Advisory Committee on Academic Programs

Minutes of October 16, 2014

Members Present

Dr. MaryAnn Janosik, Chair
Dr. Ralph Byington, Coastal Carolina University
Dr. Richard Chapman, Francis Marion University
Dr. Donna Elmore, Orangeburg-Calhoun Technical College, via teleconference
Dr. W. Franklin Evans, South Carolina State University
Dr. Gordon Haist, University of South Carolina Beaufort
Dr. Sam Hines, The Citadel, via teleconference
Dr. Jeff Priest, University of South Carolina Aiken
Dr. Hope Rivers, S.C. Technical College System, via teleconference

Guests Representing Members

Dr. Warren Carson, University of South Carolina Upstate, representing Dr. John Masterson
Ms. Alice Davis, Midlands Technical College, representing Dr. Ron Drayton
Mr. Tim Drueke, Winthrop University, representing Dr. Debra Boyd
Dr. Kris Finnigan, University of South Carolina Columbia, representing Dr. Michael Amiridis
Dr. Debra Jackson, Clemson University, representing Dr. Robert Jones
Mr. Tom Nelson, Lander University, representing Dr. David Mash
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Mark Sothmann

Staff Present

Mr. Clay Barton
Ms. Laura Belcher
Ms. Saundra Carr
Ms. Julie Carullo
Ms. Renea Eshleman
Dr. Paula Gregg
Mrs. Lane Goodwin
Dr. Rachel Harvey
Ms. Trena Houp
Dr. John Lane
Ms. Tanya Rogers

Guests

Dr. Hasanul Basher, South Carolina State University
Dr. Barbara Burd, Coastal Carolina University
Ms. Elizabeth Colbert-Busch, Clemson University
Dr. Randy Collins, Clemson University
Dr. Beth Costner, Winthrop University
Dr. Paul Deason, University of South Carolina Aiken
Dr. Jack DeRochi, Winthrop University
Dr. Gib Darden, Coastal Carolina University
Dr. Amy Grant, University of South Carolina Columbia
Dr. Mohammad Hailat, University of South Carolina Aiken
Dr. William Hester, University of South Carolina Columbia
Dr. Jae Hong, South Carolina State University
Dr. Peter King, Francis Marion University
Dr. Kenneth Lewis, South Carolina State University
Mr. Derral Linder, South Carolina State University
Dr. S. Craig Littlejohn, South Carolina State University
Dr. Learie Luke, South Carolina State University
Dr. Colleen McGlone, Coastal Carolina University
Dr. Jim Mensch, University of South Carolina Columbia
Mr. Alfred Moore, University of South Carolina Columbia
Mr. Rick Moul, PASCAL
Ms. Nancy Muller, Lowcountry Graduate Center
Dr. Nikolaos Rigas, Clemson University
Dr. Michael Roberts, Coastal Carolina University
Dr. Gigi Smith, Medical University of South Carolina
Dr. Caughman Taylor, University of South Carolina Columbia
Dr. Suzanne Thomas, Medical University of South Carolina
Dr. Joshua Thornhill, University of South Carolina Columbia
Ms. Briana Timmerman, South Carolina Department of Education
Dr. David Wohl, Winthrop University

1. Introductions

Dr. Janosik called the meeting to order at 10:03 a.m. She welcomed all in attendance.

2. Consideration of Minutes of June 19, 2014

Dr. Janosik requested a motion to accept the minutes of June 19, 2014, as distributed. The motion was **moved** (Nelson) and **seconded** (Drueke) and the Committee **voted unanimously to accept the minutes as presented**.

3. Consideration of and Presentation on Development of College-Ready Standards from S.C. Department of Education

Dr. Janosik introduced Briana Timmerman from the S.C. Department of Education (SCDE). Dr. Timmerman presented information about certifying college-ready standards for ELA and mathematics through a detailed Power Point Presentation (included as an attachment). She emphasized the need for certification to keep the state's Elementary and Secondary Education Act (ESEA) waiver. She explained that SCDE needs a letter or memorandum of understanding from the Advisory Committee on Academic Programs stating that the standards are college-ready standards that prepare students for college-level coursework. She then presented an overview of the process SCDE used to create the new standards and explained that all related documents can be found on the SCDE website. She stated that the public comment period for the draft standards will start on November 3 and end on November 30. Dr. Timmerman informed the Committee that university faculty can submit feedback through the online survey on the website or send feedback directly to her via email.

Dr. Timmerman described the first step of the process as creating a "portrait" with certain attributes of a "college-ready" graduate. She stated that the ELA and the mathematics teams met twice a week starting in July and that 4200 hours have been devoted to the process in the team meetings. She explained that the teams reviewed the Common Core standards; standards used in other states; WorkKeys; and the ACT and SAT exams. She presented the college-ready attributes that the teams developed as academic success and employability; interdependent thinking and collaborative spirit; intellectual integrity and curiosity; logical reasoning; self-reliance and autonomy; and effective communication. Dr. Timmerman explained the key concepts of the ELA Standards as inquiry-based literacy practices; reading both literary and informational text; writing; communication; and disciplinary literacy. She presented the key concepts for high school mathematics standards as: Algebra 1; Algebra 2; Geometry; Foundations in Algebra; Intermediate Algebra; Probability and Statistics; Pre-Calculus; and Calculus.

