

**Minutes**  
**Committee on Academic Affairs and Licensing**  
**April 8, 2015**

**Members Present**

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

**Other Commissioners Present:**

Ms. Terrye Seckinger

**Members Absent:**

Mr. Paul Batson  
Dr. Evans Whitaker

**Staff Present**

Mr. Clay Barton  
Ms. Laura Belcher  
Ms. Saundra Carr  
Ms. Julie Carullo  
Ms. Renea Eshleman  
Ms. Lane Goodwin  
Dr. Paula Gregg  
Ms. Trena Houp  
Dr. MaryAnn Janosik  
Dr. John Lane  
Ms. Edna Strange

**Guests**

Dr. Hasanul Basher, S.C. State University  
Ms. Beth Bell, Clemson University  
Dr. Jen Boyle, Coastal Carolina University  
Dr. Ralph Byington, Coastal Carolina University,  
Dr. Deborah Deas, M.U.S.C.  
Dr. Jeremy Dickerson, Coastal Carolina University  
Mr. Tim Drueke, Winthrop University  
Dr. Kris Finnigan, U.S.C. Columbia  
Dr. Marilyn Murph Fore, Horry-Georgetown Technical College  
Dr. Stephanie Frazier, S.C. Technical College System  
Dr. Michael Godffrey, Clemson University  
Mr. Reginald Greene, Southeastern Institute  
Dr. Gordon Haist, U.S.C. Beaufort  
Ms. Judy Haynes, Greenville Technical College  
Dr. Sam Hines, The Citadel, via teleconference  
Mr. Shane Isbell, Greenville Technical College  
Dr. Debra Jackson, Clemson University,

Dr. Edward Jadallah, Coastal Carolina University  
Dr. DuBose Kapeluck, The Citadel  
Dr. Lucas Kavlie, South University  
Dr. Learie Luke, S.C. State University  
Dr. Bo Moore, The Citadel  
Dr. Christopher Moore, Coastal Carolina University  
Dr. Carol Osborne, Coastal Carolina University  
Dr. Michael Roberts, Coastal Carolina University  
Dr. James Satterfield, Clemson University  
Dr. Sarah Tenney Sharman, The Citadel  
Dr. Darlene Shaw, M.U.S.C.  
Dr. David Shoop, South University  
Dr. Elsie Smalls, Springfield College  
Dr. Mark Sothmann, M.U.S.C.  
Dr. John Vena, M.U.S.C.  
Mr. James Weaver, ECPI University  
Dr. Joel Welch, Greenville Technical College  
Dr. Joe Winslow, Coastal Carolina University

## Introductions

Dr. Horne called the meeting to order at 10:38 a.m. and stated the meeting was being held in compliance with the Freedom of Information Act.

### 1. Consideration of Minutes of April 8, 2015

Dr. Horne requested a motion to accept the minutes of the April 8, 2015, meeting. 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 [*WITHDRAWN from current cycle by the institution*]
- b. The Citadel, M.A., International Politics and Military Affairs

Dr. Horne introduced the item, and the Committee moved (Love) and seconded (Munns) a motion to accept the staff's recommendation for approval. Dr. Hines explained that the third largest major at The Citadel is political science and interest has grown to develop a graduate degree in the political science field. He commented that it is difficult to quantify employment data for a degree of this nature. He also stated that The Citadel follows an economic study conducted by Charleston Regional Development Alliance in order to determine possible degrees which would correlate to workforce needs. He commented that this program is unique in the state and will include training applicable to the workforce.

Admiral Munns asked about program delivery. Dr. Hines answered that the program will begin as a blended program of traditional and online instruction with plans to develop a fully online program in the future. Admiral Munns asked about course load for faculty and Dr. Kapeluck clarified the course load balance between graduate and undergraduate classes. Admiral Munns asked about students in Washington, DC and Dr. Sharman responded that students will participate in internships in DC, but will not be based there as residents. Admiral Munns asked whether The Citadel has the authority to market and teach students who reside outside of South Carolina. Dr. Kapeluck answered that the institution does not have the authority to do so.

Dr. Lynn asked about the inclusion of Military Affairs in the name of the degree. Dr. Kapeluck answered that military affairs does not connote military operations but that it is essential to the degree and to International Politics.

Without further discussion, the Committee voted unanimously to commend favorably to the Commission the program leading to a Master of Arts degree in International Politics and Military Affairs at The Citadel, to be implemented in Fall 2015.

c. Clemson University, M.S., Athletic Leadership

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Jackson explained that the proposed program began as a concentration under an existing graduate degree in Human Resources Development but that interest has grown to warrant proposing it as a stand-alone degree program. In response to questions posed by the Committee prior to the meeting, Dr. Jackson explained various aspects of Clemson's funding model. She stated that Clemson provides block funding for each college and the college's dean is responsible for distributing those funds. She added that 90% of the funding for a college is allocated to personnel salaries. She explained that the University has a "Divest to Invest" policy which requires that colleges stop doing something in order to request any new money.

Dr. Jackson explained that the program will be delivered online which allows costs savings and that Clemson is authorized to offer academic programs in 40 out of 50 states. She shared the importance of South Carolina participating in State Authorization Reciprocity Agreement (SARA) as it relates to Clemson specifically.

Admiral Munns asked how students practice their knowledge and training through online courses. Dr. Godfrey answered that technological aids allow students to gain all the necessary experience and practice through such courses. Ms. Love asked whether the program has an enrollment cap. Dr. Godfrey answered that the program will be capped in the beginning but if interest grows, the enrollment may be expanded. Ms. Love asked about potential collaboration with The Citadel. Dr. Godfrey responded that Clemson is in conversation with The Citadel representatives about collaboration.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Master of Science degree in Athletic Leadership at Clemson University, to be implemented in Fall 2015.

d. Coastal Carolina University, B.A., Digital Culture and Design

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Byington quoted a portion of the proposal to explain the impetus of the proposed program:

While our proposed degree is part of a larger move in the humanities toward more interdisciplinary and technology-intensive undergraduate experiences, our emphasis on internships and experiential learning is a distinguishing characteristic whereby digital humanities theory and scholarship will be wedded to ongoing service projects that will allow students to actively create digital products and services, thus enhancing their portfolios when they enter the job market.

He highlighted Coastal's emphasis on experiential learning and stated the proposed program focuses on integrating the humanities and experiential learning.

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.](#)]

Ms. Love expressed her support for the preliminary needs assessment in the proposal.

