

**Minutes**  
**Committee on Academic Affairs and Licensing**  
**September 5, 2013**

**Members Present**

Dr. Bettie Rose Horne, Chair  
Admiral Charles Munns  
Ms. Natasha Hanna  
Ms. Leah Moody

**Members Absent**

Mr. Kim Phillips

**Staff Present**

Dr. Argentini Anderson  
Ms. Laura Belcher  
Ms. Camille Brown  
Ms. Renea Eshleman  
Ms. Lane Goodwin  
Dr. Paula Gregg  
Ms. Trena Houpp  
Ms. Edna Strange

**Guests**

Ms. Erica Albritton, Southeastern Institute  
Dr. Anthony Ambler, U.S.C., Columbia  
Dr. Bob Barcelona, Clemson University  
Ms. Ashley Batson, Charleston School of Law Alumni Board  
Mr. David Keith Best, Francis Marion University  
Dr. Matt Brown, U.S.C. Columbia  
Dr. J. Ralph Byington, Coastal Carolina University  
Dr. Richard Chapman, Francis Marion University  
Dr. Hanif Chaudhry, U.S.C., Columbia  
Dr. Lorna R. Cintron-Gonzalez, Francis Marion University  
Dr. David Cohen, College of Charleston  
Mr. Gary Cosgrove, Southeastern Institute  
Mr. Tim Druke, Winthrop University  
Dr. Dan Ennis, Coastal Carolina University  
Ms. Carissa Ferrugia, Southeastern Institute  
Dr. Kris Finnigan, U.S.C. Columbia  
Dr. Conseula Francis, College of Charleston  
Dr. Andy Gillentine, U.S.C. Columbia  
Mr. Reginal Greene, Southeastern Institute  
Mr. Asher Haines, Southeastern Institute  
Dr. Gordon Haist, U.S.C. Beaufort  
Mr. Mike Hammond, Orangeburg-Calhoun Technical College  
Dr. Charles Harrington, U.S.C. Upstate

Ms. Karen Hart, Southeastern Institute  
Dr. Bob Heere, U.S.C. Columbia  
Dr. Sam Hines, The Citadel  
Dr. Barbara Hoskins, Clemson University  
Dr. George Hynd, College of Charleston  
Dr. Debra Jackson, Clemson University  
Dr. Ed Jadollah, Coastal Carolina University  
Mr. Stephen Kesler, Southeastern Institute  
Dr. Peter King, Francis Marion University  
Ms. Arlene Kinney, Southeastern Institute  
Ms. Diane Knich, The Post & Courier Newspaper  
Dr. Patrick Koelling, Virginia Tech  
Ms. Beth McInnis, Clemson University  
Dr. Brian Mihalik, U.S.C. Columbia  
Dr. Emily Moore, M.U.S.C.  
Dr. Angela Mund, M.U.S.C.  
Dr. Jeannette Myers, Francis Marion University  
Dr. David Peterson, Francis Marion University  
Dr. Jeff Priest, U.S.C. Aiken  
Dr. Darlene Shaw, M.U.S.C./  
Dr. Mark Sothmann, M.U.S.C.  
Dr. Suzanne Thomas, M.U.S.C.  
Dr. Gary Vonk, Southeastern Institute  
Dr. Karen Wager, M.U.S.C.  
Dr. Ron Welch, The Citadel  
Dr. James Zoller, M.U.S.C.

## **1. Introductions**

Dr. Horne called the meeting to order at 1:02 p.m. and stated the meeting was being held in compliance with the Freedom of Information Act. Dr. Sutton briefly introduced the new Director of Academic Affairs and Licensing, Dr. MaryAnn Janosik. He also thanked Ms. Eshleman for her dedicated work in directing the Division since the illness and death of Dr. Mike Raley. Dr. Janosik thanked Dr. Sutton, the Search Committee, and staff for the wonderful interview process. She expressed her appreciation and excitement for this new opportunity.

## **2. Consideration of Minutes of May 2, 2013**

Dr. Horne requested a motion to accept the minutes of the May 2, 2013, meeting as distributed. The motion was **moved** (Munns) and **seconded** (Hanna), and the Committee **voted unanimously to accept the minutes as distributed.**

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

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

Dr. Horne introduced the item and the Committee **moved** (Munns) and **seconded** (Moody) a motion to accept the staff's recommendation for approval. Dr. Hines introduced the Dean of the School of Engineering, Dr. Welch. Dr. Hines explained that the program has been developed in part to respond to Boeing's workforce needs. He informed the Committee that through analysis, The Citadel found the state is still in need of more engineers, especially when considering the economic growth of the Lowcountry.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 1 of Attachment A.](#)]

Admiral Munns then asked about the need for a new engineering building and the caveat in the program's recommendation that the school not seek any additional funding. Ms. Eshleman referred to the discussion at the May meeting where the topic of this caveat was discussed. She stated that the Committee can make a decision about the use of the phrase. Admiral Munns expressed his support for the program and his hope that the caveat would not prevent The Citadel from expending additional funds to finance a new engineering building. He further described this caveat regarding funding as outside of the scope of the Committee's work on approving academic degree programs. Dr. Hines informed the Committee that The Citadel would follow the proper finance and facilities channels at the state level for requesting permission to build. Ms. Hanna commented that her understanding of the funding reference used in the recommendation concerned the funding of the specific program, including faculty and equipment costs, not building costs. She did recognize that the recommendation does not clarify the type of funding. Ms. Houp clarified that the use of the phrase concerns special legislative funding and is meant to discourage institutions from seeking special appropriations for programs. She further stated that this special funding would be outside the scope of the standard use of funding of a degree program (faculty, equipment, etc.) Dr. Horne stated that the Committee will discuss the use of this caveat in depth at a future meeting.

Dr. Horne expressed her appreciation at the hard work displayed by The Citadel in seeking and securing collaborative partners.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Science degree in Mechanical Engineering at The Citadel, to be implemented in January 2014, provided that no “unique cost” or other special state funding be required or requested.