Dr. Rivers asked about the document required to indicate certification. Dr. Timmerman answered that the document could be a memorandum of understanding or a letter of certification. She stated that the document must include language that indicates that if a student is proficient in the ELA and mathematics standards, then he/she will not need remedial post-secondary coursework in college. She asked whether the Committee would like SCDE to draft the document. She stated that the ESEA Waiver renewal is due to the federal education department in March and therefore the certification document must be completed before the submission. Dr. Janosik responded that ACAP will vote on whether to certify the final standards at its February meeting.

4. Update on PASCAL

Dr. Janosik introduced Dr. Burd from Coastal Carolina University who serves as the PASCAL Board Chair. Dr. Burd distributed a handout and explained that PASCAL continues to be effective in providing opportunities for institutions to collaborate and make good use of state funding. She stated that PASCAL held a retreat to discuss the most effective ways to spend the recent influx of lottery funds to PASCAL. She introduced Mr. Moul to present more information about the funding plan. Mr. Moul presented points of interest and stated that the architecture of PASCAL is existentially stable and that PASCAL continues to be a great steward of institutional and state funds. He informed the Committee that the core library resources that PASCAL provides, including key searchable databases and PASCAL Delivers, are stable. Mr. Moul asked the Committee for their continued support in asking the General Assembly for $1.5 million in recurring funding for PASCAL as compared to the inconsistent funding that PASCAL receives through unclaimed lottery prize funding.

5. Consideration of New Program Proposals

a. University of South Carolina Columbia, M.S., Advanced Athletic Training

Dr. Finnigan introduced the program proposal from the University of South Carolina Columbia. A motion to approve the proposed program was **moved** (Finnigan) and **seconded** (Chapman). Dr. Finnigan explained that the University currently has a concentration of Athletic Training under its M.S. in Physical Education but that the University seeks to elevate the concentration to create a stand-alone degree. She reported to the Committee that the University plans to terminate the M.S. in Physical Education if the proposed program is approved. She explained that the proposed program would be the only program in the state that provides opportunities for already certified athletic trainers to continue to strengthen their research skills and advance their study in the discipline. She stated that the placement rate for graduates of the concentration is 100%. Dr. Shaw expressed support for the program. Dr. Janosik asked about teacher certification. Dr. Mensch responded that the program will not have a teacher certification element. Dr. Finnigan informed the Committee that the program will pursue specialized accreditation.

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Columbia to offer a program leading to the Master of Science degree in Advanced Athletic Training, to be implemented in Fall 2015.

b. University of South Carolina Columbia, B.S., Pharmaceutical Sciences

Dr. Finnigan introduced the program proposal from the University of South Carolina Columbia. A motion to approve the proposed program was **moved** (Finnigan) and **seconded** (Drueke). Dr. Finnigan explained that the program will permit pre-pharmacy students to earn an undergraduate credential while they pursue a Pharm.D. degree. She stated that currently students must enroll in another science major for the first two years before they apply and are accepted into the Pharm.D. program and once they are accepted, they are considered dropouts from their initial major. She explained that only students who are accepted into the Pharm.D. program would receive the B.S. in Pharmaceutical Sciences in their third year.

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Columbia to offer a program leading to the Bachelor of Science degree in Pharmaceutical Sciences, to be implemented in Fall 2015.

c. University of South Carolina Beaufort, B.S., Mathematics, with tracks in Mathematical Sciences and Secondary Mathematics Certification

Dr. Haist introduced the new program proposal from the University of South Carolina Beaufort. A motion to approve the proposed program was **moved** (Haist) and **seconded** (Chapman). Dr. Haist informed the Committee that the program has strong support in the local area and that the local geographical region has a need for math teachers. He described the program as two-pronged, providing students with the option of an undergraduate degree in Mathematics and encouraging students to fill a need for math teachers.

Dr. Janosik asked USC Beaufort to clarify that this program is one degree with two concentrations. Dr. Priest asked whether a student would receive certification on top of a B.S. degree in Mathematical Sciences. Dr. Haist answered affirmatively. Dr. Jackson asked whether the program is proceeding to the S.C. Department of Education for approval. Dr. Haist responded affirmatively.

The Committee **voted unanimously to accept** the new program proposal for the University of South Carolina Beaufort to offer a program leading to the Bachelor of Science degree in Mathematics with tracks in Mathematical Sciences and Secondary Mathematics Certification to be implemented Fall 2015.

d. University of South Carolina Aiken, B.S., Industrial Process Engineering

Dr. Priest introduced the new program proposal from the University of South Carolina Aiken. A motion to approve the proposed program was **moved** (Priest) and **seconded** (Chapman). Dr. Priest explained that USC Aiken has been offering two years of engineering studies but has sought the opportunity to expand the program to four years. He stated that the public and regional corporations support the degree and that the University created an advisory board of local engineers to develop the program, with specific input from the Savannah River Nuclear Systems. He informed the Committee that the Advisory Board was asked to develop a program that would achieve ABET accreditation, allow students to transfer to other campuses, meet general education requirements, and graduate future employees.

Dr. Byington asked whether the Memorandum of Understanding (MOU) with Aiken Technical College is new. Dr. Priest answered that the MOU is new and specific to this degree program. Dr. Rivers relayed feedback she received from Aiken Technical College that the College supports the program and realizes the great need for the program in the area. She asked whether the University would consider asking other technical colleges to be a part of the MOU. Dr. Elmore expressed support for including other technical colleges in the MOU. Dr. Priest responded that the MOU will be opened up to other technical colleges in the future.