Dr. Horne asked specifically about the meaning of the phrase: “critical, reflexive approach to the design, creation, and utilization of digital technologies in the humanities by examining the impacts of such technologies on humanistic expression.” Dr. Boyle answered that the degree program is project-based where students will build a certain level of digital and emergent technological skills in the context of liberal arts. She continued by stating that once skills are acquired, students will choose an individual project with faculty support to create a portfolio. She commented that students will gain hands-on experience by applying acquired skills to a specific project in the context of liberal arts. Dr. Horne requested more information to be added to the proposal in regards to program assessment.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Arts degree in Digital Culture and Design at Coastal Carolina University, to be implemented in Fall 2015.

e. Coastal Carolina University, B.S., Engineering Science

Dr. Horne introduced the item, and the Committee **moved** (Phillips) and **seconded** (Munns) a motion to accept the staff’s recommendation for approval. Dr. Byington emphasized the partnership with Horry-Georgetown Technical College (HGTC) in regards to the proposed 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 3 of the Attachment](#).] Admiral Munns asked a follow-up question about the discontinuation of a similar degree at USC Columbia. Dr. Moore responded that the Engineering Science degree will be Coastal’s only engineering degree program and that the USC Columbia Engineering Science was terminated because students were majoring in specific engineering disciplines.

Dr. Lynn asked about students’ options for continuation to graduate school. Dr. Moore described various options for students, including a 3+2 program where they attend Coastal for three years and then transfer to Clemson to receive a bachelor’s degree in an ABET-accredited specific engineering degree. He also stated that students could enter a graduate degree program in Engineering Science or Engineering Physics.

Dr. Horne asked about the impetus for HGTC’s involvement. Dr. Fore answered that the program will allow graduates of associate degree programs in engineering to stay in the local area and pursue a bachelor’s degree. Dr. Horne asked Dr. Fore whether HGTC is generally approached by four-year institutions or does it initiate partnerships. Dr. Fore answered that Coastal and FMU often initiate partnerships with HGTC, but partnerships with other schools are generally initiated by HGTC.

Ms. Love asked about the integration between engineering and the science of the coastal region. She specifically asked whether the program will address wind engineering as it relates to the coastal region and coastal construction. Dr. Roberts responded that faculty in Coastal’s

Ph.D. in Marine Science have background in engineering and will address these issues in the Ph.D. program and the proposed program in Engineering Science.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Science degree in Engineering Science at Coastal Carolina University, to be implemented in Fall 2015.

f. Coastal Carolina University, Ed.S., Instructional Technology

Dr. Horne introduced the item, and the Committee **moved** (Love) and **seconded** (Phillips) a motion to accept the staff's recommendation for approval. Dr. Byington explained the importance of the proposed program to Coastal's five-county region. He commented that Coastal trains 70% of teachers in the aforementioned five-county region and the proposed program allows educators to continue their training and expertise in the field. He explained that interest in the topic of instructional technology is high in the local region. Dr. Jadallah described the program as a response to a need and demand to train educators as technology continues to evolve and to address how technology affects P-12 learning.

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 6 of the Attachment.](#)] Admiral Munns asked about duplication of programs at USC Aiken and USC Columbia in regards to the program being 100% online. Dr. Jadallah explained that the USC Aiken-USC Columbia joint degree program is a master's program while the proposed program is a specialist degree. Dr. Byington stated that even though the program is 100% online, the majority of students will most likely be teachers in the local region. Admiral Munns encouraged the institution to consider the possibility of sharing courses with other institutions and programs in the state.

Dr. Horne encouraged Coastal to improve program assessment for the proposed program.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to an Educational Specialist degree in Instructional Technology at Coastal Carolina University, to be implemented in Fall 2015.

g. Greenville Technical College, A.A.S., Auto Body Repair

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Frazier explained that the System has been offering auto body repair as a diploma but now seeks to offer the program at the Associate of Applied Science (A.A.S.) level at the request of local industry and the program's advisory board.

Admiral Munns expressed support for the proposal and asked whether other technical colleges would offer the same program with the same curriculum. Mr. Isbell responded that curriculum would be shared. He continued to explain that one reason the program was elevated from a diploma to an A.A.S. degree is to meet National Automotive Technicians Education Foundation (NATEF) accreditation.

Admiral Munns asked why program-specific fees are high. Mr. Isbell answered that the program is expensive, given the necessary specialized equipment for precision training. Admiral Munns asked about the advisory board. Mr. Isbell explained that the board consists of business owners, insurance representatives, paint manufacturers and auto dealership managers.

Ms. Love asked why the projected employment opportunities for graduates trend downward while the projected enrollment trends upward. Mr. Isbell answered that local businesses surveyed stated that projecting employment opportunities three years out was difficult and therefore they projected conservative numbers. Ms. Love asked about the low projected revenue for the program. Ms. Isbell answered that the College is committed to training students with the most up-to-date equipment and training supplies and therefore, the program will not have a large return on investment.

Admiral Munns and Dr. Horne asked about the timing of the proposal submission, citing that the program was in the System approval process for a year and in the CHE approval process for four months. Dr. Frazier responded that the date on the proposal is the date it was approved by the local board, not the date it was submitted to the System. She stated that six months is an average length of time for the System approval process.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to an Associate of Applied Science degree in Auto Body Repair at Greenville Technical College, to be implemented in Fall 2015.

h. Horry-Georgetown Technical College, A.A.S., Brewmaster and Brewery Operations

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Phillips) a motion to accept the staff's recommendation for approval. Dr. Frazier explained that the creation of the proposed program was driven by local industry and an increase in the number of breweries in the local area.

Admiral Munns asked about the provision of iPads. Dr. Fore responded that the iPads will be purchased by the department and held by faculty for use by students learning the industry. Admiral Munns asked about the make-up of the advisory board. Dr. Fore answered that the board is comprised of representatives from local and state breweries. Ms. Love asked about the brewery industry and employment opportunities. Dr. Fore answered that South Carolina has 21 breweries and the total number of entities with wholesalers and distributors included is 76. She explained that the industry is growing quickly and therefore the specific numbers change. She reported that currently there are 4500 employees in the industry in South Carolina.

Ms. Love asked about enrollment trends at similar programs in the Southeast. Dr. Fore responded that the schools in North Carolina have healthy enrollments and are unable to increase significantly due to enrollment caps. Ms. Love asked about funds used to start the program. Dr. Fore explained that the College has funds in reserve for the purpose of funding new programs until the program is self-sustaining.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to an Associate of Applied Science degree in Brewmaster and Brewery Operations at Horry-Georgetown Technical College, to be implemented in Fall 2015.

- i. Medical University of South Carolina, M.P.H., Biostatistics
- j. Medical University of South Carolina, M.P.H., Epidemiology
- k. Medical University of South Carolina, M.P.H., Health Behavior and Health Promotion

Dr. Horne introduced the items, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendations for approval. Dr. Sothmann explained the importance of the proposed MPH programs and stated that the addition of these programs is needed in the Lowcountry in relation to public health in the region. He informed the Committee that the programs will allow further collaboration with an undergraduate degree currently offered at the College of Charleston.