**b. Clemson University, B.S., Youth Development Studies**

Dr. Horne introduced the item, and the Committee **moved** (Moody) and **seconded** (Munns) a motion to accept the staff’s recommendation for approval. Dr. Jackson introduced two colleagues, Dr. Hoskins and Dr. Barcelona. She then explained that the program is a baccalaureate-completion program via online delivery for individuals working in the field. She described the target audience as those working in the field through 4-H, after-school programs and camps, recreation centers, and organizations such as the YMCA and YWCA. She referred to Clemson’s successful master’s program that started eight years ago. Dr. Barcelona informed the Committee that 50% of individuals working in the youth development field do not have baccalaureate degrees. He explained that those in the field who do have baccalaureate degrees tend to be employed full-time and make a higher salary. He stated that the online delivery will make it accessible to those who are working.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution’s responses be included in the meeting minutes. [Please see [page 3 of Attachment A.](#)] He further inquired about the relationship between this program and Palmetto College. He commented that Clemson’s answer to his question seemed passive in that it stated the University is open to being approached. He encouraged Clemson to pursue collaboration actively. Dr. Jackson explained that collaboration is defined differently at different institutions. She stated that Clemson does not have an articulation agreement with Palmetto College, but articulation is possible through SC TRAC.

Admiral Munns inquired about costs. He specifically asked about the expense of obtaining this degree part-time. Dr. Jackson explained that Clemson calculates tuition costs for a part-time student according to a set cost per credit hour. She further stated that Clemson communicates all of the costs associated with obtaining a degree clearly to potential students.

Dr. Horne asked about the justification of the program. She referred to a statement in the proposal that there is no similar program in the nation and that half of those working in the field do not have a baccalaureate degree but are still able to be employed in the field. She asked whether Clemson has perceived a need that simply does not exist. Dr. Barcelona answered that the need does exist. He further explained that those without baccalaureate degrees are more likely to be working part-time for less money. He argued that with this degree, part-time workers have the chance to advance in the field. He also stated that because the degree is online, Clemson can target students across the nation.

Ms. Hanna asked Clemson to provide more examples of real-life employment opportunities. Dr. Barcelona responded that potential students and graduates would be well-suited for employment in after-school care settings and non-profit youth organizations such as YMCA or

Boys' and Girls' Club; she also stated they could be employed as school paraprofessionals and work for the Department of Juvenile Justice.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Science degree in Youth Development Studies at Clemson University, to be implemented in Fall 2014, provided that no "unique cost" or other special state funding be required or requested.

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

Dr. Horne introduced the item and recognized Dr. Byington. It was **moved** (Hanna) and **seconded** (Munns) to accept the staff's recommendation for approval. Dr. Byington presented the program as an opportunity to serve a local retired population that values strong, life-long learning. He also explained the University wants to meet the demand for more graduate degrees in the humanities and arts, as currently only 7% of those graduating with a graduate degree from the University do so with a degree in the humanities and arts. Dr. Ennis stated that the program has a potential of offering classes attended by multiple generations, which adds to the richness of learning.

Admiral Munns referred to the history of similar programs having a low completion rate. He then commented on the University planning to hire three new faculty members for a headcount of 20-30 students. He questioned the business case for the degree. Dr. Ennis explained that the three new faculty members will be "housed" in other departments and only teach a portion of the courses in this program. Dr. Byington assured Admiral Munns that the University has studied the business plan for this degree and fully supports the program's implementation.

Dr. Horne asked about the motivation of retired individuals to pay for a degree when the option of auditing individual courses is available. Dr. Byington responded that the University has discovered that these non-traditional students want more rigor, more intellectual engagement, and are willing to pay the costs and fulfill the assignments even if they do not pursue a second career with the degree.

Dr. Byington also expressed confidence in this program disproving the low completion rate reputation of similar programs. Admiral Munns suggested that the University include in the proposal any plans or actions that will be taken to ensure a high completion rate. Dr. Byington agreed to do so. Dr. Horne then asked that the University provide additional information about the interest shown for the program among non-traditional students, as compared to the information already provided in the proposal regarding the interest among undergraduate students.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Arts degree in Liberal Studies at Coastal Carolina University, to be implemented in Fall 2014, provided that no "unique cost" or other special state funding be required or requested.

**d. College of Charleston, B.A., A.B., African American Studies**

Dr. Horne introduced the item and recognized Dr. Hynd. The Committee **moved** (Munns) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Hynd presented an overview of the program and introduced Dr. Cohen and Dr. Francis. He reminded

the Committee of the College's commitment to a liberal arts education curriculum that exposes students to a diverse panorama of intellectual thought. He explained that this new program naturally fits with this commitment to liberal arts and also fits well into the culturally and historically rich setting of Charleston. He added that the program will help bring more diversity to the College. Dr. Hynd also highlighted the successful minor in African-American Studies and indicated that students support the creation of a major in this area.

Dr. Cohen described to the Committee the unique set of resources at the College that will benefit this degree program. He explained that the Avery Research Center is an archives and research center devoted to African-American history that opened in the early 1980's. He also added that the College has ample collections of library resources. Dr. Francis and Dr. Cohen commented that the degree program builds on the historical context but embraces other contexts such as education and the arts. Dr. Francis stated that the faculty members are interested in a broader context of studying African-American culture and history. Dr. Hynd informed the Committee that 20% of the College's students pursue double majors and stated he believes many students will choose this degree as a second major.

Admiral Munns asked about the value of this degree in the marketplace. He referred to page six of the proposal which stated that "students completing the major in African American Studies are extremely marketable." He expressed his understanding of the value of a minor in this field and the value of this degree as a second major. He expressed concern about the marketability of those who choose to major in this degree program only. Dr. Francis responded that the program adds another layer to a liberal arts education and addresses the knowledge of the great diversity in the world, and therefore the marketplace.

Admiral Munns asked about the types of jobs that graduates could pursue. Dr. Francis answered that many students will continue on to graduate school and that graduates would be prepared for work in schools, urban settings, and museums. She continued by stating that graduates will understand the nuances of race as it relates to real-world experiences and that students will be exposed to real-life experiences through internships. Dr. Horne commented that most of the examples given involved graduate school and she asked for the College to provide more examples of paying jobs in the proposal.

