

## COMMITTEE ON ACADEMIC AFFAIRS AND LICENSING

### Minutes of February 10, 2005

#### Members Present

Dr. Vermelle Johnson  
Dr. Betty Rose Horne  
Ms. DeLoris Oliver  
Ms. Cyndi Mosteller (by telephone)

#### Members Absent

Mr. Miles Loadholt  
Dr. Layton McCurdy

#### Staff Present

Ms. Joann Biga  
Ms. De'Nitira Brown  
Ms. Julie Carullo  
Ms. Renea Eshleman  
Ms. Allison Goff (intern)  
Ms. Lane Jeselnik  
Dr. Lynn Kelley  
Dr. Esther Kramer  
Dr. Tajuana Massie  
Dr. Gail Morrison  
Dr. Michael Raley  
Dr. Donald Tetreault

#### Guests Present

Dr. Mark Becker, USC-Columbia  
Ms. Betty Boatwright, S.C. State University  
Dr. Debra Boyd, Winthrop University  
Dr. Cheryl Cox, SC Technical College System  
Dr. John Crotts, College of Charleston  
Dr. Christine Ebert, USC-Columbia  
Dr. Douglas Freedman, College of Charleston  
Mr. Ron Green, Winthrop University  
Dr. Karl G. Heider, USC-Columbia  
Ms. Karen Jones, Winthrop University  
Dr. Elise Jorgens, College of Charleston  
Dr. Ann Kingsolver, USC-Columbia  
Dr. Thomas Leatherman, USC-Columbia  
Dr. James London, Clemson University  
Dr. Leonard McIntyre, S.C. State University  
Mr. J.P. McKee, Winthrop University  
Dr. Susan Mitchell, University of Phoenix  
Dr. Thomas Moore, Winthrop University  
Dr. Martha Moriarty, USC-Beaufort  
Dr. Norine Noonan, College of Charleston

Dr. Robert Pitts, College of Charleston  
Ms. Susan Prior, USC-Columbia  
Mr. Stanley Schrader, Aiken Technical College  
Dr. Christopher Starr, College of Charleston  
Mr. William Tilt, Aiken Technical College  
Dr. Aileen Trainer, USC-Columbia  
Dr. Sharon Vincent, Aiken Technical College

Dr. Johnson called the meeting to order at 10:37 a.m. She welcomed those in attendance and requested that they introduce themselves. After introductions had been made, Dr. Johnson asked Dr. Morrison to introduce the two new members of the staff. Dr. Morrison introduced Dr. Esther Kramer, Ph.D. in Communications, who joined the staff as a program coordinator in Academic Affairs in December 2004; and Ms. Lane Jeselnik, who joined the staff on February 7, 2005, to work on issues in licensing. Dr. Morrison stated that Ms. Mosteller would join the Committee's discussions at approximately 10:50 a.m. by telephone speaker-phone connection.

## **1. Consideration of Minutes of September 14, 2004, and October 20, 2004**

Dr. Johnson asked that on pages 2-7 of the minutes of September 14, 2004, her name be replaced by that of Ms. Oliver. Dr. Horne requested a change of the verb “fell” to “feel” on page 6 of the October 20, 2004, minutes. These changes were unanimously agreed to by the committee. It was then **moved** (Horne) and **seconded** (Oliver) that the Minutes of the September 14, 2004, meeting and the Minutes of the October 20, 2004, meeting be approved with the changes noted. The motion was approved unanimously.

## **2. Consideration of New Program Proposals**

After summarizing the approval process for new academic programs, Dr. Johnson introduced the new program proposals being considered for Committee recommendation.

