

**Minutes
Committee on Academic Affairs and Licensing
October 16, 2015**

Members Present

Dr. Bettie Rose Horne, Chair
Mr. Paul Batson, via teleconference
Ms. Allison Dean Love, via teleconference
Dr. Louis Lynn, via teleconference
Admiral Charles Munns

Other Commissioners Present:

Ms. Terry Seckinger, via teleconference

Members Absent:

Mr. Kim Phillips
Dr. Evans Whitaker

Guests

Dr. Bob Barsanti, The Citadel
Ms. Beth Bell, Clemson University
Dr. Connie Book, The Citadel
Dr. Kevin Bower, The Citadel
Dr. Ralph Byington, Coastal Carolina University,
Mr. Tim Druke, Winthrop University
Dr. Sean Griffin, The Citadel
Dr. Tara Hornor, The Citadel
Dr. Debra Jackson, Clemson University
Dr. Carl Jenson, The Citadel

Staff Present

Ms. Sandra Carr
Ms. Julie Carullo, via teleconference
Ms. Renea Eshleman
Ms. Lane Goodwin
Dr. Paula Gregg
Ms. Trena Houpp, via teleconference
Dr. John Lane
Dr. Karen Woodfaulk, via teleconference

Dr. Wayne Lord, Augusta University
Dr. Stephanie Miller, Coastal Carolina University, via teleconference
Dr. Carol Osborne, Coastal Carolina University
Dr. Robert Rabb, The Citadel
Mr. Easton Selby, Coastal Carolina University, via teleconference
Dr. Pamela Wash, Winthrop University
Dr. Ron Welch, The Citadel

Welcome

Dr. Horne called the meeting to order at 10:34 a.m. and stated the meeting was being held in compliance with the Freedom of Information Act. Dr. Horne reminded institutional representatives to consider including more information about diversity initiatives in new program proposals. She also encouraged institutions to include as much information as possible about program assessment and student learning outcomes.

1. Consideration of Minutes of July 15, 2015 and Minutes of September 3, 2015

Dr. Horne requested a motion to accept the minutes of the July 15, 2015, and September 3, 2015 meetings. The motion was **moved** (Munns) and **seconded** (Love) and the Committee voted unanimously to accept the minutes as presented.

2. Consideration of New Program Proposals

a. The Citadel, M.A., Intelligence and Security Studies

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Book explained that the graduate degree builds on certificates offered in the area and continues The Citadel's long history of providing military education and strong protection and support for the US democracy. Dr. Horne asked Admiral Munns and Ms. Love to share the questions they submitted regarding the proposal.

Admiral Munns expressed his support for the program. Admiral Munns commented that he submitted questions, which were answered 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 the Attachment](#).] He then asked whether The Citadel wanted to comment on the questions asked. Dr. Jenson described the rollout of the program and explained that many of the 25 courses already exist. In regards to new courses, he stated the school plans to hire one faculty member per year for the next two years and plans to start the program in January 2016 by offering two courses. He also stated the program is built on the success of two certificate programs, one in Intelligence and one in Homeland Security. Dr. Book addressed Admiral Munns' question regarding the institution's choice of offering a Master of Arts as compared to a Master of Science. She explained that the Master of Arts degree is a more inter-disciplinary degree, allowing students to gain soft skills as well as technical skills. She also stated that Clemson's program is focused more on state and local security issues while The Citadel's proposed program has a more national and global approach.

Admiral Munns asked why The Citadel's Board of Visitors does not approve new degree programs. Dr. Book answered that the Board has the power to vote on academic programs but recently formed a culture that is usually closely involved in the whole process of planning and therefore a final vote is not as crucial. She stated that the Board has been informed of this program through multiple presentations. Dr. Lane commented that CHE does not require a vote from The Citadel's Board of Visitors and that this was the only public institution for which a Board vote is not required. Dr. Hornor responded that all new academic degree programs are part of The Citadel's strategic plan and the need for this specific program was included in 2011's strategic planning. Admiral Munns asked staff to research further the reasoning behind The Citadel being exempt from the requirement of a Board vote on new academic degree programs. He stated that he wanted to ensure that no one in the future questions the Board's oversight or fiduciary responsibility in degree planning.

Dr. Lynn asked whether graduates would be prepared to serve in the financial services industry or other industries beyond the military. Dr. Jenson answered that the curriculum includes one course on financial services and security. He continued by stating that students will be well-

equipped to enter other employment arenas with the general education provided in the program. He specifically cited skills including critical thinking, business intelligence, and competitive intelligence which would lead to success in private industry. Dr. Book added that The Citadel recently hosted its first intelligence career fair where 50 organizations were present to speak with students about employment opportunities.

Admiral Munns asked about student learning outcomes, specifically regarding the ethics and integrity outcome. He stated that classes focused on these were elective courses. He shared The Citadel's response in that these core values are imbedded throughout all the courses.

Dr. Horne expressed her support and complimented The Citadel on its program assessment section of the proposal. She asked that the institution provide a stronger argument and data on expected enrollment and need for the program.

Ms. Love also asked that her questions and the provided answers be included in the record. [Please see [page 1 of the Attachment.](#)] She re-iterated the fact that the Board of Visitors are well-informed about new academic degree programs and that they are included in the strategic planning process.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Master of Arts degree in Intelligence and Security Studies at The Citadel, to be implemented in Spring 2016.

