

## **Advisory Committee on Academic Programs**

### **Minutes of October 17, 2013**

#### **Members Present**

Ms. Renea Eshleman, Acting Chair  
Dr. Richard Chapman, Francis Marion University  
Dr. W. Franklin Evans, South Carolina State University  
Dr. Gordon Haist, University of South Carolina Beaufort  
Dr. David Mash, Lander University  
Dr. Jeff Priest, University of South Carolina Aiken  
Dr. Hope Rivers, S.C. Technical College System

#### **Guests Representing Members**

Dr. John Beard, Coastal Carolina University, representing Dr. Ralph Byington  
Dr. Mark Bebensee, The Citadel, representing Dr. Sam Hines, via teleconference  
Dr. Diane Carr, 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. Clif Flynn, University of South Carolina Upstate, representing Dr. Charles Harrington  
Dr. Debra Jackson, Clemson University, representing Dr. Nadim Aziz, via teleconference  
Dr. Darlene Shaw, Medical University of South Carolina, representing Dr. Mark Sothmann

#### **Staff Present**

Ms. Laura Belcher  
Ms. Julie Carullo  
Dr. Paula Gregg  
Mrs. Lane Goodwin

Ms. Trena Houp  
Mr. Rick Moul  
Dr. Richard Sutton

#### **Guests**

Ms. Dianne Bazell, Smarter Balanced Assessment Consortium  
Dr. Adina Chapman, College Board  
Ms. Charmeka Childs, South Carolina Department of Education  
Mr. Jimm Cox, University of South Carolina Upstate  
Dr. Lee Crandall, Clemson University  
Mr. Rob Dedmon, University of South Carolina Columbia  
Dr. Allison Jacques, University of South Carolina Columbia  
Dr. Edward Jadallah, Coastal Carolina University  
Dr. Lisa Johnson, Winthrop University  
Dr. Clifton Jones, University of South Carolina Aiken  
Dr. Stanley, Ihekweazu, South Carolina State University  
Dr. Karen Kemper, Clemson University  
Dr. Pam Kerouac, College Board  
Dr. Learie Luke, South Carolina State University  
Dr. Emily Moore, Medical University of South Carolina

Dr. Angela Mund, Medical University of South Carolina  
Dr. W. Benjamin Myers, University of South Carolina Upstate  
Dr. Judith Salley, South Carolina State University  
Dr. Lisa Salodin, Medical University of South Carolina  
Dr. David Scott, South Carolina State University  
Dr. Richard Segal, Medical University of South Carolina  
Ms. Nur Tanyel, University of South Carolina Upstate  
Dr. Suzanne Thomas, Medical University of South Carolina  
Dr. David Virtue, University of South Carolina Columbia  
Ms. Beth White, University of South Carolina Columbia  
Mr. James Williams, College of Charleston  
Ms. Kayle N. Wright, University of South Carolina Columbia

## **1. Introductions**

Ms. Renea Eshleman called the meeting to order at 10:04 a.m. She welcomed all in attendance and asked institutional representatives and visitors to introduce themselves. She announced that the Division of Academic Affairs and Licensing would welcome a new Director, Dr. MaryAnn Janosik, on November 1.

## **2. Consideration of Minutes of June 20, 2013**

Ms. Eshleman requested a motion to accept the minutes of June 20, 2013, as distributed. The motion was **moved** (Finnigan) and **seconded** (Beard) and the Committee **voted unanimously to accept the minutes as presented.**

## **3. Update on PASCAL**

Ms. Eshleman introduced Mr. Moul, Executive Director of PASCAL. Mr. Moul introduced the Chairman of the PASCAL Board, Mr. Williams, who is the Associate Dean at the College of Charleston. Mr. Williams reported that PASCAL remains committed to providing the best educational resources to members of the state. Mr. Moul referred to a handout which was distributed to members. He provided an overview of PASCAL's funding, both amounts and sources of funding and identified the amount of one-time funding of excess lottery prize money, which varies greatly each year. Mr. Moul explained how PASCAL created a three-year strategic plan to expend lottery funds for one-time purchases and upgrades including an e-book initiative project, discovery, and access improvements; purchasing an online Anatomy & Physiology reference package; participating in a mass digitization project. He explained that the second page of the distributed handout provides information regarding the value of PASCAL for libraries and students and a breakdown of revenues and expenditures.

