

ACAP  
03-21-13  
Agenda Item 2

## **Advisory Committee on Academic Programs**

### **Minutes of October 11, 2012**

#### **Members Present**

Ms. Renea Eshleman, Acting Chair  
Dr. Debra Boyd, Winthrop University  
Dr. Richard Chapman, Francis Marion University  
Ms. Donna Elmore, Orangeburg-Calhoun Technical College  
Dr. W. Franklin Evans, South Carolina State University  
Dr. Charles Harrington, University of South Carolina Upstate  
Dr. Dori Helms, Clemson University (via teleconference)  
Dr. George Hynd, College of Charleston  
Dr. David Mash, Lander University  
Dr. Chris Plyler, University of South Carolina  
Dr. Jeff Priest, University of South Carolina Aiken  
Dr. Hope Rivers, S.C. Technical College System  
Dr. Robert Sheehan, Coastal Carolina University  
Dr. Harvey Varnet, University of South Carolina Beaufort

#### **Guests Representing Members**

Dr. Kris Finnigan, University of South Carolina Columbia, representing Dr. Michael Amiridis  
Dr. Tara McNealy, The Citadel, representing Dr. Sam Hines

#### **Staff Present**

Dr. Argentini Anderson	Dr. Paula Gregg
Mr. Arik Bjorn	Ms. Trena Houp
Ms. Camille Brown	Mr. Clint Mullins
Ms. Julie Carullo	Ms. Tanya Rogers
Mr. Gary Glenn	

#### **Guests**

Dr. John Beard, Coastal Carolina University	Dr. Debra Jackson, Clemson University (via teleconference)
Dr. Robert Benedict, Clemson University (via teleconference)	Dr. Frances Kennedy, Clemson University
Dr. Paul Butler-Nalin, S.C. Dept. of Education	Ms. Lisa LaBorde, Midlands Technical College
Dr. Sara Campbell, USC Aiken	Dr. Jane Layton, Clemson University (via teleconference)
Dr. Kathy Coleman, Clemson University	Dr. Learie Luke, S.C. State University
Dr. Beth Costner, Winthrop University	Dr. James Luken, Coastal Carolina University
Dr. David DeCenzo, Coastal Carolina Univ. (via teleconference)	Mr. Rick Moul, PASCAL
Mr. Tim Drueke, Winthrop University	Dr. Jeannette Myers, Francis Marion Univ.
Dr. Paul Gayes, Coastal Carolina University	Dr. David Peterson, Francis Marion University
Dr. Katharine Gibb, USC Upstate	Dr. Gregory Pickett, Clemson University (via teleconference)
Dr. Margaret Hindman, USC Upstate	Dr. Michael Roberts, Coastal Carolina Univ.
Ms. Sandra Hughes, Charleston Southern University, PASCAL	

Ms. Renea Eshleman called the meeting to order at 10:01 a.m. She welcomed all in attendance and asked the institutional representatives and visitors to introduce themselves.

### **1. Consideration of Minutes of July 12, 2012**

Ms. Eshleman requested a motion to accept the minutes of July 12, 2012, as distributed. The motion was **moved** (Varnet) and **seconded** (Chapman) and the Committee **voted unanimously to accept the minutes as presented.**

### **2. Update on PASCAL**

Ms. Eshleman introduced Dr. Sandra Hughes, Chair of PASCAL's Board and Director of the Charleston Southern University library, and Mr. Rick Moul, Executive Director of PASCAL. Dr. Hughes recounted the history of PASCAL and acknowledged the insight and wisdom of those who championed the collaboration and created a very successful program and service for the state. She mentioned the more recent partnership that has developed in the last year with South Carolina's State Library which has benefited PASCAL in regards to "buying" power.

Dr. Hughes referenced PASCAL's funding history and specifically referred to the recent economic recession. She described how PASCAL began to look at other possible funding sources. She informed the Committee that some S.C. colleges and universities were willing and able to contribute funding beyond their required fees in order to support the valuable resource of PASCAL. Dr. Hughes also explained that PASCAL received one-time funding from lottery funds last year and is hoping for the same this year. Dr. Hughes then informed the Committee that PASCAL is on the cusp of launching new programs. She referred to a recent planning retreat and the organization's commitment to learning from larger consortia and to building stability both financially and in staffing.