### **a. A. H. S., Nursing, Aiken Technical College**

Dr. Johnson stated that the combination of USC-Aiken deciding to give up the associate degree in nursing program, coupled with an insufficient supply of nurses in the Aiken area and the state and nation generally, make this program proposal important. Dr. Horne asked what steps the Aiken Tech personnel have taken to assure seamless linkage of the proposed program with Practical Nurse graduates and USC-Aiken’s BSN-Completion track. Dr. Vincent responded that a forthcoming meeting with USC-Aiken’s nursing chairperson will resolve precisely how the new program will fit with USC-Aiken’s to assure seamlessness. She added that if a student begins at Aiken Technical College and decides to become a Practical Nurse, continuation to the associate degree is seamless with an additional two semesters of academic work. If a person wishes to enter the associate degree program and is already a Practical Nurse, (s)he will need to take a single, seven-week transition course. In answer to the question of whether Aiken Technical College had experienced problems in finding clinical sites, Dr. Vincent replied no. She also responded that the institution has experienced no difficulty in locating masters-prepared faculty to teach in the program. Dr. Horne congratulated Aiken Tech on this progress and congratulated USC-Aiken on eliminating associate degree offerings from its curriculum. It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission the approval of Aiken Technical College’s program leading to the A.H.S. degree program with a major in Nursing for implementation in Fall 2005.

### **b. A. I.T., Industrial Maintenance Technology, Aiken Technical College**

Dr. Johnson noted that the program proposal will replace a similar track within the Associate of Occupational Technology degree and that there is neither accreditation required for the program nor certification required for graduates of the program. It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission the approval of Aiken Technical College’s program leading to the A.I.T. degree with a major in Industrial Maintenance Technology for implementation in Fall 2005.

### **c. B. A., Latin American and Caribbean Studies, College of Charleston**

Dr. Johnson requested that Dr. Morrison introduce the program. Dr. Morrison stated that this program proposal and 2.d. had both been deferred at the Committee’s request from the last meeting of the Committee. Under the circumstances, Dr. Morrison said it would be appropriate to state the implementation time as “immediately,” since at the October 20 meeting, it had been

requested for implementation in Spring 2005. She said that a double major was required by anyone seeking to major in this program and that the faculty teaching in the program were coming from several different disciplines and were all currently employed by the College. Dr. Johnson added that no certification or special accreditation was needed for this program and that at the last Committee meeting and in the proposal itself, it was made clear that there is a current and growing need for persons with an expertise in Latin American realities.

Ms. Mosteller asked about the program's Cuban site. Dr. Freedman responded by saying that the U.S. Government has just issued regulations stating that any American institution offering a study abroad program cannot do so for less than a ten week experience, while the Cuban government has a regulation preventing any study abroad program operating in Cuba from being longer than eight weeks. Thus, he said, the Cuban site is no longer viable. Dr. Jorgens added, however, that the program has sites in Chile (continuing), Brazil (new), and (in negotiations) Argentina. Ms. Mosteller asked Dr. Morrison if the USC-Columbia program in Latin American Studies cannot be viable, why the College of Charleston feels their program can be, and why this proposal does not constitute "unnecessary" duplication of a program. Dr. Morrison replied that the USC-Columbia program has been moved into the Walker Institute of International and Area Studies on the campus to try to revitalize it and that the College of Charleston has demonstrated that there is clearly momentum for the proposed program through healthy enrollments in the existing minor. She added that because the proposed program will be only the second program of its kind in the state and is an inexpensive undergraduate program which shares costs among many existing programs, duplication is not an issue. Finally, she said, it is becoming evident to many individuals and groups that a knowledge of things Latin American must be made more broadly available in the curriculum of many institutions in the future, given the increased impact on American life of Latin American cultures, economies, and peoples.

It was **moved** and **seconded** (Horne) and the Committee **voted to commend favorably** to the Commission the College of Charleston's program leading to the B.A. degree with a major in Latin American and Caribbean Studies for *immediate* implementation.

#### **d. B. S., Hospitality and Management, College of Charleston**

Dr. Johnson introduced the proposal stating that it addressed a need to deal professionally and creatively with tourism, one of South Carolina's major industries. She noted that similar programs exist at USC-Columbia and USC-Beaufort, but added that 120 students are currently enrolled at the College of Charleston in either the concentration or minor in this area. Sixty are projected to enroll in the major when it begins in Fall 2005.