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 11 of the Attachment](#).] He then continued to express concern and ask additional questions. He commented specifically on his concerns about the business case for the proposals and how tuition might be affected; that the programs are redundant given USC programs; and about productivity metrics. He specifically asked for the consequences of current faculty members spending their time on the new programs. Admiral Munns also asked about the change from projecting 50% out-of-state and 50% in-state students to 100% in-state without adjusting the enrollment totals.

Dr. Vena answered in response to the question of redundancy that MUSC has a different applicant pool and a slightly different focus than USC in translating research to the clinical populations MUSC services. Dr. Sothmann added that graduates from the College of Charleston's undergraduate program would be a main applicant pool for the proposed programs. Admiral Munns suggested that more specific information be included in the proposal regarding the various applicant pools for the programs.

Dr. Vena, in regards to concerns about the business case, responded that MUSC recruited additional faculty in the last two years with the development of the School of Public Health Sciences and therefore these new faculty members would be critical to the proposed programs. He added that the mission of the programs is to train future public health professionals.

Admiral Munns asked about the absence of faculty costs. Dr. Vena explained that CHE staff clarified that only new costs are included in the proposal and since faculty are in place currently, there will be no new costs for hiring faculty. Admiral Munns asked again for the consequences of current faculty members spending their time on new programs. Dr. Vena responded that most faculty members are partially funded by research grants and that teaching will reduce the total amount of research conducted. He again emphasized the need for properly trained public health professionals in the state.

Admiral Munns asked MUSC to address the redundancy concerns of USC which were articulated earlier in the approval process. Dr. Horne asked for that question to be held while other questions were addressed.

Dr. Vena responded to concerns about tuition by stating that the MUSC semester in-state tuition is approximately \$500 more than USC's rate. Dr. Sothman commented on fund allocation and informed the Committee that the development of public health programs has been included in

the institution's strategic plan and therefore the provision of funds for the programs has been incorporated in institutional planning for years.

Admiral Munns explained that the stewardship of student tuition is a responsibility of the Committee when reviewing and approving new degree programs. He asked whether tuition would be raised in order to cover these new programs or whether the programs would be revenue-producing. Dr. Sothmann provided a brief summary of the complex financial model used by MUSC. He stated that the MUSC hospital is a \$1.5 billion enterprise and the school and the hospital are intricately related, including times when the clinical side helps to fund the academic and research sides. He specifically stated that the tuition for the programs will cover the costs of the programs; that it is unlikely that the programs would generate revenue; and that the tuition will be competitive.

Dr. Lynn asked whether MUSC plans to recruit mainly in the Lowcountry or statewide. Dr. Sothmann answered that the recruitment will not be limited to the Lowcountry but that many potential students who live in the Lowcountry might be place bound and unable to attend programs in other parts of the state. Dr. Lynn asked about how CHE handles access and equity with this type of program. Dr. Horne asked MUSC if it has an active initiative to promote diversity in its student population. Dr. Deas responded that the institution has programs to promote diversity and to recruit underrepresented populations. Dr. Lynn asked that the university initiatives be included in the proposals.

Admiral Munns asked whether the current MUSC M.S. program in Biomedical Sciences with a concentration in Biometry and Epidemiology will be affected by the new programs. Dr. Vena answered that it is a different program and will not be affected.

Ms. Love asked about the duplication of USC programs and specifically asked whether the concerns expressed by USC earlier in the approval process have been satisfactorily addressed. Dr. Vena responded that USC voted to approve the programs at the most recent ACAP meeting.

Ms. Love asked whether MUSC treats each program as an individual profit center. Dr. Sothmann answered that the University operates under a responsible-centered management model and that individual colleges of the institution manage funding amongst their programs and activities according to their strategic initiatives. He stated that each college allocates a certain amount of funding for institutional initiatives as determined by MUSC's strategic plan.

Dr. Horne described the concerns of CAAL in that the state does not have a strategic plan for higher education and therefore the Committee is compelled to analyze substantial growth and costs of academic degree programs. She then asked USC to comment on duplication concerns.

Dr. Finnigan responded that she could speak to the issue in general terms on behalf of the Dean of USC's School of Public Health. She expressed concern regarding the possible reduction in student applicants over time for USC's MPH program. She commented that it might be helpful to understand more clearly the distinctions between the market audiences for the USC program as compared to the proposed MUSC programs. Dr. Vena responded that MUSC will seek a different applicant pool and that he does not think the MUSC programs will impact the USC program. He referred to a meeting with the USC Dean who seemed to be satisfied with how MUSC addressed USC concerns. Dr. Vena clarified that USC cannot meet the need to

train the large population of Lowcountry applicants. He expressed MUSC's desire to work collectively and collaboratively with USC in a synergistic way.

Admiral Munns **modified the original motion to move that the Committee conditionally approve the programs provided that additional information is submitted**. He asked specifically that MUSC:

- Identify all potential pools of students and the estimated number of students expected to enroll in the program from each.
- Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed.
- Present a business case showing that enrollment can sustain the program and explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution).
- Provide information about MUSC's recruitment and retention efforts for underrepresented populations.

**Ms. Love seconded the modified motion.**

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the programs leading to Master of Public Health degrees in Biostatistics, Epidemiology, and Health Behavior and Health Promotion at the Medical University of South Carolina, to be implemented in Fall 2015, provided that MUSC submit additional information as highlighted in the above modified motion.

### **3. Program Modifications**

- a. Medical University of South Carolina, M.D., Expand clinical training to AnMed Health, Anderson, SC

Dr. Horne introduced the item and Admiral Munns **modified the staff recommendation and Ms. Love seconded the motion**. Admiral Munns explained that the **modified motion is to recommend provisional approval conditioned on the results of a two-year study to determine the cost-effectiveness of the Anderson training site**. Dr. Deas explained that the purpose of a current two-year study is to analyze the program's effectiveness and student satisfaction. Admiral Munns clarified that he supports that study and wants to modify it to include costs with a final result showing the program as being either a positive or negative cost center.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission a modification to expand clinical training to AnMed Health in Anderson, SC, for the program leading to the Doctor of Medicine degree at the Medical University of South Carolina Columbia, to be implemented in July 2015 in accordance with the provision listed above.