Dr. Horne expressed concern about the possibility of this degree program focusing on a centric view, to the exclusion of other views; she stated that this degree might promote a biased view. Dr. Francis responded that the program does not intend to present a centric view and the curriculum reflects that. She continued by stating that the program will seek to ask better questions about the role of race. Ms. Moody asked about the difference between this proposed program and an Urban Politics degree. Dr. Cohen responded by stating that the degree is a multi-disciplinary degree that includes all but two (plus internship) required courses already in existence at the College. He further explained that the uniqueness of the degree involves how the different courses are packaged as one degree. He assured the Committee that the College does not wish to promote any one view or create bias with this degree.

Admiral Munns expressed concern about graduates being able to successfully market themselves to a potential employer. Dr. Francis responded that the College aids students in how to pursue employment and how to "sell" oneself to employers.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Arts degree and Artium Baccalaureatus

degree in African American Studies at the College of Charleston to be implemented in Fall 2014, provided that no “unique cost” or other special state funding be required or requested.

**e. Francis Marion University, B.S., Industrial Engineering**

Dr. Horne introduced the item and recognized Dr. Chapman. The Committee **moved** (Moody) and **seconded** (Munns) a motion to accept the staff’s recommendation for approval. Dr. Chapman introduced Dr. Peterson and presented an overview of the program. He stated that the program has been requested repeatedly by employers in the northeastern portion of the state and that it has been developed in collaboration with Florence-Darlington Technical College, with which the University has a Memorandum of Understanding. He informed the Committee that the curriculum was developed with the aid of a consultant from the Industrial Engineering program of Virginia Polytechnic Institute and State University. He added that the University plans to seek ABET accreditation for the program and that the program has private support from companies such as Honda, Duke Energy, and Santee Cooper.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution’s responses be included in the meeting minutes. [Please see [page five of Attachment A.](#)] Admiral Munns requested that the last sentence of the recommendation regarding special funding be removed from the recommendation. Committee members agreed.

Dr. Horne commended the University on partnering with Florence Darlington Technical College. She then asked when the University plans to develop its assessment plan for the program. Dr. Peterson answered that the plan will be driven by the standards of ABET, found on page 13 of the proposal. Dr. Horne asked about employer feedback for the program; Dr. Peterson answered that the University plans to create an advisory board which will include local employers, student-internship providers, and collaborators on senior design projects.

Ms. Hanna commended the University on its in-state collaboration with Florence-Darlington Technical College as well as on its out-of-state collaboration with Virginia Tech. Admiral Munns agreed.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Science degree in Industrial Engineering at Francis Marion University, to be implemented in January 2014.

**f. Medical University of South Carolina, M.S., Health Informatics**

Dr. Horne introduced the item and recognized Dr. Sothmann. The Committee **moved** (Munns) and **seconded** (Moody) a motion to accept the staff’s recommendation for approval. Dr. Sothmann introduced Dr. Zoeller and Dr. Wager. He informed the Committee that the proposed degree program is critical to the mission of the University which is investing millions of dollars into biomedical and health informatics, in part due to the Affordable Care Act. He added that the program is essential to the University’s Clinical and Translational Science Award grant (CTSA), which is being considered for renewal. He explained that the CTSA grant is critical to the success of Health Sciences South Carolina, which serves the entire state and stores 70% of health records for data management.

Dr. Zoeller stated that the proposed program is an expansion of other offered programs, and health informatics will be pervasive throughout the healthcare delivery system in the future. He further added that the degree program will strengthen the collaboration among the University's academic programs, clinical enterprise, and research enterprise. Dr. Wager informed the Committee that the field of health informatics is growing nationally and within the state and that most healthcare systems are moving towards electronic health records. She explained that electronic records provide better coordinated care of patients. She also stated that the University is working with the College of Charleston on data analytics and are in discussion with the University of South Carolina Columbia and the University of South Carolina Beaufort about collaborative research and teaching.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page seven of Attachment A.](#)] He further asked whether the program will have a sufficient number of qualified students to be successful. Dr. Wager answered that potential students will have a healthcare background such as nursing or physical therapy. She added that if students do not specifically have an informatics health background, then the University will supply extra training. Then, in response to a question from Ms. Hanna, Dr. Wager briefly explained the three levels of degrees in the health information management field including an associate's degree, a bachelor's degree, and the proposed graduate degree.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Science degree in Health Informatics at the Medical University of South Carolina, to be implemented in Fall 2014, provided that no additional "unique cost" or other special state funding be required or requested.

**g. University of South Carolina Columbia, M.S., System Design**

Dr. Horne introduced the item and recognized Dr. Finnigan. The Committee **moved** (Moody) and **seconded** (Hanna) a motion to accept the staff's recommendation for approval. Dr. Finnigan introduced Dr. Ambler and Dr. Chaudry. Dr. Finnigan explained that this program is targeted towards working professionals who have engineering knowledge but not system knowledge. She further added that the University is not pursuing ABET accreditation since the program is not preparing students for a particular professional license. Dr. Ambler informed the Committee that the program is designed for engineers to understand and know how interdisciplinary engineering systems are designed. He stated that industries including Boeing, NASA, and Lockheed Martin have requested this type of program for their employees. Dr. Horne then referred to a section about employment opportunities on page seven of the proposal. She requested that a list of the companies mentioned by Dr. Ambler be included in the proposal.

Admiral Munns referred to questions he submitted to the institution prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page eight of Attachment A.](#)] Admiral Munns then asked about the process of requesting and gaining authorization in other states to recruit students to this online program. Dr. Finnigan responded that the University is pursuing authorization. Admiral Munns asked whether CHE could aid institutions in the state with these authorization requests. Ms. Eshleman commented that states do not authorize state commissions or systems, only institutions; therefore CHE could not aid institutions in this process.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Master of Science degree in System Design at the University of South Carolina Columbia, to be implemented in Fall 2014, provided that no additional “unique cost” or other special state funding be required or requested.