In response to questions, Dr. Jorgens stated that this program proposal is a request for a *major*. She then introduced Drs. Crotts and Pitts from the College of Charleston's Business program. Dr. Horne stated she was pleased that the College was addressing Charleston's change of economic base from the military to tourism. She asked why the College could not work creatively to do the upper-division culinary arts degree that Trident Technical College wants to do. Dr. Crotts stated that Johnson and Wales University had never had a four-year culinary arts degree in Charleston and that over 90% of the students registered for that program had always wanted a two-year associate degree. Dr. Crotts stated that he is a member of a Charleston-based advisory board on culinary arts education and that the board's focus was on making the Trident Technical College associate degree in culinary arts the finest in the country. He said that Mayor Riley and others in Charleston were working to get two private colleges to come to Charleston to offer a four-year culinary arts program. Dr. Jorgens added that some of the associate degree graduates of the Trident Technical College culinary arts program would come to College of

Charleston to complete the B.S. in Hospitality and Management, but she cautioned that the focal point of the College's four-year degree in Hospitality and Management was very different from the two-year culinary arts degree at Trident Technical College. Dr. Pitts stated that once the program proposal for the B.S. in Hospitality and Management is approved, it would be subject to accreditation through the AACSB (American Assembly of Colleges and Schools of Business) as part of the Business program at College of Charleston. Dr. Morrison responded that this reality would cause staff to amend the write-up of the program to show it would be accredited as part of the School of Business Accreditation.

Dr. Horne asked if the B.S. program in Hospitality and Management had an advisory board, as the Trident Technical College program does. Dr. Jorgens, Pitts and Crotts replied that it does. Ms. Mosteller stated that while she had voted in favor of the Trident Technical College four-year culinary arts degree proposal initially, she was very pleased to hear that the College of Charleston is working with Trident now. She said she appreciated the evolution of the work in this area in Charleston's institutions of higher education and said that she felt there was great enthusiasm being harnessed for the current program proposal being discussed.

It was **moved** (Oliver) and **seconded** (Mosteller) and the Committee **voted to commend favorably** to the Commission approval of the College of Charleston's program leading to the B.S. degree with a major in Hospitality and Management for implementation in Fall 2005.

## **9. Consideration of Institutional Mission Statements**

Dr. Morrison requested that the Committee move directly to hear from Dr. Becker who had to leave shortly, but who wished to address the issue raised by USC's proposed mission statement in which the USC-Columbia campus is described as the "flagship" institution. The question was whether that moniker referred to USC-Columbia's primacy within the USC System statewide or among all public institutions in the state. Dr. Becker stated it referred to the position of the Columbia campus within the USC System. He stated that he regretted the confusion that had been caused by the wording used. Dr. Morrison thanked him and requested that the Committee remember his comments when it was time to vote on Agenda Item 9.

## **2. Consideration of New Program Proposals (continued)**

### **e. Bachelor of Science in Discovery Informatics, College of Charleston**

Dr. Johnson stated that the program proposal is designed to manage information contained in huge databases, using the disciplines of mathematics and computer science. She stated that Wofford College has a similar program offered as a certificate for students majoring in one of three natural science disciplines.

Dr. Johnson then recognized Dr. Jorgens, who in turn introduced Dr. Norine Noonan, Dean of Science and Mathematics at the College of Charleston, and Dr. Chris Starr, faculty member in Computer Science at the College. Dr. Noonan said that no other program major like this exists currently at the undergraduate level anywhere in the United States. She said that while Discovery Informatics is rooted in computer science and mathematics to interpret and analyze data being collected by computers, its development as a major at the College was possible only to the extent that "cognate" disciplines with huge computerized databases could be wedded to the statistical and computerized curricular components. This marriage of the various components will assist measurably in the building of the quality of life on the planet, she stated and added that the institution already has some of the brightest students at the institution

interested in majoring in this field. She said the College hopes to draw other talented students—in-state and out-of-state—to major in the field.

Dr. Starr stated that the program is highly interdisciplinary, working with large-scale databases of trillions of bytes. He said the need for the program was found in the fact that we are increasingly rich in data, but poor in interpreting it and “mining” it for what it contains hidden within its own source. He provided a short historical view of the development in the 1990s of “bioinformatics,” the first effort to integrate and interpret huge databases from the life sciences. This effort then spread to other natural sciences, the social sciences, business, technologies, and now even the humanities. He said that while Wofford offers a subset of what the College of Charleston is proposing, it is much more limited. The College of Charleston’s proposal is unique, comprehensive, and “across the curriculum” in theory.