Mr. Moul provided three words to summarize the PASCAL presentation: stabilization, transformation, and opportunity. He referred to a one-page descriptive handout that includes budget numbers, past and projected. He described to the Committee that PASCAL was able to cut its budget by 30% due to the partnership with the State Library. He also spoke to possible transformations in the future with PASCAL's current technologies and added that PASCAL will need to address the changes in printed material in the academic library environment. He expressed PASCAL's intention to present a stable operating budget, emphasizing that one-time funding is used for one-time purchases.

Given no questions, Ms. Eshleman thanked Mr. Moul and Dr. Hughes for their presentation.

### **3. Update on Smarter Balanced Assessment Consortium (SBAC)**

Ms. Eshleman introduced Dr. Gregg who presented an update on the Smarter Balanced Assessment Consortium (SBAC). Dr. Gregg referred to a paper handout and explained to the Committee that the S.C. Department of Education, along with CHE, agreed to participate in this assessment consortium a few years ago. Dr. Gregg informed the Committee that S.C. is represented in the Consortium by a lead representative from CHE to represent higher education and one from the S.C. Department of Education to represent K-12. She stated that the role of

the higher education lead representative involves coordinating with the K-12 lead representative and distributing information regarding the Consortium to higher education institutions.

Dr. Gregg specifically addressed the topic of the handout and informed the Committee that a copy will be emailed to all members and asked that the members forward the email to the respective faculty departments. She stated that Smarter Balanced has released a draft version of test items and achievement level descriptors (ALDs). She explained that the test is a computer adaptive test and utilizes unique interactive features to engage students.

Dr. Gregg reminded the Committee that the purpose of the assessment consortium is to create a standard to determine whether a secondary education student has mastered the common core standards and can be deemed college-ready. She explained that the Consortium defines college-ready as the ability of a student is to take an entry-level credit-bearing college course in mathematics or English if they've met the set standard on the 11<sup>th</sup> grade assessment.

Dr. Gregg informed the Committee that the Consortium continually requests input on decisions and that S.C. institutions of higher education should participate by providing feedback on issues being decided upon and volunteering for various working groups. She clarified that Committee members are asked to comment, answer, and provide feedback via email whenever an issue is raised by the Consortium and communicated through email. Dr. Gregg mentioned that some decisions are made quickly and therefore the turnaround time is limited for institutions to respond. Dr. Gregg also told the Committee that the Consortium is hosting two webinars which are open to institutional personnel: Mathematics Webinar on October 16 and English Language Arts Literacy Webinar on October 31.

Dr. Gregg explained that CHE has been charged to garner feedback from institutions to create a statewide definition of college readiness. She referred to the work already done by the S.C. Course Alignment Project and the definition created by EPIC. She asked members to consider the definition included on the handout and to submit feedback as to the definition of college ready that should be used for the state.

Dr. Gregg concluded her presentation by thanking those institutions and faculty and staff who have already been engaged with the Consortium through feedback and through committee and workshop participation. She also informed Committee members that South Carolina-specific committees of mathematics and English faculty from two- and four-year public institutions will be formed to give more substantial feedback about the assessments.

#### **4. Update on *DegreeSC***

Ms. Eshleman introduced Ms. Houp to present an update on *DegreeSC*. Ms. Houp informed the Committee that at its meeting in July, the *DegreeSC* taskforce voted to disband and discontinue its efforts to pursue the initiative at this time. She then thanked the institutions which participated in the initiative.

#### **5. Update on Statewide Longitudinal Data System (SLDS)**

Ms. Eshleman introduced Ms. Brown to provide an update on the Statewide Longitudinal Data System (SLDS). Ms. Brown introduced Dr. Butler-Nalin from the S.C. Department of Education (SCDE) and then explained that SLDS is funded by a three-year grant

awarded to SCDE of which CHE is a sub-grantee. She informed the members that the grant ends June 30, 2013, and shared the tasks and responsibilities of CHE regarding this grant. Ms. Brown described the specific objectives and goals of the SLDS, including highlighting and making accessible specific data which are already collected by CHE but currently not accessible. She explained that CHE has engaged the National Student Clearinghouse in a statewide contract. She also added that CHE continues work on an electronic transcript solution and that CHE also is working in conjunction with the S.C. Department of Employment and Workforce to share data.

Dr. Butler-Nalin clarified that the purpose of the grant is to create the possibility and policy of inter-organizational and inter-institutional sharing and linking of data. He explained that the focus has been identifying a narrow subset of data and information that could be shared between higher education and K-12 and/or other entities. He stated that the ultimate goal by June is to begin to have the first phase of an operational data warehouse where information is stored about K-12 and related important information about how those individuals perform in postsecondary education and in the workforce.