Dr. Janosik asked about the inconsistencies of the course descriptions. Dr. Priest answered that the ones with shorter descriptions are standard courses that are familiar to most institutions. Dr. Haist expressed his support for the inclusion of engineering ethics. Dr. Jackson asked about the name of the program and why the term processing is used. Dr. Priest responded that the Advisory Board determined that the name was an apt description of the types of opportunities for graduates. Dr. Deason added that the name indicates the

opportunities to work with industrial systems, especially in the manufacturing field, and allows the integration of other engineers. Dr. Priest stated that the University is in conversation with ABET to determine what specific type of engineering accreditation the program would seek.

The Committee **voted unanimously to accept** the new program proposal for University of South Carolina Aiken to offer a program leading to the Bachelor of Science degree in Industrial Process Engineering to be implemented Fall 2015.

e. Coastal Carolina University, M.S., Sport Management

Dr. Byington introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Byington) and **seconded** (Drueke). Dr. Byington explained that the program is designed to meet regional needs in that the greater Myrtle Beach area, where four major sports facilities have opened in the past three years. Mr. Nelson asked whether the program would serve as a feeder program for USC Columbia's doctoral program. Dr. McGlone responded that there are a small number of doctoral programs in the country and therefore for students who want to pursue a Ph.D., USC Columbia's program is a logical choice. Dr. Jackson asked whether the program is thesis only. Dr. McGlone answered that the program offers thesis or practicum/internship options. Dr. Janosik asked Committee members to share information about similar programs at their own campuses. Dr. Jackson answered that Clemson offers opportunities for students to choose emphasis areas at the Master's level and the sports management emphasis provides a large basis of study on management prior to learning about sports-related management. She stated that the proposed program offers a more direct study of sports management. Mr. Drueke responded that Winthrop's program, Sport and Fitness Administration, is broad and designed for students to pursue various careers, including athletic trainers. The Committee discussed the relationship between sports management and sports tourism.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Master of Science degree in Sport Management to be implemented Fall 2015.

4. Consideration of Program Modifications

a. Winthrop University, M.F.A., Art and Design, Develop into M.F.A., Studio Art

Mr. Drueke introduced the program modification from Winthrop University. A motion to approve the proposed program modification was **moved** (Drueke) and **seconded** (Jackson). Mr. Drueke explained that the modification calls for the current M.F.A. in Art and Design to be developed into a M.F.A. in Studio Art. He stated that the modification mirrors a modification made several years to the undergraduate degrees. He added that Winthrop no longer offers a design option and therefore the name needs to reflect that reality.

Dr. Janosik asked about a phase-out plan for the current students. Mr. Drueke responded that current students close to finishing the degree will graduate under the old title while newer students will transfer into the new program.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Master of Fine Arts degree in Art and Design to develop into the Master of Fine Arts degree in Studio Art, to be implemented in Spring 2015.

b. Winthrop University, M.Ed., Special Education, develop into M.Ed. in Special Education Intervention

Mr. Drueke introduced the program modification from Winthrop University. A motion to approve the proposed program modification was **moved** (Drueke) and **seconded** (Rivers). Mr. Drueke explained that Winthrop's current program offers advanced special education training for special education teachers, while the proposed program in Special Education Intervention is designed not only for special education teachers, but for other teachers to lead, develop, and work with response intervention programs. He informed the Committee that response intervention helps teachers determine if a student needs additional aid. Mr. Drueke explained that the modification would allow Winthrop to address needs such as new special education trends, the preparation of special education teachers to be successful in a multi-tiered structural support system, and the improvement of the behavioral and academic performance of students. Dr. Priest asked whether the degree led to certification and Mr. Drueke answered that it does not.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Master of Education degree in Special Education to develop into the Master of Education degree in Special Education Intervention to be implemented in Summer 2015.

c. Winthrop University, M.A.T., Theatre, add teacher certification program in Theatre
d. Winthrop University, M.A.T., Dance, add teacher certification program in Dance

Mr. Drueke introduced the program modifications from Winthrop University. A motion to consider the two similar modifications together and approve the proposed program modifications was **moved** (Drueke) and **seconded** (Finnigan). Mr. Drueke explained that Winthrop wants to add Theatre and Dance as options for its one-year M.A.T. program. He stated that the M.A.T. program offers only education courses and therefore the program is designed for students who have undergraduate degrees in Theatre or Dance and are able to pass the Praxis subject area.

The Committee **voted unanimously to accept** the program modifications for Winthrop University to modify its program leading to the Master of Arts in Teaching degree in Theater to add teacher certification in Theatre, and its program leading to the Master of Arts in Teaching degree in Dance to add teacher certification in Dance, to be implemented in Fall 2015.

e. Winthrop University, B.S., Chemistry, Add concentrations in ACS Chemistry; ACS Biochemistry; ACS Engineering-Physics; ACS Forensic Chemistry; ACS Chemistry-Business, Biochemistry; and Multidisciplinary Chemistry

Mr. Drueke introduced the program modification from Winthrop University. A motion to approve the proposed program modification was **moved** (Drueke) and **seconded** (Byington). Mr. Drueke explained that the modification aligns the CHE Inventory with current offerings by Winthrop in regards to concentrations in Chemistry.

