

Clemson University
Clemson, South Carolina

MINUTES
Educational Policy Committee
CLEMSON UNIVERSITY BOARD OF TRUSTEES

Executive Board Room
Madren Center
Clemson, South Carolina
February 2, 2023
8:30 a.m.

Call to Order

Notification as required by the South Carolina Freedom of Information Act was given at least twenty-four hours before the meeting by posting the notice and agenda on the bulletin board located on the ground floor public entrance of Sikes Hall, Clemson University and on the Clemson University Board of Trustees website. Additionally notice of, and the agenda for, the meeting was sent via email to the distribution list maintained by the Office of Media Relations which includes approximately 80 reporters and editors at the major daily newspapers, television and radio stations in S.C.

After notification as required by the Freedom of Information Act, Trustee Peeler called the meeting to order at 8:30 a.m. with the following present:

Committee Members: Bob Peeler, *Chair*; Joe Swann, *Vice Chair* (via video); Nikki Haley; Ronnie Lee; Mark Richardson; Bill Smith; J.J. Britton, *Emeritus*; and Allen Wood, *Emeritus*

Trustees: David Dukes, Louis Lynn, Patti McAbee, Nicky McCarter, Smyth McKissick, and Kim Wilkerson

Trustee Emeritus: Bill Hendrix and David Wilkins

Administration: James P. Clements, *President*; Tony Wagner, *Executive Vice President for Finance and Operations*; Max Allen, *Vice President and Chief of Staff*; Hank Morrow, *Executive Secretary to the Board of Trustees*; Robert Donato, *Chief Strategy Officer*; Chip Hood, *General Counsel*; Robert H. Jones, *Executive Vice President for Academic Affairs and Provost*; Angie Leidinger, *Vice President for External Relations*; Brian O'Rourke, *Vice President for Development*; Amy Smith, *Vice President for University Relations and Chief Marketing Officer*; Lisa Knox, *Assistant Vice President and Executive Director for Office of Institutional Excellence*; Rick Petillo, *Chief Financial Officer*; George Askew, *Vice President for Public Service and Agriculture*; Tanju Karanfil, *Vice President for Research*; Chris Miller, *Vice President for Student Affairs*; Tracy Arwood, *Chief Ethics and Compliance Officer*; Brian Voss, *Vice President and Chief Information Officer*; and Graham Neff, *Director of Athletics*

Guests: David Kuskowski, *Enrollment Management*; Doug Henry, *CCIT*; Joe Galbraith, *Strategic Communications*; Nicholas Vazsonyi, *Dean, College of Architecture, Arts and Humanities*; Leslie Hossfeld, *Dean, College of Behavioral, Social and Health Sciences*; Brian Powell, *Faculty Representative to the Board of Trustees*; Jean Bertrand, *Dean, Undergraduate Studies*; Cynthia Young, *Dean, College of Science*; Wendy York, *Dean, College of Business*; Jeremy King, *Institutional Effectiveness*; and Sally Mauldin, *Office of the Board of Trustees*

Media: Caitlin Herrington, *Post and Courier*

Sally Mauldin called roll of the committee. Trustee Peeler noted a quorum was present.

Joe Galbraith introduced members of the media.

Action Items

1. New Centers

a. Addiction and Mental Health Research Center

Provost Jones presented the request for a new center. The College of Behavioral, Social and Health Science is requesting approval for a new Center for Addiction and Mental Health Research. The establishment of a research center will strengthen the ability of faculty members to compete for funding in these emerging and rapidly expanding fields. The mission of CAMHR will be to conduct research on the prevalence, prevention, and intervention of addiction and mental health conditions in order to inform policy and practice that prevents and reduces the harms of these public health problems. The CAMHR will expand faculty collaboration to promote externally-funded research in the areas of addiction and mental health. It will also offer opportunities for student engagement in research and clinical opportunities. These opportunities will foster skills that will improve student success in graduate school and the workforce.

The research conducted by CAMHR will benefit faculty, students, the community, as well as academic, community, and industry partners. The center will promote collaboration between these entities to foster competitive research, develop model programs, and disseminate findings that inform healthcare policy and practice in South Carolina and beyond. Students will have opportunities to engage in research that also involves applied and clinical experiences, thereby positioning them for future success in a multitude of academic, healthcare, and industry settings. Not only does the mission of CAMHR align with the CBSHS vision to “build people and communities,” but it also supports Clemson University’s strategic priority areas in human resilience and health innovation.

Beyond the opportunity to pursue funded research in these areas, the research facilitated by CAMHR has the potential to make a significant public health impact. South Carolina ranks 37th in the nation for providing access to treatment for mental health and substance use and needs higher capacity in this area, which will both bolster the economy and benefit the well-being and productivity of its citizens. Over 700,000 adults in the state have a mental health condition, 56%

of adolescents in SC with depression did not receive any care in the past year, and approximately 2.3 million South Carolinians live in an area without access to a mental health professional (NAMI, 2021). Of individuals with substance use disorders at the national level, 93.5% did not receive treatment, and 55% of adults with mental illness received no treatment (Mental Health America, 2022). The proposed center will positively impact addiction and mental resources in South Carolina.