- b. The Citadel, M.S., Civil Engineering
- c. The Citadel, M.S., Electrical Engineering
- d. The Citadel, M.S., Mechanical Engineering

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to consider all three of the Master of Science degrees in engineering together for approval. Dr. Horne asked why The Citadel did not offer one degree with three concentrations. Dr. Book responded that The Citadel has a long history of offering engineering programs, one dating back to 1848. Dr. Welch answered that the school did consider one degree with three concentrations, but it ultimately decided to offer three separate degrees because the students and prospective employers expressed interest in having a graduate degree in a specific engineering field. Dr. Horne asked whether The Citadel surveyed local employers. Dr. Welch answered that the faculty conducted informal surveys of local employers and the employers support the proposed graduate degrees.

Dr. Lynn asked whether students at USC or Clemson would be able to take The Citadel courses. Dr. Welch responded that the school has a Memorandum of Understanding with Clemson and is in communication with USC and the College of Charleston. Admiral Munns expressed the Committee's support for all four schools working collaboratively to offer and transfer courses in these fields.

Admiral Munns commented that he submitted questions, which were answered prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 4 of the Attachment.](#)] He asked specifically about fourth year projected enrollment for Civil Engineering. He stated that the proposal cites 17 enrolled in Fall and 29 enrolled in Spring. He asked from where the additional students will come. Dr. Welch

answered that students who already have a certificate will join other students at this point in the curriculum. He also shared that faculty believe the enrollment numbers included in the proposal are considerably conservative and that many more students will progress through the degrees.

Dr. Horne asked about Taskstream. Dr. Hornor answered that it is an accountability management system to track administrative, student and program assessment.

Ms. Love also asked that her questions and the provided answers be included in the record. [Please see [page 4 of the Attachment.](#)]

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the programs leading to the Master of Science degrees in Civil Engineering, Electrical Engineering and Mechanical Engineering at The Citadel, to be implemented in Fall 2016.

- e. Clemson University, B.A., B.S., Justice Studies

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

Admiral Munns and Ms. Love commented that they submitted questions, which were answered prior to the meeting. They asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 9 of the Attachment.](#)] Admiral Munns summarized his questions by stating they revolved around redundancy, enrollment estimates and the financial model. He complimented the proposal's success objectives and measurements of success. Ms. Love asked Clemson to address the redundancy issue. Dr. Jackson explained that Clemson has offered a concentration in criminal justice in Sociology for the last 20 years and that with this proposal, Clemson will move it from a concentration to a stand-alone program. She clarified that the faculty chose the name Justice Studies to convey a broader field and that the program will prepare graduates for a variety of careers. She stated that most institutions in the state have a criminal justice program, but that the available jobs in the state are plentiful. Admiral Munns asked about the faculty costs. Dr. Jackson explained that the proposal asks for new costs and since the concentration has been active for 20 years, faculty members are already in place. She stated that if student enrollment increases to 150, Clemson will consider hiring a new faculty member in the fifth year of the program.

Dr. Lynn asked about the difference between the Bachelor of Science degree and the Bachelor of Arts degree. Dr. Jackson explained that the B.A. requires students to take nine additional hours in the humanities, social sciences and a language. She stated that the B.S. degree requires additional math and science courses.

Dr. Horne asked about the aforementioned employment opportunities. Dr. Lane referred to additional information submitted by Clemson in advance of the meeting which highlighted the employment numbers. He informed the Committee that the information would be provided to the Committee. Dr. Lane also shared that at their most recent meeting, ACAP members discussed finding more sources for South Carolina specific workforce and employment projections.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to the Bachelor of Arts and Bachelor of Science degrees in Justice Studies at Clemson University, to be implemented in Fall 2016.

f. Coastal Carolina University, B.A., Art History

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Horne observed that the proposal is narrative-weighted and asked that Coastal provide more data, specifically South Carolina workforce projection data, in the proposal. She encouraged Coastal to provide information beyond student interest in the program need section of the proposal. Dr. Byington responded that ACAP members discussed the importance of liberal arts degrees at their last meeting and one of the arguments used was that a liberal arts degree prepares students, not for their first job, but for future jobs. He explained that the proposed program is a traditional degree and emerges from the success of the current minor in the field. He stated that the program is unique in that it is studio-driven and that the program will include experiential learning.

Dr. Osborne shared that students currently in the graphic design or studio arts programs will choose to double-major in this degree. She explained that the students will graduate with technical graphic skills but also have the historical context. She stated that the degree will prepare students to curate collections and that they will be able to manage digital archives as well.

Admiral Munns asked about the state data source included on page seven. Dr. Miller responded that the data provided was from the S.C. Arts Commission. Dr. Horne stated that the national data was presented first and that she overlooked the state data provided secondly in the proposal. She stated that she supports a liberal arts education but that she realized that it has become harder to convince others who focus on employment to see the benefit of a well-rounded liberal arts educated graduate. She asked that Coastal separate the column into national and local employment opportunities. Dr. Byington agreed. Dr. Horne encouraged Coastal to review the program evaluation and assessment sections of The Citadel and Clemson proposals and consider them as guides for making improvements upon its current proposal section.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Arts degree in Art History at Coastal Carolina University, to be implemented in Fall 2016.

g. Winthrop University, Ed.S., Educational Leadership

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Lynn) a motion to accept the staff's recommendation for approval. Admiral Munns asked about student enrollment and the program's target population. Mr. Druke responded that the program is being reinstated after many years of absence. He stated that current students in Winthrop's Master of Education program have expressed interest in continuing their education with this proposed program. He explained that graduates will be prepared to work at the district level. Dr. Wash addressed the question regarding possible collaboration with Clemson and explained that her discussion with Clemson faculty led to the consideration of a combined degree program. Admiral Munns encouraged this step in furthering collaboration. Dr. Lynn asked whether the

program could be used by teachers for continuing education credit. Mr. Druke responded that the program has a cohort model and therefore the majority of students would be chosen for the program because they were seen as being on a leadership track by their schools and school districts. Dr. Lynn asked whether school districts would finance the tuition of students in this program. Dr. Wash answered that Winthrop has an agreement with districts in the Old English Consortium to support the cost of contract courses.