## **4. Update on Smarter Balanced Assessment Consortium (SBAC)**

Dr. Gregg introduced the update on the Smarter Balanced Assessment Consortium. She reminded the Committee about the many presentations on Smarter Balanced delivered at ACAP meetings. She introduced the Consortium's Dianne Bazell who works with regional areas and higher education leads in the southern states. She explained that Ms. Bazell will provide an update on the Consortium's activities and answer any questions members might have.

Ms. Bazell referred to a handout distributed to the Committee and began her update with an overview of the impetus for the creation of Smarter Balanced. She referred to college-readiness expectations, the large cost associated with remediation, and the lack of core curriculum standards. Ms. Bazell then highlighted the history of the Common Core State Standards initiative created in part by the National Governors Association to provide benchmarks for all students in English language arts and mathematics. She reiterated that the Common Core enterprise has been state-driven from the beginning, not a federal mandate. She stated that the creation of benchmarks requires a new assessment system and that two national consortia were started to develop the new assessment system. She stated that the Smarter Balanced assessments will be administered online; use computer-adaptive technology; include a variety of question types; contain formative, interim and summative assessments; and utilize

common, comparable scores across member states. She presented typical problems with current K-12 assessments and assured the Committee that the new assessment system will be balanced.

Ms. Bazell highlighted the benefits of the new assessment system for higher education. She stated that the benefits include better-prepared students entering higher education, decreased need for remediation, better use of effort, time and resources, and improved postsecondary persistence and completion. She described how the 11<sup>th</sup>, 12<sup>th</sup> and 13<sup>th</sup> grade level experiences for students and how teacher education will be changed and improved.

Ms. Bazell informed the Committee of the Smarter Balanced Goals for Higher Education which include institutions recognizing the grade 11 assessment as a measure of college content readiness; institutions agreeing on common performance standards for exemption from remediation; and institutions using the Smarter Balanced assessments to determine students' readiness for credit-bearing course work. She referred to the content readiness definitions for both English Language Arts and Mathematics and the policy framework for the Grade 11 Assessment results provided in the handout. Ms. Bazell concluded her presentation by speaking about the next steps and providing additional resources for further education about Smarter Balanced and its proposed assessment system.

## **5. Update on SCTRAC/Virtual Transfer Advisor Functionality**

Ms. Houp began her update by explaining the Virtual Transfer Advisor Functionality as the ability of SC TRAC to aid students in understanding not only which credits may be transferred to a particular institution but also how the credits may be applied to a specific degree program. She informed the Committee that the user experience design of this feature is being created and analyzed. She explained that part of this process is comparing degree programs listed in the CHE Inventory to the degree program data submitted to SC TRAC by institutions. She further stated that many discrepancies exist and that CHE staff will be in contact with institutions about the process for resolving these discrepancies. Ms. Houp referred to copies of the CHE Inventory distributed to each member to review and compare with what the institution currently offers in order to identify discrepancies.

## **6. Discussion of Changes to Advanced Placement Courses**

Ms. Houp introduced Dr. Pamela Kerouac, Senior Director for AP Higher Education Policy at College Board, to discuss recent and upcoming changes to Advanced Placement Courses and Exams. Dr. Kerouac referred to individual campus reports distributed to ACAP members and described the data included in the reports. She reported that research studies have shown that students who take AP courses and exams have experienced success in subsequent courses; are more likely to graduate college within four to five years; and are more likely to major in the field of their AP discipline, especially in the STEM fields.

Dr. Kerouac then presented aspects of the AP Course and Exam redesign. She explained that the redesign was supported by a collaboration of college faculty, AP teachers, and learning and assessment specialists, and was spurred by the need to move away from teaching a large amount of content and expecting factorial recall to be real learning. She stated that the redesign allows courses to meet colleges' expectations of student outcomes for the comparable college course and allows courses to cover the depth of subjects as compared to the breadth of subjects. She explained that the redesign supports student engagement in critical inquiry.

Dr. Kerouac reviewed the AP Redesign launch schedule which began Fall 2011 and will continue until Fall 2015. She explained that the Physics B course will be replaced with two Physics classes in order to better cover the breadth of material and allow time to promote reasoning and understanding. Dr. Kerouac also described the AP Capstone program which is an interdisciplinary, two-year, two-course (AP Seminar and AP Research) program that emphasizes skills over content.

