

Advisory Committee on Academic Programs

Minutes of May 19, 2016

Members Present

Dr. John Lane, Chair
Dr. Connie Book, The Citadel, via teleconference
Dr. Debra Boyd, Winthrop University, via teleconference
Dr. Ralph Byington, Coastal Carolina University
Dr. Ron Drayton, Midlands Technical College
Dr. Donna Elmore, Orangeburg-Calhoun Technical College, via teleconference
Dr. Clif Flynn, University of South Carolina Upstate
Dr. Learie Luke, South Carolina State University
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Hope Rivers, S.C. Technical College System

Guests Representing Members

Dr. Kristia Finnigan, University of South Carolina Columbia, representing Ms. Joan Gabel
Dr. Debra Jackson, Clemson University, representing Dr. Robert Jones
Dr. Peter King, Francis Marion University, representing Dr. Richard Chapman
Dr. Martha Moriarty, University of South Carolina Beaufort, representing Dr. Gordon Haist
Mr. Tom Nelson, Lander University, representing Dr. David Mash, via teleconference
Dr. Suzanne Thomas, Medical University of South Carolina, representing Dr. Mark Sothmann, via teleconference

Staff Present

Ms. Laura Belcher
Ms. Camille Brown
Ms. Sandra Carr
Ms. Julie Carullo
Ms. Carrie Eberly
Ms. Lane Goodwin
Dr. Paula Gregg
Ms. Anna Grubic
Ms. Trena Houpp
Dr. Erica Von Nessen
Mr. Morgan O'Donnell
Dr. Karen Woodfaulk

Guests

Ms. Jana Baron, University of South Carolina Upstate
Dr. Shirley Carr Bausmith, Francis Marion University
Dr. Judy Beck, University of South Carolina Aiken
Ms. Tiffany Blackwell, Tri-County Technical College
Dr. Todd Cherner, Coastal Carolina University
Dr. Jeanne Cobb, Coastal Carolina University
Ms. J.C. Cunningham, Winthrop University
Mr. Rob Dedmon, University of South Carolina
Columbia
Dr. Carolyn Dillian, Coastal Carolina University Ms.
Sarah Dowd, Trident Technical College
Ms. Bonnie Duncan, Clemson University
Ms. Bonnie Carson Durham, University of South
Carolina Upstate
Dr. Christine Ferguson, University of South Carolina
Beaufort
Dr. Beckie Flannagan, Francis Marion University
Mr. Brian Fortman, Presbyterian College
Dr. Julie Fowler, S.C. Department of Education
Dr. Stephanie Frazier, S.C. Technical College System
Mr. Adam Ghilani, Tri-County Technical College
Ms. Michelle Hare, Winthrop University
Ms. Gwendolyn Harris, Midlands Technical College
Ms. Kay Henderson, Presbyterian College
Dr. Edward Jadallah, Coastal Carolina University
Ms. Cynthia Johnson, Central Carolina Technical College
Dr. Christopher Kennedy, Francis Marion University
Ms. Julie Lanford, Spartanburg Methodist College

Mr. Mike LeFever, S.C. Independent Colleges and
Universities
Ms Clara Martin, Trident Technical College
Dr. Carol McClain, S.C. State University
Ms. Alicia McCourry, University of South Carolina
Upstate
Ms. Elizabeth Milam, Clemson University
Ms. Erin Millwood, University of South Carolina Upstate
Dr. Carol Osborne, Coastal Carolina University
Dr. Janice Owens, S.C. State Univrsity
Dr. Bob Perkins, College of Charleston
Ms. Donna Quick, Columbia College
Dr. Sheila Quinn, S.C. Department of Education
Mr. Dan Ralyea, S.C. Department of Education
Ms. Jennifer Runyon, Coastal Carolina University
Ms. Terrye Seckinger, S.C. Commission on Higher
Education
Ms. Jernitha Smith, Central Carolina Technical College
Dr. Charlie Spell, S.C. State University
Dr. James Spencer, Clemson University
Ms. Donette Stewart, University of South Carolina
Upstate
Ms. Kendra Strange, Spartanburg Methodist College
Mr. Scott Verzyl, University of South Carolina Columbia
Dr. Alissa Warters, Francis Marion University
Ms. Wendy Watts, Coastal Carolina University
Dr. Margaret Wetsel, Clemson University
Ms. Elizabeth White, Central Carolina Technical College
Ms, Perry Wilson, Francis Marion University

Welcome

Dr. Lane called the meeting to order at 10:00 a.m. He welcomed all in attendance.