Dr. Horne asked where ethics falls in this curriculum. Dr. Starr responded by saying that the program will teach in its own courses that it is socially and ethically irresponsible to collect data for reasons which are not clearly defined. He and Dr. Jorgens stated that the general education core of all programs of study at the College are strongly designed to focus on ethical issues. Ms. Mosteller asked if the ethical component of the program was simply about a process for talking about ethics or whether there was a set of substantive issues students were challenged to review. Dr. Starr stated that the substantive issues of ethics would be considered in the cognate fields which all majors in Discovery Informatics were required to take.

Ms. Mosteller asked if the proposed major would put the College of Charleston’s students into uncharted areas where paradigms do not currently exist. Dr. Noonan replied that it was possible, since undergraduate minds are remarkably facile and that the program would be dealing increasingly with global and even intergalactic (from computers harvesting data from space) datasets. In that context, Ms. Mosteller asked if findings from the program which dealt with matters of national security might be sent directly to, for example, the Pentagon. Dr. Noonan said the goal of the program was to learn how to manage data better and in novel ways and that this skill and knowledge base would be highly applicable for those interested in all aspects of national security.

Ms. Mosteller asked how the proposed program related to what Professor Mark Hartley of the College’s Business Administration faculty had referred to as “the perfect transaction” in business. Dr. Pitts interjected that since this was his field, he felt constrained to add that one of the chief strengths of the College of Charleston was its emphasis on interdisciplinarity. He said that the Business faculty at the College were very excited about being part of the cognate groups working with the Discovery Informatics program.

Dr. Johnson asked if this program needed to be a major or whether it might have been done more economically as a certificate or minor. Dr. Jorgens stated that while it might have been able to be brought into being as a certificate, the College felt strongly that to make it a major was to give this emerging field a visibility and emphasis that set it apart as the vehicle to study the important phenomenon that the mining and interpreting of data is rapidly becoming. She added that technology is increasingly transforming what we do, how we do it, and the knowledge behind what we do. All of this is cause to create a major to study this phenomenon.

It was **moved** (Horne) and **seconded** (Mosteller) and the Committee **voted to commend favorably** to the Commission the College of Charleston’s program leading to the B.S. degree with a major in Discovery Informatics for implementation in Fall 2005.

#### **f. Master of Landscape Architecture, Clemson University**

Dr. Johnson introduced the proposal, stating that it would be the only program of its type operating in South Carolina. She said that the institution realized that for this program to be properly accommodated, it is necessary to increase the quality and holdings of library materials substantially. She then introduced Dr. James London of Clemson University's Department of Architecture as a resource to answer questions. To Dr. Horne's query about the high number of course credits for the program (N=99), Dr. London replied that this was only for those students enrolling in the Master's program who do not already possess a baccalaureate degree in architecture. Dr. Morrison asked if it were still the case that the Masters in Architecture is considered the terminal degree. Dr. London said while that is still the prevailing model, in recent years the Ph.D. in Architecture has begun to be adopted increasingly as a terminal degree by institutions in the United States. Dr. Horne asked why no Spanish was required in this degree, given the increased importance of Spanish culture and work crews for landscape architecture. Dr. London responded by noting that the program was already highly intense and that many of the students coming into the program with no undergraduate degree in architecture possessed a very good skill set in Spanish communication.

It was then **moved** (Oliver) and **seconded** (Mosteller) and the Committee **voted to commend favorably** to the Commission Clemson University's proposal leading to the Master of Landscape Architecture degree in Landscape Architecture for implementation in Fall 2005.

#### **g. Master of Social Work (MSW), Winthrop University**

Dr. Johnson stated that the program is to be implemented in Fall 2006 and that the institution has demonstrated that there is substantial demand for the program. The focus of the program is clients in the geographical region of the state served by Winthrop University. For students entering the program with a Bachelor of Social Work degree (BSW), it will take one full-time year of coursework to receive the degree. For non-BSW students in the program, it will take two full-time years of study; and for non-BSW students going part-time, the degree will take three years to complete. Dr. Horne asked how long it would take for a BSW working in the field but attending part-time. Dr. Tom Moore deferred to Dr. Ron Greene, head of the department at Winthrop, who said it would take three years to complete the degree in that model. Dr. Greene stated that Winthrop had a commitment to the models, even if the students in them were very small. Based upon the Case-Western Reserve University model from which Winthrop derived its model, the program is unlikely to be subject to high rates of attrition. Dr. Moore underscored that there is a high degree of community need for this program. Dr. Johnson stated that she personally was pleased with the program's development.