## **7. Update on State Authorization Reciprocity**

Ms. Eshleman presented an update on the State Authorization Reciprocity Agreement (SARA). She began by explaining the background of the initiative and then reported that the National Commission and the Regional Areas have been determined. She stated that a draft of the state and institution standards is being considered and is available along with background materials for perusal. She referred to a recent communication with North Carolina in regards to its approval process. Dr. Beard asked about a timeline of action. Ms. Eshleman responded by stating that currently the National Commission has presented its next steps but no specific timeline of action. She agreed to send the Committee members a copy of the next steps.

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

### **a. Clemson University, M.S.-Ph.D., Applied Health Research and Evaluation**

Dr. Jackson introduced the program proposal from Clemson University. A motion to approve the proposed program was **moved** (Jackson) and **seconded** (Beard). Dr. Jackson explained that ACAP members electronically reviewed a program planning summary for this proposed program and suggestions from the review were incorporated into the full program proposal. She informed the Committee that there exists a nationally recognized need for researchers better skilled in rigorously evaluating clinical data and who is also capable of working across traditional disciplinary boundaries. She stated that the goal of the program is to prepare researchers to investigate a wide array of health issues and problems in order to foster the development of improved, evidence-based policies, guidelines, interventions, and practices. Dr. Jackson added that the program will include trans-disciplinary faculty collaboration and research partnerships and that the program has been reviewed by outside consultants.

The Committee **voted unanimously to accept** the new program proposal for Clemson University to offer a program leading to the Master of Science and Doctorate of Philosophy degree in Applied Health Research and Evaluation, to be implemented in Fall 2014.

### **b. Coastal Carolina University, Ed.S., Educational Leadership**

Dr. Beard introduced the new program proposal from Coastal Carolina University. A motion to approve the proposed program was **moved** (Beard) and **seconded** (Drueke). Dr. Beard explained that the program is intended to lead towards superintendent certification, but the program will also be an avenue for advanced training and education for individuals in the field who are not interested in a superintendent role. He stated that Coastal currently offers a successful Master's program leading to principal certification. He informed the Committee that faculty are already in place to implement this proposed degree and that the local region has shown an interest in the degree. Dr. Gregg explained to the Committee that staff will submit questions and recommendations to Coastal after the conclusion of the meeting. Ms. Eshleman

informed the Committee that Coastal's revised mission statement which refers to the University offering specialist degrees was approved at the Commission on Higher Education's meeting on October 3, 2013.

The Committee **voted unanimously to accept** the new program proposal for Coastal Carolina University to offer a program leading to the Education Specialist degree in Educational Leadership, to be implemented in Fall 2014.

**c. Medical University of South Carolina , D.N.A.P., Post-Baccalaureate, Entry to Practice**

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Mash). Dr. Shaw explained that MUSC seeks approval for two Doctorate of Nurse Anesthesia Practice degrees because of changes in accreditation requirements. She explained that the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) requires accredited nurse anesthesia programs grant doctoral degrees beginning in 2022. This change in requirement was a result of a 2011 Future of Nursing Report from the Institute of Medicine which stressed the need to educate nurses and advanced practice registered nurses (APRN) at higher levels to meet today's healthcare challenges.

The Committee **voted unanimously to accept** the program proposal for the Medical University of South Carolina to offer a program leading to the post-baccalaureate, entry-to-practice Doctorate of Nursing Anesthesia Practice degree, to be implemented in Summer 2018.

**d. Medical University of South Carolina , D.N.A.P., Post-Master's, Completion**

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Priest). Dr. Shaw referred to the program description and justification shared in the previous agenda item and then explained that this DNAP will serve students with Master's degrees in the field. She stated that the program will consist of 29 credit-hours over five semesters.

The Committee **voted unanimously to accept** the program proposal for Medical University of South Carolina to offer a program leading to the post-Master's, completion Doctorate of Nursing Anesthesia Practice degree, to be implemented in Summer 2015.

