

**Minutes
Committee on Academic Affairs and Licensing
July 15, 2015**

Members Present

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

Other Commissioners Present:

Ms. Terrye Seckinger

Members Absent:

Mr. Kim Phillips
Dr. Evans Whitaker

Guests

Ms. Beth Bell, Clemson University
Dr. Ralph Byington, Coastal Carolina University,
Dr. Nancy Carson, M.U.S.C.
Mr. Tim Drueke, Winthrop University
Mr. John Evans, Florence-Darlington Technical College
Dr. Kris Finnigan, U.S.C. Columbia
Dr. Consuela Francis, College of Charleston
Dr. Bill Jackson, U.S.C. Aiken
Dr. Debra Jackson, Clemson University
Dr. Edward Jadallah, Coastal Carolina University
Dr. William Jones, Coastal Carolina University
Dr. Peter King, Francis Marion University
Dr. Sathish A.P. Kumar, Coastal Carolina University
Mr. Brett Lott, College of Charleston
Dr. Learie Luke, S.C. State University

Staff Present

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

Dr. Brian McGee, College of Charleston
Dr. Mike Murphy, Coastal Carolina University
Dr. Chris Nesmith, U.S.C. Palmetto College
Dr. Jeff Priest, U.S.C. Aiken
Dr. Hope Rivers, S.C. Technical College System
Dr. Prashant Sansginy, Coastal Carolina University
Dr. Richard Segal, M.U.S.C.
Dr. Darlene Shaw, M.U.S.C.
Dr. Joseph Sistino, M.U.S.C.
Dr. Suzanne Thomas, M.U.S.C.
Dr. Anthony Varallo, College of Charleston
Dr. Alissa Warters, Francis Marion University
Dr. Ruth Wittman-Price, Francis Marion University

Welcome

Dr. Horne called the meeting to order at 10:34 a.m. and stated the meeting was being held in compliance with the Freedom of Information Act.

1. Consideration of Minutes of April 8, 2015 and Minutes of April 27, 2015

Dr. Horne requested a motion to accept the minutes of the April 8, 2015, and April 27, 2015 meetings. The motion was **moved** (Batson) and **seconded** (Munns) and the Committee **voted unanimously to accept the minutes as presented.**

2. Consideration of New Program Proposals

- a. Coastal Carolina University, M.Ed., Special Education with Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities

Dr. Horne introduced the item, and the Committee **moved** (Lynn) and **seconded** (Batson) a motion to accept the staff's recommendation for approval. Dr. Byington explained the need for the broad-based program in the local region. Dr. Horne asked about the impetus for the program. Dr. Jadallah reported that the undergraduate degree was recently modified to include a multi-categorical option and that students interested in this area have expressed interest in a graduate degree. He also stated that there is a high need in the local area for additional special education teachers and that this degree would help further training for current teachers. Dr. Horne asked about the unique grouping of students who have disabilities but are also gifted and talented. Dr. Jadallah responded that there is an important need to address these unique students who have been neglected. Dr. Byington explained that Coastal developed surveys in the region and the responses indicate that the program will be successful. Dr. Batson asked about teacher education being offered online. Dr. Byington responded that Coastal is particular in choosing specific programs which would be successful when offered online and that once a program is identified, instructors are given full training on technology and techniques for teaching online. Dr. Jadallah explained that the many different types of online interaction include streaming video, chat room discussion, recording lecture and live synchronous interaction.

Admiral Munns commented that he submitted questions, which were answered prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 1 of the Attachment.](#)] He asked for more information on resources. Dr. Byington answered that Coastal is growing its online offerings but in a controlled and strategic manner. He stated that the online programs are developed with appropriate resources. Admiral Munns asked about the number of students in online programs. Dr. Jadallah responded that it varies and that fourteen programs are offered totally online but individual courses are offered online as well. He estimated the number of students in online classes as 1,500.

Dr. Lynn asked whether an existing program will be affected by resources being allocated to the new program. Dr. Byington answered that this program will replace a current program. Ms. Love commented that she submitted questions about employment, estimated costs and budget, which were answered prior to the meeting. [Please see [page 1 of the Attachment.](#)] She then asked whether the Commission and/or the state require colleges and universities to have a minimum return-on-investment. Dr. Byington responded that the university has various responsibilities in regards to academic programs, one of which is to ensure that the program is financially viable. He stated that the university also has the responsibility to the local region in

providing necessary education opportunities. He concluded by explaining that the university does not require a specific financial return-on-investment.