It was then **moved** (Oliver) and **seconded** (Horne) and the Committee **voted to commend favorably** to the Commission Winthrop University's program leading to the Master of Social Work (MSW) degree in Social Work for implementation in Fall 2006.

#### **h. Ph.D. in Environmental Design and Planning, Clemson University**

Dr. Johnson stated that the purpose of the degree is to devise strategies for issues dealing with human settlement patterns and the environment. She stated that small enrollments are anticipated for the program, beginning with five students in the initial cohort. The faculty are already at the institution and working with a number of interinstitutional academic relationships. The institution has acknowledged the need to enhance library resources for this program.

Ms. Mosteller asked if this is an updated Urban Planning degree program. Dr. James London responded stating that the program is truly interdisciplinary, like 15-20 similar programs already in existence in the United States, including Virginia Tech and Arizona State University, which Clemson used as models for developing this proposal. He said that while some other programs (e.g., one at the University of Washington) are oriented toward planning in their content, this one is more theory-based and interdisciplinary.

It was **moved** (Oliver) and **seconded** (Horne) and the Committee **voted to commend favorably** to the Commission Clemson's program leading to the Ph.D. degree in Environmental Design and Planning for implementation in Fall 2005.

#### **i. Ph.D. in Anthropology, University of South Carolina-Columbia**

Dr. Johnson stated that in the Southeastern region, if this proposal is approved, only it and the University of Florida will have Ph.D. programs in Anthropology which have foci in all four sub-specialty areas of the discipline. She noted that the University had received a complete report back from its consultant evaluating the program proposal. She said the program is designed to provide employment for its graduates both within and outside academic institutions, that it builds upon a very strong master's degree program, and that it will be unique in the state. The program will require no special accreditation or certifications. Dr. Horne asked if the program were perhaps being offered too economically to provide adequate quality in it, noting that there did not appear to be much funding for graduate assistants initially. Dr. Leatherman, chairman of the Anthropology Department at USC-Columbia, responded that the program will only start with four graduate students and eventually will handle in-coming classes of 16, because the departmental faculty seeks close mentoring of their students.

Dr. Horne asked also if the request for \$400 was adequate for building library resources. Dr. Leatherman stated that the library was already very well stocked with anthropological materials and periodicals, that the new additions from J-Stor and the statewide electronic library would mean substantially more materials at hand, and that the American Anthropological Association was going to be putting even more, lesser known, but high quality anthropological journals in electronic format in the near future, available at no extra cost to the University. Dr. Kingsolver stated that the masters program at the University has been historically very strong and highly regarded in the southeastern region, in part because of its strong library collections. Dr. Morrison added that in the last program review for the masters program, the reviewers commented on its exceptional strengths.

It was **moved** (Oliver) and **seconded** (Mosteller) and the Committee **voted to commend favorably** to the Commission USC-Columbia's program leading to the Ph.D. degree in Anthropology for implementation in Fall 2005.

### **3. Consideration of University of Phoenix Request for Initial Licensure**

Dr. Morrison introduced Dr. Susan Mitchell from the University of Phoenix. Dr. Mitchell stated that the University of Phoenix is owned by a corporation known as Apollo, that it enrolls 200,000 students in 49 states and that it is accredited by the North Central Association of Colleges and Schools. Dr. Morrison reviewed criteria of licensure for out-of-state and proprietary institutions in South Carolina, noting that only when an "on-site" presence of an out-of-state or proprietary institution occurs does South Carolina's licensing law become pertinent. In this case, the University of Phoenix is seeking a license because it is projecting an enrollment on site in South Carolina of +/-130 undergraduate students and +/-80 graduate students. The graduate courses to be offered in South Carolina will meet for six weeks; the undergraduate

courses to be offered in South Carolina will be offered for five week sessions. The staff, she said, has reviewed library resources and curricula for all degree programs. Dr. Morrison added that the staff is requesting that the Commission delegate to the staff the responsibility to issue a license for the University of Phoenix to offer certain degree programs in South Carolina, once the CHE staff has inspected facilities established for program delivery.