The Committee **voted unanimously to accept** the program modification for Winthrop University to modify its program leading to the Bachelor of Science degree in Chemistry to add concentrations in ACS Chemistry; ACS Biochemistry; ACS Engineering-Physics; ACS Forensic

Chemistry; ACS Chemistry-Business, Biochemistry; and Multidisciplinary Chemistry, to be implemented in immediately.

f. University of South Carolina Columbia, M.D., add clinical site in Florence, SC

Dr. Finnigan introduced the program modification from the University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Finnigan) and **seconded** (Chapman). Dr. Finnigan explained that the University is seeking approval to allow a small number of its third year medical students to complete their clinical rotations in Florence. She stated that this effort is due partly to USC's partnership in the Pee Dee Health Education Partnership. She stated that the Pee Dee region is medically underserved and therefore the clinicals will provide more opportunities for healthcare in the region. She explained that the Dean has been recruited and that USC has permission to use a new facility that Francis Marion is building.

Dr. Chapman expressed Francis Marion's support for the program. Dr. Janosik asked whether students are currently on site. Dr. Thornhill answered that small groups of students are on site for six weeks at a time.

Dr. Janosik asked whether USC intends to expand this Florence campus to first and second year medical students. Dr. Taylor answered that there are no plans to expand. He stated that if one were to compare the situation with the Greenville campus, Greenville has residency programs while Florence does not. He explained that at the time of the Greenville expansion, there was a need for medical students but now with the Greenville students and the opening of the Edward Via College of Osteopathic Medicine (VCOM**),** there is not a shortage of medical students. Dr. Taylor continued to state that medical students make choices about careers based on role models, and people to whom they are exposed, and therefore placing medical students in Florence might lead to medical student graduates remaining in the area to practice medicine. He stated that USC wants to serve all of South Carolina and that this modification is a huge opportunity to increase the number of physicians practicing in our rural areas and hopefully choosing primary care for their careers. Dr. Janosik asked that the explanation be included in the proposal. She also informed USC and the Committee that staff had decided to elevate the modification so that CAAL and CHE would review and approve the change.

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Doctor of Medicine degree to add a clinical site in Florence, SC, to be implemented in July 2015.

g. South Carolina State University, B.S., Industrial Engineering Technology, develop into B.S., Industrial Engineering

Dr. Evans introduced the program modification from the South Carolina State University A motion to approve the proposed program modification was **moved** (Evans) and **seconded** (Finnigan). Dr. Evans explained that the modification is proposed due in part to changes in S.C. law which will allow only engineering graduates (not engineering technology graduates) to be licensed as engineers in the state. He stated that university representatives have been in communication with USC Aiken regarding its proposed program and possible collaboration.

Dr. Byington asked how the University could project an increase in enrollment without the addition of new faculty members. Dr. Evans responded that current faculty can cover the

initial rise in enrollment with the help of adjunct faculty members. Dr. Basher responded that new faculty members would not be needed for the first five years. Dr. Elmore asked about articulation with two-year colleges. Dr. Evans responded that SCSU supports articulation from technical colleges to the program and that the program proposal will be revised to reflect that support. Clemson representatives expressed their support for the program. Dr. Janosik encouraged the University to include language in the proposal regarding potential partners, collaborators and supporters in the state.

The Committee **voted unanimously to accept** the program modification for South Carolina State University to modify its program leading to the Bachelor of Science degree in Industrial Engineering Technology to develop into the Bachelor of Science degree in Industrial Engineering, to be implemented in Fall 2015.

h. Medical University of South Carolina, Ph.D., Nursing Science, develop into accelerated program

Dr. Shaw introduced the program modification from the Medical University of South Carolina. A motion to approve the proposed program modification was **moved** (Shaw) and **seconded** (Byington). Dr. Shaw explained that the modification will decrease the number of credit hours from 62 to 45, allowing full-time students to complete the degree in three years. She stated that the program will continue to be offered online and the changes are consistent with recommendations of several nursing associations. She explained that the accelerated program is designed to teach new researchers.

Dr. Jackson asked whether the program admits master's trained students or only those with an undergraduate degree. Dr. Smith answered that MUSC accepts both types of students. Dr. Jackson then referred to a SACS rule that Ph.D. programs for post-baccalaureate students have to be at least 60 hours. Committee members discussed confusion around the 60-hour rule, and Dr. Shaw stated that she would research the issue and clarify any effect on the program modification. Dr. Smith clarified that only the post-Master's students admitted into the program are allowed to take the accelerated program. Committee members encouraged MUSC to emphasize this distinction in its proposal.

Dr. Priest asked how the reduction in credit hours affects the graduates' preparation to succeed in their careers. Dr. Smith responded that the reduction in credit hours mainly addresses duplication. Dr. Janosik asked about clinical training. Dr. Smith answered that the degree is a research degree and does not require clinical training.

The Committee **voted unanimously to accept** the program modification for the Medical University of South Carolina to modify its program leading to the Doctor of Philosophy degree in Nursing Science to develop an accelerated program, to be implemented in January 2015.

i. Clemson University, M.S., Ph.D., Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Environmental Engineering and Science, Industrial Engineering, Materials Science and Engineering, and Mechanical Engineering; M.F.A., Digital Production Arts; M.ENG., Electrical Engineering, Industrial Engineering, and Systems Engineering, offer programs at the Clemson University Restoration Institute, North Charleston, SC and the Lowcountry Graduate Center, North Charleston, SC

Dr. Jackson introduced the program modification from Clemson University. A motion to approve the proposed program modification was **moved** (Jackson) and **seconded** (Drueke). Dr. Jackson explained that the modification allows Clemson to build on its own research resources in the energy sector in Charleston by offering the various engineering degrees at the Clemson University Restoration Institute and the Lowcountry Graduate Center. She stated that the programs will be housed in the Zucker Family Graduate Education Center at the CURI campus once it is completed.