Dr. Horne asked about the high burn-out rate among Special Education teachers. Dr. Jadallah responded that Coastal has cultivated strong relational ties to the school districts in the local region and has been able to offer teachers in the local region professional development opportunities which address pedagogy, content areas and stress. Dr. Horne acknowledged the needs assessment and the provision of specifics in the proposal.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Master of Education degree in Special Education with Concentrations in Twice-Exceptional (Learning Disabilities and Gifted and Talented); Twice-Exceptional (Emotional Disabilities and Gifted and Talented); Emotional Disabilities; Intellectual Disabilities; Learning Disabilities; or Severe Disabilities at Coastal Carolina University, to be implemented in Spring 2016.

b. Coastal Carolina University, M.S., Information Systems Technology

Dr. Horne introduced the item, and the Committee **moved** (Batson) and **seconded** (Lynn) a motion to accept the staff's recommendation for approval. Dr. Horne asked Dr. Byington to provide Coastal's perspective on the State Authorization Reciprocity Agreement (SARA) in light of both proposed programs being offered online. Dr. Byington explained that Coastal supports South Carolina's participation in SARA because it would provide costs-savings to Coastal and allow Coastal to accept students from all states into its online degree programs. He also shared how important SARA participation is in regards to out-of-state internships. Dr. Byington stressed that Coastal selects online programs and courses carefully so that academic integrity is not compromised for the students.

Dr. Byington described the program, stating that current undergraduate students have shown great interest in the degree and that it's a growing needs area. Admiral Munns commented that he submitted questions, which were answered prior to the meeting. He asked that the questions and the institution's responses be included in the meeting minutes. [Please see [page 3 of the Attachment](#).] He asked for more information on tuition for out-of-state students. Dr. Byington answered that out-of-state online students pay the out-of-state tuition rate since there is no single rate for online programs. Admiral Munns asked about student interaction with one another, given that most of the program will be offered asynchronously. Dr. Jones responded that students will have opportunities to interact with each other through group projects.

Admiral Munns expressed concern that the program seems to cover more breadth than depth in that the concentration covers both security and analytics. He continued by asking whether graduates would need more depth in security and more depth in analytics to be successful in the marketplace. He also asked whether security and analytics experts will serve on the program's external advisory board. Dr. Murphy answered that the advisory board would be the same as the one for Coastal's ABET-accredited undergraduate program plus the addition of new members or a subset of the board which would concentrate on the graduate program and therefore represent the two industries of security and analytics. Dr. Murphy agreed with Admiral Munns and stated that it would be impossible to reach the depths of both security and analytics in a 33 credit-hour master's program but that the program was developed with more breadth

due to industry feedback. Dr. Kumar commented that the degree program is not as broad as other computer science or information systems graduate programs.

Ms. Love complimented the survey conducted by Coastal's Institutional Research, Assessment and Analysis office. Mr. Batson asked about the possible future integration of the program with a MBA or MS in Accounting degrees. Dr. Byington responded that Coastal currently has a strong MBA and MS in Accounting degrees of which security and analytics are critical. He explained that several courses in each degree are cross-listed for students in each degree to take. Dr. Horne asked Coastal to provide more information on the program assessment. Dr. Byington responded that program's external advisory board will help to provide a healthy assessment of the program as a whole. Dr. Lynn asked about the uniqueness of the program. Dr. Kumar responded that the program is *unique*, with few if any known direct competitors with one degree offering both fields. Dr. Horne asked about the College of Charleston similar degree. Dr. Murphy answered that the College of Charleston's Master of Computer Science degree has a concentration in Security only and that the College's graduate certificate is in Cybersecurity.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Master of Science degree in Information Systems Technology at Coastal Carolina University, to be implemented in Spring 2016.

c. College of Charleston, M.F.A., Creative Writing

Dr. Horne introduced the item, and the Committee **moved** (Love) and **seconded** (Lynn) a motion to accept the staff's recommendation for approval. Dr. McGee explained that this graduate degree is housed in the Department of English which houses other successful graduate and undergraduate programs. Dr. McGee described the need for the degree in relation to the vibrant arts environment in Charleston and also explained that students and local artists have expressed interest in the proposed degree.