- b. South Carolina State University, B.S., Industrial Education, Add a concentration in Industrial Technology

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Luke explained that the University has offered the concentration for many years but CHE was not officially notified about it. He stated that the University submits this modification in order to accurately show the University's offerings in the CHE Inventory of programs and SC TRAC. In response to questions regarding program productivity, he reported that the concentration has an average enrollment of 18 students over the last five years and that four students have graduated in the last five years. Admiral Munns expressed concern about the 2014-15 year regarding the enrollment of 19 students and one completion. Dr. Horne expressed concern about the University continuing to fund a program which has such a large gap between enrolled and graduated students.

Dr. Horne asked why the discrepancy was not discovered earlier. Ms. Houpp responded that institutions receive a copy of the CHE Inventory of Programs annually and are asked to review and submit necessary changes according to their current program offerings. She stated that this discrepancy was not discovered until the development of the transfer check function for SC TRAC when baccalaureate programs offered by the institutions were compared to the CHE Inventory of Programs.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission a modification to add a concentration in Industrial Technology to the Bachelor of Science degree in Industrial Education at South Carolina State University, to be implemented in Spring 2015.

#### **4. Developing More Robust Metrics to Monitor Academic Degree Programs** *(For Information, No Action Required)*

Dr. Horne introduced the item and Dr. Janosik, who provided a brief overview of the development process from January to the present. She reviewed the current metrics for measuring program productivity and then presented multiple options for revising the metrics, including information as to where South Carolina stands in comparison to ten other states' models of program productivity monitoring. She re-iterated the Committee's commitment to use data already collected in order to revise metrics, not to create new data collections. Dr. Janosik explained that staff recommends that licensure exam pass rates be included in the analysis; that programs must meet both enrollment and completion benchmarks; and that program benchmarks be increased. Admiral Munns expressed support for all three options to be implemented. He further recommended that the completion benchmark be increased to eight for undergraduate degree programs.

Dr. Janosik also described options to institute a monitoring component for programs for the first three to five years after approval. She explained that CHE staff would request data for graduate programs three years after implementation and for undergraduate programs after five years which would be compared to the projections in the program proposal.

Ms. Love expressed support for the revisions. Admiral Munns asked that staff consider comparing programs to similar programs at peer institutions if data is currently available. Ms. Houp answered that staff could compare enrollment, completion, and licensure exam pass rates for programs using the biannual Program Productivity report. Admiral Munns asked that the specific program monitoring analysis include a question regarding whether the program has a negative or positive financial impact for the institution.

Dr. Janosik reported to the Committee the specific recommendation from ACAP to create a broad range state-wide data system similar to the University of Texas system data system which connects degree programs with real-time workforce data and employee salaries. Ms. Houp demonstrated the "Seek UT" data portal website. Dr. Janosik commented that provosts expressed great support for CHE to initiate the creation of a similar South Carolina longitudinal data system initiative. Admiral Munns and Dr. Horne expressed support for the creation of a similar data system and asked that more information regarding specific action steps and costs be presented in the future.

**5. Non-Public Postsecondary Institution Licensing Criteria Revision Update**  
*(For Information, No Action Required)*

Dr. Horne introduced the item and Dr. Janosik provided an update to the Committee regarding progress toward possible future statutory revisions. She specifically highlighted the need to revise statutory language in regards to enforcement of licensing. Ms. Love asked about a timeline. Dr. Janosik responded that the revisions would be presented for review for the next legislative session. Admiral Munns commented that the Committee would need to review revised language for approval at its October meeting. Ms. Love asked about the possibility of reviewing a draft prior to the October meeting mailout. Dr. Janosik responded that staff would try to meet that request.

**6. College Ready Course Pre-Requisite Task Force Recommendation**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Admiral Munns asked about the task force membership. Dr. Gregg responded that the task force was comprised of college and university faculty members, representatives from the S.C. Department of Education, and CHE staff.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission approval of the revised *College Ready Course Prerequisite Requirements* as outlined below, to be phased in for full implementation and applied to entering college freshmen beginning in Fall 2019:

Subject	Units	
	<i>Current</i>	<i>Proposed</i>
English	4	4
Mathematics	4	4
Laboratory Science	3	3
World Language	2	2
Social Science	3	3
Fine Arts	1	1
Physical Education or ROTC	1	1
Electives	1	2
TOTAL	19	20

**7. Awards for EIA Centers of (Teacher Education) Excellence Competitive Grants Program, FY 2015-16 (Continuing)**

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff’s recommendation for approval. Admiral Munns asked about the review panel. Dr. Gregg responded that the panel is comprised of representatives of the Education Oversight Committee, the S.C. Department of Education, the K-12 sector, and current and previous Center directors.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission approval of the continued funding for the existing centers at Newberry College, Anderson University, The Citadel, Claflin University, and Francis Marion University pending submission of formal budget requests and continuation request for funding for FY 2015-16 and final reports for FY 2014-15.

**8. Revised Guidelines for EIA Centers of (Teacher Education) Excellence Competitive Grants Program, FY 2016-17**

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

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission approval of the attached *Guidelines for Centers of Excellence (Teacher Education)* for FY 2016-17.

**9. Revised Guidelines for Federal Improving Teacher Quality Competitive Grants Program, FY 2016-2017**

Dr. Horne introduced the item, and the Committee **moved** (Love) and **seconded** (Munns) a motion to accept the staff's recommendation for approval. Admiral Munns asked about the review panel. Dr. Gregg answered that the panel is comprised of representatives from the S.C. Department of Education, college and university faculty members in the education field as well as specific teacher content areas, the K-12 sector, and previous directors.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission approval of the attached *Guidelines for the Improving Teacher Quality Higher Education Grant Program* for FY 2016-17.

**10. Report on Program Modifications, January 1- March 31, 2015**  
*(For Information, No Action Required)*

Dr. Horne presented the agenda item for information.

**11. Other Business**

Dr. Janosik announced that two programs were withdrawn from the meeting's agenda. She commented that one of the two will be re-submitted in the future for review and the other was withdrawn due to the University's understanding of staff's concerns regarding the proposal. She also reported that an institution seeking licensure withdrew from consideration after the staff informed the institution that staff would not recommend it for licensure.

Dr. Horne introduced an additional agenda item to elect a Committee Vice-Chair. The Committee **moved** (Munns) and **seconded** (Love) a motion to nominate Dr. Lynn for Vice-Chair. Without further discussion, the Committee **voted unanimously to elect Dr. Lynn as Vice Chair of the Committee.**

Dr. Horne thanked those in attendance for their participation and staff for their work. Hearing no further business, she adjourned the meeting at 2:47 p.m.

