

Advisory Committee on Academic Programs

Minutes of January 14, 2010

Members Present

Dr. Gail Morrison, Chair
Dr. Joyce Blackwell, S.C. State University
Dr. Richard Chapman, Francis Marion Univ.
Dr. Ron Drayton, Midlands Technical College
Dr. Marsha Dowell, USC-Upstate
Dr. George W. Hynd, College of Charleston
Dr. Tom Moore, Winthrop
Dr. Suzanne Ozment, USC-Aiken
Dr. Harvey Varnet, USC-Beaufort
Dr. Chris Plyler, USC System

Guests Representing Members

Dr. Barbara Buckner, Coastal Carolina,
representing Dr. Robert Sheehan
Dr. Kris Finnigan, USC-Columbia,
representing Dr. Michael Amiridas
Ms. Stephanie Frazier, SCTCS,
representing Dr. Cheryl Cox
Dr. Debbie Jackson, Clemson (teleconference),
representing Dr. Doris Helms
Dr. Tara McNealy, The Citadel,
representing Dr. Sam Hines
Mr. Tom Nelson, Lander University,
representing Dr. Danny McKenzie

Staff Present

Dr. Argentini Anderson
Ms. Laura Belcher
Mr. Arik Bjorn
Ms. Renea Eshleman
Ms. JoAnn Gardner
Ms. Lane Goodwin
Dr. Paula Gregg
Ms. Trena Houpp
Mr. Clint Mullins
Dr. Michael Raley

Guests

Dr. Gregg Akkerman, USC Upstate
Dr. Erin Beutel, College of Charleston
Dr. Sam Broughton, Francis Marion University
Dr. Warren J. Carson, USC Upstate
Dr. Katherine Chaddock, USC-Columbia
Dr. David Cohen, College of Charleston
Dr. Dave Evans, Coastal Carolina
Dr. Karen French, USC Columbia
Dr. John R. Hester, Francis Marion University
Ms. Karen Jones, Winthrop
Dr. Scott Koerwer, USC-Columbia
Dr. Charles Love, USC Upstate
Dr. Michelle Maher, USC-Columbia
Dr. Jim Mensch, USC-Columbia
Dr. Martha Moriarty, USC Beaufort
Ms. Sandra Powers, College of Charleston
Ms. Cherie Pressley, USC Upstate
Dr. Regenia Rawlinson, Richland One District
Dr. Rebeca Stevens, USC Upstate
Dr. Irma Van Scoy, USC-Columbia
Ms. Elizabeth White-Hurst, USC-Columbia

Dr. Gail Morrison called the meeting to order at 10:07 a.m. and welcomed all in attendance. She introduced Dr. George Hynd, the new provost at the College of Charleston, and welcomed him to the state and to the Advisory Committee. She then asked the institutional members to introduce themselves. After introductions, Dr. Morrison took the opportunity to remind the Committee about the nominations deadline for the Service Learning Award. She encouraged the institutions to verify receipt

of their nominations. She also informed the Committee that a short extension could be given if the institutions needed more time to complete and submit their nominations.

1. Consideration of Minutes of October 8, 2009

Dr. Morrison requested a motion to accept the minutes of October 8, 2009, as distributed. The motion was **moved** (Dowell) and **seconded** (Varnet), and the Committee **voted unanimously to accept the Minutes as distributed.**

2. Presentation on the Yellow Ribbon Program, Mr. Frank Myers

Dr. Morrison explained that Mr. Frank Myers would be unable to attend the meeting due to a death in his family. She referenced the packet of Yellow Ribbon Program materials left at each member's place. She then told the Committee that she would invite Mr. Myers to present on the program at a future Committee meeting.

3. Consideration of Program Planning Summary

a. B.A., Archaeology, College of Charleston

Dr. George Hynd introduced the planning summary from College of Charleston. It was **moved** (Hynd) and **seconded** (Chapman). Dr. Hynd explained that the College's existing minor in Archaeology has achieved an enrollment large enough for it to be viable as a major. He explained that a degree program in Archaeology enriches other discipline areas and therefore would compliment other majors. He also added that currently no institution in the state offers a Bachelor's degree in Archaeology.

Dr. Morrison asked for clarification about the fact that this program is not a free-standing major. Dr. Hynd referred to Dr. David Cohen, Dean of the School of Languages, Cultures and World Affairs. Dr. Cohen explained that the new strategic plan for the College emphasizes interdisciplinary studies. He continued by stating that one of the ways the College is pursuing this emphasis is through the double major. He added that the faculty decided upon this model because the curriculum for archaeology is drawn so heavily from other areas and therefore there is not a depth of disciplinary focus as there would be with a stand-alone degree.