**e. Medical University of South Carolina , M.S., Oral Sciences**

Dr. Shaw introduced the new program proposal from the Medical University of South Carolina. A motion to approve the proposed program was **moved** (Shaw) and **seconded** (Finnigan). Dr. Shaw explained that the proposed degree complements MUSC's current degree programs which include a Ph.D., and a D.M.D./Ph.D. She informed the Committee of the goals of the proposed degree: 1.) to prepare students for careers in basic, clinical, and translational research; and 2.) to prepare a cohort of students to be more competitive in their applications to dental school or Ph.D. programs. She stated that the two-year program of 30 credit hours will have two tracks: thesis and non-thesis. Ms. Eshleman stated that CHE staff would send editing suggestions and short comments after the conclusion of the meeting.

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

**f. South Carolina State University, M.S., Bioengineering Science**

Dr. Evans introduced the new program proposal from South Carolina State University. A motion to approve the proposed program was **moved** (Evans) and **seconded** (Beard). Dr. Evans explained that the goal of the proposed interdisciplinary degree is to bridge the undergraduate studies and advanced academic or professional degrees. He stated that the degree will also offer training for industry employment and is meant to complement existing programs at Clemson, MUSC, and USC. He reported that two local industries have expressed support for the program and are interested in offering internships. Dr. Gregg reminded the University that a cooperative agreement will need to be included as a part of the program proposal. Ms. Eshleman informed the University that chart inconsistencies in the proposal need to be resolved and that CHE staff will communicate with the University regarding a few other edits.

The Committee **voted unanimously to accept** the program proposal for South Carolina State University to offer a new program leading to the Master of Science degree in Bioengineering Science, to be implemented in Fall 2014.

**g. University of South Carolina Aiken, M.B.A. for STEM and Liberal Arts (with STEM Option)**

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** (Evans). Dr. Priest explained that the proposed degree was developed in part due to a Carnegie Group environmental scan of the University and local region. He stated that the local area and current students have shown interest in the program. Dr. Beard asked whether the admission policy was flexible enough to accept individuals who earned a business degree 15 years ago. Dr. Priest responded that the degree program is not designed for that type of individual.

Ms. Eshleman expressed her concern that the curriculum does not have a unique STEM or Liberal Arts perspective and that it resembles a traditional MBA curriculum. She stated that the name is misleading for prospective students. She informed the Committee of communication she had with the University of Alabama which has a similar program. She stated that the University of Alabama's program is geared to those with backgrounds in STEM and the Liberal Arts but the title of the program is a MBA. Ms. Eshleman asked the Committee to speak to this issue, i.e., should the title reflect the focus of the degree or the intended audience?

Dr. Shaw asked Dr. Priest to explain the rationale behind the title. Dr. Priest answered that the University wants to highlight the program's uniqueness, not in curriculum, but in prospective students. Dr. Jones mentioned the variety of MBA programs offered across the nation and throughout the USC System and stated that many program names help prospective students understand the program. Dr. Beard suggested the University name it Non-Business MBA. Dr. Jones admitted that the University struggled with the creation of the name. Ms. Eshleman reiterated the importance of a degree program's name and stated that other programs in the nation do not label their degree program name with its intended audience, but instead focus the University's marketing of the program towards that intended audience.

Mr. Drueke asked what degree name will be used on a graduate's transcript. Dr. Jones answered MBA. Mr. Drueke then stated his opinion that the program name needs to be MBA.

Ms. Eshleman asked the University if it wanted to amend its motion. Dr. Priest responded by amending his motion to change the name of the degree program to MBA. Dr. Evans seconded the amended motion.

The Committee **voted unanimously to accept** the program proposal for the University of South Carolina Aiken to offer a new program leading to the Master of Business Administration degree for STEM and Liberal Arts (with STEM Option), to be implemented in Fall 2014.

#### **h. University of South Carolina Beaufort, B.S., Health Promotion**

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** (Priest). Dr. Haist explained that the proposed program has attracted interest in the University's service area. He stated that the University already offers a strong nursing program and this program would offer a way for students not interested in nursing to be pursue a health-related field. He described the local area as one with many health issues and stated that graduates of this degree would promote healthy living. He stated that the program will emphasize biology, nutrition, and medical ethics and include an internship and senior seminar.

The Committee **voted unanimously to accept** the program proposal for the University of South Carolina Beaufort to offer a new program leading to the Bachelor of Science degree in Health Promotion, to be implemented in Fall 2014.