**Commissioner Questions and CHE/Institutional Responses:  
Coastal Carolina University, B.A., Digital Culture and Design**

**1. Approval time... It took a year to coordinate multiple departments (pg 3). Are all the necessary departments committed to the program?**

Yes, the necessary departments are committed. The most significant delay came in convincing the Department of Communication, Languages and Cultures that the new BA would not overlap with their major. While they offer upper-level courses in media studies, those courses approach media from a very different perspective and do not engage students in the production of digital projects in the same way as our proposed courses do. Where there was overlap, we included the JOUR 350 as an option. We have also invited professors from that department to participate in teaching courses in the DCD Program. Professors from Visual Arts, English, History, Political Science and Geography, and Music are excited about the program and ready to participate fully in offering the major. Further, we have built into the planning for non-curriculum aspects of the degree specific incentives for faculty who have an interest in teaching in the program: for example, digital skill-building workshops and forums for the development of digital and new media projects. We hope, in the future, and with some additional grant funding, to offer some modest travel and research funding for faculty who have even affiliate involvement in the program.

**2. Internships... Pg (5), program will have emphasis on internships. Where will these occur? Does the program have a commitment for these internships?**

There are community-based initiatives that have already expressed interest in this program and its future students. For example, the Conway Innovation Center <<http://cicinnoation.com/>> is a new incubation center that focuses on emerging technologies in the context of entrepreneurial growth in the region. The projects envisioned for this center will require the skills that this program offers, and as the Innovation Center is funded through a spectrum of private and non-profit funding streams, this environment offers tremendous potential for student internships and training. We also have had some preliminary conversations about internships with members of the Parliament: Working Class Creatives organization in Charleston, SC <<http://charlestonparliament.com/report/>>. This group consists of businesses and non-profits that feature new media design, social media advertising, and innovation in the application of digital technologies in museums, art management, and new concept industries. A partner with this organization, Dig Studio (Tom Galmarini), conducted a workshop on digital application design for our Athenaeum Press students and has expressed interest in providing future internships for our DCD students. Two other companies have expressed interest in graduates with digital skill sets. SiteTech Systems, a local company that does GIS work, is one; their president, Todd Woodard, is currently on our local Wall College Board of Visitors. A representative from SiteTech visited Dr. Bergeron and discussed setting up an internship this fall that will hopefully be recurring. He is also scheduled to speak to Dr. Bergeron's class on April 22 to talk about GIS and local opportunities. Their website is <<http://www.sitetechsystems.com/>>. David Barry, from A-R-Cade, a local company that does augmented reality and other digital technologies, has given presentations in Ashes2Art and has indicated that he is looking to CCU for home-grown talent and skills in digital technologies. His company website link is <<http://www.a-r-cade.com/>>. We feel confident that we can meet our student internship needs.

- 3. Opportunity... Pg (6). How is this program relevant to employment as a database administrator? Projections show very low growth of jobs in SC ( about 1% ). Please justify that there will be job opportunities for the graduates.**

Again, one of the most promising and fastest growing initiatives in the local region is the Conway Innovation Center, which promises to encourage businesses and jobs invested in emerging technologies. Charleston and Georgetown County have seen explosive growth in services and industries with significant investments in new media, digital and web design, and social media advertising. For example, Blue Ion, a Charleston-based website design and marketing agency, has expanded significantly just in the last few years and has not been able to secure as many digitally-skilled applicants as this expansion requires. The two local companies mentioned in response #2, SiteTech Systems and A-R-Cade, also represent some of the local employment opportunities for our graduates. Other local employers who have advertised GIS jobs in the recent past include county and local governments, HTC, and local utility companies like Santee Cooper and Horry Electric.

- 4. Program Assessment... Pg 23 says employment assessment to use social media. How will this be used to determine quality of the program for employment?**

Increasingly, businesses, non-profits, and educational initiatives based in new media and digital technologies rely on social networking platforms and analytics for outreach and for assessment. The newer analytics of social media allow for a sophisticated means of tracking name and brand recognition. An advantage of these tools is the way in which they offer insight into the kinds of skills and training that very specific businesses require, and in real time, circumventing the typical lag in assessing such trends using more conventional analytics. Reppify Inc. <<http://www.reppify.com/#sthash.zpZlhFDI.dpbs>> is just one example of how social media is being utilized both for recruitment and as a platform for identifying institutions attuned to a specific industry's employment needs. In addition to making certain that the features of our hands-on educational programming are present in social media streams, we also have planned for an assessment program that keeps track of where students find internships and where graduates find employment, and the kinds of job skills and projects associated with those opportunities. Social media allows for unprecedented access to such details.

**Commissioner Questions and CHE/Institutional Responses:  
Coastal Carolina University, B.S. in Engineering Science**

- 1. Student interest. Other programs at other Universities are on the verge of insufficient student interest. Please show the data for USC's experience, and explain why Coastal would be different. Please provide evidence to support the estimate of nearly 60 students enrolled.**

While CCU does not currently have access to data for USC's experience, the two institutions do have different missions and serve somewhat unique student populations. In approach, the proposed Engineering Science B.S. degree is fundamentally different compared to the program offered in the past at USC, specifically with respect to the targeted student population. As discussed in the proposal, the program has three main purposes: (1) to serve as a more effective pipeline to other state engineering schools through existing dual degree agreements, (2) to serve the local community through an A.A.S./B.S. dual degree agreement with Horry Georgetown Technical College (HGTC), and (3) to provide a regional program that combines the disciplines of engineering, applied science, and mathematics. This program is different from the program at USC in that it is designed as a relatively small general engineering program that will complement existing large engineering programs in the state, and CCU has no discipline-specific engineering programs of its own.

The estimate of approximately 60 students enrolled is based, in part, on current student populations and their interests. CCU has approximately 60 students currently enrolled as part of the dual-degree program with Clemson University. The number of dual-degree engineering students has been increasing over the past few years. These students are currently spread between five different majors on campus, with most students majoring in either Applied Physics or Computer Science. We expect nearly all of the dual-degree students that would otherwise major in Applied Physics to instead major in Engineering Science. In the fall of 2014, there were 18 freshmen in the dual-degree program majoring specifically in Applied Physics under the existing Engineering Physics concentration. Likewise, CCU currently has an MOU with HGTC establishing a 2+2 program with their engineering technology programs and our existing Applied Physics program. This MOU was established in late summer of 2014. Two students immediately enrolled through this program in the fall of 2014. Recently, HGTC has provided us with an estimate of 5 new students in the fall of 2015. HGTC estimates preparing between 5-10 potential students for this program per year over the next several years.