Dr. Morrison asked whether the requirement of a dual degree is atypical for archaeology. Dr. Cohen answered that requirement of a dual degree is atypical for any discipline. Dr. Hynd explained that the traditional model is for an emphasis in archaeology to be imbedded in the Department of Anthropology.

Dr. Morrison asked how the College will handle students' questions about majoring only in archaeology. Dr. Cohen answered by explaining that the College hasn't had any problems with its other dual-degree requirement with Latin Studies. Dr. Morrison asked what the minimum number of total credit hours to achieve the double major would be. Dr. Erin Beutel answered that it depends on the second major. Dr. Morrison explained that she is concerned about the state's scholarship students and wondered whether the dual degree will require students to extend their educations beyond eight semesters and whether this is a five-year program. Dr. Beutel and Dr. Cohen answered no.

The Committee **voted to accept unanimously** the planning summary for the College of Charleston to develop a new program leading to the B.A. degree with a major in Archaeology, to be implemented in Fall 2010.

b. B.S., Athletic Training, USC-Columbia

Dr. Kris Finnigan introduced the planning summary from USC-Columbia. It was **moved** (Finnigan) and **seconded** (Dowell). Dr. Finnigan explained that this proposal arose out of a recent accreditation visit by the Commission on the Accreditation of Athletic Training Education (CAATE). She further added that athletic training currently exists as a track under the B.S. degree in Physical Education. She reported that if this program is approved, then the athletic training track will be terminated. Dr. Finnigan also told the Advisory Committee that the curriculum for the program will be the same as the curriculum used in the existing track.

The Committee **voted to accept unanimously** the planning summary for USC-Columbia to develop a new program leading to the B.S. degree with a major in Athletic Training, to be implemented in Fall 2010.

c. B.A., Commercial Music, USC-Upstate

Dr. Marsha Dowell introduced the planning summary from USC-Upstate. It was **moved** (Dowell) and **seconded** (Finnigan). Dr. Dowell told the Advisory Committee that the arts represent a growing industry in S.C. She reported that USC-Upstate currently has a minor in Commercial Music and that there is a strong interest among students.

Dr. Morrison asked Dr. Joyce Blackwell whether SCSU offers a similar program. Dr. Blackwell answered no. Dr. Chapman reported that Francis Marion has a new Music Industry degree program.

The Committee **voted to accept unanimously** the planning summary for USC-Upstate to develop a new program leading to the B.A. degree with a major in Commercial Music, to be implemented in Fall 2010.

d. M.Ed., Higher Education Business Administration, USC-Columbia

Dr. Kris Finnigan introduced the planning summary from USC-Columbia. It was **moved** (Finnigan) and **seconded** (Buckner). Dr. Finnigan explained that this program is a collaborative effort between the College of Education and the Moore School of Business. She added that the program will accommodate working professionals as the degree will be offered both through face-to-face classes and distance education. Dr. Finnigan told the Advisory Committee that USC expects a robust enrollment indicated by surveys conducted among alumnae.

Dr. Drayton asked whether the proposed program would affect the current USC Technical College Leadership Certificate program. Dr. Michelle Maher answered that it would not impact the Leadership Certificate program. Dr. Maher further explained that many certificate graduates might benefit from and be attracted to this degree program.

Dr. Moore commented that the title seems oxymoronic and asked for further explanation. Dr. Morrison asked whether there are other programs with this same title. Dr. Scott Koerwer answered that the school is not aware of another program with this title. He also shared that the University would be open to a different title. He explained that the title derives from the fact that the management of higher education is very similar or becoming very similar to a business management model. He added that the University believes that higher education personnel need knowledge and basic understanding of the tools of business.

Dr. Morrison reported that staff had constructive suggestions regarding the planning summary. Dr. Paula Gregg then shared with the Advisory Committee that the discussion section explains that new costs will be relatively low, but in the costs section, the planning summary mentions many costs including new faculty and increased technology services. She advised USC-Columbia to clarify the new costs in the full program proposal. Dr. Gregg also pointed out that the summary seems to contradict

itself when discussing curriculum and courses: one section states that current courses will be used while another section states that all courses will be re-designed to reflect the collaboration.

Dr. Morrison offered that CHE staff will try to brainstorm title options.

The Committee **voted to accept unanimously** the planning summary for USC-Columbia to develop a new program leading to the M.Ed. degree with a major in Higher Education Business Administration.

e. M.A.T., Middle Grades Education, USC-Upstate

Dr. Marsha Dowell introduced the planning summary for USC-Upstate. It was **moved** (Dowell) and **seconded** (Buckner). Dr. Dowell explained that all seventh and eighth grade teachers must have a middle level certification. She told the Advisory Committee that currently USC-Upstate offers certification, but many students pursue the master's degree at non-public institutions.