Dr. Horne asked about employment opportunities. Dr. McGee answered that Charleston is a community of rapid growth in many areas, including the more publicized arena of manufacturing and business and financial services. He specifically cited the arts community occupation and employment has grown by 20% in the last fifteen years and that the creativity industries make up 7% of Charleston's economy. He stated that most graduates of the program will complete an end-of-program project or experience with some having completed an internship in teaching. He explained that one unique aspect of the program is one of its emphasis areas in arts management which will help graduate employability in business sectors. He also spoke to the College's sensitivity to program costs and explained that the two-year program length, as compared with three years, will help with student debt management and earlier career placement. Mr. Lott commented that the program will prepare students to make art and then to thrive in the arts community and arts administration in the Charleston area and across the country.

Admiral Munns asked whether the state needs both the current USC program and the proposed program. He referred to USC showing support for a second program in the state in 2013 and was curious whether USC still shows support for a program at the College. Dr. Varallo responded by stating that since 2013, the College has made the program more unique in adding the arts management emphasis. Admiral Munns asked whether USC showed support for the program at the June ACAP meeting. Dr. Lane answered that USC has affirmed the program.

Admiral Munns then asked whether there was potential for collaboration between the two programs. Dr. McGee answered affirmatively. Dr. Finnigan also expressed support.

Dr. Horne asked about the addition of a new faculty member. Dr. McGee responded that the Board has agreed to an additional faculty member to aid with new course creation. He emphasized that the program will be carefully grown over time. Dr. Horne asked how the College will define that the graduates are employed in a field related to their degree. Dr. McGee responded that the small size of the program will allow better tracking of graduates and their employment information.

Ms. Love re-iterated the questions she submitted regarding economic development and then asked whether Dr. McGee had anything else to add to that subject. Dr. McGee then described the Career Center which is active and engaged with the community, developing direct relationships with local employers.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Master of Fine Arts degree in Creative Writing at the College of Charleston, to be implemented in Fall 2016.

d. Francis Marion University, B.S., Healthcare Administration

Dr. Horne introduced the item, and the Committee **moved** (Batson) and **seconded** (Lynn) a motion to accept the staff's recommendation for approval. Dr. King explained that the program developed out of the need for technicians with associate degrees needing a bachelor's degree to advance in their workplace. He stated that the program has two tracks of which the clinical track is targeted to employed individuals who have associate degrees. He described the general track as one in which FMU students interested in healthcare can take.

Dr. Wittman-Price responded to questions submitted by Committee members in advance and explained that requiring three references is a standing practice for other degrees at FMU. She stated that the clinical hours will be used for students to explore the healthcare area they want to study. She explained that the clinical hours will not be patient-focused but instead centered on leadership. Admiral Munns asked whether the local region has capacity for additional clinical hours. Mr. Evans responded that since the clinicals are not focused on patient care but rather management and leadership, there will be plenty of capacity in the region.

Dr. Lynn asked about local hospital support for the program. Dr. Evans answered that the program has great support from local hospitals. Mr. Batson asked about which technical college major would be appropriate for entry into the program. Mr. Evans answered that the three primary areas would be respiratory care, radiology and medical lab technology. Dr. Horne asked about learning outcomes in relation to the two different cohorts of students. Dr. Wittman-Price compared the program to the BSN completion program with similar cohorts. She commented that the mixture of both cohorts allows additional learning as the novice and experienced students interact.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Science degree in Healthcare Administration at Francis Marion University, to be implemented in Spring 2016.

- e. Medical University of South Carolina, M.S., Cardiovascular Perfusion
- f. Medical University of South Carolina, M.S., Cardiovascular Perfusion, Post- Professional

Dr. Horne introduced the items, and the Committee **moved** (Lynn) and **seconded** (Batson) a motion to accept the staff's recommendations for approval for both the M.S. in Cardiovascular Perfusion and the M.S. in Cardiovascular Perfusion, Post-Professional. Dr. Lynn asked for layman's definition of cardiovascular perfusion. Dr. Sistino answered that cardiovascular perfusion is the process done during heart surgery with the aid of a heart/lung machine and the perfusionist is the expert in charge of that machine. He added that the profession is small with only 4000 perfusionists in the country. Dr. Shaw explained that MUSC currently has a bachelor's degree but that the University would be able to provide better education and training at the graduate level, and Dr. Sistino reported that the discipline as a whole is beginning to advocate for graduate programs as compared to bachelor programs. She stated that once the Master's degrees begin, the bachelor degree will be terminated.