Dr. Butler-Nalin informed the Committee that SCDE is: 1.) creating a data governance structure that has a broader structure which encompasses and includes higher education and other entities; 2.) revising Memorandums of Understanding to ensure understanding after the grant is complete; and 3.) working collaboratively to identify issues of sustainability. He explained that SCDE is also researching state, federal, and private funding opportunities to continue the work in future years.

## **6. Presentation of Revisions to *Policies and Procedures for New Academic Program Approval and Program Termination***

Ms. Eshleman reminded the Committee that the revised *Policies and Procedures for New Academic Program Approval and Program Termination* were approved by the Commission on October 4 and are posted on the website. She informed members that CHE staff are developing tools to aid the process and to help standardize the formats of program planning summaries and program proposals. She stated that staff hopes this standardization will allow the elimination of the additional staff analysis document in the future. Ms. Eshleman stated that staff will send the meeting dates and deadlines for the transition period and beyond.

Dr. Jackson asked about the Commission meeting of October 4. She referred to questions regarding the budget and asked whether the decisions would reflect the Commissioners' preferences about how institutions present financial information in program proposals. Ms. Eshleman answered that staff have already had preliminary conversations about how to change the formats to make them more consistent and realistic.

Dr. Varnet also referred to the Commission meeting of October 4 and stated his opinion that confusion occurs by including total costs in the program proposals, as compared to new costs for the program. Ms. Houpp responded and informed the Committee that staff began asking for total costs at the request of the Commissioners. She suggested that a possible solution might be to provide two charts, one for total costs and one for new costs.

Dr. Hynd recommended that the revenue information required for the proposal be studied and revised as well since many students switch majors so the total revenue for school does not change. Dr. Sheehan echoed Dr. Hynd and stated that it is most problematic when

students switch from a minor to a major. He added that campuses could devise a particular format to present the information the Commissioners want in a clear and precise way if institutions have the opportunity to use trial and error for a certain amount of time to understand exactly what is needed. Dr. Varnet explained that institutions might need to add clarifying points in paragraph summaries to adequately explain the costs and revenue charts.

Ms. Houp asked for feedback from Committee members regarding the format for new program proposals. She specifically requested that feedback be given as to the information that needs to be included in the justification of need and assessment (both student and programmatic) sections of the proposal.

## **7. Consideration of Program Planning Summaries**

### **a. B.S., Mechanical Engineering, The Citadel**

Dr. McNealy introduced the planning summary from The Citadel. It was **moved** (McNealy) and **seconded** (Varnet). Dr. McNealy explained that the program will be offered traditionally and as a degree completion program for adults in the local community. She informed members that The Citadel has extended an offer to Clemson and USC to collaborate on internship programs.

Dr. Finnigan mentioned that comments from USC were submitted via email prior to the meeting. She referred to incorrect USC enrollment data in the summary and asked that the data be corrected. Dr. McNealy thanked her for the information and agreed to correct it. Then, Dr. Anderson reminded The Citadel to include a Memorandum of Agreement in the final proposal.

The Committee **voted unanimously to accept** the planning summary for The Citadel to develop a new program leading to the Bachelor of Science degree in Mechanical Engineering, to be implemented in Fall of 2013.

### **b. Ph.D., Marine Science, Coastal Carolina University**

Dr. Sheehan introduced the planning summary from Coastal Carolina University. It was **moved** (Sheehan) and **seconded** (Chapman). Dr. Sheehan introduced faculty present in the meeting room as well as Coastal Carolina's president Dr. David DeCenzo, who participated via teleconference. He then explained to the Committee that Coastal has a very strong Marine Science program with over 500 undergraduate students and 37 graduate students involved. Dr. Sheehan described the development of the doctoral program as a natural extension to the work being done in this field on campus. He stated that the program will be a small program; will consist of 60 credit hours; and will have a specialization in coastal and marine systems science. He further explained that the field of study will concentrate, not on deep water study, but the terrain which lies from the wetlands to the sea. Dr. Sheehan also mentioned that Coastal has developed partnerships with both Clemson and USC.

Dr. Sheehan described the steps Coastal took to prepare to offer this program, including a legislation request to allow the University to offer a doctoral program and a revision of the University's mission. He explained that, if approved in the current meeting, the University plans to submit a full program proposal to CHE and necessary information to SACS. He shared Coastal's hope that the program will be implemented in the next year. He explained that the University is determined to invest in this program to insure its success, including committing resources to hire two new faculty members who will join four post-doctorates who will become

tenure-track faculty members to serve this program. He also added that the University has appropriate facilities to offer the degree. He further added that Coastal responded to staff's questions and concerns in the planning summary.