Dr. Morrison made reference to the planning summary as out-of-date and noted that certain points need updating. She referenced a phrase on page one, paragraph one stating that a deadline has been set for phasing out substandard certificates. She informed the Advisory Committee that the deadline had already passed with the exception of "out-of-field" permits. Dr. Morrison also asked that USC-Upstate clarify in the full proposal the process of phasing in the requirement for middle level certification for all seventh and eighth grade teachers.

Dr. Morrison also suggested that the reference to the National Assessment for Educational Progress (NAEP) data be re-phrased so as to not be viewed as a blanket negative statement. She clarified that there has been improvement and suggested that the statement be softened to reflect that improvement.

Dr. Morrison referenced a section of the planning summary that stated that USC-Upstate plans to start a cohort in August 2009. She asked whether or not that cohort had been started. Dr. Charles Love's answer to her was no.

Dr. Gregg added that the institution needs to clarify in the full proposal the differences in the courses for the institution's M.A.T. candidates as contrasted with courses for its undergraduate candidates. She also asked Dr. Love to clarify in the full proposal whether USC-Upstate plans to hire adjunct faculty in addition to the two new faculty members listed as necessary in the planning summary.

The Committee **voted to accept unanimously** the planning summary from USC-Upstate to develop a new program leading to the M.A.T. degree with a major in Middle Grades Education, to be implemented in August 2010.

4. Consideration of Program Modifications

a. Ed.S., School Psychology, Francis Marion

Dr. Richard Chapman introduced the program modification from Francis Marion. It was **moved** (Chapman) and **seconded** (Drayton). Dr. Morrison explained that even though the modification to this program only involves a three-hour credit increase, it raises the degree level to a specialist degree, which requires approval.

Dr. Chapman explained that Francis Marion seeks to offer a Specialist program in School Psychology. He then explained that Francis Marion has been offering a Master of Science degree in Applied Psychology requiring 69 semester hours that has been treated by the S.C. Department of Education as the equivalent of a Specialist Level degree. He added that Francis Marion offers the only program in S.C. that provides a non-doctoral graduate school psychology training program exclusively

at the Master's level. He explained that Winthrop University, The Citadel, and S.C. State offer Specialist degrees.

Dr. Jackson asked whether this is the first specialist level degree at Francis Marion. Dr. Chapman answered in the affirmative.

Dr. Hester added to Dr. Chapman's testimony that the school currently provides specialist level training but doesn't award the specialist degree. He mentioned that Francis Marion has recently been approved by SACS to operate as a Level Four institution. He added that to be able to confer the degree would provide better job opportunities for students.

The Committee **voted to accept unanimously** the modification from Francis Marion to modify the program leading to the Ed.S. degree in School Psychology, to be implemented in August, 2010, provided that the Commission has approved an appropriate mission statement change for the institution.

5. Consideration of Revision to *Policy and Procedures for New Academic Program Approval: Simplification of Information Required for Program Modifications*

Dr. Morrison introduced this item. She explained that CHE staff continue to streamline the program approval process and simplify the requirements to make it easier for institutions to create and complete program proposals. Dr. Morrison explained that the most substantive change was a revision to the proposal format for program modifications. She added that a new template has been created.

Dr. Morrison distributed an additional handout intended to help faculty members understand how to complete the enrollment data in the template attachment. She explained that the handout contains an example and that the handout material will be inserted into the *Policy and Procedures* document. Dr. Morrison told the Advisory Committee that faculty members confuse the category of new students to the university with the category of students who are already at the institution but who will move into the new program from another program. This data is used to calculate new student costs to the state and should not include as new costs associated with students who are already attending the institution. Dr. Morrison also reported to the Advisory Committee that the number of students listed in the template under the years of the program needs to accumulate from year to year to account for the various levels (freshman, sophomore, junior, senior) of students within a degree program

Dr. Jackson explained that confusion occurs among her faculty when new students accumulate in the table through the years of the degree even though the students are only considered "new" the first year. Dr. Morrison responded that she understood the confusion but that the students are still considered new when calculating costs to the state.

Dr. Jackson asked whether CHE was limiting the number of program modifications made by an institution. Dr. Morrison answered no; the changes simply involve a reduction in the length of the application. Another Advisory Committee member asked whether an institution must provide a program modification application if it is extending a program to a new site. Dr. Morrison answered that if an institution is extending an existing approved program to another site, then the institution must complete and submit a notification form, not submit a program modification. This change was made in the last revision to the *Policy and Procedures* document and is incorporated in the version currently posted.