Dr. Horne asked how the institution assesses student learning, given its nontraditional delivery methods and academic calendar. Dr. Mitchell stated that this request is to offer on-site courses in South Carolina for several degree programs, but added that the institution's assessment methods have actually won awards. She said that in developing its assessment standards, the University of Phoenix has outlined competencies, domains, "student mapping" of individual career plans, and curricular offerings. She stressed that all the University of Phoenix's student body are working adults. In response to another question by Dr. Horne, Dr. Mitchell said that monitoring of all students, not just those coming from employers, is part of the commitment of the institution. She added that 26% of all the institution's students are receiving financial aid from employers. Dr. Horne stated that the general education component of the Business Technology Management degree program looks very rich and asked Dr. Mitchell to speak about this degree program. Dr. Mitchell stated that while this program is not one of the most popular, it is absolutely essential to offer it through the University of Phoenix, although it probably is not the one to start with in South Carolina. Ms. Mosteller asked how many South Carolinians are currently on-line students of the University of Phoenix. Dr. Mitchell responded that while she did not have precise figures with her, there were approximately 1,800 South Carolinians enrolled as on-line, degree-seeking students of the University of Phoenix .

It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission the request for approval of initial licensure to the University of Phoenix for five years to establish a branch in Columbia to offer programs leading to the B.S. degree in (1) Business, (2) Criminal Justice Administration, (3) Health Administration, (4) Human Services, (5) Information Technology, and (6) Management; programs leading to the Master's degree in (1) Business Administration, (2) Health Administration, and (3) Management. The Committee further recommends that the Commission delegate to the staff authorization to license a site in Columbia when the facility is developed.

#### **4. Consideration of *Report on Program Productivity, Fall 1998-Fall 2003, South Carolina State University***

Dr. Johnson stated that the staff had conducted this study for the 1998-2003 period. When the report was presented last autumn for all institutions, South Carolina State University requested that its responses with respect to academic programs which do not meet minimal statewide productivity standards be postponed until the University's reorganization plan was completed. Dr. Morrison was asked by Dr. Johnson to specify the current state of the institution's responses. Dr. Morrison said that South Carolina State had requested additional time through December 2004 and the Commission staff had honored that request. Now, she said, the institution is requesting still another postponement. She introduced Ms. Betty Boatwright from South Carolina State. Ms. Boatwright introduced Dr. Leonard McIntyre, the new Dean of Arts and Sciences at the institution. Ms. Boatwright stated that the new Provost will not be hired until May 2003. Ms. Mosteller asked how long the institution would need to provide a true plan with measurable objectives to either eliminate, strengthen, consolidate, or revamp the programs cited in the CHE staff report. Ms. Boatwright stated that an institutional plan for addressing the cited programs will definitely be forthcoming not later than June 15, 2005.

Dr. Horne stated it was important to underscore what Ms. Mosteller had said about the plan being one with measurable objectives. She said that while Lander University had created such a plan, some other institutions had provided only a statement of justifications for why their programs were not enrolling and graduating adequate numbers of students. She added that all institutions need to realize that the only acceptable plans were those with measurable objectives for eliminating, strengthening, consolidating or revamping unproductive programs.

It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission that it grant provisional approval to the B.S. in Art Teacher Education, the B.S. in Health Teacher Education, the B.A. in Spanish Language and Literature, the B.S. in General Physics, the B.S. in Music Performance, and the B.A. in French Language and Literature at South Carolina State University in the 1998-2003 program productivity report; and that the Committee require South Carolina State University to submit decisions by June 15, 2005, with respect to enhancement, consolidation, or termination of programs for those programs.