Dr. Horne asked whether the SC Department of Education portion of the program proposal packet needs to be seen and reviewed by Commissioners. Dr. Gregg stated that part of the reason the information is included is that it provides assessment information required by Council for the Accreditation of Educator Preparation (CAEP) and the SC Department of Education.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to an Education Specialist degree in Educational Leadership at Winthrop University, to be implemented in Summer 2016.

3. Application for Initial License: M.Ed., Curriculum and Instruction, Augusta University, Augusta, GA, branch in Aiken, SC

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

Admiral Munns commented that he submitted questions, which were answered prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 18 of the Attachment](#).] Dr. Horne asked about this program's impact on USC Aiken. Admiral Munns responded that USC Aiken does not offer this program but acknowledges a local opportunity for this program is important. Dr. Lord responded that Augusta University has had many conversations with USC Aiken representatives. He continued by stating that Augusta University has a great relationship with Aiken County School Districts and wants to meet the needs of teachers in these districts through this program. Dr. Horne asked about tuition costs. Dr. Lord answered that tuition costs are low and competitive and students who are residents of Aiken or Edgefield County pay in-state tuition rates as compared to out-of-state rates.

Dr. Lord then thanked CHE staff and commended them for their cooperative assistance and hard work.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission initial licensure to Augusta University to offer a program leading to the Master of Education degree in Curriculum and Instruction, in Aiken County schools, to be implemented in January 2016.

4. 2015-2016 Meeting Dates

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Lynn) a motion to accept the staff's recommendation for approval. Dr. Lane explained that staff with ACAP consent proposes four approval cycles as compared to three cycles in the past few years.

Without further discussion, the Committee **voted unanimously to approve** the Committee's 2015-2016 meeting dates.

5. Annual Report on Licensing Activities, FY 2014-2015
(For Information, No Action Required)

Dr. Horne introduced the agenda item for information. Dr. Lane thanked the Licensing team for its good work on the report. Admiral Munns asked about the University of Phoenix regarding a recent decision of the U.S. Department of Defense to preclude that University in recruiting for academic programs on military facilities. Dr. Lane responded that CHE staff in both Academic Affairs and Student Affairs are discussing this issue and possible implications of the Department's decision. Dr. Woodfaulk reported that CHE staff contacted the U.S. Department of Veterans Affairs (VA) regarding veterans attending University of Phoenix and the VA informed staff that it is working with the U.S. Department of Defense to develop a statement regarding veteran education benefits being used for the University of Phoenix. She stated that the VA is increasing its compliance visits to for-profit institutions. Ms. Eshleman provided information regarding the University's presence in South Carolina and informed the Committee that the University is closing its Columbia campus in 2018 and will not recruit in the state.

6. Report on Program Modifications
(For Information, No Action Required)

Dr. Horne presented the agenda item for information.

7. Other Business

Dr. Horne thanked the S.C. School Boards Association for the use of its conference space for the meeting. She also thanked those in attendance for their participation and staff for their work. Hearing no further business, she adjourned the meeting at 12:37 p.m.

**Commissioner Questions and CHE/Institutional Responses:
The Citadel, M.A., Intelligence and Security Studies**

General comments for all The Citadel programs

- 1. *These programs increase the number of masters students in engineering disciplines by more than 100.***

A. *What is the effect on Clemson, USC?*

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

B. *Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?*

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

C. *Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?*

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

D. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Proposal *Master of Arts in Intelligence and Security Studies (CIP Code 24.0201)*

1. Why MA, and not MS?

Response: The MA degree was selected due to the interdisciplinary nature of the intelligence field, the types of learning outcomes associated with this proposed program, and the relationship of the degree to others within the institution.

2. The ethics and security policy programs are electives, yet these subjects represent two of the explicit student learning outcomes? How can the outcome be achieved if the course is not elected and finished?

Response: The learning outcomes associated with ethics and national security are interwoven throughout the entire curricula, especially within the core required courses. All students will complete a program portfolio where they must demonstrate mastery of these learning outcomes.

3. The required credentials for new faculty are mostly criminal justice or criminology, yet the program is intelligence and security policy. These seem quite different disciplines. Please explain.

Response: The field of Intelligence and Security Studies is an emergent field that is drawing largely from the disciplines of criminal justice and criminology. The proposed Master of Arts in Intelligence and Security Studies and the existing Graduate Certificate program in Intelligence are housed within the Criminal Justice department. The department currently offers a wide range of coursework, including Criminal Justice, Homeland Security, Intelligence, and National Security courses. The program faculty have a broad range of experiences, several with extensive experience in intelligence, homeland, and national security. Given the interdisciplinary nature and the emergence of the intelligence field, future hires may be from outside of the department.

