the Department of Computer Science to the Committee.

Dr. Roberts re-iterated Dr. Beard's comments. He cited the seamless transition with Horry Georgetown Tech students and stated that local businesses have expressed interest in students with a four-year degree in the field. He explained that this degree will be accredited in the future.

Dr. Finnigan informed the Committee that she submitted USC's comments and concerns to Coastal. She indicated that USC has a similar program housed in the College of Hospitality, Retail, and Sport Management and suggested that the program be mentioned in the full program proposal. She explained that the USC degree has 150 students and has experienced a hard time in increasing the number of students after pursuing various initiatives for a number of years. She expressed concern that Coastal's proposed program might be duplicative.

Dr. Finnigan also stated that the salaries listed for new hires might be too low. She cited USC's failed attempt at recruiting a faculty member with an offer of a salary of \$170,000. Dr. Raley informed the Committee that the salary listed in Coastal's summary was between \$70,000-75,000. Dr. Roberts responded by explaining that Coastal will hire a limited number of faculty members.

Dr. Sheehan commented on the recruitment aspect of the program by stating potential students will be place-bound in the area and unable to attend other universities in the state. He also communicated that the region has expressed interest in the program.

Dr. Raley suggested that Coastal pursue inter-institutional conversations. He also asked whether USC could provide the number of the students in its program who derive from the Horry-Georgetown area.

Mr. Mullins commented that it was helpful to understand the distinctions between the Information Technology and Information Systems degrees. He suggested that Coastal further delineate the differences in its full proposal. He also mentioned that Coastal consider elaborating in the full proposal the human factors aspect of the degree as well as the details regarding the specific articulation path between the A.A.S. degree and the proposed degree.

Dr. Hynd expressed his support for Coastal's proposed program and especially praised Coastal's intention to pursue ABET accreditation.

The Committee **voted unanimously to accept** the planning summary for Coastal Carolina University to develop a new program leading to the Bachelor of Science degree in Information Technology, to be implemented in Fall 2013.

c. M.A., Liberal Studies, Coastal Carolina University

Dr. Beard introduced the planning summary from Coastal Carolina University. It was **moved** (Beard) and **seconded** (Drueke). Dr. Beard explained that the University began strategically analyzing the need for more graduate programs several years ago. He said University officials recently began creating a Master of Arts in Liberal Studies. Dr. Beard informed the Committee that the program is interdisciplinary and therefore involves many aspects of campus. Dr. Sheehan explained that Coastal officials recognized that adult populations were underserved by the University and that the University, through this program, will visibly illustrate its interest in serving the community at large. He indicated that the degree is not tied to a particular career but that the program serves an in-state need in the region.

Dr. Beard introduced Dr. Ennis who explained that the proposed program's curriculum includes a series of skills classes centered on graduate research writing and presentation. He continued by stating that the coursework draws on multiple departments, reducing faculty load in the total program. He said that any new hires will serve other areas as well. Dr. Ennis informed the Committee that the demographics of the region are ideal for this particular degree, especially given the large population of educated retirees who reside in the Myrtle Beach area.

Mr. Drueke reported that Winthrop offers the only other Liberal Studies degree in the state and he expressed support for Coastal's planned degree. He also suggested that Coastal join the Association of Graduate Liberal Studies Programs (AGLSP). He recognized that Coastal's program will not create any competition for Winthrop's degree as Winthrop's degree is highly-regionalized as well. Dr. Ennis explained that Coastal used Winthrop's degree as a model. He said that in researching programs nationally, Coastal officials discovered that the average age of a student is 38, but 80% of the students are either in their 20's or 60's.

Dr. Hynd expressed his support for the program. He mentioned the College of Charleston's intention in developing a Bachelor's degree in Professional Studies. He asked about the program's capstone experience and suggested that examples be included in the full proposal. Dr. Ennis agreed.

Dr. Raley commented that USC's Bachelor of Liberal Studies at its regional campuses serves a non-traditional population. He continued by asking whether Coastal has

communicated with USC regarding its similar degree. Dr. Ennis agreed to communicate with USC and include any information in the full proposal.