- 2. Were USC's concerns sufficiently addressed?**

We believe so. This is not a traditional engineering program, and it is not designed to serve the same student population. Also, CCU enjoys a very close relationship with neighboring Horry-Georgetown Technical College and expects any current and future MOUs to further solidify this relationship for future students. In addition, this program would be relatively small and can provide value through relatively small classes and more interaction with students. There is a national demand for small engineering programs. Many students looking for an engineering education seek smaller programs with small classes and a smaller number of overall faculty members that can lead to closer student-faculty interaction at the lower levels. The proposed program is also more easily adaptable to variations in incoming student preparation levels. Many of the students that we attract at CCU are otherwise talented, though lacking in preparation. As one example, 80-90% of students that enroll in the current dual-degree engineering program at CCU place into trigonometry or lower during their freshman orientation. The current dual degree program with Clemson is extremely difficult to complete

unless a student arrives at CCU already placing into Calculus I. The proposed program in Engineering Science is specifically designed to provide the preparation a potentially underprepared student needs to succeed in engineering, as well as to smooth the transition for an HGTC student into the B.S. degree program.

**3. What is the projected enrollment of 40 in the fall based upon?**

The CCU Engineering Science program has three potential streams of students from which to grow (existing dual degree students, future CCU students, and HGTC transfer students), and it does/will attract a different student population than other programs at other universities. A conservative estimate for freshman enrollments during the first two years based on the above circumstances is approximately 20 students. This number is based on fall 2014 enrollments. We also anticipate approximately 20 *current* students changing their major in the fall of 2015. Therefore, with estimated retention and a conservative estimate on growth, we estimate approximately 60 students enrolled within the first five years.

**4. Please describe the status of the MOU listed on page 10, when do you expect approval, and are there any irreconcilable road blocks?**

There are no irreconcilable roadblocks, and we expect to have a complete MOU by the end of summer 2015. With the Engineering Science B.S., more HGTC courses will be able to transfer for degree completion at CCU than is currently the case for the existing MOU with the Applied Physics program. Therefore, the new agreement will be easier to execute, and it should provide a more streamlined program for transitioning students.

**5. In the list of similar programs, it is stated “The proposed program is designed to complement other programs in the state and provides the opportunity to integrate engineering with the science of coastal regions.” What does “with the science of coastal regions” mean? I did not see that issue addressed in the curriculum specifically.**

As described in the revised proposal, the Engineering Science program will make it possible for CCU to leverage existing and unique programs, such as Marine Science and the recently launched School of Coastal and Marine Systems Science (CMSS). This allows students to combine their interests in the applied sciences with engineering education, providing the foundation for a program that could serve students interested in applications of civil engineering to the coastal region, or environmental effects of emerging nano-materials and remediation engineering, as just two examples. Courses in these areas do not currently exist. However, CCU is hiring talent within these areas through the Marine Science: Coastal and Marine Systems Science program that could offer upper-level engineering/science electives in the future. The foundation of the Engineering Science program is a general engineering curriculum. The technical electives are where students choose a “flavor”. Coastal engineering may become one of these.

- 6. For clarification, the proposal states “with increasing enrollment, the program will require facilities for engineering laboratories not currently available on campus” and goes on to explain a renovation on Smith Science Center will take place during the program’s 2<sup>nd</sup> year for \$6.5 million. Will the \$568,750 in the 3<sup>rd</sup> year of the program be used toward that \$6.5 million?**

The \$568,750 was determined by taking the cost per square foot of the building renovation and multiplying by the total square footage designated specifically for the new Engineering Science program. This renovation is already planned and budgeted. No addition funding will be requested from the state.

**Commissioner Questions and CHE/Institutional Responses:  
Coastal Carolina University, Ed.S., Instructional Technology**

- 1. What does it take to obtain licensure, who needs to take those actions, what is the consequence to students of no licensure? Are M+30 pay, and promotions available even without licensure?**

The Ed.S. Instructional Technology is designed primarily as a license-advancement program for full-time South Carolina public school teachers who are already licensed and have already earned a master's degree. Upon completing the program, these teachers could apply to the South Carolina Department of Education for the CLASS I-S SPECIALIST license upgrade, commonly known as "Master's+30," which includes an attractive increase on district pay scales. To qualify for Master's+30 license advancement, teacher applicants must provide evidence of having completed an advanced degree from a regionally accredited institution of higher education (such as Coastal Carolina University). Complete details are available on the SCDOE website at: <http://ed.sc.gov/agency/ee/Educator-Services/Licensure/masters30specialist.cfm>. Master's+30 is a construct specific to public education and does not apply to non-teachers or nonlicensed teachers. For that population of potential students, the Ed.S. Instructional Technology degree will not make them eligible to apply to the SCDOE for licensure of any kind. However, as described in the full program proposal on page seven, the degree is still attractive to that population because it qualifies completers for career opportunities in a variety of other fields where technology is used to improved training and performance, often at salaries that can range well above what public school teachers earn.

- 2. On line compatibility... Page 10, describe how 100% online education would support "participation in field leadership experiences, as well as utilization of advanced development tools".**

Although the Ed.S. Instructional Technology program is offered completely online, all field leadership experiences are facilitated through Coastal's network of school district partnerships. Students will develop their leadership skills by working directly with district officials and school administrators to provide technology related professional development and support to other teachers. Logistics are coordinated through a planned series of official events that meet both the field experiences course requirements as well as the contextual training needs of the districts, and include mentoring by current instructional coaches, digital integration specialists and professional development officers. The design phase for these training events begins with formal needs analyses conducted collaboratively with school and district staff, and evolves progressively through iterative development stages utilizing advanced cloud-based tools and synchronous conferencing platforms. Specifically, Adobe Creative Cloud, which is available to educators at steep discounts, combined with Adobe Connect, the university's enterprise online conferencing solution, enable students to collaborate in real-time or asynchronously as needed to produce professional multimedia materials for the targeted leadership events. Evidence of effective development and delivery is documented via training participant surveys, digital video production, reflective blogs, post-training webinars, discussion boards and other interactive measures aligned to systemic rubrics and managed by the university's LMS. It is worth noting that this field experiences leadership framework has been developed as an extension of a training symposium model that has worked well for the current online M.Ed. program.

**3. What evidence supports a program size of 125, and what will be the effect on USC and USCA programs of this number of students enrolling in Coastal? Couldn't this program be offered through a partnership with the rest of the USC system to have it developed and taught by one university, but marketed by and reaching students in many universities (the USC system is doing this with other on line programs) ?**

The estimate for 125 students reflects a cumulative five years of recruitment and enrollment based on a curriculum continuation model targeting current and previous CCU M.Ed. students who work in the local partnership districts. Beginning with an initial cohort of 20 students, we expect the enrollment of this program to be strong, enrolling approximately 40 students per year (20 in fall and 20 in spring) during the first two years, then graduating approximately 20 students per year thereafter. Taking into account these estimates, along with standardized attrition rates provided by the university's office of institutional research, results in approximately 125 students after five years.