4. Timeline question: What transpired between the dates of 7/30/13 and 11/3/14? (Was that a CHE issue or Citadel issue?)

Response: We had staffing changes that delayed the robust development of the proposal at The Citadel. We wanted to make sure we developed the best proposal we could for a successful CHE approval process.

5. Page 9 – “A Partnership for Public Service 2009” report was sourced projecting the number of individuals eligible for retirement in 2012. Have there been any additional studies recently projecting for 2020 and beyond or any other additional trends in this area?

Response: Our recent career fair in Intelligence demonstrated the demand for employees with these skill sets that are not present in the current workforce at the present state of demand. This demand is projected to continue and we believe intelligence is a vibrant employment area of national importance. We find The Citadel students whether cadets or graduate students arrive to the curriculum with the heart and mind for public service.

6. Page 12 – Based on the success of the overall School of Engineering at The Citadel and others programs like the Masters in Project Management, would the projected enrollment numbers be considered conservative?

Response: The recent vote at CHE to join SARA adds more promise to our enrollment projections, but we approached the feasibility study for the degree with a conservative projection.

7. Page 22 – In the plans for post-graduation programmatic assessment, you mention conducting an employer survey annually to ascertain whether the program is preparing graduated for intelligence and security careers. Do you conduct surveys of this type in other programs, such as the Project Management Program?

Response: The Citadel administers employer surveys every two years for our quality control and assessment standards. However, many programs conduct their own on the off years.

8. The program is to be implemented in January of 2016. Do you have enough time?

The curriculum has a phased roll-in that begins with two classes and then gradually builds. We have an eager population and have already received calls from several interested students and look forward to getting started as soon as possible.

Commissioner Questions and CHE/Institutional Responses:
The Citadel, M.S., Civil Engineering
The Citadel, M.S., Electrical Engineering
The Citadel, M.S., Mechanical Engineering

General comments for all The Citadel programs

- 2. *These programs increase the number of masters students in engineering disciplines by more than 100.***

E. What is the effect on Clemson, USC?

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

- F. Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?***

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

- G. Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?***

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

H. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Master of Science in Civil Engineering, Master of Science in Electrical Engineering and Master of Science in Mechanical Engineering:

1. Page 5 – The Charleston Regional Competitiveness Center forecasts are sourced as projecting a 16.4% growth in the engineering field in the area by 2018. Is that study specific to the various types of engineers which will be needed?

Response: This data source is for many types of engineering fields needed in the Lowcountry, but the major ones are CE, EE, and ME. Another of the high interest areas is aeronautical, which we are addressing as a portion of our ME program (4 courses can be taken in aeronautical for a certificate as well as 4 courses as part of the MS degree) for overall efficiency. We believe that the curricular addition of the certificates and masters degrees creates a strong value proposition for high caliber engineering firms to further locate in the Lowcountry.

2. Page 7 – “To support the long-term goal to offer engineering PhD’s in the Lowcountry....” At what point in time would that be and what additional resources would be necessary?

Response: Clemson and USC will offer the PhDs. We have signed an MOU with Clemson to allow up to 50% of each other’s courses to be accepted by the other school. We have used very similar course descriptions for our MS level courses so that it eases the acceptance of the courses by Clemson and USC. The MOU also supports our faculty teaching courses for Clemson that are at the PhD level. Clemson plans (CHE approved) to offer PhD programs through the restoration center, but they do not see it possible to be able to have the requisite faculty on hand to offer the number of MS and PhD courses needed in the Lowcountry. That is where our MS programs come in and assist in the stated needs by our legislature to have more PhD programs available in the Lowcountry (i.e., University of Charleston). The University of Charleston is not poised to be able to offer engineering, The Citadel will be with these MS degrees and will work with Clemson and USC to offer PhD programs (we will teach required courses and our faculty can be a part of the dissertation research committees). The actual administration of the PhD programs and associated research is a mission for Clemson and USC, not us. The need for a Ph.D. in the Lowcountry is likely far on the horizon. We want to be a part of the solution by providing what we can – MS programs (which we know has demand in the area), faculty teaching some of the doctoral courses for Clemson, and our faculty conducting research with Clemson and USC, as well as, sitting on dissertation research committees.

3. Page 14 – CIVL 504: Designing for Natural and Manmade Hazards looks like an excellent course. Is this specifically designed for the needs of the Lowcountry and state of South Carolina?

Response: Yes and no. It will cover a number of natural hazards such as earthquakes, hurricanes, tornados, blasts, etc. Many of those are inherent in the natural and manmade hazards we experience in SC. This is a course we hope to eventually go online with so, we need to ensure it has a broader base of hazards than only those in SC.

4. Projected Enrollments in all three programs are the same?

Response: The projected enrollments are the lowest numbers we think will be in each program. We expect higher numbers, but since we cannot actively survey each company in the area nor advertise the MS degrees with other programs around the country until we have approval for the program through CHE, we decided to use the lowest reasonable numbers that show we are still profitable over a 5 year period of time. We had fairly conservative numbers in the ME undergraduate program (210 students in the program by the 5 year mark) and we have almost reached that number in only 2 years (186 students in the ME program). We would rather be on the low end for our estimate rather showing numbers that might be difficult to obtain. So the numbers are conservative and were used for planning to show the program will be profitable.