1. Consideration of Minutes of February 18, 2016

Dr. Lane requested a motion to accept the minutes of February 18, 2016, as distributed. The motion was **moved** (Flynn) and **seconded** (Priest) and the Committee **voted unanimously to accept the minutes as presented.**

2. Presentation of Uniform Grading Policy by Dr. Julie Fowler, S.C. Department of Education
(For Information, no action required)

Dr. Lane introduced and welcomed Dr. Julie Fowler, Dr. Sheila Quinn, and Mr. Dan Ralyea from the S.C. Department of Education to discuss the revised Uniform Grading Policy. He stated that the S.C. Board of Education voted to revise the policy in the Spring. He also mentioned that the higher education community expressed some concerns regarding the implementation of the revised policy. He referred to a recent webinar hosted by the S.C. Department of Education as a result of those concerns and thanked the departments' representatives for their willingness to address further questions at this meeting.

Dr. Fowler explained that the Uniform Grading Policy had not been reviewed in some time and that since the policy has many components, four working groups were formed to study the possibilities of revision. She then clarified that the State Board of Education has not yet approved the revised policy; she stated that the Board only approved the finding of the first working group studying the creation of the ten-point grading scale. This group presented its findings to the Board and a ten-point grading scale was approved. She explained that the other working groups are continuing to study their respective components of the overall policy. Dr. Fowler thanked representatives from CHE and the S.C. Technical College System for serving on the working groups. She informed the Committee that 139 higher education representatives were able to attend the recent webinar.

Dr. Fowler explained that the second working group is studying the policy components of dual credit and honors weighting and that the results of this group might answer questions that were raised by the higher education community regarding rigor and grade inflation. She described a subcommittee of this group that is studying similar initiatives in other states, including N.C., which is working to develop a rubric to vet courses for honors weighting. Dr. Fowler stated the third working group is studying credit recovery, failure due to absences, Carnegie units, and competency-based learning. Dr. Fowler explained the fourth working group is focused on a component, Pathways to a Diploma, which is not currently a part of the policy. She stated that an outside facilitator introduced the concept to provide multiple pathways to one diploma or multiple pathways to multiple diplomas.

Dr. Fowler informed the Committee that professional development training opportunities have been implemented already to help with aspects of the transition to a ten-point scale. She acknowledged that different school professionals - guidance counselors, principals, teachers, district level leaders, PowerSchool users - need different types of training for this transition and she cited examples of how the training would be adapted for each audience. She stated that they have created online modules that can be accessed throughout the summer. Dr. Fowler then mentioned that additional opportunities will be provided in August during school teacher development days. She also stated that counselors will receive professional development that addresses how to evaluate transcripts that use a different grading scale while teachers will receive training on strategies for preventing grade inflation. Dr. Quinn then added that the high school end-of-course assessment and other assessments will be recalibrated to the ten-point scale. She assured the Committee that the rigor for a numeric average of 70 as a "D" is the same as the rigor for a 60 as a "D" because they are not lowering their standards.

Dr. Fowler relayed Superintendent Spearman's intention to work closely with CHE regarding the education lottery scholarship funding. She then invited questions from meeting attendees. Dr. Woodfaulk asked about professional development training for independent schools and home school

associations. Dr. Fowler answered that training is available for them as well and discussed some of the training opportunities available to them.