Dr. Lynn asked about the differences between the two programs. Dr. Sistino explained that the M.S. is for students with a bachelor's degree but who have not entered the workforce, while the post-professional degree is designed for professionals returning for continued training. He stated that the curriculum is the same for both degrees but that the post-professional will be delivered online.

Dr. Horne complimented the program assessment for the M.S. degree but expressed concern about the program assessment presented in the post-professional proposal. Dr. Sistino responded that the M.S. will be assessed through the graduates' clinical experience whereas clinical experience is not required for the post-professional degree because the students are already employed in the field.

Admiral Munns asked about adjunct faculty. Dr. Sistino responded that adjunct faculty will be used to teach the leadership courses and are already employed in other departments at the institution.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the programs leading to a Master of Science degree in Cardiovascular Perfusion and a Master of Science in Cardiovascular Perfusion, Post-Professional at the Medical University of South Carolina, to be implemented in Fall 2016.

- g. University of South Carolina Aiken, B.S., Clinical Laboratory Science

Dr. Horne introduced the items, and the Committee **moved** (Lynn) and **seconded** (Batson) a motion to accept the staff's recommendations for approval. Dr. Priest explained that the proposed program is a three-plus-one program where students will be on campus for three years and at a local hospital for the fourth year. He stated that the need for the program developed out of increased interest in the allied health field and through the pending retirements of laboratory technicians at the local hospital settings. Dr. Priest responded to a Commissioner question regarding the Career Center by explaining that the Center has a three-pronged approach: to talk to employers; invite employers on campus; and provide free postings of available jobs.

Dr. Horne asked for the number of graduates who might be employed at the local hospital where the final year will take place. Dr. Priest answered that a good percentage of the graduates have a great opportunity for employment there as technicians retire. Dr. Horne asked about funds that will be paid by the University to the hospital. Dr. Priest answered that some of the program's adjunct faculty are employed at the hospital and therefore the funds cover their teaching.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the program leading to a Bachelor of Science degree in Clinical Laboratory Science at the University of South Carolina Aiken, to be implemented in Fall 2016.

3. Program Modifications

- a. South Carolina State University, B.S., Civil Engineering Technology, Develop into B.S. Civil Engineering

Dr. Horne introduced the item, and the Committee **moved** (Lynn) and **seconded** (Batson) a motion to accept the staff's recommendation for approval. Dr. Horne complimented SC State on providing a support letter as requested by the Committee for the program modification by the newly established Board of Trustees within a very short turnaround. Dr. Luke explained that the University proposes to change its current B.S. in Civil Engineering Technology degree to a B.S. degree in Civil Engineering. He stated that state laws in regards to the engineering profession require an engineer to have an engineering degree as compared to an engineering technology degree in order to be licensed in the state. He added that the U.S. Bureau of Labor indicates that in the next ten years there will be at least 10,000 new engineering jobs in the United States and the job growth rate will be 5-6% annually. He commented that the job rate growth of civil engineers in SC is 18.7%. Dr. Luke shared that the University has the necessary faculty and facilities for the program and that the program will be implemented with no new costs.

Dr. Lynn asked about Clemson and USC support. Dr. Lane responded that Clemson and USC have not presented objections. Dr. Luke explained that SC State has an articulation agreement with Clemson regarding Clemson's graduate program in civil engineering. Dr. Lynn asked about access and equity. Dr. Luke described the institution's recruitment strategies to attract diverse students, stating that the administration's recruitment strategies do not exclude any race, but that the institution primarily attracts African-American students. He also informed Commissioners that the institution has had an increase in the number of white students enrolled in the past five years and that some programs attract a better mix of students. He then cited the example of the speech pathology program for which 50% of the students enrolled are white.