Dr. Hines expressed The Citadel's support of the modification and mentioned specifically the opportunities to collaborate among both institutions. He informed the Committee that The Citadel plans to propose master's degrees in Engineering in the near future but that the programs would differ from Clemson in being applied and project-oriented as compared to Clemson's model of a thesis approach.

Dr. Janosik asked whether Clemson plans to offer courses at the Lowcountry Graduate Center after the completion of the Zucker Family Center. Dr. Jackson answered that Clemson would not be offering courses there after the Center is operational. Ms. Muller expressed the Lowcountry Graduate Center's support for offering coursework at its site for the Clemson programs.

The Committee **voted unanimously to accept** the program modification for Clemson University to modify its programs leading to the Master of Science and Doctor of Philosophy degrees in Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Environmental Engineering and Science, Industrial Engineering, Materials Science and Engineering, and Mechanical Engineering; the Master of Fine Arts degree in Digital Production Arts; and the Master of Engineering degrees in Electrical Engineering, Industrial Engineering, and Systems Engineering, to offer programs at the Clemson University Restoration Institute, North Charleston, SC and the Lowcountry Graduate Center, North Charleston, SC, to be implemented in January 2015.

7. Consideration of Scholarship Enhancement Task Force Recommendation

Dr. Janosik introduced the agenda item. A motion to approve the Scholarship Enhancement Task Force Recommendation was **moved** (Jackson) and **seconded** (Priest). Dr. Lane explained the charge of the task force and stated that the task force met several times during the summer. He informed the Committee that the distributed materials for the agenda item include a proposed process for reviewing academic degree programs for eligibility in the LIFE/Palmetto Scholarship Enhancement program and a description of the establishment of a formal committee to review institutional requests. He explained that the task force work allows CHE to put into place a systemized process for determining eligibility of programs and courses for the scholarship enhancements.

Mr. Drueke asked whether the Committee would be able to add or subtract CIP codes from the current list. Ms. Houp answered yes. Dr. Janosik commented that the decisions will no longer be based on critical need for degrees. Dr. Jackson asked about the number of science credit hours in the curriculum required for eligibility. Dr. Lane answered that there needs to be 14 credit hours in the freshmen year. Dr. Finnigan asked for the make-up of Committee membership. Dr. Janosik responded that the Committee will be created after the full Commission approves the process in February.

The Committee **voted unanimously to accept** the Scholarship Enhancement Task Force Recommendation.

8. Consideration of College Ready Course Pre-Requisite Task Force Recommendation

Dr. Janosik introduced Dr. Gregg who began discussing the agenda item by informing the Committee that the pre-requisite requirements were last approved in 2005. She explained that the requirements need periodic updating to account for SCDE revising curriculum to meet federal and state mandates. She reviewed the key recommendations and stated that not all the recommendations were unanimous. She stated that the task force recommendations include changing the name of the requirements to College Ready Course Pre-Requisite Requirements; increasing the number of required courses from 19 to 20; deleting some courses from the list since they are no longer offered; accepting ASL as a foreign language; including computer science as a recommended course with anticipation of it being required during the next review and revision; including a note to encourage students to take AP and IB courses; and adding earth science as a science option.

Dr. Jackson commented that computer science should not be recommended since most students are computer literate; that Clemson supports ASL as a language; and that the new name is misleading in that taking the required courses does not equate to being college ready. Dr. Janosik responded that the name computer science is misleading and that the task force is considering a course that involves high level math. Dr. Jackson expressed support for computer science being a fourth level of math but not a required and separate area. Dr. Carson responded that the task force heard from mathematicians that computer science should not be considered math.

Dr. Jackson and Dr. Byington expressed support for requiring students to take a math course during their senior year. Dr. Jackson asked whether adding one more unit makes a difference and whether 19 units are insufficient. Dr. Gregg responded that adding one unit allows for electives. Dr. Janosik asked how the required number of units compares to other states' requirements. Dr. Gregg answered that she will research the issue.

Dr. Byington asked whether the Committee needs to be prepared to vote on these requirements today. Dr. Janosik answered that the Committee needs to give direction as to revisions and changes so that it might be voted on at a future ACAP meeting. Dr. Byington commented that he would like time for his admissions office to review the changes. Mr. Drueke responded that his admissions office expressed concern about how the information would be communicated to high school counselors. Dr. Janosik asked about task force discussions regarding the movement of high schools toward offering World Literature instead of British Literature. She asked that any information on this transition be addressed clearly in the document. Committee members proceeded to discuss how literature courses could be listed in

the pre-requisites. The Committee agreed that the task force should re-visit the topic and consider changes.

Dr. Gregg asked members to garner feedback from institutional representatives or sectors and submit to CHE by December 1 for the task force to review and consider.

9. Discussion of:

a. Academic Degree Program Strategic Planning
b. Role of ACAP

Dr. Janosik introduced the discussion items by referring to past meetings where Committee members discussed the possibility of ACAP developing a more strategic role, going beyond the basics of program review and approval. She stated that ACAP in the past year revised the *Policies and Procedures for New Academic Programs, Program Modifications, and Program Terminations,* and created a few targeted task forces. She presented possible strategic initiatives where ACAP might serve a role and explained a few of CHE's strategic planning areas.