Dr. Hynd expressed support for the program and commented that the College of Charleston further supports the ability of S.C.'s comprehensive colleges and universities to offer a limited number of doctoral programs. He asked whether there are adequate faculty resources in the field and asked for a clearer explanation of the partnership with Clemson. Dr. Sheehan explained that Coastal has been preparing to launch this program and continues with a staff and faculty strategy to insure adequate resources for the program. He answered Dr. Hynd's second question by stating that Coastal anticipates collaborating with Clemson so that Clemson faculty will participate on dissertation committees.

Dr. Gayes elaborated on Dr. Sheehan's answers by stating that Coastal's existing faculty strength in this area has grown over the last five years and stated that the University currently is in a great position to pursue this degree program. He explained that in the last year, faculty received over \$8 million in sponsored research funding, which supported over 30 undergraduate and 12 salaried research assistants. He added that the research funding has allowed Coastal to acquire the appropriate instrumentation which will be crucial for the operation of this program. Dr. Gayes explained that Coastal will have a total of 10-11 FTEs to support the program.

Dr. Gayes then described the partnership with Clemson in more detail. He stated that Clemson will bring expertise in areas such as renewable energies and drive-train testing in Charleston. He stated that Coastal will serve Clemson's efforts in off-shore wind energy. He then elaborated on specific research endeavors regarding renewable energy. Dr. Gayes also discussed partnering with Clemson in regards to its Intelligent River project, which utilizes instrumentation to record real-time data remotely of various systems. He explained that the current Intelligent River project monitors the length of the Savannah River to its connection with the Atlantic Ocean. Dr. Gayes also described a current project Coastal has with USC involving a study of oxygen levels off the coast of Myrtle Beach.

Dr. Helms expressed Clemson's support for the degree.

Dean Roberts addressed a question posed by USC regarding the employment prospects of graduates of this degree program. He explained that the program will be a small one and that employment opportunities include those in the environmental policy arena. He mentioned a few companies moving into the state which focus on water rights and issues. Dr. Gayes contributed to the discussion by stating that graduates of Coastal's master's degree have found employment within industry or consulting companies, and government agencies including DHEC and the U.S. Geologic Survey.

Dr. Sheehan addressed another question regarding financial resources and explained that Coastal has made changes to its base level funding from the General Assembly to support the implementation of this degree.

Mr. Bjorn asked that Coastal clarify the differences and similarities between USC's program and the proposed one and asked that Coastal garner USC's full support and be able to show that support in the full proposal. He also reminded Coastal to include any and all Memorandum of Understanding documents with the full proposal. Dr. Sheehan agreed.

Mr. Bjorn encouraged Coastal to refer to faculty's experience participating on dissertation committees and he suggested that Coastal include more about its success in garnering grants to fund high-tech instrumentation for the program. Dr. Sheehan agreed.

Mr. Bjorn then asked whether Coastal has a connection and partnership with the Hollings Laboratory in Charleston and if so, asked that Coastal include the nature of that partnership in the full proposal. Dr. Gayes answered that Coastal does have a partnership with Hollings and will include more information in the full proposal.

Mr. Bjorn asked for more information regarding the language of "focused collaborative doctorate." Dr. Sheehan explained the term and clarified that it does not indicate a joint program, but rather a program in which students will need the research opportunities and expertise beyond Coastal's realm found at Clemson and USC.

Dr. Varnet expressed USC Beaufort's support for the degree program.

The Committee **voted unanimously to accept** the planning summary for Coastal Carolina University to develop a new program leading to the Doctor of Philosophy degree in Marine Science, to be implemented in fall 2013.

### **c. B.S., Industrial Engineering, Francis Marion University**

Dr. Chapman introduced the planning summary from Francis Marion University. It was **moved** (Chapman) and **seconded** (Sheehan). Dr. Chapman informed the Committee that the University has been urged over the years by industry and government leaders to offer a baccalaureate degree in industrial engineering for the local region. He explained that industry leaders have informed the University that it is difficult to recruit and maintain industrial engineers in that area of the state. He stated that the arrival of Otis Elevators in the community has spurred calls for the degree as well. Dr. Chapman described the program as one that is good for the economic development of the local community as well as the state. He added that the program will involve a cooperative arrangement with Florence-Darlington Technical College. He stated that the University anticipates that students in the degree program will be employed by local industrial firms who will be asked by their employers to obtain the degree. Dr. Chapman concluded his description by stating that the University plans to seek ABET accreditation for the proposed program.