Mr. Verzyl asked for clarification regarding the curriculum standards for letter grades. Dr. Quinn responded that the standard for an "A" should hold; the standard should not be lowered because the numeric scale has changed so that what is required for a student to earn an "A" in the current grading policy will be the same for earning an "A" in the new policy. Ms. Quick asked whether the change in the numeric range will affect the number of HOPE scholarship recipients. Dr. Quinn replied that in a perfect world the number of HOPE scholarships would not be affected because the standard to get certain letter grades remains the same. But, she acknowledged that it will take some time to train the teachers to adapt to the new grading scale, so in the short term, there might be more scholarship recipients. Mr. Ralyea then explained how SCDE calculated the possible impact of a worst-case-scenario to the scholarships by assuming that teachers did not adapt to the changing standard. Ms. Quick then expressed concern about the timing of implementing the grading scale change because it comes at the same time as the SAT redesign which is making colleges think about increasing their standards. She also stated she is concerned about retention of scholarships because if more students are eligible and then do not retain the scholarship their second year, they may incur a lot of debt, particularly those students attending an independent college. Dr. Quinn responded by stating that we can look at the experiences of other states with a ten-point grading scale and learn from them.

Ms. Hare asked about the implementation of the new policy and whether there is a target date for reevaluating the criteria for the scholarships. Dr. Fowler responded that they will begin those reviews as soon as possible. Dr. Woodfaulk clarified that the revised policy will affect next year's seniors so the calculation used to determine the awards will change each year as the new grading scale is implemented so that it will be a four-year process. Ms. Carullo then stated that changing the standards for the scholarship would require a legislative change which would take some time. She then mentioned a proviso that requires a report about recommendations for the scholarship program given the new grading scale. In response to a question from Dr. Jackson about possibly increasing the standards for receiving a scholarship such as changing the 3.0 GPA requirement for a LIFE scholarship, Dr. Woodfaulk mentioned that it is possible that the standards could increase. Dr. Jackson then expressed confusion and stated that she thought the change in grading policy was intended to help students compete with students in other states in regards to admission and access to scholarships. Dr. Quinn responded that it is a budget consideration for the General Assembly. Dr. Byington expressed confusion and stated the change cannot be both an adjustment and stay the same standard, and that if the standards are not changing and a "B" is a "B," then there should be no change in scholarship recipients. Mr. Ralyea explained that states apply different quality points for the same numerical score and therefore the threshold is different for transfer students from different states. He stated that there are certain score thresholds for athletes for qualifications for sports. He also mentioned that teachers would need to increase the degree of difficulty of questions for the standards to be maintained. He explained that it is easy to change the state's standardized assessments, but teachers need to be trained to maintain that threshold by increasing rigor. Mr. LeFever asked that given the importance of the work of Groups 2, 3, and 4 to the outcome of Working Group 1 and considering the ramifications with scholarships for the General Assembly and of the recalibration of the SAT and the early FASFA for colleges, why did the State Board of Education rush to approve the recommendation of Group 1 for this school year? Dr. Fowler answered that it was the will of all the stakeholder groups and she mentioned that they had the superintendents complete a paper and pencil vote.

A meeting attendee asked whether the Department has conducted grade distribution analysis for the current grading scale and if so, can that information be shared publically. Dr. Quinn replied the Department has begun working on that analysis. She continued by stating the Department analyzed students currently making a 3.0 or better over the last three years and showed that by using the revised scale in tandem with current scholarship eligibility trend data, in the next four years the potential increase in the number of additional students who could have a 3.0 GPA or better and potentially qualify for scholarships is 12-13,000. Mr. Ralyea stated that it is a skewed distribution when you look at GPAs to begin with and that the traditional understating on what a "C" is does not really play out. Dr. Quinn mentioned the skewing results because the GPA changes are every point. A 90 is a 4.0, 91 is a 4.1, 92 is a 4.2, etc. Dr. Jackson then stated that the SCDE has already inflated GPAs and that a 4.0 is not a 4.0 because of the weighting such as for AP classes, so Clemson unweights the GPAs of its applicants. She then added that the GPA weighting at the high school level makes the college admissions process more complex.