Enrollment in the Ed.S. IT program is expected to be healthy as a result of being modeled as a continuation sequence for the current successful M.Ed. Based on documented needs analysis data from the local districts, combined with anecdotal input from existing M.Ed. students, including numerous unsolicited inquiries from prospective Ed.S. applicants, there is an expectation that significant pent-up demand for this type of degree exists, particularly since it has been designed since inception to meet the specific needs of CCU's local partners engaged in their own technology innovation goals, such as Horry County's well documented *Blended Learning* and *Personalized Digital Learning* initiatives.

Although the proposed Ed.S. IT is an online program and technically accessible in the state-wide market, the locally-responsive nature of the curriculum primarily targets partner districts with localized needs. Creating a one-size-fits-all generic program managed by USC and shared via branch campuses would emulate the template-driven factory model commonly implemented by distance education for-profit institutions, and would potentially ignore the unique needs of the districts. The IT faculty at CCU strongly believe that the greatest value partnerships are not based on economies of deployment, but rather based on responsive curriculum design and collaborative problem solving localized to the culture, resources and logistics of each individual district.

Having said that, a partnership with USC or Clemson tracking CCU's Ed.S. program completers into a Ph.D./Ed.D. program would be welcome.

**4. What professional development events have IT faculty facilitated with students/teachers from the Horry County Schools and other districts?**

The IT faculty at CCU have well-established professional partnerships reflecting years of collaboration, research and service with local districts, particularly Horry County and Georgetown County schools. Current CCU IT faculty and M.Ed. students (primarily local teachers) are directly involved in developing and implementing contextually driven solutions to address the unique technology needs and issues for the schools in this region. For example, in spring 2015, 68 current CCU M.Ed. IT students provided 24 three-hour technology professional development sessions sanctioned by the partner districts and implemented to over 400 local teachers participating in dedicated PD training days. All sessions were delivered live and included both classroom-based (primarily) as well as webinar-based modalities.

Other explicit and responsive productivity examples of our partnerships with regional school technology initiatives include:

1. Georgetown County Schools Technology Competition Judge (2015)
2. Horry County Schools Technology Competition Judge (2015)
3. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2015)
4. North Myrtle Beach High School 1st Annual NMBHS Technology Fair Judge (2015)
5. Horry County Schools County-Wide Technology Competition Judge (2014)
6. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2014)
7. Facilitator of Horry County Schools personalized digital learning planning session (2013)
8. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2013)
9. Georgetown County Schools county-wide Technology Competition Judge (2013)
10. Horry County Schools Black Water Middle School Technology Competition Judge (2013)
11. Horry County Schools county-wide Technology Competition Judge (2013)
12. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2012)
13. Georgetown County Schools county-wide Technology Competition Judge (2012)
14. Horry County Schools county-wide Technology Competition Judge (2012)
15. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2011)
16. Horry County Schools county-wide Technology Competition Judge (2011)
17. Scholarly presentation with Horry County Schools IT staff:

Winslow, J., Dickerson, J., Cox, E. (2015, in review). International Association for K-12 Online Learning (iNACOL). Designing prescriptive professional development: Comparing instructional and technological skillsets between traditional, blended and fully online classrooms. Orlando, Florida. (International) 18. Scholarly presentation with Horry County Schools IT staff: Gilbert, S., Winslow, J., Dickerson, J., & Lee, C. (2011). iPads for school administrators. The Horry County Schools Adult and Community Education Technology Literacy Conference, Myrtle Beach, SC. (Local)

It is also important to know that most states, in our region and beyond, have multiple Ed.S. IT programs meeting the unique needs of their constituents.

<b>Program Title</b>	<b>Institution</b>	<b>Modality</b>
Ed.S. Instructional Technology	University of South Florida	Online
Ed.S. Instructional Systems Technology	University of Indiana	Online
Ed.S. Instructional Technology	University of Montevallo	Online
Ed.S. Educational Technology	University of Florida	Online
Ed.S. Technology Management and Administration	Nova Southern University	Online
Ed.S. Instructional Technology	Kennesaw State University	Online
Ed.S. Instructional Technology	Valdosta State University	Online
Ed.S. Learning, Design, Technology	University of Georgia	Online
Ed.S. Media (Instructional	University of West Georgia	Online

Technology)		
Ed.S. Educational Leadership with Emphasis on School Technology Leadership	University of Kentucky	Online
Ed.S. Educational Technology	University of Central Missouri	Online
Ed.S. Educational Technology	University of Missouri	Online
Ed.S. Educational Technology Leadership	Webster University	Online
Ed.S. Instructional Design and Technology	Virginia Tech	Online
Ed.S. Instructional Technology	University of Alabama	Campus
Ed.S. Curriculum and Instruction: Instructional Technology	University of West Florida	Campus
Ed.S. Instructional Technology	Georgia Southern University	Campus
Ed.S. Instructional Systems Technology	University of Indiana	Campus
Ed.S. Educational Leadership and Instruction Concentration: Educational Technology	Northwestern State University	Campus
Ed.S. Instructional Technology	Wayne State University	Campus
Ed.S. Technology Management and Administration	University of Mississippi	Campus
Ed.S. Education with Instructional Technology Concentration	University of Tennessee Knoxville	Campus
Ed.S. Educational Technology	University of Tennessee Chattanooga	Campus
Ed.S. Curriculum and Instruction: Educational Technology	Tennessee Tech	Campus
Ed.S. Instructional Design and Technology	Virginia Tech	Campus
Ed.S. Curriculum and Instruction: Instructional Technology	University of Virginia	Campus

**Commissioner Questions and CHE/Institutional Responses:  
 Medical University of South Carolina, M.P.H., Biostatistics  
 Medical University of South Carolina, M.P.H., Epidemiology  
 Medical University of South Carolina, M.P.H., Health Behavior and Health Promotion**

General Information about the MPH Programs:

When there are critical needs, redundancy is important. MUSC as the leading academic health center in the State, including the Hollings Cancer Center, is responding to the evolution of the health care system to optimize the health of the clinical populations it serves (1). These new degrees are part of MUSC's strategic plan to have a strong foundation in graduate and professional education that reinforces the biomedical and community engaged research enterprise to address the pressing population health priorities in South Carolina (SC) as recently outlined by the Health Coordinating Council of South Carolina. These are: Chronic Disease Prevention and Obesity; Behavioral Health; Improving Birth Outcomes, Access to Care and Health Equity. These MUSC MPH degree programs complement those at USC and will enable SC to be competitive in public health initiatives regionally and nationally to ensure health equity. Our neighbor states have multiple institutions accredited to offer MPH degrees (GA=8; NC=3). The degree programs will be synergistic and lead to collaborations in education, research and public health practice between MUSC and USC as well as between MUSC, the Citadel and College of Charleston. The programs will fill the need and demand for public health professionals in the Lowcountry of SC and will help meet the projected national shortage in 2020 of 250,000 public health professionals (2).