Admiral Munns expressed support for the program and advocated the benefit of diversity in engineering. Dr. Horne complimented SC State for its recruitment of women. Ms. Love asked whether ABET EAC approved the curriculum design. Dr. Luke answered that ABET would not review the program for accreditation until the first class of students graduate. He added that faculty members know the criteria that is required by ABET for accreditation and therefore build the program to meet such criteria. Ms. Love asked about equipment needed to support the transition to an engineering program and Dr. Luke assured the Committee that the institution has the equipment necessary to support the program.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission a modification to develop the Bachelor of Science degree in Civil Engineering Technology into a Bachelor of Science degree in Civil Engineering at South Carolina State University, to be implemented in Fall 2016.

4. State Authorization Reciprocity Agreement (SARA)

Dr. Horne introduced the item, and the Committee **moved** (Love) and **seconded** (Lynn) a motion to accept the staff's recommendation for approval. Dr. Horne gave introductory remarks and thanked the research universities and ACAP in their work to bring this opportunity back to the Committee's attention. She commented on the support letters by all institutional sectors that were included in the agenda item packet of information. Admiral Munns asked whether the recommendation to seek legislative change to join SARA included the ability to address fees. Dr. Lane answered affirmatively and stated that staff will ask the legislature for permission to seek fees for the initiative in statute and provide specific information about fees in the regulations. Dr. Horne expressed her support for the recommendation. Dr. Lynn asked whether legislators have been chosen to sponsor the statute changes. Ms. Carullo responded that specific legislators have not been chosen. Mr. Batson asked Ms. Carullo whether she believes that the General Assembly would be critical of the initiative. Ms. Carullo answered that she did not know. Admiral Munns commented that there might be resistance in the General Assembly due to misunderstanding the purpose of SARA. He expressed support for working diligently on communicating CHE's intentions clearly. Admiral Munns agreed to place this subject on the next Governmental Affairs committee for legislative strategy discussion. Ms. Love shared information she discovered on the US Department of Education's website about SARA and that the informational piece might help in communicating CHE's message to the General Assembly.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission that it authorize the staff to seek legislative change necessary to allow CHE, as the portal agency for South Carolina, to join SARA and upon receiving legislative authority, to submit its application to SREB.

5. Academic Degree Program Monitoring

Dr. Horne introduced the item, and the Committee **moved** (Munns) and **seconded** (Love) a motion to accept the staff's recommendation for approval. Dr. Lane summarized the process and history of creating more robust metrics for academic degree program monitoring. He then explained the agenda item recommendation regarding changes to the biennial program productivity report. He also stated that ACAP will continue to work out the details for the program-specific evaluation of new programs in the near future. Dr. Horne commended ACAP for its hard work on this initiative.

Without further discussion, the Committee **voted unanimously to commend favorably** to the Commission the following improvements to the biennial productivity review:

1. Increase the "satisfactory" threshold for program completers for baccalaureate degree programs from five to eight (the threshold remains unchanged for master's, first professional, specialist, and doctoral degree programs).

2. Change the criterion for satisfactory program productivity from meeting **either** enrollment **or** completion thresholds to the new standard of meeting **both** enrollment **and** completion benchmarks for all programs.
3. Consider specialized accreditation status of applicable programs that do not meet the enrollment or completion thresholds when determining whether the programs are granted an exemption, placed on probation, or recommended for termination.
4. Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).

6. Update on Gainful Employment Regulations
(For Information, No Action Required)

Dr. Horne presented the agenda item for information. Dr. Lane explained the item which highlighted the recent US District Court order to enforce the US Department of Education's gainful employment monitoring in regulated occupations. Admiral Munns encouraged the Committee to remain updated on this decision and watch for the implications.

7. Annual Report on Terminated and Approved Programs, FY 2014-15
(For Information, No Action Required)

Dr. Horne presented the agenda item for information. Mr. Batson asked how programs are terminated. Ms. Houpp responded that CHE recommends termination of programs when they fail to meet productivity standards but the decision to terminate lies with the institution. Dr. Lane reiterated that CHE does not have authority to terminate programs, but can only recommend termination. Admiral Munns commented that the biennial program productivity report allows for discussion regarding terminations between CHE and the institutions. He also explained questions he submitted prior to the meeting regarding the large number of certificates created by The Citadel. He stated that CHE staff informed him that The Citadel had not previously notified the Commission about its certificate offerings and the addition of the certificates allowed the CHE Inventory of Programs to be aligned with the institution's offerings.