Dr. Morrison asked the Advisory Committee to submit any additional suggestions or corrections to Dr. Mike Raley by January 22. Dr. Morrison stated that edits will be incorporated and the document will then move forward for approval.

6. Consideration of Revised Transfer Policy

Dr. Morrison introduced this item. It was **moved** (Chapman) and **seconded** (Dowell).

Dr. Morrison explained that the revisions to the transfer policy were prompted by the development of SCTRAC, the new online Transfer and Articulation System. She continued to explain that because of numerous survey requests for transfer data, CHE staff determined that a true policy document needed to be created. She added that the staff intent was to include in the policy the capabilities of SCTRAC. She also told the Advisory Committee that the implementation of SCTRAC and its course equivalencies function eliminates the need for a common course numbering system called for under the existing policy.

The Committee **voted to accept unanimously** the Revised Transfer Policy.

7. Discussion of Report on Migration of First-Time Undergraduate Transfers

Dr. Morrison introduced the next item, the *Migration of First-Time Undergraduate Transfers Report*, for information and discussion. She explained that the data for the report was compiled by a CHE intern, Mr. Ryan Goodwin, a Master's level student in the Higher Education Administration program at USC-Columbia. The report was then formatted and refined by CHE staff.

Dr. Morrison presented various facts and figures of interest from the report. She reported that in Fall 2008, there were 15,658 total first-time transfers. She clarified that transfers in the report are classified as three types: vertical transfers from a two-year to a four-year institution; lateral transfers from a two-year to another two-year institution or from a four-year to another four-year institution; and reverse transfers from a four-year to a two-year institution.

Dr. Morrison also told the Advisory Committee that from 2006 to 2008, the total number of transfers increased by 16.8% and opening enrollments increased by 6.9%. She added that 48.5% of all transfers were to a research university. She reported the surprising fact that one third of the technical college transfers were from one technical college to another. With respect to reverse transfer, she told the Committee that of the total transfers in 2008 (15, 678) there were about 2,500 reverse transfers. Dr. Morrison added that approximately 23% of the reverse transfers were from a research university to a two-year institution, 48% were from a four-year institution to a two-year institution, and only 2% were from a non-public institution to a public two-year institution.

Dr. Morrison told the Advisory Committee that the report raises questions as to reasons for transfers. She added that CHE simply doesn't have access to that kind of qualitative data. She asked members that if their respective institutions collect this type of data, then please submit it to CHE for further analysis. Dr. Dowell commented that most institutions do collect transfer data because the data affects graduation rates.

Dr. Morrison added for information that CHE staff is discussing internally possible new definitions for graduation rates that might more appropriately reflect the missions of the two-year institutions (e.g., transfer; workforce placement).

Dr. Morrison requested that Advisory Committee members review the report and submit any changes or suggestions by January 22, 2010.

Dr. Ozment suggested that the title be changed to *Migration of Undergraduate First-Time Transfers*.

8. Notifications of Change and/or Termination, April-December, 2009

Dr. Morrison presented the report for information.

9. Other Business

Dr. Morrison made a cautionary remark to the Advisory Committee about new program proposals because of the bleak outlook of the legislative budget. She explained that in the last recession Commission members became very cautious about approving new programs and denied some new programs based on budget and timing issues. She encouraged institutions to perform sound needs assessments and surveys when bringing new program proposals forward.

Dr. Morrison explained that Dr. Walters has asked her to write an Op-Ed piece about the improvement and progress that has been made with teacher education programs. He read a recent article that was quite critical, referencing criticisms that were valid twenty years ago. Dr. Morrison asked the Advisory Committee members to send her short statements about specific achievements at their respective institutions in order to counter the criticism. She specifically requested that a technical college representative include information about articulation success. She asked Dr. Moore for a statement regarding the Professional Development Schools Network. She asked for feedback by Friday, January 22. Dr. Morrison also requested members' perceptions on items that remain to be done in the area of teacher preparation.

Dr. Morrison referenced two major goals found in the Higher Education Action Plan related to teacher preparation: to increase the number of minority teachers and to increase the number of teachers in STEM disciplines. She requested information on initiatives specifically related to these two goals. Dr. Drayton mentioned the importance of the "Call Me Mister" program at Clemson and the South Carolina Alliance for Minority Participation (SCAMP) administered by S.C. State. Dr. Morrison asked Clemson and S.C. State to provide participant numbers for these programs.

Dr. Morrison thanked everyone for coming and reminded everyone that the next Advisory Committee meeting is scheduled for March 18, 2010. There being no further business, the meeting was adjourned at 11:29 a.m.