**MPH, Biostatistics**

1. **Redundancy... The proposal justification seems to be primarily for building and maintaining the reputation of MUSC. Please discuss in detail the effect this program will have on other programs in the state – i.e. USC, and the effect on student tuition due to increased costs in a redundant program. Could not the same effect be achieved through a joint program USC-MUSC, which might reduce redundancy?**

The MPH in Biostatistics will have no impact on the USC MPH in biostatistics. USC's priority and focus are on training students for the Master of Science in Public Health (MSPH), a thesis versus an internship based program.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Biostatistics can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Hollings Cancer Center has a Biostatistics Shared Core (BSR), which provides statistical support to basic scientists, clinical investigators, behavioral scientists, and epidemiologists involved in cancer research. Members of the BSR meet with cancer

researchers to discuss study planning and statistical analysis of cancer treatment trials. Both the CTSA and the BSR provide rich experiential learning opportunities for MPH Biostatistics students.

**2. Why is this program needed if MUSC already has an MS in the same field?**

The MPH in Biostatistics is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in biostatistics and research methods. It is a degree geared to practical applications. The MS is a theory based degree with a focus on methods and requires a thesis. The MS complements the Ph. D. in Biostatistics.

**3. Please explain the cost estimate. The program justification relays in large part on the need of local existing MUSC employees, but the cost estimate is based on 50% out of state.**

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

**4. What justifies the estimate that 7 new students a year will come to MUSC for this program?**

Math majors at College of Charleston have expressed interest in the MPH in Biostatistics to prepare for a career to apply their skills. In the past few months, since we shared the possibility of an MPH at MUSC, we have had numerous inquiries regarding when the admissions are open. Based on the inquiries about the MPH program we anticipate at least seven students both from within and from other institutions (such as from the pool of BS/BA in public health from the College of Charleston and Mathematics Department).

**5. Collaboration... Page 13. When would MUSC seek to strengthen collaborations? When might a final deal be completed?**

MUSC has already worked to strengthen the current collaborative relationships with the College of Charleston, the Citadel and The Lowcountry Graduate Center. We are in the final stages of graduate two certificate proposals: 1. Built Environment Planning and Design 2. Child & Adolescent Wellness and Obesity Prevention.

Dr. Martin developed a course, "Rural Health Perspectives," and will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format.

MUSC has discussed with USC and College of Charleston improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students.

On March 3 MUSC and College of Charleston leadership met to begin plans for collaboration.

**MPH, Epidemiology**

1. **Same questions as above with respect to possibility of a joint program, the degree of redundancy, the effect on the MS program, the effect on tuition to other MUSC students, the cost estimate of 50% out of state, and when formal articulation agreements would be signed.**

The MPH in Epidemiology will have no impact on the USC MPH in Epidemiology. USC's priority and focus are on training students for the Master of Science in Public Health (MSPH), a thesis versus an internship based program.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Epidemiology can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Center for Global Health, MUSC's Center for Health Disparities, MUSC's Hollings Cancer Center Cancer Prevention and Control Program, and MUSC's Biomedical Informatics Center which each include faculty from the DPHS offer rich experiential learning opportunities for MPH Epidemiology students. MPH Epidemiology students will also benefit from close collaborations with the College of Dental Medicine which now includes a Division of Population Health.

The MPH in Epidemiology is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in epidemiology and research methods. It is a degree geared to practical applications. The MS is focused on epidemiologic methods and requires a thesis. The MS complements the Ph.D in Epidemiology.

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

**MPH, Health Behavior and Health Promotion**

1. Same questions as above.

The MPH in Health Behavior and Health Promotions will have minimal impact on the USC Columbia MPH in Health Behavior. Our location affords convenience for MUSC healthcare professionals, current students at MUSC and multiple educational institutions in the Lowcountry who would like to pursue traditional in-class training in public health and health behavior and health promotion. The faculty at MUSC actively collaborates with other institutions in the state (including, Clemson, C of C, USC, etc.). For example, faculty collaborates with social and behavioral scientists, biostatisticians and epidemiologists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations

in developing the MPH curriculum so that we draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other. For example, Dr. Martin from MUSC developed a course, "Rural Health Perspectives," and will teach it this fall simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format.

The MPH in Health Behavior and Health Promotion will be critical to the developing partnerships with the College of Charleston, the Citadel and The Lowcountry Graduate Center as courses in our program will support certificate programs and College of Charleston faculty will teach the Health Communication Courses for this degree. MUSC has already worked to strengthen the current collaborative relationships. We are in the final stages of graduate two certificate proposals: 1. Built Environment Planning and Design 2. Child & Adolescent Wellness and Obesity Prevention. In addition, MUSC has discussed with USC and College of Charleston improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Health Behavior and Health Promotion can leverage valuable resources at MUSC. The CTSA, known as the SC Clinical and Translational Science (SCTR) Institute provides a platform for supporting research which includes the Community Engagement Core/Center for Community Health Partnerships (CE/CCHP). SCTR supports research and training in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC offers other unique experiential learning opportunities for MPH Health Behavior and Health Promotion students. The Department of Psychiatry and Behavioral Sciences is a rich resource for students interested in addiction science and behavior change methods related to a variety of health behaviors. The Hollings Cancer Center supports the Cancer Control Program which offers students an opportunity to participate in training and educational opportunities and to work with faculty from across the MUSC campus in the areas of cancer health disparities and tobacco prevention and control. One program, the Tobacco Research Interest Group offers specific access to training and mentoring to students as they explore options for treating tobacco use and participates in research aimed at discovering novel approaches to tobacco prevention and control.

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

## **2. Wouldn't the state and students be better off using the pending on line course from USC?**

Our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue traditional in-class training in public health and health behavior and health promotion. We will refer students interested in on-line training in Health Behavior to the USC on-line program.

- What are enrollment projections based on?

MUSC employees, residents and fellows and students from local institutions have expressed interest in the MPH degree programs to prepare for a career to apply their skills to optimize population health. In the past few months, since we shared the possibility of an MPH at MUSC, we have had numerous inquiries regarding when the admissions are open. Based on the inquiries about the MPH program we anticipate students both from within MUSC and from other institutions (such as from the pool of BS/BA in public health from the College of Charleston, Coastal Carolina, etc.).

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2. Rosenstock, L, Helsing, K, Rimer, BK: Public Health Education in the United States: Then and Now. *Public Health Reviews*. 33 (1); 39-65, 2011.