#### **h. University of South Carolina Columbia, Ph.D., Sport and Entertainment Management**

Dr. Horne introduced the item and recognized Dr. Finnigan. The Committee **moved** (Moody) and **seconded** (Munns) a motion to accept the staff’s recommendation for approval. Dr. Finnigan introduced Dr. Mihalik, Dr. Gillentine, and Dr. Brown. Dr. Mihalik presented an overview of the program. He described the sport and entertainment industry as a \$200 billion one offering large numbers of employment opportunities, i.e., 600,000 jobs in the next three years according to census data. He stated that because of the large growth of the industry, bachelor’s and master’s programs in sport and entertainment management are increasing, which require qualified faculty for instruction. He further added that currently only 20 programs in the country are training faculty for this field. Dr. Mihalik explained that the University’s undergraduate program in this field is the most popular program at freshmen intake and that currently the program has 600 students.

Dr. Horne commented that the need is great now, but asked will there be a point at which the market will become saturated with Ph.D. trained faculty. Dr. Mihalik answered no and explained that the University used an outside evaluator in its process of designing this degree and he determined there will be no shortage of positions in the future.

Dr. Horne asked about the University’s main competitor for this degree, Florida State, and whether the University will be competitive. Dr. Mihalik answered affirmatively and stated that the University has built a solid reputation with its undergraduate degree which is currently one of the top five programs in the nation.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Doctor of Philosophy degree in Sport and Entertainment Management at the University of South Carolina Columbia, to be implemented in Fall 2014, provided that no additional “unique cost” or other special state funding be required or requested.

#### **4. Consideration of Revised Mission Statement of Coastal Carolina University**

Dr. Horne introduced the item and recognized Dr. Byington. The Committee **moved** (Munns) and **seconded** (Moody) a motion to accept the staff’s recommendation for approval. Dr. Byington described the mission revision request. He stated that the University seeks to add specialist degrees to the list of available degree types listed in the third paragraph of the mission statement. He explained that the mission statement needs to be revised so that the University can submit for approval a new education specialist (Ed.S.) degree program in Educational Leadership.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the revised mission statement at Coastal Carolina University.

## **5. Consideration of Applications for Initial Degree-Granting License**

- a. A.A.S., Health Information Management; A.A.S., Medical Assistant; and A.A.S., Occupational Therapy Assistant, Southeastern Institute, Charleston and Columbia

Dr. Horne introduced the item and recognized Dr. Vonk. The Committee **moved** (Munns) and **seconded** (Moody) a motion to accept the staff's recommendation for approval. Dr. Vonk introduced various representatives of the school.

Admiral Munns asked that the recommendation be clarified as to the projected timeframe of accreditation. Ms. Eshleman and Dr. Vonk responded that special accreditation depends on the accrediting body and the type of program being accredited. Admiral Munns asked about the length of time. Ms. Eshleman stated that some accreditors require the program to have a successful graduating class before issuing accreditation and therefore it could take up to three years. Admiral Munns requested that the individual projected accreditation timeframes for each program be included in the proposals and that the recommendation be modified to reflect that. Moody seconded the modification.

Mr. Greene described the programs and presented the school's projection of demand for these programs in the Charleston and Columbia areas. He explained that the Institute values student success, small class sizes, and a balanced school experience. He informed the Committee that the Institute has an 84% graduation rate, 80% on-time completion rate, and 85% retention rate.

Admiral Munns referred to the student loan default rate trend found on page two of the proposal packet. He expressed concern about the increase in the default rate for the Institute's current programs. Mr. Kesler stated that there was spike in the default rate for 2010 but that the Institute was able to bring that rate down to 10.3% in 2011. He also added that the default rate is comparable to default rates at public technical colleges in South Carolina.

Admiral Munns asked about the metrics listed on page 12 and asked that the results of the assessments for graduate performance, job placement, and employee satisfaction be included in the proposal for transparency purposes. He referred to tuition and fees on page 18 of the packet and commented that the costs to a student is four times higher than if the student obtained the same degree at a South Carolina Technical College. Mr. Kesler responded that the Institute is committed to students' success and works closely with them and for them in regards to career development and placement. Admiral Munns then asked about the average student debt load upon graduation. Mr. Kesler responded that he would consult with the career development office and submit the data to CHE. Admiral Munns summarized his request for placement, completion, and costs metrics and requested that the information be submitted to CHE staff prior to the Commission meeting.

Admiral Munns asked how competitive the Institute's graduates are in the marketplace. Ms. Ferrugia responded that the students are well-prepared for success in the marketplace in part because of the Institute's career and leadership development. She commented that she does not have trouble finding jobs for the students she aids and referred to the Institute's 84% placement rate.

Ms. Hanna referred to page six regarding the labor market projections for the Health Information Management program. She asked why the national projections presented data on a

different labor category than the South Carolina projections. Mr. Kesler responded that the Institute would provide consistent data. Ms. Hanna also asked that the data be consistent on page 22 and page 39.

Dr. Horne asked Dr. Vonk for the percentage of funding used for advertising in Columbia and Charleston. Dr. Vonk responded with an answer of approximately 12-15% of the revenue. Dr. Horne asked for the percentage of budget directed towards instructors' salaries. Dr. Vonk answered 35%. Dr. Horne asked for an average salary of a full-time faculty member. Mr. Kesler answered that it depends on the discipline but approximately \$40,000-45-000. Dr. Horne asked what a teaching load is at the Institute. Mr. Kesler answered that a load includes 25 hours of teaching and 15 hours of tutoring and administrative time per week.

Admiral Munns stated that he does not feel comfortable voting to recommend this license amendment until the requested data is submitted. He suggested that the motion be modified so that CAAL's approval is contingent upon the addition of data into the proposal. He also requested that the item not be included on the Consent Agenda. Mr. Greene then distributed a handout with a summary of metrics data. Admiral Munns asked that this data be inserted into the proposal.

The Committee discussed and agreed to amend the motion to approve to require additional information as requested in the discussion Without further discussion, the Committee **voted to commend favorably** to the Commission approval of the initial license of Southeastern Institute in Charleston and Columbia, SC, to offer programs leading to the Associate of Applied Science degree in Health Information Management, Medical Assistant and Occupational Therapy Assistant as a stand-alone item (not on Consent Agenda), contingent upon the submission of requested data and a revised proposal.