Commissioner Seckinger asked whether the Department will provide specialists assigned to each district in the state to help answer the myriad of questions teachers will have about this change. Dr. Fowler answered affirmatively. Commissioner Seckinger then expressed concern about institutions favoring SAT scores over ACT scores because SC students might not be prepared for success with the SAT, which is correlated with Common Core, which we do not have in SC. Ms. Carullo mentioned that the Commission performed a fiscal impact analysis of the change to the new grading scale and that she would send that analysis to Dr. Lane to distribute to the ACAP members. Dr. Lane thanked Dr. Fowler, Dr. Quinn and Mr. Ralyea and stated that he looks forward to continued conversation.

3. Revised Policies and Procedures for Academic Degree Program Productivity

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Byington) and **seconded** (Jackson). Dr. Lane introduced Ms. Houp who led a task force to revise the *Policies and Procedures for Academic Degree Program Productivity*. Ms. Houp explained that the Commission recently approved an increase in productivity standards, which led to the revised *Policies and Procedures*. Ms. Houp shared that the task force updated the reasoning behind the program productivity review; decided to lengthen the probationary period from four years to six years; and agreed to implement a consequence for institutions that fail to provide improvement reports within the appropriate time frame. She further explained that any institution that fails to meet the improvement report deadline would not be allowed to submit program proposals or program modifications until the report is received by CHE. Ms. Houp then informed the Committee that the exemption portion of the *Policies and Procedures* has been updated to reflect that program exemption status will not be for the lifetime of the program but will only be approved for three program productivity review cycles, after which the program's exemption status will be reviewed. She also stated the new program-specific review will be developed by the task force in coming months. She stated this review will analyze a new program a certain number of years after implementation to determine whether the projected goals, enrollment and budgetary information included in the program proposal were realized. Dr. Lane and Ms. Houp thanked the members of the task force for their diligent work on the revisions.

The Committee **voted unanimously to approve** the revised *Policies and Procedures for Academic Degree Program Productivity*.

4. ~~Revised Annual Report on Admissions Standards for First Time Entering Freshmen, Fall 2014~~

Dr. Lane informed the Committee the report will be presented at a future meeting once forthcoming data has been submitted to the Commission and analyzed.

5. Updates on Issues and Projects in Academic Affairs:

a. SARA

(For information, no action required)

Dr. Lane introduced the agenda item and shared that South Carolina's SARA application will be considered at the June 9th SREB meeting. He explained that staff are currently preparing for that presentation. He stated that if the SARA application is approved, CHE staff anticipate being able to receive institutional applications starting in July.

b. Formation of Task Force to Revise Policies Regarding Transfer and Program Approval

(For information, no action required)

Dr. Lane introduced Ms. Houp who described the formation of a new task force which will help to update policies regarding transfer and program approval. She asked for participation for the task force and shared that anyone interested should email her.

c. 2017 Meeting Dates

Dr. Lane introduced the agenda item. A motion to approve the staff recommendation was **moved** (Priest) and **seconded** (Drayton). Dr. Lane explained the recommendation for 2017 meeting dates.

The Committee **voted unanimously to approve** the 2017 Meeting Dates, including the September 29, 2016 and November 16, 2017 meeting dates.

6. Notifications of Program Changes and/or Terminations, February 1-May 15, 2016 (For information, no action required)

Dr. Lane presented the agenda for information.

7. Program Proposals

a. Clemson University, D.N.P. (Doctor of Nursing Practice), with concentrations in Nurse Practitioner and Clinical Nurse Specialist

Dr. Jackson introduced the program proposal from Clemson University. A motion to approve the proposed program was **moved** (Jackson) and **seconded** (Byington). Dr. Jackson explained that the program planning summary was reviewed by ACAP electronically in February 2015 and received positive

comments. She informed the Committee that the program will be online and is designed for those who already have a master's degree.