The Committee **voted unanimously to accept** the planning summary for Coastal Carolina University to develop a new program leading to the Master of Arts degree in Liberal Studies, to be implemented in Fall 2013.

4. Consideration of Program Modifications

a. M.P.A., Creation of Stand-Alone Program, College of Charleston

Dr. Hynd introduced the program modification from the College of Charleston. It was **moved** (Hynd) and **seconded** (Finnigan). Dr. Hynd informed the Committee that the College currently has a joint Master of Public Administration program with USC which has proven to be successful. He stated that the collaboration has grown and is now able to support two separate programs. He informed the Committee that the College seeks to create its own stand-alone program through this proposed modification. Dr. Hynd explained that the College has re-directed two faculty lines and created a new faculty line in the anticipation of this modification being approved. He introduced Dr. Ford to answer questions.

Dr. Ford introduced Dr. Ewalt, the Director of the program. Dr. Ewalt acknowledged and expressed gratitude to USC for the 30-year successful collaboration. Dr. Raley cited a letter of support received by Commission staff from USC. Dr. Finnigan explained that USC supports the split mainly in order to utilize resources to maintain and meet accreditation standards which have changed dramatically.

The Committee **voted unanimously to accept** the program modification for the College of Charleston to modify its program leading to the Master of Public Administration degree to create a stand-alone program, to be implemented in May 2012.

5. Consideration of Revised Guidelines for Federal *Improving Teacher Quality* Competitive Grants Program, FY 2013-2014

Dr. Raley introduced this item. It was **moved** (Hynd) and **seconded** (Varnet). Dr. Raley introduced Dr. Gregg to discuss this agenda item. Dr. Gregg informed the Committee that the grant is still funded by the federal government on a year-by-year basis. Dr. Gregg explained that the document is a draft with changes tracked. Dr. Gregg stated that most of the changes were editorial and helped to clarify certain points. She commented that one more change might be made which would convert the rating sheet to rubrics. She also explained that the federal government is encouraging states to stress the Common Core standards in the program. Dr. Gregg informed the Committee that the program wants more student outcome data beyond standardized tests.

Dr. Ozment asked whether the Guidelines are applicable to continuing grants as well. Dr. Gregg responded that they were applicable to continuing grants.

The Committee **voted unanimously to accept** the Revised Guidelines for Federal *Improving Teacher Quality* Competitive Grants Program, FY 2013-2014.

6. Consideration of Revised Guidelines For *EIA Centers of (Teacher Education) Excellence Competitive Grants Program, FY 2013-2014*

Dr. Raley introduced this item. It was **moved** (Hynd) and **seconded** (Varnet). Dr. Raley introduced Dr. Gregg to discuss this agenda item. Dr. Gregg informed the Committee that changes to the Guidelines include changing the rating sheet to rubrics and requesting more student outcome data. Dr. Gregg described these grants as five-year grants which reduce funding each year with the goal of the Centers being self-funded after the final grant year. She commented that one more sentence will be added to the document regarding a request for the research basis in the description of the justification of innovation before its review by the Commission's Committee on Academic Affairs and Licensing.

The Committee **voted unanimously to accept** the Revised Guidelines for EIA Centers of (Teacher) Excellence Competitive Grants Program, FY 2013-2014.

7. Consideration of the Revised Dual Enrollment Brochure

Dr. Raley introduced this item and referenced the distributed brochures. It was **moved** (Raley) and **seconded** (Nelson). Dr. Raley reported that the revisions were made to clarify the terms dual enrollment and dual credit. Dr. Raley introduced Ms. Houpp for further explanation. Ms. Houpp informed the Committee that all references in the brochure were changed to dual enrollment and that a definition of the term was added to the brochure. She explained that the list of courses remained the same according to feedback provided by the universities with the one exception of changing the language referring to the "Project Lead the Way" courses. Ms. Houpp also specified that information about SC TRAC was added to the document.

Dr. Varnet asked why the brochure does not contain information regarding general requirements to participate in dual enrollment. Ms. Houpp answered that the brochure directs the student to seek more information from his or her guidance counselor about the requirements. Mr. Mullins commented that a high school tab is being created for the SC TRAC website and information regarding dual enrollment requirements could be included on this tab.