## **6. Consideration of Annual Report on Admissions Standards for First-Time Entering Freshmen, FY 2012-2013**

Dr. Horne introduced the item and the Committee **moved** (Munns) and **seconded** (Moody) a motion to accept the staff's recommendation for approval.

Admiral Munns expressed concern about some of the institutional data. As an example, he referred to data found on page four regarding the College of Charleston and South Carolina State University. He expressed concern that only 26% of the College's accepted students enrolled and only 22% of S.C. State's accepted students enrolled. Admiral Munns also expressed concern regarding information on page nine about retention rates of freshmen who met pre-requisites. Dr. Gregg responded that CHE staff hope to re-visit and study high school pre-requisite information once a new division director is in place.

Admiral Munns suggested that the Committee pursue a broader conversation with institutions about their feedback to this report and the data findings. Ms. Eshleman responded that the Committee could seek more information from the institutions, but she would predict the responses to be focused on the unique qualities of an institution's location and target student population. Admiral Munns stated he would like the Committee to engage more with the institutions about suspect data and their assessment of the data, and position the Commission as a stronger, more aggressive partner with the institutions on behalf of the students of South Carolina.

The Committee then discussed some editorial corrections to the report. Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the *Annual Report on Admissions Standards for First-Time Entering Freshmen, FY 2012-2013* contingent on the acceptance of slight editorial comments

**7. Presentation of the *Annual Report on Terminated and Approved Programs, FY 2012-13***

Dr. Horne presented the report for information only. Dr. Horne and Admiral Munns expressed concern that three times more programs were approved than terminated.

**8. Presentation of the Annual Report on Staff-Approved Mission Statement Modifications, FY 2012-13**

Dr. Horne presented the report for information only. Dr. Horne suggested that the changes be summarized in brackets for each revised mission statement. Ms. Eshleman agreed.

**9. Presentation of the Annual Report on the Academic Common Market, 2013**

Dr. Horne presented the report for information only. Admiral Munns asked whether the technical college system participated in the Academic Common Market. Ms. Eshleman answered that it does not. Admiral Munns asked whether the technical college system has a similar program exchange. Ms. Eshleman responded that she will consult with the system to inquire about a similar program.

**10. Presentation of the Annual Report on Licensing Activities, FY 2012-13**

Dr. Horne presented the report for information only. Admiral Munns suggested that the report include trends of enrollment, tuition, debt, and placement. Ms. Eshleman responded that institutions do not have standards they must meet in some of these areas and therefore the data is not collected. Admiral Munns then suggested that trends be tracked for only the top five or six institutions licensed in the state. Ms. Eshleman responded that staff will consider this suggestion.

Dr. Horne expressed concern about CHE staff being understaffed and the burdens placed on staff when additional tasks or data are requested. She then asked whether CHE has offered internships in the past to Ph.D. candidates in education to help with the additional workload. Ms. Eshleman responded that a few interns have worked on specific projects in the past. She added that training and supervising an intern requires a substantial amount of staff commitment and focus. Admiral Munns suggested that an intern might be interested in answering a broad question of the Commission and treat it like a school project.

**11. Presentation of the Report on Program Modifications, March-August 2013**

Dr. Horne presented the report for information only.

Dr. Horne thanked those in attendance for their participation and staff for their work. Hearing no further business, she adjourned the meeting at 4:14 p.m.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
The Citadel, B.S., Mechanical Engineering**

**QUESTION:** On page 5, table two... please explain the rationale for the anticipated growth in Evening Headcount over the next 6 years of 20, 42, 50, 55, and 59. How confident are you in achieving these numbers?

**INSTITUTIONAL RESPONSE:** These evening numbers are based on local anticipation for the development of the first mechanical engineering program in the Lowcountry. If using the estimated number of Boeing employees alone as an indicator, these numbers could be low. Visits with Boeing employees at the recent college fair where more than 1000 employees visited The Citadel booth, large numbers of these employees were asking about when and how a new ME degree would be delivered. Many of those employees have varying levels of course work that must be completed at Trident Technical College before attending The Citadel for the last two years of the program (2+2 MOU with Trident Technical College). The discussions with these employees support the gradual increase of students into The Citadel ME program from Trident Technical College. Trident Technical College is already seeing growth in their Associates of Science, ME transfer program. Additionally, there has been a sharp increase in new local companies that support Boeing as well as there are companies seeing the advantages of establishing new manufacturing businesses in the Charleston area. The newly established ME advisory board which represents many ME heavy companies within the Charleston area have stated that they also have large numbers of employees interested in continuing their education as well needing new ME hires each year. Add the MOUs with other Technical Colleges to transfer their students into our evening program, we believe that we will be able to achieve these numbers.

**QUESTION:** Pg 17. I am surprised by the need for 39 new courses... this is the largest I have seen of any program. What is the time required and the cost to produce these courses. More importantly how can these courses be developed with just the initial .75 FTE that is claimed for the first year?

**INSTITUTIONAL RESPONSE:** The courses listed in the proposal are only the new ME courses that are proposed to provide depth (most are possible electives) for the five focused tracks within the program. The draft curriculum provides a listing by semester on its first page (first page after page 24 of the proposal) of the required 16 ME courses. The rest of the courses are listed on the second page of the draft curriculum and are presented by focus area as electives to fill the four declared electives: ME Option I and II (a two course sequence in a focus area), the Mechanical Elective and the Technical Elective. Similar to many programs around the country, not every elective in the catalog is offered each year with many being offered based on enrollments. The list of courses provided in the proposal is the anticipated required and elective courses required over a period of time within a fully established ME program with the five defined focus areas. The Citadel has hired two new faculty to begin Jan 2014. In Jan 2014, we anticipate to offer a couple of ME junior level courses as we begin the evening program with the full launch of the evening program which will offer the full slate of the fall junior level courses in fall 2014. Additionally, these two faculty are being hired this fall as adjunct faculty to begin developing the courses (and associated labs) offered within the junior year. We also anticipate beginning the ME program for our cadets by building out the program by starting with freshman only in fall 2014, new freshman and rising sophomores in fall 2015, etc. Please note that there are only two

new ME courses listed within the freshman year and none within the sophomore year of the ME program. Current core, CE and EE courses complete the ME course requirements within the first two years as noted in the draft curriculum. This program build out plan will provide the necessary time to create the required courses and fully subscribed to elective courses as we hire additional new faculty per the proposal's timeline.