Dr. Lane asked for more information regarding the proposal's reference to the nursing faculty shortage in the state, and specifically requested additional data regarding vacancies. Dr. Whetsell responded there are vacancies across the state and that Clemson would be glad to provide the specific data. Dr. Lane asked about the capacities of the MUSC and USC DNP programs. Dr. Jackson explained the target audiences are different in that the MUSC and USC programs are designed as post-baccalaureate programs and Clemson's will be a post-master's program. Dr. Lane asked whether the program requires or offers opportunities for students to visit campus. Dr. Jackson answered that students will be required to be on campus for orientation and for a research presentation.

The Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Doctor of Nursing Practice with concentrations in Nurse Practitioner and Clinical Nurse Specialist, to be implemented in Spring 2017.

b. Clemson University, M.R.U.D. (Master of Resilient Urban Design)

Dr. Jackson introduced the program proposal from Clemson University. A motion to approve the proposed program was **moved** (Jackson) and **seconded** (Finnigan). Dr. Jackson explained that Clemson plans to offer this three-semester post-professional program at the Clemson Design Center in Charleston. She informed the committee that the program seeks to educate students in sustainable built and natural environments that can deal with organized growth and promote communities and cities that are adaptable, flexible and resilient.

Dr. Lane asked for the implementation date for the program. Dr. Spencer responded that the anticipated implementation date was Fall 2017. Dr. Lane asked whether students are required to take twelve credits over the summer to graduate on time. Dr. Spencer answered Clemson has designed the full-time program for working professionals and it is easier for this audience to take leave from their employment if the program only takes a year. Dr. Jackson added that Clemson has many summer options for students. Dr. Spencer informed the Committee that Clemson conducted market research and found that no other similar program is in existence in the southeast. He added that Charleston will be a great learning lab for the students in that the city has the pressures of historic preservation; high population and economic growth; and environmental concerns as a coastal city.

The Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Master of Resilient Urban Design degree, to be implemented in Summer 2017.

c. Coastal Carolina University, B.A., Anthropology and Geography

Dr. Byington introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Flynn). Dr. Byington explained this program is the result of merging two popular minors at the University and is unique by combining the human element with the land element. He added that the University is in conversation with Horry-Georgetown Technical College (HGTC) regarding a MOU for transfer into the program.

Dr. Lane asked whether national data for similar combined programs is available. Dr. Byington responded that national data will be more available than state or local data. Dr. Osborne explained that combining these two disciplines is a new trend and only a handful of similar programs exist in the country, and therefore data is not abundant. Dr. Lane asked Coastal to provide information about the existing programs and any data available. He asked about the curriculum and whether it is half geography/half anthropology or another type of configuration. Dr. Osborne shared anecdotally that she had recently received emails of job postings for individuals with geography information systems (GIS) knowledge and skills in the anthropology field. She continued by stating that it is a quickly growing field especially in the consulting arena.

Dr. Lane asked about the new academic building mentioned in the proposal. Dr. Byington answered the building will be completed in 2017 and will house the anthropology lab. Dr. Rivers expressed the technical college system's support, especially HGTC's support, for the program. Dr. Lane asked Coastal to provide more information about workforce opportunities. Dr. then Finnigan expressed USC Columbia's support.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Bachelor of Arts degree in Anthropology and Geography, to be implemented Spring 2017.

d. Coastal Carolina University, M.Ed., Language, Literacy and Culture

Dr. Byington introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Rivers). Dr. Byington explained this proposal is one of three similar proposals, of which two have already been approved. He stated that Coastal is creating three new stand-alone programs by elevating existing concentrations of the M.Ed. in Teaching and Learning. Dr. Jackson expressed Clemson's support for the program and shared that this degree program fits nicely with Clemson's recently approved Ph.D. in the same field. Dr. Byington referred to recent conversations about collaboration with the Clemson program. Dr. Lane asked Coastal to clarify the employment chart provided by CERRA (i.e., clearly state it shows the total needed for the next 10 years) and include the date of the CERRA report.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Master of Education degree in Language, Literacy and Culture, to be implemented Fall 2017.

e. Francis Marion University, M.S.P. (Master of Speech Pathology)

Dr. King introduced the new program proposal from Francis Marion University. A motion to approve the proposed program was **moved** (King) and **seconded** (Rivers). Dr. King explained the University developed the program in response to local needs and with the help of a consultant from the University of North Carolina Greensboro. He added that the program was created according to the standards of the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech Language Hearing Association (ASHA).