Dr. Janosik then asked the members to suggest strategic initiatives that ACAP may pursue. Dr. Shaw asked about the CHE strategic priority of strengthening academic planning. Dr. Janosik answered that the goal addresses the need for a statewide strategy in regards to academic programming and the need for a streamlined and efficient process of review and approval. Dr. Byington stated that the role of institutions and institutional sector definitions will be important topics to discuss and topics to which ACAP can speak. Dr. Rivers remarked about the difficulty of creating a definition and description of the concept of college/career ready. She continued by stating that the voices of post-secondary institutions need to be heard in the discussion of college/career ready. Dr. Janosik agreed and stated that the terms do not mean the same thing to all entities.

Dr. Jackson commented on the recent agenda for the P-20 Council meeting and stated that the majority of the agenda dealt with topics for P-12. She expressed her opinion that CHE could serve SC and institutions of higher education by creating and maintaining a statewide longitudinal data system similar to one in Texas which tracks students from secondary through post-secondary to careers. She explained that statewide data would help institutions and government officials understand the workforce created from all degrees in the state, including job placement data for liberal arts graduates. Ms. Houp commented that ACAP could create a statewide collaborative initiative which recommends and advocates for the creation of this statewide data system and illustrates its importance in multiple arenas. Dr. Jackson responded that there are certain items, including SARA, which could improve education in SC and that ACAP should combine its persuasion and influence to support those initiatives or projects. Dr. Janosik agreed but explained that ACAP must present a significant rationale for the recommendations it makes. Dr. Byington expressed his support for the data system initiative, citing the Commission's interest in workforce information, and he remarked that it would aid in accomplishing CHE's strategic priorities. Dr. Jackson responded that the data system would allow CHE and universities to know what students are majoring in, the value of academic programs, and how successful the programs are by providing workforce information. Committee members agreed that the statewide data system would be incredibly helpful and useful. Dr. Janosik summarized the discussion by stating that ACAP would like to recommend initiatives to the Commission, the first being support for a statewide longitudinal data system. Dr. Jackson

suggested that a white paper be written about the benefits Texas and North Carolina glean from their data systems.

Dr. Shaw shifted the conversation and suggested that ACAP play a role in educating Commissioners about higher education issues such as institutional budget processes and accreditation. She asked whether Commissioners consider institutions of higher education as one of their stakeholders and constituencies. Dr. Janosik asked about steps ACAP could take to educate Commissioners on various topics. Dr. Shaw responded that new Commissioners could be served by an orientation session on academic affairs topics. Dr. Byington and Dr. Finnigan suggested providing a regular briefing to the Commissioners who are appointed to represent institutional sectors. Dr. Janosik mentioned a past practice of informal lunch conversations after Commission meetings regarding various issues or topics of interest. She stated that she would discuss with Dr. Sutton the possibility of more educational opportunities for the Commissioners and the methods by which they would like to learn.

Dr. Priest asked how Commissioners plan to address their strategic priorities and who are involved in determining those priorities. He specifically asked why ACAP members are not invited to participate in the discussion. Dr. Janosik mentioned the possibility of a Commissioner retreat focused on academic affairs which would allow concentrated time for education and discussion. Dr. Priest responded that that type of opportunity would also allow the Commissioners to get to know ACAP members.

Dr. Jackson asked about the interactions between institutional representatives and Commissioners who serve on the Finance and Facilities sub-committee. Dr. Chapman responded that the interaction is more “cut and dried” and the review process is routinized. Dr. Janosik commented that academic programming has a more qualitative element, while Dr. Finnigan stated that the academic enterprise is evolving and complex.

Dr. Janosik summarized the conversation. She clarified that ACAP members are interested in ACAP taking a proactive stance by making recommendations to the Commission (i.e., statewide longitudinal data system) and by educating Commissioners on the intricacies of the academic enterprise at institutions of higher education. Dr. Jackson added that ACAP is a place where models of collaboration are built.

c. Possible Dates for ACAP Retreat, Spring/Summer 2015

Dr. Janosik introduced the discussion item and asked for date options. Dr. Priest suggested that the retreat take place in coordination with the regularly scheduled ACAP meeting on Thursday, June 11. He stated that the retreat could begin after the end of the regular meeting and then extend through to Friday, June 12. Members were in agreement and then generally discussed location. They asked that staff consider the amount of travel that would be necessary not only for members but for faculty members who attended the ACAP meeting to present on proposals.

10. Updates on Issues and Projects in Academic Affairs

a. Revised Policies and Procedures for New Academic Programs, Program Modifications, and Program Terminations

Dr. Janosik introduced the discussion item. She asked that institutions submit a notification via email of new program proposals to be submitted in the near future. She explained that having information regarding upcoming considerations allows for better strategic planning.

b. State Authorization Reciprocity Agreement (SARA)

Dr. Janosik explained that the only information she had on SARA was that the subject was tabled by the Commission in August. She reported that she has received many inquiries about how to express support for the initiative. She concluded by stating that she does not know when the Commission might next address the issue.

c. Academic Freedom Task Force

Dr. Janosik reported that there has been no further action regarding the recommendation of the task force.

11. Presentation of CHE Inventory Comparison

Ms. Houp introduced the item and distributed copies of institutional offerings as found in the current CHE Inventory. She asked institutional representatives to review the list and report any discrepancies to CHE through notification forms. She explained that the recent SC TRAC comparison only addressed undergraduate offerings whereas the CHE Inventory lists cover all undergraduate and graduate offerings.