QUESTION: Pg 18 discusses the need for a new engineering building. Is this approved and funded?. If it was approved for other programs is there room in the facility for this new program?

INSTITUTIONAL RESPONSE: The proposed new building is our wish list to provide laboratory space for this new ME program, but any delay in locating necessary funding for a new building will not affect the offering of the ME four year degree. The two new ME faculty hired to begin in Jan 2014 and the Dean are already working with the faculty in CE and EE to rearrange existing labs to correctly place the new laboratory equipment to not only provide ME lab space, but to enhance the CE and EE labs (e.g., New welding equipment is being placed in the CE materials laboratory to support a ME material laboratory, but will also enhance the current CE materials lab experience; a small autoclave will be placed in the CE Materials lab as well as the large autoclave at Trident Technical College will be utilized until space for a large autoclave is located at The Citadel; etc.). Fundraising for a new building is on the foundation's list of high priority funding efforts; however, the current facilities will adequately support the new program.

QUESTION: Pg 24 reports the need to reallocate funds from other programs to support this program. What is the probability that this action will lead to an increase in annual student tuition?

INSTITUTIONAL RESPONSE: This new degree program will not lead to an increase in annual student tuition. The reallocated funds will occur within the institution's current strategic initiative funding that supports *LEAD 2018: The Citadel's Strategic Plan for Leadership Excellence and Academic Distinction*. These reallocated funds will occur as other projects are completed. In addition, as retirements occur in programs with lower enrollment, The Citadel plans to reallocate faculty FTE lines to support this program.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Clemson University, B.S., Youth Development Studies**

QUESTION: While on-line education is good and is our future... please discuss why this field (youth development) is amenable to on line education. One might think this field is particularly in need of the collaboration and discussion that can be achieved only in a traditional classroom.

INSTITUTIONAL RESPONSE: All of the courses in Clemson University's Youth Development programs (both at the graduate level and in the proposed undergraduate program) meet live weekly using web-conferencing technology. As such, students are exposed to a rich learning environment that allows for collaboration and discussion similar to face-to-face classrooms. All of the Youth Development classes require real-time peer-to-peer and student-to-instructor interaction, and all courses have requirements for collaborative group work. In addition, students engage in daily asynchronous communication outside of class through the use of online discussion forums. Students will also be required to come to Clemson University for short (2-3 day) annual visits throughout their program to engage in structured learning activities on-campus. Because the program is being targeted to working professionals throughout the state, region, and nation, the online format allows students to attend classes without leaving their existing jobs and families. In this way, online programs provide increased access to higher education opportunities for non-traditional students who would otherwise not be able to complete their degree.

QUESTION: Pg 9, please discuss the relationship that should exist between this program and USC's palmetto college.

INSTITUTIONAL RESPONSE: The proposed BS degree in Youth Development Studies is the only degree program of its kind in the state of South Carolina. USC's Palmetto College offers seven B.S. degrees. While none are directly analogous to Clemson's proposed B.S. in Youth Development Studies, the most compatible is USC Beaufort's degree in Human Services. There are certainly opportunities to pursue collaborative relationships between Clemson and USC Beaufort. For example, the B.S. in Youth Development Studies requires students to take between 12-15 hours of approved concentration area coursework. For students who are interested in a broad exposure to interdisciplinary human services courses, USC Beaufort's online course offerings could be very attractive. Similar arrangements could be made as well for USC Beaufort students to take online courses through Clemson's B.S. in Youth Development Studies program. To facilitate these connections, Clemson would welcome opportunities to collaborate through cross marketing of courses, and through the pursuit of articulation agreements to ensure credit transfer and acceptance between institutions. Clemson has a variety of articulation agreements in place and we have a very detailed list of transfer course work accepted from colleges throughout the State. We use the SC TRAC system to assist students as they transfer courses to and from other state colleges and universities.

QUESTION: I infer through the discussion that time to degree is planned for about 4 years, beyond the 2 years of schooling with which the student starts... ie: a six year program. This is counter to current trends to speed up the degree. Please discuss your rational for a process which seems to lock in nearly a 6 year time to degree.

INSTITUTIONAL RESPONSE: The B.S. degree in Youth Development Studies is designed to meet the needs of working professionals in the youth development field. As such, the program is

designed to be offered primarily part-time (i.e. 2 classes per semester including summers) to accommodate the schedules of those working in the field. The length of time to degree completion is based on this part-time model. Students who are interested in progressing through the curriculum full-time may choose to do so. Students who elect to pursue the full-time option may complete the degree program in 2 years.

**QUESTION:** Likewise, please discuss the cost of this program to the student. It looks like 60 credits at \$500 per credit is \$30,000 on top of the first two years of a student's college, whereas the normal cost for other Clemson programs to complete the second two years of a degree would be only about \$20,000. Please explain the difference; many would think that an on line course should be less expensive.

**INSTITUTIONAL RESPONSE:** The proposed tuition for this program is an electronic rate of \$500 per credit hour with both SC residents and out-of-state residents paying the same rate. The program has been designed to meet the needs of working professionals who attend as a part-time student taking two courses a term. The current tuition for part-time on-campus students is \$564 per credit hour for SC residents and \$1,321 per credit hour for out-of-state residents. Without the electronic rate for these online students, their part-time tuition for this program would be \$33,840 ( $\$564 \times 60$  hours) for SC residents and \$79,260 ( $\$1,321 \times 60$  hours) for out-of-state residents. With the online electronic rate of \$500 per credit hour, the tuition for the program is \$30,000 ( $\$500 \times 60$  hours). If a student enrolls as a full-time student (at 12 credit hours/semester), their tuition will be capped at the full-time rate rather than by credit hour. Tuition rates for this program are similar to the average of the combined in-state and out-of-state part-time rates for USC's Palmetto College (approximately \$570 per credit hour).

**QUESTION:** Pg 23 mentions out of state students purchasing this program... do you have or need permission from those states to offer this program to students in those states?