5. Page 24 – Cost/benefit analysis – The long-term net gain is minimal and identical for all three programs. Please discuss.

Response: This information is tied directly to the estimated enrollments (low end estimates for each program – need five students for a course to make and therefore for us to offer the first course). We purposely tied this to the worst case numbers to show we are still profitable. We expect even greater numbers, but no way to know for sure until we begin to advertise and recruit heavily which we cannot do until we have CHE approval.

General questions affecting the School of Engineering at The Citadel:

1. Would these programs have any impact on The Citadel's national ranking of #22 in the nation for its school?

Response: The new masters degrees should help (but certainly would not hurt) the ranking since the #22 ranking is for programs with no more than MS programs. Clemson and USC are ranked with programs having PhD programs. Notice that there are no rankings for programs with only a BS, they are lumped in with the programs where the highest degree offered is an MS. The reason is schools with MS and undergraduate degrees are more focused on students directly entering the workforce, where the programs with PhD programs are also heavily focused at both the MS and PhD level on research results. This ensures an appropriate comparison for rankings.

2. *Would these programs impact the recent SACS reaccreditation with zero recommendations?*

Response: No. When we are reassessed in four years, the assessment data for these new programs will be lumped in with the results for all of our programs. We will be using the same standards we used in gaining ABET accreditation for our BS programs to assess our MS programs. The assessment will be focused on SACS accreditation criteria.

3. *Will these programs be offered at the Lowcountry Graduate Center or on The Citadel campus or a mixture of both?*

Response: Right now we are planning on offering on campus since the ability to walk into the lab to show theory in action is so powerful. Some courses and faculty might opt to teach at the LGC if they do not see a need to use the available lab equipment. Those students opting to take project management courses for one of the four courses that do not have to be an engineering course will take the course at the Lowcountry Graduate Center.

4. *For the joint programs offered through The Citadel/Clemson, who would oversee the students?*

Response: We do not have any joint programs. What we do have is an articulation agreement that allows students to more easily take courses at the other institution and transfer them to The Citadel. They will not need to apply to the other school; their admittance at the home school will allow them to enroll in a course at the other school. The students who desire a thesis as part of the MS degree will need to have Clemson as the home school. Those only desiring to take 10 courses for the MS degree can have either school as a home school. Our faculty will be adjunct for Clemson if they are teaching a PhD level course to assist Clemson in offering a PhD program at the restoration center. So no joint programs, but an MOU to assist in students in easy transfer of courses.

5. *Can you really get by with hiring only one faculty member?*

Response: Yes, if the enrollment numbers stay low and the students only opt to take 6 technical courses and all desire to take 4 non-technical (project management, business, leadership, etc.) courses to complete the degree. Again, we can only go by word of mouth at this time and will request additional faculty as the demand grows. Initially, the CE, EE, and ME graduate courses will be offered in the summer when faculty are looking for additional pay capitalizing on the business, leadership, and program management courses already being offered during the academic year to assist students to be able to take at least one course each term. As demand grows and we have cohorts desiring a certain slate of courses, we will need to have the courses offered in the fall and spring and we will accordingly request more faculty positions during the budget building process.

Proposal Master of Science in Civil Engineering Science with Certificates (CIP Code 14.1801) and Proposal Master of Science in Electrical Engineering Science with Certificates (CIP Code 14.1001)

1. Page 9, shows a strange sequence of projected enrollment, spring of the fourth and fifth year are much larger than the fall. Please explain. Also the same chart is used for electrical engineering. Do you expect the same enrollment across the two programs?

Response: We expect to be able to roll out more graduate courses each spring based on the current CE undergraduate load balance and the availability of the current pool of adjunct faculty for fall and spring semesters. We do estimate generally the same student demand for CE and EE based on informal surveys of the local companies.

3. Page 28... Why no subject specific, engineering, accreditation? (Same for all 5 programs)

Response: No requirement exist to apply for specific ABET accreditation for the graduate programs. The key is ABET accreditation for the undergraduate programs. The CE and EE programs have just recently been approved for a 6 year reaccreditation for the undergraduate programs and the ME program is collecting data as part of its record year to request its initial accreditation visit next fall.

**Commissioner Questions and CHE/Institutional Responses:
Clemson University, B.S., B.A., Justice Studies**

- 1. Redundancy... Please provide better explanation for why this program does not provide the state with unnecessary duplication. Also, please specifically address the effect this program will have on SC State's enrollment.**

Response: Clemson currently has 100 students enrolled in the Criminal Justice concentration. Moving from a concentration to a major/degree is an advantage to our students. Clemson students will be better able to market their justice studies degree as they move into the job market. Clemson does not have plans for a major increase in our overall undergraduate student enrollment at this time, therefore we anticipate that the overall number of students will remain the same or experience just a slight growth. Theoretically students might now seek out Clemson because the criminal justice concentration is more visible as a major, and with the development of the new major, there may be room for growth in the Sociology major. We looked at Clemson's recruitment efforts for undergraduate students and it focuses primarily on STEM disciplines. So will the major reduce the number of students enrolled at SC State? It should not. Students currently attending SC State had an opportunity to select Clemson and to select criminal justice studies through criminal justice concentration in our Sociology degree program.

We also had several discussions among faculty at Clemson and SC State to develop transfer articulations that allow students in STEM disciplines to earn degrees at both institutions. We seek partnerships with all SC colleges and universities.