Dr. Rivers expressed her support for the revisions in the brochure.

The Committee **voted unanimously to approve** the Revised Dual Enrollment Brochure and to give CHE staff permission to make small editorial changes in the future as needed.

8. Presentation of Notifications of Program Changes and/or Terminations

Dr. Raley presented the report for information only.

9. Other

Dr. Raley encouraged the members to remind faculty and staff to use current charts, tables, and templates as found in the *Policies and Procedures for New Academic Program Approval and Program Termination* (http://www.che.sc.gov/AcademicAffairs/2012_05_03_Policies_and_Procedures_for_New_Academic_Programs.pdf) when creating planning summaries and full program proposals.

Ms. Houp presented an update on recent workshops. She informed the Committee that 98 institutional representatives attended the SC TRAC workshop held in February. She stated that the workshop highlighted the newest features of the website and provided time for participants to plan for future changes based on user suggestions. She reported that recent enhancements made from user suggestions included the changes that allowed the equivalency maps to take student's grades into consideration.

Mr. Mullins presented further information regarding the use of widgets on institutional websites. He defined the widget as a pre-canned computer code which enables institutions to implement a button on their websites which connects to the SC TRAC database and shows course equivalencies on the institution's own site. He and Ms. Houp encouraged the institutions which have not yet implemented the widget to do so.

Ms. Houp updated the Committee on the four Course Alignment Project workshops held at the end of February and beginning of March in Greenville, Columbia, Charleston, and Florence. She explained that invitations were sent to all high school principals and all school superintendents across the state and that approximately 300 administrators participated in the workshops. She informed the Committee that the participants showed continued enthusiasm for the project but voiced concerns regarding policy barriers.

Ms. Houp informed the Committee that the workshop participants viewed "High Schools that Work" as a possible barrier because of its credit recovery program which allows students to continually re-take classes. She also described one other possible policy barrier, the high schools' "60" or "70" rules which ensure that students' minimum grade in a course is either a 60 or a 70. Ms. Houp and Mr. Mullins both stated that these two policies present a barrier to the project because students would not have access to these safety nets in higher education. Dr. Ozment asked where these policies are in place. Mr. Mullins answered that high school faculty have described these policies as unstated rules at various schools, enforced by principals who are pressured to meet the standard of 80% of students passing. Dr. Ozment clarified that the policies are not necessarily a district initiative but one which is adopted by individual schools. Mr. Mullins answered that according to faculty members, it is a district-wide occurrence in most areas.

Dr. Rivers presented a caution in response to her participation in the latest workshops. She repeated a statement made by one of the participants who thought the workshops seemed to highlight the wrong steps made by high schools rather than to stress two-way dialogue and conversation about many aspects of course articulation. Ms. Houp specified that the project's goal in hosting the workshops was to promote conversation, not blame. She described some of the steps and changes individual higher education faculty have made in response to information gleaned from the project.

Dr. Ozment expressed concern that the goal of better statewide outcomes seems in jeopardy unless all state school districts are willing to adopt the course alignment initiatives and have the ability to practice what is learned through the project. Ms. Houp addressed this concern and described the workshops as a way to bring K-12 and university administrators as well as faculty members together to understand more about the project. Mr. Mullins acknowledged Dr. Ozment's comment by stating that a statewide policy initiative would be necessary at some point in order to affect students' success statewide. Dr. Ozment suggested that meetings be held in the future with representatives of Education Boards to further educate administrators about the project. Ms. Houp stated that one suggestion made during the workshops was to create regional advisory boards which would communicate with Education

Boards in their region regarding the Course Alignment Project. Dr. Raley concluded the discussion by stating that a broader discussion around the various aspects of the Project could occur at a future Committee meeting.

Dr. Raley informed the Committee that Dr. Dowell was retiring on July 1st, while Dr. Ozment was resigning on July 1st to accept the Provost position at the University of Montevallo in Alabama. He acknowledged the work and contributions that both Dr. Dowell and Dr. Ozment have made to their respective institutions as well as to the Committee. The Committee then gave them a round of applause. Dr. Raley thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 11:29 a.m.