**INSTITUTIONAL RESPONSE:** Clemson University's Office of Online Education, in conjunction with the College of Health, Education, and Human Development's Office of Distance Education (ODE), work to ensure compliance with federal and state government regulations, State Authorizations, and accreditation standards. Clemson University currently has secured the appropriate state agreements for all of its online program offerings with the exception of Minnesota. We have chosen not to seek State Authorization for Minnesota residents who wish to participate in online classes at Clemson. This decision was reached based on a cost factor and the lack of interest at the time from any potential student from the state. If Minnesota reduces their fees or changes their procedures, we would reconsider the decision. A Minnesota resident would be accepted into a traditional program of study located and taught in South Carolina.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Francis Marion University, BS Industrial Engineering**

QUESTION: Pg 17 claims \$400,000 recurring funding from the state, is it in the current budget?  
What is the risk and consequence if this does not stay in the budget over the projected 6 years?

INSTITUTIONAL RESPONSE: The General Assembly showed its backing for the BS in Industrial Engineering program by appropriating \$400,000 recurring to support the program. These funds are present in the state budget for 2013-2014 and because the funding is recurring will be present in future state budgets as well.

The \$400,000 recurring for the BS in Industrial Engineering is part of FMU's overall appropriation, and given the level of support in the General Assembly for this program, it is unlikely that these funds will be cut.

However, in the event the General Assembly at some point during the next six years reduces appropriations to public higher education institutions, then FMU will deal with those cutbacks as we did from 2007 to 2011, when base appropriations were cut by almost 45%. Through careful management, and by means of private fund raising, we were able to cope with the reduced appropriations while continuing to offer our academic programs. Thus the risk and consequences for the BS in Industrial Engineering program will be similar to the risk and consequences for other academic programs, except that there has already been substantial private support for the BS in Industrial Engineering and it seems reasonable to assume that private support will continue to be available because of the importance of the Industrial Engineering program to employers in northeastern South Carolina. Furthermore, the BS in Industrial Engineering program is a high priority for Francis Marion, and thus we anticipate that it will be successful and will be supported by FMU even if there should be cutbacks to state higher education appropriations.

QUESTION: This program plans 40-50 new students in this program alone each year (once the program is up); the past few years have seen only a small growth (2% - 70 students) to the whole school. What confidence do you have in the projected growth, and what is the consequence of not achieving it?

INSTITUTIONAL RESPONSE: With respect to FMU's enrollment growth, it may be useful to look at the period from Fall 2002 through Fall 2012. Total headcount undergraduate enrollment at FMU in Fall 2002 was 2,966. Total headcount undergraduate enrollment in Fall 2012 was 3,780. Thus undergraduate enrollment was 27.4% larger in Fall 2012 than in Fall 2002, and this comparison provides a more complete picture of enrollment growth in recent years.

The Bachelor of Science in Industrial Engineering program is the first full engineering degree program offered by Francis Marion University and the first such program offered in northeastern South Carolina. We are confident that once the program is up and running, we will be able to attract the projected additional enrollment of 40 to 50 students, which represents an annual increase of only 1% to 1.2% in FMU's total headcount enrollment. The feasibility study for the Industrial Engineering program revealed substantial interest in and support for this program, especially in FMU's service area and among major corporations and employers. Duke Progress Energy, Honda of South Carolina, and Santee Cooper have already provided private funds that will be used for scholarships. We are confident that the availability of those scholarship dollars will make this program extremely attractive to students.

Furthermore, considerable thought and effort is being devoted to the recruitment of new students. We anticipate students enrolling in this program from at least three different sources. The first source will be FMU students (new freshmen, already-enrolled FMU students, and transfers) who decide to major in industrial engineering. Anecdotal evidence suggests that there is a great deal of interest among potential industrial engineering majors. Academic advisors have already met with and corresponded with students who wish to pursue this degree. Prospective students who are interested in engineering--such as the 250 high school students who participate in FMU's AP calculus prep sessions each year--have not always applied to FMU because many of those students were interested in engineering and until now, engineering was not an option. Thus we will focus on recruiting that type of student into the new BS in Industrial Engineering program. Another source of enrollment will be qualified students who have come through the engineering technology program at Florence Darlington Technical College and other technical colleges and who wish to pursue the industrial engineering degree at FMU. A third source of enrollment involves older students, perhaps with an engineering technology degree and background, whose employers desire them to pursue an industrial engineering degree at FMU.

We are planning on recruiting students for the BS in Industrial Engineering program from all of those sources and are confident that we will be successful, just as our baccalaureate nursing program, which began in 2005, has succeeded and grown over time. (In Fall 2005, when FMU launched its nursing program, there were 64 students enrolled in the BSN program. In Fall 2012, there were 230 students enrolled in the BSN program.)

As the foregoing discussion indicates, enrollment in the BS in Industrial Engineering program is not dependent on growth in overall university enrollment, although as the comparison of Fall 2002 enrollment and Fall 2012 enrollment demonstrates, Francis Marion's enrollment has increased by 27.4% during that period. Hypothetically, if during the next few years we do not achieve the average of about 2.5% per year in undergraduate enrollment growth that we experienced between Fall 2002 and Fall 2012, we still anticipate the recruitment of the 40 to 50 additional students for the Industrial Engineering program. In reality, we expect those 40 to 50 additional students who will enroll in the Industrial Engineering program to be part of the annual growth in overall enrollment at Francis Marion University.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
Medical University of South Carolina, M.S., Health Informatics**

QUESTION: Pg 10 justification for the program is based on the demand (pull) from jobs; do you have an assessment of the supply of students... is there a sufficient supply of qualified students that are interested in your program to achieve your planned enrolment numbers?

INSTITUTIONAL RESPONSE: We fully anticipate that our proposed program will attract students nationally (as well as within the state) given the focus of the curriculum, the growing need for expertise in health data analytics, the caliber of our faculty, and the fact that the program is offered in a blended format specifically designed for working professionals. Several Chief Medical Information Officers recently reviewed our proposed curriculum at a national conference and commented to Dr. Bob Warren, CMIO at MUSC that they felt the curriculum offers a very practical slant for health executives they haven't seen. They also felt the proposed program would attract students nationally. Locally, twelve of 25 staff members employed in research informatics at MUSC and HSSC and fifteen of 26 staff members in MUSC's Office of the CIO who were surveyed have expressed interest in pursuing the degree. Additionally, MUSC Medical Center is currently recruiting for a Chief Analytics Officer. According to senior leadership in this area, they are recruiting nationally for the position as well as other vacant positions in the data analytics department because of a lack of qualified applicants within the state.