- 2. Pg 24, enrollment. While the goal is to program and retain 15-20 students, the estimate is 75 in the first year. Is this inconsistent?**

Response: We anticipate 15 to 20 new students in the major and the remainder will be change of majors, moving from the Sociology degree (C.J. concentration) into the Justice Studies program during the first year for a total of 75 students in the major.

- 3. Pg 33, financial model. Please review and resolve inconsistencies. Page 24 shows expected credit hours of only three times the head count; certainly students will average more than one course... Pg 32 shows a requirement for 14 faculty, but page 33 shows most years with no faculty salary cost.... Tuition finding seems low, for instance year two estimates 100 students but tuition funding is only \$200K implying tuition receipts of only \$2,000 per student?**

Response: You are correct. We calculated the credit hours based on the *new* course being taught in the program in Justice Studies, rather than full credit hour production. Below is a corrected credit hour table. In addition, the faculty members are currently in place and being paid. The financial model requested NEW costs. The budget table presented shows only the new costs for the program. We anticipate a small amount of costs associated with the implementation of the program's administration. In Year 05, a new faculty member will be added if total enrollment is up and a new faculty member is needed to manage the student enrollment. We have shown only new tuition based on the new enrollment into the major. The tuition calculation for enrollment in Justice Studies is calculated on the number of net new students enrolling at the University. So we used the following model, a net of 65/35 mix of in-state and

out-of-state students. The first year, we used a net of 5 new students; followed by 10; 20; 30; and 45.

Year	Projected Enrollment				
	Fall		Spring		Sum
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount
2016	75	1125	75	1125	0
2017	100	1500	100	1500	0
2018	125	1875	125	1875	0
2019	140	2100	140	2100	0
2020	160	2400	160	2400	0

4. Timeline question – What transpired between 3/30/14 and 8/1/15? Was that a CHE issue or Clemson issue?

Response: Clemson faculty members worked on the details of the program and the design. It was a Clemson “issue”. Once the curriculum was design and program outcomes approved at the department level, it was approved by the College and University curriculum committees.

5. There are several similar programs regionally and statewide and this program appears to be redundant. Have the other colleges had sufficient input into this process?

Response: This program was reviewed at ACAP twice, first as a planning summary under the “old” protocols and a second time as a full proposal as part of the “new” protocol. At all times, Clemson heard feedback on similarities and differences between the proposed programs and the current programs across the state.

It is important to note that while Clemson has not had a “criminal justice” major as most of the other colleges and universities across South Carolina; Clemson has taught and graduated students in Sociology with a criminal justice concentration for over 20 years.

We do not believe that we are redundant, since we have been teaching and graduating students for jobs in this field over many years. This change benefits our current and future students by providing them a degree (by title) that reflects their focused in Justice Studies.

6. Projected enrollment – Is it 15-20 as stated on page 5 or 75 (first semester) as in the projected enrollment? Student retention for the spring semester would be 100% from the fall?

Response: Approximately 100 students in sociology select the criminal justice concentration; many will likely transition to the new major. We anticipate 15 to 20 new students in the major and the remainder will be change of majors, moving from the Sociology degree (C.J. concentration) into the Justice Studies program during the first year for a total of 75 students in the major.

7. The costs do not reflect faculty until year five?

Response: The Budget page calls for new costs, rather than total cost. Faculty members needed for the program are hired and being paid to teach the courses required in the concentration. We have planned for one new faculty member in Year 05 if enrollment indicates a need. When enrollment in Justice Studies reaches 150 majors one additional faculty member will be added. This would represent a 50% increase over enrollment in the current criminal justice concentration.

- Brief snapshot – not good data source
- On one day in SC, there were at least 413 positions available in criminal justice
- The data has been assimilated for presentation purposes.
- List represents all job listings posted on SCworks.org on 30 September 2015.

Employment Opportunities in South Carolina

30 September 2015

Marjie T. Britz, Ph.D.
Clemson University

Position Title	Agency	Location	Data Source
Law Enforcement Officer I	<ul style="list-style-type: none"> • State of SC, Department of Mental Health/Public Safety (multiple) • Clemson University (multiple) • Tri-County Technical College (multiple) • Lander University (multiple) • Denmark Technical College • Piedmont Technical College • Trident Technical College (multiple) • South Carolina State University (multiple) • University of South Carolina – Upstate • Medical University of South Carolina (multiple) 	<ul style="list-style-type: none"> • Columbia, SC • Clemson, SC • Pendleton, SC • Greenwood, SC • Denmark, SC • Greenwood, SC • Charleston, SC • Orangeburg, SC • Spartanburg, SC • Charleston, SC 	SC Works
Law Enforcement Officer 2	<ul style="list-style-type: none"> • State of SC, Department of Mental Health/Public Safety (multiple) • Harris Hospital, State of SC, Department of Mental Health 	<ul style="list-style-type: none"> • Columbia, SC • Columbia, SC 	
Law Enforcement Officer 3	<ul style="list-style-type: none"> • City of Folly Beach 	<ul style="list-style-type: none"> • Folly Beach, SC 	
Public Safety – Military Police/Law Enforcement	<ul style="list-style-type: none"> • U.S. Army (multiple) 	<ul style="list-style-type: none"> • Florence, SC • Charleston, SC • Greenville, SC • Columbia, SC 	
Probation and Parole – Law Enforcement Officer I	<ul style="list-style-type: none"> • State of South Carolina, Department of Probation, Parole, & Pardon 	<ul style="list-style-type: none"> • Columbia, SC 	