12. Update on SC TRAC Transfer Check Functionality

Ms. Houp introduced the item and reported that most institutions have completed their review of program degree requirements. She expressed her gratitude to the universities for their hard work and informed the Committee that a launch date for Transfer Check has been set for December 1. She stated that webinars will be available to institutional representatives to learn more about Transfer Check.

13. Presentation of *Notifications of Program Changes and/or Terminations, June 7-September 30, 2014*

Dr. Janosik presented the item for information only.

14. Other Business

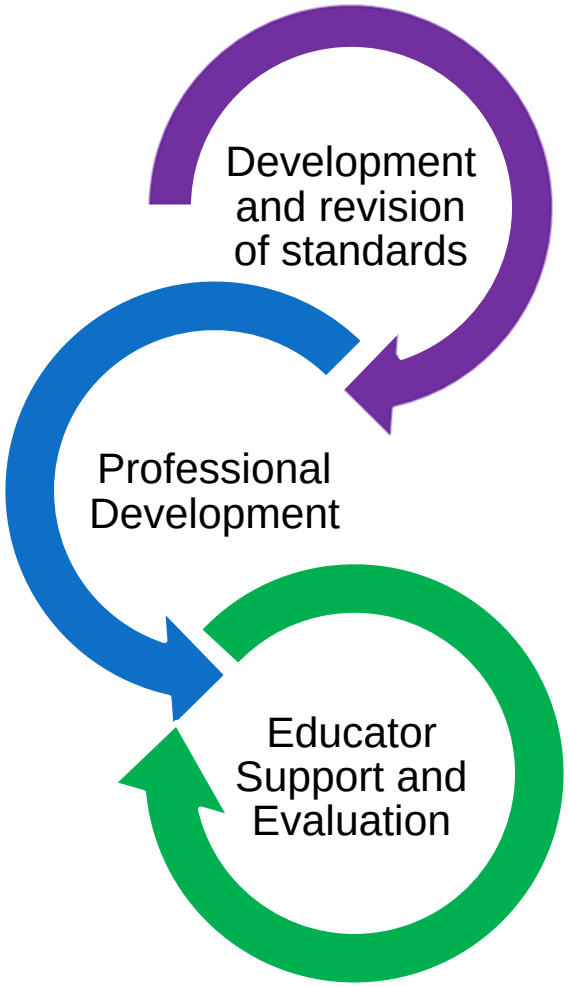
Dr. Janosik then thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 2:35pm.

New ELA and Mathematics Standards

Briana Timmerman, Ph.D.
Commission on Higher Education
October 15, 2014

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Instructional Practices and Evaluations



Instructional Standards and Practices Team

Instructional Data and Evaluations Team

Standards Cyclical Review Process

- Health Education 2009
- Visual and Performing Arts 2010
- Social Studies 2011
- World Languages 2013
- Science 2014
- Physical Education 2014
- ELA and Math 2015

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State Superintendent of Education
School Directory
From the Desk of Mick Zais: A Weekly Blog
New ELA/Math Standards
for South Carolina Schools
Act 155: Petition for Your High School
Students
Parents
Teachers
Ensuring every student acquires an education that provides the
Providing every parent the opportunity to choose a school
Providing schools that are led by effective principals and effective

South Carolina College- and Career-Ready Standards for English Language Arts and Mathematics

How are the standards being written?

- Construction of college- and career-ready graduate portrait
- Teams meet 2 days per week face-to-face
- Electronic collaboration other weekdays and weekends
- Review of Common Core and standards from other states with college- and career-ready standards
- Review of additional resources such as ACT College and Career Readiness Standards and test specifications for the SAT
- Knowledge of South Carolina needs

College- and Career-Ready Portrait: ELA

- **Academic Success and Employability**: Student demonstrates the ability to analyze deep content and construct conceptual knowledge through strategic and appropriate academic and technical skills and tools to complete tasks and solve problems in real world situations.
- **Interdependent Thinking and Collaborative Spirit**: Student develops and applies interpersonal skills through listening, speaking, writing, and reading, in order to respect diversity and seek an understanding of varied perspectives. Student works collaboratively to achieve goals, solve problems, and foster innovation,
- **Intellectual Integrity and Curiosity**: Student demonstrates intellectual integrity in the ethical selection and application of resources. Student discerningly assimilates, synthesizes, and verifies research while citing relevant sources and evaluating evidence.
- **Logical Reasoning**: Student appropriately employs a variety of strategies to discern the meaning of increasingly complex texts and other modes of communication to form logical, evidence-based conclusions.
- **Self-Reliance and Autonomy**: Student demonstrates qualities of an independent, reflective learner and contributor to varied societies through self-reliance, self-improvement, constructive interactions with others and perseverance of life-long learning.
- **Effective Communication**: Student fluently and appropriately uses various modes of communication for authentic purposes based on audience, task, and discipline.

English Language Arts

- Overview of the Process
- Determination of Key Concepts and Key Ideas
- Collaboration across Grade Levels to Ensure Vertical Articulation
- Collaboration within Grade Bands

Key Concepts (Strands)

- Inquiry-Based Literacy Practices
- Reading-Literary Text
- Reading-Informational Text
- Writing
- Communication
- Disciplinary Literacy

Key Ideas (Standards)

For each of the Key Concepts, specificity is created by defining:

- Meaning and Context
- Language, Structure, and Craft
- Range and Complexity
- Fundamentals of…

Innovations

- Research-based with citations
- Time-tested
- Implicit made explicit
- Concrete suggestions and resources to support teachers for whom this is new
- ***“Those who are doing the reading, writing and talking are the ones who are learning.”***
- ***“Knowledge is doing”***

Innovations

Fundamentals of Reading, Writing and Communication

- Foundational skills that must be in place to ensure all students will become proficient readers, writers, and communicators

- Apply to students in kindergarten through grade twelve because not all students are proficient by 3rd grade.