In addition, according to a recent study by Burning Glass International (a workforce technology and data analysis firm), online job postings for the health IT industry have grown 53% over the past five years, and health informatics jobs now constitute the 9th largest share of all healthcare positions. Furthermore, they found that health informatics positions now require higher skills and certifications, which is further evidence that advanced educational opportunities are vital.

QUESTION: Pg 8 - 9, two questions concerning the comparison to similar programs:

You distinguish your program by its emphasis on data analytics. Do you believe that students will make the choice of which of the 3 institutions in which to enroll based on this distinction in the programs?

INSTITUTIONAL RESPONSE: Yes, our collaboration with the College of Charleston's Computer Science Department, coupled with the fact that several MUSC faculty are educationally trained in biomedical informatics and health informatics are similarly unique aspects of our proposed program. Again, from our assessment of the other two similar programs in the state, we believe our emphasis on data analytics and our alignment with the medical center and Clinical and Translational Science Award center are distinguishing features.

QUESTION: Can you provide information to show that there are enough qualified and interested students in the state to fill all three programs (MUSC, USC Columbia, and USC Upstate)?

INSTITUTIONAL RESPONSE: Although we do not have specific data on the number of qualified students in the state interested in the three programs, all indications both formally and informally suggest the demand is high and expected to grow. We therefore conclude that there are sufficient numbers of qualified and interested students and job opportunities for them to support all three programs in the state, each with its unique attributes and target market.

**Commissioner Munns' Questions and CHE/Institutional Responses:  
University of South Carolina Columbia, M.S., System Design**

QUESTION: Please provide a listing of the major objectives of the program, and the method that you will use to assess the program's success.

INSTITUTIONAL RESPONSE: This program was developed in response to the ever growing complexity and interdisciplinary nature of engineering and computing. Current engineering and computing programs are typically focused towards single topic concentrations, e.g., wireless communications and power control. However, graduates in these fields are presented with the challenge of having to interface and be familiar with a broader range of technologies in almost every project. Universities are constrained by the BS degree programs they can supply, both from an overall time perspective as well as from an accreditation standards perspective. Master's degree programs provide some versatility in what can be offered. The degree proposed here has been created from direct feedback *and following specific requests* by industry, particularly the defense and aerospace industries, where complexities are commonplace. The program's success will be determined by continued support from industry in sending their engineers into this program. Industry will play a predominant role on the program advisory board to assess the course selection and content. The program objectives are to:

- 1) Build skills for systems design, based on core knowledge from at least one engineering discipline.
- 2) Teach essential elements of reliability in systems (CSCE 716)
- 3) Teach concepts of the newest collaborative design processes (ELCT 7xx)

Program Assessments:

- 1) Build skills for systems design, based on core knowledge within some engineering discipline.

Assessment: Did a student demonstrate having advanced his/her knowledge within a sub-discipline of engineering? (Metric: assignments from at least three classes within one sub-discipline)

- 2) Teach essential elements of reliability in systems (CSCE 716)

Assessment: Was the student able to translate an understanding of system reliability into his/her particular discipline. (Metric: System Design project or thesis that includes an analysis of system reliability.)

- 3) Teach concepts of newest collaborative design processes (ELCT 7xx)

Assessment: Did a student demonstrate understanding of collaborative design processes? (Metric: Successful execution of a collaborative design project within the Thesis or Design Project course.)

QUESTION: Please describe how the curriculum on page 11 achieves the goals stated in the Purpose Statement and Justification Paragraphs. The former seems to imply a narrow, limited single discipline program with only one design course, CSCE 716; the later paints an expansive, comprehensive and interdisciplinary program across a broad system of systems.

**INSTITUTIONAL RESPONSE:** The curriculum in the proposal document lists courses from two departments. However, for the classes from Electrical Engineering, the material is very diverse and *interdisciplinary*. For example, someone who specializes in microwaves will not be spending much time on microelectronics, or someone in high speed digital systems will not know much about electromechanical energy conversion – parallel arguments can be made referencing the classes offered from Computer Science and Engineering. As the program develops, we anticipate adding more options for the students and expect to include, for instance, the important topic of human factors. Discussions have been held with the Department of Psychology to solicit its involvement.

When it can be considered that several hundred engineers can be involved with the design and development of a complex silicon chip, as just one more example, the interdisciplinary needs from an EE perspective are digital design, software design, design verification, manufacturing test, reliability design, wireless communications, packaging, antennas, signal integrity, computer architecture, etc. All of these are specialties, but increasingly need the direct interactions with the other specialties to ensure a timely, functional, and robust design.

While the curriculum currently contains only one core course – CSCE 716 – we anticipate adding 1 to 3 additional courses as the program grows, as described next.

A new course, ELCT 7XX – Collaborative Design Processes, will be developed by a faculty member who will be joining the Department of Electrical Engineering in January 2014. CSCE 716 and ELCT 7XX will serve as core courses; one or two new courses may be added later as new faculty are hired for an expansion of the program or as replacements for other faculty who may retire or resign in the future.

Although CSCE 716 is the only existing course in the curriculum with the word 'design' in its title, the majority of graduate level classes are not purely academic and will have labs and design exercises associated with them. An important feature is the thesis where students will be encouraged to work on designs that pertain to their own industry.

**QUESTION:** Pg 7 predicts 10 distance education students and implies that they will buy this service from out of state. Does USC have the authorities needed to provide this service in those states?

**INSTITUTIONAL RESPONSE:** The College of Engineering and Computing has systems and capabilities in place to present educational services to students within the state of South Carolina as well as other locations. The University has secured authorization to offer this program in a number of states, and is in the application process with others. It is anticipated that all state authorizations will be in place before the program implementation date.