#### **i. University of South Carolina Upstate, B.A., Child Development and Family Studies**

Dr. Flynn introduced the new program proposal from the University of South Carolina Upstate. A motion to approve the proposed program was **moved** (Flynn) and **seconded** (Rivers). Dr. Flynn explained that the program focuses on the development of children age birth to six years and no other public institution offers a similar degree in the state. He stated that accredited child development centers and federal programs such as Early Head Start will be required to employ a lead teacher with a four-year degree. Mr. Drueke informed Dr. Flynn that Winthrop offers an Early Childhood Specialization which is similar to the proposed program.

The Committee **voted unanimously to accept** the program proposal for the University of South Carolina Upstate to offer a new program leading to the Bachelor of Arts degree in Child Development and Family Studies, to be implemented in Fall 2014.

#### **j. University of South Carolina Upstate, B.A., Theatre**

Dr. Flynn introduced the new program proposal from the University of South Carolina Upstate. A motion to approve the proposed program was **moved** (Flynn) and **seconded** (Drueke). Dr. Flynn explained that the proposed degree was developed in part because of the success of the minor and concentration in Theatre and student interest in a major. He spoke about various employment opportunities for graduates and specifically about a partnership with the Rose Theater in London. He informed the Committee that the University is seeking to collaborate with Greenville Technical College to create a 2+2 program.

Dr. Rivers informed Dr. Flynn that Greenville Technical College reported to the S.C. Technical College System that it does not offer a Theater degree and does not plan to offer one. Mr. Cox responded and explained that the Greenville Technical College contact recently left the College but the University is still seeking a potential partnership with the College. Dr. Rivers then stated that the Vice President of Academic Affairs at the College is supportive of courses but that a past certificate program had issues with graduates finding employment. Ms. Eshleman urged the University to change the language in the proposal regarding Greenville Technical College to reflect the current status. Mr. Cox agreed to revise the proposal.

The Committee **voted unanimously to accept** the program proposal for the University of South Carolina Upstate to offer a new program leading to the Bachelor of Arts degree in Theatre, to be implemented in Fall 2014.

#### **k. Winthrop University, B.A., Social Studies Education**

Mr. Drueke introduced the new program proposal from Winthrop University. A motion to approve the proposed program was **moved** (Drueke) and **seconded** (Priest). Mr. Drueke explained that Winthrop is merging two separate degree programs into this proposed program. He stated that graduates would be qualified for 9<sup>th</sup> 12<sup>th</sup> grade teacher certification.

The Committee **voted unanimously to accept** the program proposal for the Winthrop University to offer a new program leading to the Bachelor of Arts degree in Social Studies Education, to be implemented in Fall 2014.

### **9. Consideration of Program Modifications**

#### **a. University of South Carolina Columbia, B.A., Elementary Education, degree completion program online**

Dr. Finnigan introduced the new program proposal from the University of South Carolina Columbia. A motion to approve the proposed program modification was **moved** (Finnigan) and **seconded** (Drueke).

The Committee **voted unanimously to accept** the program modification for the University of South Carolina Columbia to modify its program leading to the Bachelor of Arts degree in Elementary Education to add a degree completion program online, to be implemented in Spring 2014.

### **10. Presentation of Notifications of Program Changes and Terminations, March-September, 2013**

Ms. Eshleman explained this report is presented for information only.

## **8. Other Business**

### **-South Carolina's ESEA Flexibility Waiver Request Renewal Process**

Ms. Eshleman introduced Ms. Charmeka Childs from the S.C. Department of Education (SCDE) who delivered a presentation about the renewal process of South Carolina's flexibility waiver request for ESEA. She reported that South Carolina's initial request was approved in July 2012. She explained that flexibility waiver requests were granted to states that demonstrated that the accountability of the No Child Left Behind initiative was still valued, even if all requirements of the Act were not met. Ms. Childs then explained the four principles required by the flexibility waiver request approval and described attributes of S.C.'s implementation plan. She also described attributes of the renewal application as similar to the original application. She concluded her presentation by stating that SCDE will submit the flexibility waiver request renewal in February 2014 and that currently SCDE is seeking input for the renewal application.

Ms. Eshleman thanked everyone for attending the meeting. There being no further business, the meeting was adjourned at 1:20 pm.