##### **5. Consideration of *Follow-up to Report on Program Productivity, Fall 1998-Fall 2003***

Dr. Johnson initiated the discussion of this item by stating that it is important to give each institution a reasonable time period to raise their unproductive programs to meet the statewide productivity standards. She asked Dr. Morrison to continue with a summary of the report. Dr. Morrison stated that the first six pages of the report are an executive summary with multiple recommendations attached. The first recommendation on page 3 is based upon the staff's assessment that The Citadel had provided still another request to exempt French and German programs from the standard, rather than to develop an institutional plan to bring the programs into compliance with the productivity standards. Thus, the staff has requested a plan to do that and the Provost of the institution has agreed to this request. In responding to Ms. Mosteller's question if "requesting" was strong enough in this case, Dr. Morrison said she had received agreement from the Provost himself that the report would be forthcoming. In response to Dr. Horne's observation that there should be a specified deadline date for any institution seeking additional time to respond, the Committee agreed that March 15 was an appropriate date for this response in order to give staff time to evaluate the institutional responses in preparation for the April 15 meeting of the Committee on Academic Affairs and Licensing. Dr. Horne said that the Committee must see a plan of action for, rather than a rationale to explain the "uniqueness" of, the programs under discussion.

Dr. Morrison continued that on page 5 there was discussion of approval of programs which did not meet productivity goals but were important to maintain as academic "stop outs" for those students who, for whatever reason, could not continue toward their Ph.D. Two institutions requested exemptions rather than revision plans for the degrees. In the case of Clemson (related to staff recommendation #2), a program leading to the masters degree in Biochemistry is requested as an exemption because it is a stop-out degree. In the case of USC-Columbia (related to staff recommendation #3), the Masters in Music degrees in question are small, stand-alone, graduate degrees, which the institution argues are configured this way, because other institutions have the same kind of small, specialized music degrees and because the accrediting body, the National Association of the Schools of Music (NASM), prefers them done this way. However, she said that the staff had talked with NASM officials who had indicated there could be flexibility in combining these degrees without losing accreditation. A survey of major universities revealed, however, that most peer institutions offer separate, free-standing degrees in this area of the curriculum. Dr. Horne asked whether such small specialized degrees are needed at all. Dr. Chris Ebert, USC-Columbia Associate Provost for Graduate Studies, responded by stating that all courses in these programs are part of other degree

programs, so that if the individual programs were not offered, the needs of other programs could not be met. Dr. Morrison asked if by “other” programs Dr. Ebert meant other programs in addition to the three in question, and Dr. Ebert responded affirmatively.

Ms. Mosteller stated that perhaps the Commission ought to add to its program approval process a statement that the addition of any new program of study would necessarily require the elimination of some non-productive program. Dr. Horne stated that was an idea that should be considered in the future, but in the meantime, each institution with programs not meeting productivity standards should be required now to provide a real plan by a specified deadline.

It was **moved** (Ms. Mosteller) and **seconded** (Dr. Horne) and the Committee **voted to commend favorably** to the Commission the recommendations of the staff that: 1) The Citadel provide by a date-certain deadline a plan for corrective action to meet statewide productivity levels in its German and French major programs; that Clemson’s M.S. program in Biochemistry be exempt from productivity standards as a “stop out” program for the Ph.D. program in Biochemistry; that the USC-Columbia master’s degree programs in Music History and Literature and in Music Theory and Composition be exempt from program productivity standards because of their uniqueness; and that the Commission accept proposed terminations in the doctoral degree in Health Education Administration at USC-Columbia and in the master’s degree in Mathematics at Winthrop University.

. Ms. Mosteller left the audio hook-up at 12:57 p.m.

## **6. Consideration of *Annual Evaluation of Associate Degree Programs, FY 2002-2003***

Dr. Johnson stated that the staff had prepared a very comprehensive report on over 300 associate degree programs offered by the Technical College System’s 16 institutions and by the University of South Carolina’s two-year and four-year campuses. Dr. Morrison apologized for the computer error that led to the mailing of an incorrect draft of this report. She summarized the process which has been used annually for many years to evaluate the associate degree programs and then referred to the staff recommendation.

Dr. Horne asked where Associate of Arts and Associate of Science graduates go to receive their four-year degrees. Dr. Morrison called upon Dr. Raley to discuss the depth of information available in the institutional effectiveness reports on this specific question. According to Dr. Raley, under the auspices of the Institutional Effectiveness program, every other year, the four-year institutions examine GPAs of transfer students and report to the State Technical College System office and USC Regional Campus office both the GPAs and number of credit hours completed for each transfer student. The State Technical College System office and the Regional Campuses office of USC compile this information for each college and disseminate the information back to each college and to CHE’s Institutional Effectiveness Coordinator.