Security (Law Enforcement Personnel Only)	<ul style="list-style-type: none"> Lancaster County School District 	<ul style="list-style-type: none"> Lancaster, SC 	
Driver/Guard	<ul style="list-style-type: none"> Dunbar Armored 	<ul style="list-style-type: none"> Greer, SC 	
Police Officer I	<ul style="list-style-type: none"> Chenega Corporation Town of Kingstree Town of Fairfax Department of the Air Force (multiple) City of Hartsville (multiple) City of North Charleston (multiple) City of Mauldin City of Rock Hill City of Sumter City of Goose Creek City of Charleston (multiple) Town of Mount Pleasant Town of Ridgeway (multiple) City of Columbia (multiple) City of Georgetown (multiple) 	<ul style="list-style-type: none"> Charleston, SC Kingstree, SC Fairfax, SC Eastover, SC Hartsville, SC North Charleston, SC Mauldin, SC Rock Hill, SC Sumter, SC Goose Creek, SC Charleston, SC Mount Pleasant, SC Ridgeway, SC Columbia, SC Georgetown, SC 	
Security Officer	<ul style="list-style-type: none"> Palmetto Richland (multiple) 	<ul style="list-style-type: none"> Columbia, SC 	
Corrections/Sheriff Officers	<ul style="list-style-type: none"> Lexington County Sheriff's Office 	<ul style="list-style-type: none"> West Columbia, SC 	
Deputy Sheriff	<ul style="list-style-type: none"> Charleston County Sheriff's Office Greenville County Sheriff's Office Lancaster County Kershaw County Aiken County Spartanburg County Sheriff's Office Berkeley County Sheriff's Office 	<ul style="list-style-type: none"> Charleston, SC Greenville, SC Lancaster, SC Camden, SC Aiken, SC Spartanburg, SC Moncks Corner, SC Orangeburg, SC York, SC 	

	<ul style="list-style-type: none"> • Orangeburg County Sheriff's Office • York County Sheriff's Office 		
South Carolina Highway Patrolman	<ul style="list-style-type: none"> • State of South Carolina, Department of Public Safety 	<ul style="list-style-type: none"> • Blythewood, SC 	
Community Specialist I (Berkeley County)	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice 	<ul style="list-style-type: none"> • Columbia, SC 	
Detention Officer	<ul style="list-style-type: none"> • Aiken County (multiple) • Charleston County • City of Myrtle Beach • Spartanburg County • Richland County • Greenville County • York County • Berkeley County 	<ul style="list-style-type: none"> • Aiken, SC • Charleston, SC • Myrtle Beach, SC • Spartanburg, SC • Columbia, SC • Greenville, SC • York, SC • Moncks Corner, SC 	
Correctional Officer	<ul style="list-style-type: none"> • Fairfield County Council • SC Department of Corrections – Kershaw • SC Department of Corrections – Bishopville • Darlington County • Lexington County • Florence County • Orangeburg County • York County • <i>Suppressed</i> • <i>Suppressed</i> • SC Department of Corrections • <i>Supressed</i> • Kershaw County • Beaufort County • Lexington County 	<ul style="list-style-type: none"> • Winnsboro, SC • Kershaw, SC • Bishopville, SC • Darlington, SC • Lexington, SC • Florence, SC • Orangeburg, SC • York, SC • McCormick, SC • Laurens, SC • Ridgeville, SC • Sumter, SC • Camden, SC • Beaufort, SC • West Columbia, SC 	
Correctional Officer II	<ul style="list-style-type: none"> • SC Department of Corrections (multiple) • SC Department of Corrections – Waccamaw – Horry 	<ul style="list-style-type: none"> • Charleston, SC • Myrtle Beach, SC • Columbia, SC 	

	<ul style="list-style-type: none"> • SC Department of Corrections – Waccamaw – Georgetown – Kingstree 		
Communications Manager	<ul style="list-style-type: none"> • Charleston County Procurement 	<ul style="list-style-type: none"> • Charleston, SC 	
Military Police – Police Officer	<ul style="list-style-type: none"> • Army National Guard • Army National Guard (multiple) • Army National Guard (multiple) • Army National Guard (multiple) 	<ul style="list-style-type: none"> • Beaufort, SC • Timmonsville, SC • West Columbia, SC • Charleston, SC 	
Campus Police Officer	<ul style="list-style-type: none"> • Winthrop University (Multiple) 	<ul style="list-style-type: none"> • Rock Hill, SC 	
Investigator	<ul style="list-style-type: none"> • Carolina Legal • AFLAC 	<ul style="list-style-type: none"> • Greenville, SC • Columbia, SC 	
OPM Background Investigator	<ul style="list-style-type: none"> • CACI International, Inc. 	<ul style="list-style-type: none"> • Aiken, SC 	
Case Manager	<ul style="list-style-type: none"> • Child Abuse Prevention Association 	<ul style="list-style-type: none"> • Port Royal, SC 	
Juvenile Specialists	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice (multiple) 	<ul style="list-style-type: none"> • Columbia, SC 	
Intensive Supervision Officer – Charleston County	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice 	<ul style="list-style-type: none"> • Columbia, SC 	
Community Specialist I – Berkeley County	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice 	<ul style="list-style-type: none"> • Columbia, SC 	
Juvenile Detention Officer	<ul style="list-style-type: none"> • Charleston County 	<ul style="list-style-type: none"> • Charleston, SC 	