8. Annual Report on Academic Common Market, 2015
(For Information, No Action Required)

Dr. Horne presented the agenda item for information. Admiral Munns commented on the absence of aerospace engineering degrees in the state and suggested that CHE advocate for these programs to be developed in-state. In addition, he asked for clarity about the low number of certifications for SC (88) compared to 623 for Georgia. Dr. Lane explained that a low tally for SC was good, because this suggests that fewer SC students felt they had to look out of state to pursue their academic interests. He continued by stating that a huge number such as Georgia's 623, suggests that many students native to Georgia could not find their academic programs of interest offered in their home state.

9. Annual Report on Staff-Approved Mission Statement Modifications, FY 2014-2015
(For Information, No Action Required)

Dr. Horne presented the agenda item for information.

10. Report on Program Modifications, April 1- July 10, 2015
(For Information, No Action Required)

Dr. Horne presented the agenda item for information.

11. Other Business

Dr. Horne thanked those in attendance for their participation and staff for their work. Hearing no further business, she adjourned the meeting at 1:56 p.m.

**Commissioner Questions and CHE/Institutional Responses:
Coastal Carolina University, M.Ed., Special Education**

- 1. *Employment Opportunities – “One out of five vacancies in South Carolina’s public schools is in special education.” What are the total numbers of vacancies in this area in South Carolina?***

Response: According to the annual supply and demand survey conducted by the Center for Educator Recruitment, Retention, and Advancement (CERRA, 2015), in South Carolina, newly hired licensed Special Education PK-12 teachers for the 2014-2015 year included **314** primary/elementary, **215** middle level, and **186** secondary, for a total of **715** hired special education teachers. There was a total of **67** special education positions throughout the state that were not filled.

- 2. *Qualitative Analysis – Re: estimated costs necessary – What happens if estimated costs are exceeded?***

Response: It is estimated that approximately \$10,000 over the next five (5) years will be necessary to update and sustain materials and resources in the Kimble Library in order to meet the needs of this program. University budget requests for colleges and program areas are reviewed annually, and costs for newly approved programs are submitted and approved through this process. If estimated costs are exceeded, they will be addressed through budget requests by the Library and/or specific college budgets. As part of our Strategic Plan: *Strategy 1: Meeting the Educational Needs of Students and the Community - 1.1.5. Assess the current and projected support resources required by faculty and students involved in graduate studies and, if necessary, determine how best to augment these resources in a cost-effective manner over the next five years.*

- 3. *Budget justification - How do you calculate anticipated growth of 2-3%?***

Response: This anticipated growth in enrollment is based on the University’s Strategic Plan (Strategy 4: Ensuring Financial Viability and Managed Growth). Specifically, the metric for undergraduate and graduate growth is as follows: *Strategy 4: Ensuring Financial Viability and Managed Growth - 1.4.1. Increase undergraduate enrollment by 2% per year... 1.4.2. Increase graduate enrollment by 2% per year...*

- 4. *Recruitment area and tuition... given the program is 100% online, will you recruit and or accept applicants from outside your nominal service area? If so have you accurately estimated the cost and time for authority to recruit? Will you charge different tuition for in area, out of area and will the online tuition be different from residential tuition?***

Response: Currently, Coastal is accepting applications from qualified students in 25 states for online programs (<http://www.coastal.edu/online/authorizations.html>). We are hopeful that this base will expand with the State Authorization Reciprocity Agreement (SARA). Coastal does not currently charge online tuition at other than our regular tuition. Any such pricing would be approved by the Board of Trustees and would be based on market analysis and cost of offerings. We will focus more heavily on recruiting

applicants from our in-state partners, but of course we will also accept applicants out of our specific regional area. In-state partner schools will receive a discount that will be determined through a negotiated Memorandum of Understanding. Other non-partnered school districts, in-state and out-of-state, may receive a 30% discount. This is consistent with similar tuition models for our other M.Ed. and Specialist programs. These discounts were determined based on an analysis of tuition rate costs for similar programs at peer and aspirant institutions. Online tuition will be the same as residential tuition, with applicable technology and distance learning lab fees (tuition information is on the COOL website).

- 5. *Resources Pg21... to what degree will this new program add to use of on line teaching resources (i.e., – will this be a significant addition, and if so does the school have proven capacity for effective delivery?).***

Response: The Coastal Office of Online Learning (COOL) program has invested in the development of the online courses, which are Quality Matters (QM) certified via a recent COOL grant. CCU has a significant investment in the online teaching resources through the Coastal Office of Online Learning (COOL) programs. Though this program is 100% online, and a significant addition to online teaching resources, the school has enough capacity for the effective delivery of this new program over the next five years.