Dr. Chapman then referred to questions submitted to the University regarding the planning summary by USC and informed the committee that the questions will be specifically addressed in the full program proposal.

Dr. Rivers presented a statement of full support for the program from Florence-Darlington Technical College.

The Committee **voted unanimously to accept** the planning summary for Francis Marion University to develop a new program leading to the Bachelor of Science degree in Industrial Engineering, to be implemented in January 2014.

### **d. M.S.N., Clinical Nurse Leader, University of South Carolina Upstate**

Dr. Harrington introduced the planning summary from University of South Carolina Upstate. It was **moved** (Harrington) and **seconded** (Rivers). Dr. Harrington introduced two faculty members: Dr. Gibb and Dr. Hindman. Dr. Gibb described the Clinical Nurse Leader

specialization as being fairly new to the field but widely promoted by national associations. She explained that the program is innovative and will be the first of its kind in the state. She informed the Committee that the University and the proposed degree program have the support of the hospitals in the Upstate and the field is endorsed by the U.S. Department of Veteran Affairs. Dr. Hindman described the degree as one that trains advanced generalists who bring quality and safety to the bedside. She referred to the national Healthcare Affordability Act and specifically to the section which cites that hospitals' reimbursements are based on their Patient Satisfaction Score. She explained that clinical nurse leaders will have the expertise to study these scores and then help individual units to improve their scoring. Dr. Gibb expressed USC Upstate's wish to collaborate on this program with USC Aiken which will offer four core courses for the Master's degree.

Dr. Hynd asked whether the University had concerns about its ability to place students in practicums. Dr. Hindman answered that once she has certification, she would be able to supervise students and added that the program will start with a manageable number of students.

The Committee **voted unanimously to accept** the planning summary for University of South Carolina Upstate to develop a new program leading to the Master of Science in Nursing degree in Clinical Nurse Leader, to be implemented in Fall 2014.

**e. B.A., Social Studies Education, with concentrations in Economics, History, Political Science, Psychology, and Sociology & Anthropology, Winthrop University**

Dr. Boyd introduced the planning summary from Winthrop University. It was **moved** (Boyd) and **seconded** (Sheehan). Dr. Boyd described the proposed program and explained that students who seek certification in secondary Social Studies currently have to pursue a bachelor's degree in history or political science. She then stated that the proposed degree program would eliminate the existing programs, organize the students into a single degree program, and give students the flexibility to choose concentrations. Dr. Boyd stated that the proposed program was also created in response to feedback from partner schools in the area which informed the University that social studies teachers need to be prepared to teach more than just history.

The Committee **voted unanimously to accept** the planning summary for Winthrop University to develop a new program leading to the Bachelor of Arts degree in Social Studies Education, to be implemented in Fall 2014.

## **8. Consideration of Program Modifications**

- a. M.B.A., M.S., Marketing; M.S., Management, Clemson University**
- b. M.P.Acc., Clemson University**
- c. M.R.E.D., Clemson University**

Dr. Jackson introduced the program modifications from Clemson University. They were **moved** (Jackson) and **seconded** (Sheehan). Dr. Jackson informed the Committee that Clemson wishes to relocate five programs to the Greenville One building. She explained that these programs are strongly linked to the Greenville community and therefore Clemson decided to place them all in one location.

The Committee **voted unanimously to accept** the program modifications for Clemson University to modify its programs leading to the Master of Business Administration degree; Master of Science degree in Marketing; and Master of Science degree in Management; the Master of Public Accounting; and the Master of Real Estate Development by relocation, to be implemented upon approval of the site by SC CHE and completion of the building and lease agreement.

**d. B.S., Family and Consumer Sciences, Winthrop University**

Dr. Boyd introduced the program modification from Winthrop University. It was **moved** (Boyd) and **seconded** (Priest). Dr. Boyd informed the Committee that the most substantive change involves replacing several required courses with updated course offerings that better match the current body of knowledge in the field. She also added that the University seeks to add three new concentrations in Adolescent Studies, Consumer Studies, and Early Childhood Studies. She explained that the University plans to pursue accreditation with the American Association of Family and Consumer Sciences.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Bachelor of Science degree in Family and Consumer Sciences with specialization changes, to be implemented in Fall 2013.

**9. Presentation of Notifications of Program Changes and/or Terminations, June-September, 2012**

Ms. Eshleman introduced the item for information only.

**10. Other Business**

Ms. Eshleman thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 12:13 p.m.