Residential Counselor	<ul style="list-style-type: none"> • Universal Health Services (multiple) 	<ul style="list-style-type: none"> • West Columbia, SC 	
Community Organizer with the Charleston Area Justice Ministry	<ul style="list-style-type: none"> • Direct Action & Research Training Center 	<ul style="list-style-type: none"> • North Charleston, SC 	
NCIC Duty Officer	<ul style="list-style-type: none"> • City of Charleston 	<ul style="list-style-type: none"> • Charleston, SC 	
Social Worker (Substance Abuse)	<ul style="list-style-type: none"> • Department of the Army 	<ul style="list-style-type: none"> • Columbia, SC 	
Security Officer	<ul style="list-style-type: none"> • Securitas Security Services (multiple) 	<ul style="list-style-type: none"> • Georgetown, Little River, Murrells Inlet, Pawleys Island, Greenville, Camden, Newberry, Eastover, Lexington 	

**Commissioner Questions and CHE/Institutional Responses:
Augusta University, M.Ed., Curriculum and Instruction**

1. Would this be covered by the common market procedures rather than licensure?

Georgia Regents University (soon to be Augusta University) is not seeking to make the M.Ed. in Curriculum and Instruction available to students in any Southern Regional Education Board state through the Academic Common Market. The target audience is specific to the Aiken area, which is lacking such a degree. Our request comes from educators in Aiken County who wish to avoid the commute to attend classes on campus in Augusta and also to provide course-scheduling flexibility in regard to day and start/end time of classes.

2. Does Augusta University offer any other programs in South Carolina? Other states outside of Georgia?

The College of Education does not offer any other programs in South Carolina or in states outside of Georgia. Our Registrar reports that prior to the consolidation of Augusta State University and Georgia Health Sciences University, the Medical College of Georgia and Georgia Health Sciences University began to offer online classes in South Carolina and deliver other programs outside the state of Georgia.

3. How many students are enrolled in the similar program at Augusta University?

For fall 2015 there are 57 students enrolled in the M.Ed. Curriculum and Instruction.

4. Please describe the course experience for the Aiken students.

The program of study is 36 graduate hours. We propose to deliver less than 50% face to face in Aiken (five courses, 15 hours). Aiken students will have the options of completing the remaining hours (seven courses, 21 hours) either in online classes or face to face on the Augusta campus. Students would enroll in 6 graduate hours for six consecutive semesters. The courses will be taught by regular, full-time faculty in the College of Education; the same faculty who teach the classes in Georgia. The typical face-to-face course in Aiken will begin at a time that is convenient to the cohort members. This is likely to be 4:00 or 4:30 PM rather than the 5:00 or 5:30 PM start time in Augusta.

5. Describe the transferability of the courses to USC or other nearby institutions.

The College of Education is accredited by the Council for the Accreditation of Educator Preparation (formerly NCATE) and the Georgia Professional Standards Commission. The transferability of courses to any other institution would depend on the policies of those institutions. The courses in the program of study are graduate level courses, approved at the department, college, and university levels.

6. Was there a needs survey of teachers in Aiken County that warrants the offering of this degree?

Yes. The university has a presence each year at Aiken County District Professional Development Days. Educators who visit with us during that event have asked about our bringing our graduate programs to them. Also, we worked with the district leadership last

year to survey teachers in the district. Over 100 teachers expressed interest in the degree and our bringing the M.Ed. in Curriculum and Instruction coursework to the district.

7. The Curriculum indicates there are 12 hours of electives in an area of specialization. Will teachers have 12 hours of electives to choose from or because of the cohort size, will the electives be chosen for them? Will it be an area of concentration, I.e. 12 hours of ESOL or can they take 3 hours of ESOL, 3 hours of Gifted and Talented, 3 hours of writing and 3 hours of reading)?

There will be flexibility for educators in selecting electives. We would encourage them to complete a concentration. Once the cohort is established, we will determine if there is consensus on a concentration or if the members of the cohort want different options. This will allow us to ensure the individual needs of the cohort members are met. Each student will have an advisor to assist them in planning the program of study.

8. How many faculty members will teach in the program and what are their credentials?

The instructors in the program will be fulltime faculty from the Department of Teacher Education who hold terminal degrees and meet Southern Association of Colleges and Schools Commission on Colleges Faculty Credential Guidelines. We anticipate the cohort will have at a minimum five different faculty members as instructors during the program of study.

9. Will the certification align with SC standards?

Yes. According to South Carolina State Board of Education Policy R 43-51 Certification Requirements, graduate degrees acceptable for certificate advancement include academic or professional degrees in the field of education. The M.Ed. in Curriculum and Instruction meets this requirement. All credit at the graduate level must be earned through the graduate school of an institution that is accredited for general collegiate purposes by a regional accreditation association and that has a regular graduate division that meets regional accreditation requirements. Georgia Regents University (soon to be Augusta University) is accredited by the South Association of Colleges and Schools Commission on Colleges. The College of Education's graduate programs (Advanced Professional and Other School Professionals) are accredited by the Council for the Accreditation of Educator Preparation (formerly NCATE). The graduate programs are also approved by the Georgia Professional Standards Commission, the accrediting body in Georgia responsible for preparation, certification, and professional conduct of certified personnel.