- 6. *Budget justification Pg 25... a good part of the justification is based on enrollment growth. Please report the growth for each of the past two academic years and the anticipated growth for 2015-2016.***

Response: The previous program was only an opportunity to facilitate add-on endorsements in special education and not receive an actual M.Ed. in Special Education. Hence, we only had add-on students and not students seeking a degree in the new program. Based on the survey data collected that confirmed the need for a specific M.Ed. in Special Education, enrollment for 2015-2016 is projected at 10 in the spring and 18 in the summer.

- 7. *Synchronous delivery Pg 7... please explain who will determine and what factors will be considered in deciding how much of the course will be synchronous... will these times be proscribed before course enrollment? Will attendance be taken? Will a minimum attendance record be required?***

Response: The courses will be offered weekly as synchronous meetings with students in each class. Meeting times will be noted in the syllabus, as well as in an announcement sent during the first week of classes. Attendance will be taken by students' participation in these meetings, as all meetings will be required. There will not be a minimum number of students attending to proceed with any given meeting.

**Commissioner Questions and CHE/Institutional Responses:
Coastal Carolina University, M.S., Information Systems Technology**

1. ***Recruitment area and tuition: Given the program is 100% online, will you recruit and or accept applicants from outside your nominal service area? If so have you accurately estimated the cost and time for authority to recruit? Will you charge different tuition for in area, out of area and will the online tuition be different from residential tuition?***

Response: Currently, Coastal is accepting applications from qualified students in 25 states for online programs (<http://www.coastal.edu/online/authorizations.html>). We are hopeful that this base will expand with the State Authorization Reciprocity Agreement (SARA). However, we have sufficient interest within our undergraduate population to meet most of our enrollment goals for this program. We are confident that, with additional recruiting within our student body and existing authorized states, we will meet our goals. Coastal does not currently charge online tuition at other than our regular tuition. Any such pricing would be approved by the Board of Trustees and would be based on market analysis and cost of offerings.

2. ***Synchronous delivery (similar to a question in the previous Program request): Will you require some form of synchronous attendance to achieve student collaboration? Please explain who will determine and what factors will be considered in deciding how much of the course will be synchronous... will these times be proscribed before course enrollment? Will attendance be taken? Will a minimum attendance record be required?***

Response: The actual course delivery will be completely asynchronous, in order to provide maximum flexibility to the enrolled students, regardless of their work schedules, time-zones, etc. However, office hours would be available both synchronously *and* asynchronously, to accommodate both types of students (some on campus), and student collaboration will occur as students, themselves, determine for project completion. These parameters would be made available to students before enrollment in the program, and explicitly explained prior to each course. As far as attendance requirements, the program would follow CCU's existing policies in the online area in which students are required to log in and respond within the first week, and on time completion of all online homework, exams, projects, and other requirements constitutes attendance. Distance learning courses must require an initial online submission within the session drop/add period (first week). Students who do not submit may be dropped from the roster. For reporting purposes, an absence in a distance learning course is operationally defined as a missed online submission deadline – such as a quiz, assignment, or discussion post (ACAD 133). Likewise, considering the financial aid area, the same practice of timely submission of assignments, taking quizzes, and logging into the CMS site for regular work, etc. would constitute attendance for their purposes as well.

3. ***Purpose, Pg 4.... In addition to skills of design, implement and evaluate will students be capable of or certified for the operation of a company's IT systems?***

Response: Yes. Given appropriate prior undergraduate training and provided the students can demonstrate they are capable/skilled enough to design, implement and evaluate such systems, students should be capable of operating a company's IT

systems from the security and analytics applications perspective. They may also apply for appropriate certifications.

- 4. *Scope a breadth of program, Pg12... security and analytics are two completely different fields. Other programs deal with each individually. Please explain how a graduate of this program will have sufficient depth to be functional in both fields... might they not only be half prepared in each field?***

Response: While the proposed master's program is not as broad as, for example, the MS in Computer Science or in Information Systems or in information Technology, specifically, this new program deals with two important and growing sub fields: security and analytics. While the core and elective courses will adequately prepare graduate students to be successful in these areas, students who want to be more expert in security or in analytics can pursue their capstone electives or thesis in any one of the two areas.