- Intended to support teachers' understanding of what is necessary for students to be proficient**.**

Fundamentals of…

- **Reading**
  - Integrate an information system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematics) to make meaning from text.
- **Writing**
  - Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- **Communication**
  - Adjust speech, using formal English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas both in person and electronically.

Innovations

Literacy Inquiry Practices

- Formulate relevant, self-generated questions based on interests or needs that can be investigated.

- Transact with texts to formulate questions, propose explanations and consider alternative views and multiple perspectives.

Literary Inquiry Practices continued

- Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration and analysis.

- Synthesize integrated information to share learning and/or take action.

- Reflect throughout the inquiry process to assess metacognition, broaden understanding and guide actions, both individually and collaboratively.

Disciplinary Literacy

- How the author's intent, reader's strategies, craft and structure vary depending on the discipline.

- How to read, write, listen, speak, think critically and perform in different ways and for different purposes depending on the disciplinary context.

South Carolina College- and Career-Ready Standards for ELA yields:

- CCR Student Portrait
- CCR Content Standards including Fundamentals and Disciplinary Literacy
- Inquiry-Based Literacy Practices

College- and Career Ready Portrait: Mathematics

- **Academic Success and Employability**: Student demonstrates strong conceptual knowledge and strategically applies appropriate academic and technical skills and tools to model and solve problems.
- **Interdependent Thinking and Collaborative Spirit**: Student collaborates effectively with others and respectfully critiques varied perspectives.
- **Intellectual Integrity and Curiosity**: Student researches by appropriately collecting, assimilating, and synthesizing data and information, cites relevant sources, and verifies with evidence. Student investigates mathematical situations in order to develop and test conjectures.
- **Logical Reasoning**: Student analyzes and evaluates evidence in a comprehensive and discerning manner and forms conclusions based on evidence using logic and reason.
- **Self-Reliance and Autonomy**: Student demonstrates qualities of an innovative, creative and independent learner and contributor to society, including goal setting, self-monitoring and regulation, constructive interactions with others, time management, and tenacity.
- **Effective Communication**: Student communicates appropriately, fluently, and with precision in a variety of written and oral modes, including appropriate technologies, based on audience, task, purpose, and discipline.

Mathematics

- Overview of Process
  - Worked in grade band teams
  - Initially divided work load by
    - Key Concepts
    - Subjects
  - Put drafts together by grades or courses
    - Examined relationships across key concepts within a grade/subject to ensure content of one key concept supports another
    - Examined content across grades/subjects to ensure vertical articulation

Mathematics Key Concepts Grades K-5

- Number Sense and Base Ten
- Algebraic Thinking and Operations
- Geometry
- Measurement and Data Analysis

Mathematics Key Concepts Middle School

- Grades 6 – 8:
  - Number System
  - Expressions, Equations and Inequalities
  - Geometry and Measurement
- Grade 6:
  - Data Analysis and Statistics
- Grades 6 and 7:
  - Ratios and Proportional Relationships
- Grades 7 and 8:
  - Data Analysis, Statistics and Probability
- Grade 8:
  - Functions

Mathematics Key Concepts High School

- Algebra 1
- Algebra 2
- Geometry
- Foundations in Algebra
- Intermediate Algebra
- Probability and Statistics
- Pre-Calculus
- Calculus

Mathematics Process Standards

A mathematically literate student can:

1. **Make sense of problems and persevere in solving them.**
    a. Relate a problem to prior knowledge.
    b. Analyze what is given, what is not given, what is being asked, what strategies are needed, and make an initial attempt to solve a problem.
    c. Evaluate the success of an attempt to solve a problem and refine the approach if necessary.

2. **Reason both contextually and abstractly.**
    a. Make sense of quantities and their relationships in mathematical and real-world situations.
    b. Describe a given situation using mathematical representations.
    c. Translate between mathematical representations and their meanings.
    d. Connect the meaning of mathematical operations to the context of a given situation.

3. **Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.**
    a. Construct and justify a solution to a problem.
    b. Compare and discuss the validity of various strategies.
    c. Make conjectures and explore their validity.
    d. Use mathematical reasoning to reflect on and provide thoughtful responses to the

Mathematics Process Standards

- Make sense of problems and persevere in solving.
- Reason both contextually and abstractly.
- Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
- Connect mathematical ideas and real-world/contextual situations through modeling.

Mathematics Process Standards

- Use a variety of mathematical tools effectively and strategically.
- Communicate mathematically and approach mathematical situations with precision.
- Identify and utilize structure and patterns.

South Carolina College- and Career-Ready Standards for Mathematics yields:

- Student Portrait
- Content Standards
- Process Standards

Standards Timeline

- Posted to website Nov. 3
- **Public comment period until Nov. 30th**
- Draft finalized December
- First reading by State Board Jan. 14th
- ASA subcommittee Jan. 26th
- Full EOC Feb. 9th
- State Board 2nd reading March 11th
- Release to Public

Questions?

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