Dr. Horne asked if we have enough data to state whether the AA/AS graduates who transfer to a four-year public institution in South Carolina are academically prepared for baccalaureate study. Dr. Morrison stated that from the data reported back from the four-year institutions, it appears that AA/AS students who have transferred to four-year institutions normally have a semester of adjustment with slightly lower GPAs than “native” students at the four-year institution have, but during the subsequent semesters they appear to do as well academically as the “native” students. Dr. Horne asked if CHE or the State Technical College System tracks these students to see if they graduate from four-year institutions. Dr. Cox responded that there is no systematic tracking of which she is aware.

Approval was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission the recommendations in the report for program designation, approval, probation, suspension and cancellation, as found on Tables 5-8 of the report; as well as the recommendation that the Technical College System and USC System continue efforts to increase the total numbers of and the racial/ethnic/gender mix of students in their associate degree programs in nursing, engineering technologies, and the AA/AS transfer degree.

### ***7. Consideration of Annual Report on Admissions Standards for First-Time Entering Freshmen, Fall 2004***

Dr. Johnson requested that Dr. Morrison summarize the report. Dr. Morrison said that the report was begun several years ago following the study of higher education that culminated in the Cutting Edge legislation of 1988, because students, parents, and legislators complained that admissions standards of public four-year institutions of higher education for recent high school graduates were infrequently articulated and “porous.” The effort in this report is to demystify the institutions’ admissions standards by presenting the data clearly for what a student needs to achieve/complete during the high school experience in order to gain admission to various public four-year institutions in South Carolina.

Dr. Morrison cautioned that the data on USC-Beaufort is not reliable at this time, because the institution is working through their data sets as a newly-authorized four-year campus within the USC System. She requested, therefore, that the report be approved with the understanding that the data for USC-Beaufort might need to be corrected. She also indicated that the report would not be submitted to the Commission until the data review was completed. It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission the report, following completion of the data review.

### ***8. Consideration of Annual Report on Advanced Placement Course Acceptance Policies, FY 2004-2005***

Dr. Morrison presented the AP report on compliance with AP course acceptance policies for FY 2004-2005. She explained that the Commission has developed a statewide policy on the acceptance of AP course credits by colleges and universities, and that as part of that policy the Commission has the responsibility for monitoring compliance with it and approving any institutional deviations from it. Exceptions to the policy can be reviewed by the Commission staff upon receipt of a formal institutional request. It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission the Tables in this report as evidence that the institutions are in compliance with the AP Policy.

### ***9. Consideration of Amendments to Institutional Mission Statements (continued)***

Earlier in the agenda (see these *Minutes supra* between Agenda Items 2.d and 2.e) Dr. Johnson noted that Dr. Becker had stated categorically that “flagship” in the context of the revised mission statement under consideration for USC referred only to USC-Columbia’s status within the USC system and not to its being the flagship public institution of the state of South Carolina. Dr. Morrison mentioned that the changes being requested for the mission statement of Greenville Technical College refer only to minor amendments, changes of student numbers and so forth.

It was **moved** (Horne) and **seconded** (Oliver) and the Committee **voted to commend favorably** to the Commission approval of the revised mission statement of Greenville Technical

College as presented, and approval of the revised mission statement of the University of South Carolina with the understanding that language designating USC-Columbia as the “flagship” is a designation limited to that campus’ role solely within the USC System.

#### **10. Consideration of Revisions to *Teacher Scholarship Grant Guidelines***

Dr. Morrison stated that because there are currently unexpended funds for the teacher grant program, the staff has received some requests that this program be extended to include teachers holding “initial” as well as “professional” certification. In addition, she said that the purpose of a current CHE proviso request to the General Assembly is to allow some of the funding to be used for \$1,000 stipends for other school personnel, including counselors, media specialists, and administrators seeking graduate degrees.

Approval was **moved** (Oliver) and **seconded** (Horne) and the Committee **voted to commend favorably** to the Commission implementation of changes to the Teacher Scholarship Grant Program which will expand eligibility of the program immediately to teachers with initial certification.

Dr. Johnson thanked the staff for its hard work and production of so much important work. There being no further business, at 1:20 p.m. **adjournment was moved** (Oliver) and **seconded** (Horne) and **approved** unanimously.