Dr. Luke commented that SC State University, which has its own Speech Pathology program, recognizes the need for another program at FMU. Dr. Priest asked about the recurring state funding of

\$500,000 per year included in the cost chart and whether the program could be sustained without this funding. Dr. King answered affirmatively and that health programs are costly to implement and that the University's administration may need to re-evaluate the implementation of this program if the funding is not provided. However, he added that they are committed to implementing the program based on the great need for the program in the state and the funding requested will be used as start-up funds because the long-term projections show the program should be self-sustaining. Dr. Lane asked about the costs associated with the program. Dr. King responded programs in the medical field are expensive to implement and the accreditation standards are strict in regards to the provision of teaching and clinical experience for students. He informed the Committee that this program is part of the long-term goal of the Pee Dee Health Education Partnership. Dr. Lane asked about the need for facilities given contradictory information in the proposal. Dr. King answered that the budget shows \$300,000 for facilities which is the estimated portion for this program for the new health sciences building being developed in Florence.

Dr. Lane asked about workforce opportunities and job placement. He specifically asked about the growing need for speech pathologists in schools as it was referred to in the proposal. Dr. Warters responded that the local community has indicated the need in the local school district. She clarified that the program's main goal is to provide speech pathologists in the medical arena but graduates would be able to be employed by schools if they pass the Praxis exam and complete an internship.

Dr. Finnigan expressed concern about clinical practicum overlap. She specifically referred to thirty clinical sites that USC uses within a 90-mile radius of FMU. Dr. Luke commented that some of the practicum pressure will be relieved by SARA. Dr. King responded that all medical training programs are in need of more practicum sites and added that this program will focus on placement in the northeast region of the state.

Dr. Lane encouraged FMU to collaborate with the other programs in the state. Dr. Warters responded that the schools have had recent conversations about collaboration. Dr. Gregg asked FMU whether students seeking to pursue a career in the school system will be counseled and advised in regards to the requirement for supervised internship, essentially adding a semester to the curriculum. Dr. Warters responded that in talking with FMU's school psychology faculty, it might be possible to integrate the internship into the curriculum.

The Committee **voted unanimously to accept** the new program proposal for Francis Marion University to offer a program leading to the Master of Speech Pathology degree, to be implemented Fall 2018.

8. Program Notifications of Change

- a. Clemson University, M.S., Historic Preservation (Joint Program with College of Charleston), Site Change
- b. College of Charleston, M.S., Historic Preservation (Joint Program with Clemson University), Site Change

Dr. Jackson introduced the program notifications from Clemson University and the College of Charleston. A motion to approve the proposed program notifications of change was **moved** (Jackson) and **seconded** (Byington). Dr. Jackson explained that the program is moving to a renovated facility, the

Clemson Design Center, located within a mile of the current facility and that the new facility was approved by the Commission in July 2015.

Dr. Lane explained that these changes were originally intended to be processed at the Notification of Change level, but with further review of policy, the changes were found to be at the program modification level. He further stated that as a compromise, staff asked Clemson and the College of Charleston to provide more information as to the suitability of the new site for this specific program and subsequently elevated the Notification forms to ACAP as a one-time, non-precedent setting solution rather than asking them to submit the longer program modification form. He clarified that current policy requires a program modification when a program is moved to a new “bricks and mortar” site, without any exception provided for a move within the same service area such as this new site which is less than a mile away from the previously approved site. Dr. Lane informed the Committee that the task force studying program approval policies and procedures could review this site change policy to consider providing flexibility for site changes within the same service area. Dr. Jackson expressed her support for revising this particular policy and for providing avenues to submit one proposal for a joint program, as compared to one proposal for each institution participating in collaboration. She also suggested that CHE work out a solution so that institutions can submit enrollment data jointly for joint programs.