In addition, the fields of security and privacy are synergistic. The next generation of security, privacy and forensics applications heavily depends on the analytics, most especially on big data analytics. At the same time, security for the analytics and cloud/sensor-based big data analytics infrastructure is a big problem in the industry as well and requires particular attention.

Admission criteria and the UG preparation as indicated in page 8 of the proposal should ensure that the students are well prepared to be successful in the areas of security *and* analytics. Admission criteria for this program are similar to those for other graduate programs at CCU. However, for Undergraduates (UG) with non-CS/IS/IT majors, UG course credits (equivalent to the required coursework for CCU UG CS/IS/IT Majors) in: (a) Computer Networks or Information Security, (b) Programming or Web Development, (c) Database Design or SQL Development, and (d) Elementary Statistics or Business Statistics are required. Such students may come from other Science/Math/Business majors, perhaps with a minor in CS/IS/IT, or they may have related work experience. If the prospective student doesn't have the above UG credits but all other admission criteria are satisfactory, the student can be accepted on a probationary basis with the condition that the student needs to obtain undergraduate credits with grades of 'C' or better in the above mentioned courses prior to taking any graduate coursework for the program.

- 5. *Capacity to build program, Pg13... with the need for 15 new courses, describe the departments capacity to build all new courses such that they are effective and meet student timelines.***

Response: The Coastal Office of Online Learning (COOL) supports and has invested in the development of the online courses, which are Quality Matters (QM) certified via the requirements of a COOL grant. Four faculty are involved in the development of these courses and have been provided adequate time and funding to facilitate this development. Some of these courses are already being taught this summer to the students in other graduate programs, as elective courses. Therefore, the courses are already built and ready for delivery.

6. ***Resources Pg17 (same question as the above program request) ... to what degree will this new program add to use of on line teaching resources (i.e., – will this be a significant addition, and if so does the school have proven capacity for effective delivery?)***

Response: CCU has a significant investment in the online teaching resources through the Coastal Office of Online Learning (COOL) programs. Though this new program is 100% online and a significant addition to online teaching resources, the school has enough current capacity for the effective delivery of the first five years of the program.

7. ***External Program review, Pg20 Success of this program will depend on a close coupling of course content with industry needs. Please describe the method and frequency of external review of the program to include both the discipline of security and analytics.***

Response: We will extend our existing external review board (that we already have in place at the undergraduate level for ABET accreditation purposes). Preliminarily, we will meet twice per year for the first four years of this new program, to ensure that we can adapt to any required changes rapidly, and then, afterwards, we will move back to a once per year model, as we already follow for the undergraduate programs. We will solicit membership to this committee based on contacts that our faculty have in the respective disciplines of security and analytics.

8. ***Certifications, Pg 22... the proposal suggests that there are a number of certificates that graduates could earn, but that none will be required for graduation. None the less will certificate achievement be tracked as a measure of program relevance and success?***

Response: While certification such as CISSP or CAP would not be required for graduation, achievement of those certificates by the students in the program could be tracked as a measure of program relevance and success. This can easily be added to our current assessment plan.

9. ***Assessment of Need – Observation – Excellent data provided by the survey conducted by CCU Office of Institutional Research, Assessment and Analysis.***

Response: Looks like it is an observation/comment and not a question. Thanks for the compliment.

10. - ***References include the SC Department of Employment and Work 2013 report, the SC Department of Labor and Workforce demand data and the Bureau of Labor Statistics 2013 report. All are excellent resources and clearly show the need. Have you/will you work closely on programmatic needs with any particular businesses and industries in the area as USC Columbia partnered with IBM when they set up the IBM Center for Innovation?***

Response: We have currently not identified a single contact in our area with which to collaborate, but we will work closely with the various security and analytics companies in the Horry-Georgetown area and other nearby counties in the state to identify and satisfy their technical skillset needs. In addition, we will actively seek out collaboration with

national/global analytics and security companies to help identify their technical skillset needs.

11. *How does the Career Services Center coordinate and communicate new programs like this with economic growth needs?*

Response: We are actively working with the Career Services Center for the internships/job opportunities for students in our undergraduate programs. This will continue for the proposed graduate program. The possibility of internships and early job placements should mirror what already occurs.