Ms. Houp commented that the aforementioned task force will also consider adding to the policy references to the approval of a joint program from two stand-alone programs at different institutions; the separation of a joint program into two stand-alone programs at different institutions; and the modification of any joint program between and amongst different institutions. Dr. Jackson asked CHE staff to consider reviewing SACSCOC guidelines in regards to joint programs. She also suggested that programs and facilities that are linked be considered at the same time.

The Committee **voted unanimously to accept** the program notifications of change for Clemson University and the College of Charleston to modify their joint program leading to the Master of Science degree in Historic Preservation to change site locations in Charleston, to be implemented in Summer 2016.

9. *Read to Succeed* Compliance Program Modifications

- a. The Citadel
 - B.A., Chemistry (Secondary Chemistry Broad Field Science)
 - B.A., Modern Languages (Teaching French, Teaching German, Teaching Spanish)
 - B.S., Biology (Secondary Biology Broad Field Science)
 - B.S., Physical Education (Teaching)
 - B.S., Secondary Education, Social Studies
- b. The Citadel
 - Ed.S., School Psychology
- c. The Citadel
 - M.A.T., Secondary Education (Biology, English, Mathematics, Social Studies)
 - M.A.T., Middle Grades (English, Mathematics, Science, Social Science) (Joint program with the College of Charleston)
 - M.A.T., Physical Education

- M.Ed., Counselor Education (Elementary, Secondary)
- M.Ed., Educational Leadership-School Administration (Elementary, Secondary)
- d. Coastal Carolina University
 - B.A., Early Childhood Education
 - B.A., Elementary Education
 - B.A., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, Social Studies/English)
 - B.A., Special Education (Learning Disabilities; Multicategorical)
 - B.S., Physical Education
- e. Coastal Carolina University
 - M.A.T., Secondary Teacher [English; Math; Science; Social Studies; PK-12 Art; Music (Choral/Instrumental)]
- f. College of Charleston
 - B.S., Early Childhood Education
 - B.S., A.B., Elementary Education
 - B.S., Foreign Language Education (French and Francophile, Spanish, German, Classics)
 - B.S., A.B., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, Social Studies/English)
 - B.S., A.B., Physical Education (Teacher Education)
 - B.S., Secondary Education (Biology, Chemistry, Physics, English, History, Political Science, Sociology, Math)
- g. College of Charleston
 - M.A.T., Early Childhood Education
 - M.A.T., Elementary Education
 - M.A.T., Middle Grades (English, Mathematics, Science, Social Science) (Joint program with The Citadel)
 - M.A.T., Performing Arts
- h. Francis Marion University
 - B.S., Early Childhood Education
 - B.S., Elementary Education
- i. Francis Marion University
 - M.A.T., Learning Disabilities
- j. Lander University
 - B.A., English (Secondary Education)
 - B.A., B.S., History (Teacher Education)
 - B.S., Early Childhood Education
 - B.S., Early Childhood Education (Montessori)
 - B.S., Elementary Education
 - B.S., Mathematics (Teacher Education)
 - B.S., Music K-12 Teacher Certification (Choral, Instrumental, Keyboard)
 - B.S., Physical Education (Physical Education Teacher Education)
 - B.S., Special Education
 - B.S., Visual Arts (K-12 Teacher Certification)
- k. South Carolina State University
 - B.A., Dramatic Arts (Secondary Education)

- B.A., English (Secondary Education)
- B.A., Social Studies Education
- B.S., Art Education K-12
- B.S., Business Education
- B.S., Biology (Secondary Education)
- B.S., Chemistry (Secondary Education)
- B.S., Early Childhood Education
- B.S., Elementary Education
- B.S., Industrial Education (Industrial Technology)
- B.S., Mathematics (Secondary Education)
- B.S., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, Social Studies/English)
- B.S., Music Education (Choral/Voice, Choral/Piano, Instrumental)
- B.S., Physical Education
- B.S., Special Education (LD, EMD, ED)
- l. South Carolina State University
 - M.A.T., Early Childhood Education
 - M.A.T., Elementary Education
 - M.A.T., Secondary Education and Teaching (English, Biology, Mathematics)
 - M.Ed., Counselor Education
- m. University of South Carolina Aiken
 - B.A., Early Childhood Education
 - B.A., Elementary Education;
 - B.A., Middle Level Education (English/Social Studies, Mathematics/Science, Mathematics/Social Studies, Science/Social Studies, Science/English, English/Mathematics)
 - B.A., Music Education
 - B.A., Secondary Education (English, Social Studies)
 - B.A., Special Education (Multicategorical)
 - B.S., Secondary Education (Biology, Chemistry, Mathematics, Comprehensive Science)
- n. University of South Carolina Beaufort
 - B.A., Early Childhood Education
 - B.A., Elementary Education
 - B.S., Mathematics (Secondary Teacher Education)
- o. University of South Carolina Columbia
 - B.A., Classics (Latin: PK-12 Teacher Certification)
 - B.A., Dance (Dance Education K-12 Certification)
 - B.A., Early Childhood Education
 - B.A., French (PK-12 Teacher Certification)
 - B.A., German (PK-12 Teacher Certification)
 - B.A., B.S., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, Social Studies/English)
 - B.A., Spanish (PK-12 Teacher Certification)
 - B.F.A. Art Education
 - B.M., Music (Music Education Choral, Music Education Instrumentation)
 - B.S.P.E., Physical Education
- p. University of South Carolina Columbia

- M.A.T., Art Education
 - M.A.T., Elementary Education
 - M.A.T., English
 - M.A.T., Foreign Language
 - M.L.I.S., Library and Information Science
 - M.A.T., Mathematics
 - M.A.T., Music Education
 - M.A.T., Physical Education
 - M.T., Secondary Teacher Education (English, Math, Science, Social Studies)
 - M.A.T., Sciences
 - M.A.T., Social Studies
 - M.A.T., Theatre
 - M.C.D., Speech-Language Pathology
 - M.S.P., Speech Pathology
- q. Winthrop University
- B.S., Early Childhood Education
 - B.S., Elementary Education
 - B.S., Special Education (Learning Disabilities/Emotional Disabilities, Mental Disabilities/Several Disabilities)

Dr. Lane introduced the Read to Succeed program modifications from the institutions. A motion to approve all the proposed program modifications was **moved** (Jackson) and **seconded** (Drayton).

The Committee **voted unanimously to accept** all of the program modifications to meet *Read to Succeed* Act compliance.

10. Other Business

Commissioner Seckinger informed the Committee that she plans to attend ACAP meetings and will be available to meet with Committee members after each meeting concerning any topic or concern. She offered apologies for the last Commission meeting in which she failed to adjust the agenda so that the CAAL consent agenda could be considered before the lengthy discussion regarding the Coastal Carolina football stadium. She expressed regret that ACAP members and faculty members had to stay for much longer than originally expected.

Dr. Lane updated the Committee on recent legislative activity. Dr. Luke commented that legislation continues to be proposed regarding institutions of higher education teaching governmental documents (the Constitution, Federalist Papers, etc.) and he asked whether the Committee could send one letter to the General Assembly regarding this issue. He expressed concern about the costs of this legislation in regards to faculty.

Commissioner Seckinger suggested that each institution give a synopsis of courses offered, the percentage of total student population taking the courses, and how much it would cost to provide the courses for 100% of the student population.

Dr. Byington responded to the conversation that institutions have already provided fiscal impact information and information regarding courses offered. Dr. King expressed concern about the legislation

because it might constitute a breach of accreditation in that the legislature would appear to be controlling curriculum which is the purview of the institution according to SACSCOC guidelines.

Dr. Lane thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 12:40 pm.