Trustee Smith moved to approve the center. Trustee Richardson seconded the motion. The motion was approved unanimously.

b. Center for Public Health Modeling, Preparedness, and Response

Provost Jones presented the proposed center. The Clemson University Center for Public Health Modeling and Response (CU-PMAR) will be established to utilize data-driven approaches to inform and assist health organizations in preparing for, and responding to, public health threats.

There is a public health need to utilize data-driven approaches to inform patient care and community needs. Modeling frameworks are being designed and implemented to assist healthcare professionals, patients, and public health implementors with decisions about diagnostic testing, treatment initiation, lifestyle changes, and resource allocation. Such models are especially useful because they can provide objective data on the decision-making process and help avoid biases observed in clinical and public health decision-making. Nationally, there are centers for public health modeling or preparedness and response, but no centers that serve both purposes. Furthermore, no university center currently exists in South Carolina for public health modeling or public health preparedness and response. The center will unify public health modeling efforts across campus and make Clemson competitive for greater funding opportunities by extending existing modeling frameworks to diseases and public health issues, such as food insecurity and natural disasters.

CU-PMAR aligns with Clemson's land grant mission of providing training, research, and service to the public and Clemson Elevate goals of targeted research in artificial intelligence and data science through developing and implementing data-driven approaches to address the critical needs of individuals and underserved communities across South Carolina.

Trustee Richardson moved to approve the center. Trustee Smith seconded the motion. The motion was approved unanimously.

2. New Programs

a. Master of Music Education

Provost Jones presented the proposed program. The College of Architecture, Arts and Humanities requests approval for the new Master of Music Education (MME) with traditional and online modalities for summer only. The 33-credit-hour Master's Degree in Music Education would be offered through the Department of Performing Arts at Clemson University and is designed for working, certified music teachers who desire to complete a Master's degree in

music education while maintaining their full-time teaching position. This in-person degree integrates practical experiences and relevant topics in music education that can be immediately implemented in the student's current teaching setting while focusing on choral/instrumental pedagogy and a valuable emphasis on music technology and research. Students will be able to complete the degree in three summer sessions. Online modality is included for future consideration only and will be evaluated based on program needs.

The Department of Performing Arts engages with teachers in the region regularly and has observed a need for a program that offers flexibility to educators to advance their studies while continuing to grow their school music programs. This degree offered in the summer will allow teachers and professionals in the state of South Carolina and the region the opportunity to achieve a graduate degree while continuing their work during the school year. Courses have been developed to address social, scientific, economic, and professional challenges through the lens of music education that can be immediately implemented into their current teaching positions. The proposed program would also utilize focused studies in music education that positively impacts retention in public schools by giving teachers a manageable pathway for professional and financial career advancement.

In addition to supporting South Carolina educators, the Department of Performing Arts does not currently have a graduate-level degree program. The Master of Music Education would provide additional summer teaching opportunities for Department of Performing Arts faculty while expanding Music related coursework. While other institutions have similar course offerings, no other program offers a fully in-person and summer-only model.

Questions and discussion followed.

Trustee Richardson moved to approve the program. Trustee Smith seconded the motion. The motion was approved unanimously.

b. B.S. in Data Science

Provost Jones presented the proposed program. The proposed B.S. in Data Science will enable graduates to design and execute analysis for real-world data problems in multiple fields. The degree will require 124 credit hours and include the core skill areas of mathematics, statistics, and computer science, as well as an application area. In peer programs across the country, students are asked to limit their application area to a small list of disciplines offered at the university. Program curriculum will allow students to choose an application area from any discipline that Clemson has to offer, allowing for study and impact in a wide range of subject areas. The degree program will be housed in the College of Science, with coursework sourced from both the School of Mathematical and Statistical Sciences and the School of Computing. Due to the interdisciplinary curriculum, the program will use the relatively new CIP Code 30.7001 for classification.

There is strong demand for an undergraduate data science degree and a nationally recognized need for professionals and scientists in data analytics, data engineering, application architecture, risk management analytics, and market research. Data scientists that can harness the information

and impact from that data continue to be in high demand¹. In addition, the National Science Foundation recently described “harnessing the data revolution”, the pursuit of fundamental research in data science and engineering, as one of its ten big ideas, identifying data science as a key global need.

A new program allows for more focused coursework in mathematics, statistics, and computer science and meets Clemson’s strategic priority to build robust, interdisciplinary undergraduate programs that will meet the future needs of industries. In South Carolina, there is only one undergraduate data science degree offered at the College of Charleston. Other out-of-state peer institutions have experienced exponential growth in interdisciplinary data science programs. The B.S. in Data Science at the University of Michigan has reported over 700 enrolled students since its creation in 2017, and enrollment continues to grow. Utilizing the opportunity to create a successful program at Clemson, graduates will have a depth of knowledge in data analysis and a range of coursework from multiple disciplines. The B.S. in Data Science will produce valuable data scientists that can work with data accurately and ethically, making significant positive impacts in the field.

Trustee Lee moved to approve the program. Trustee Smith seconded the motion. The motion was approved unanimously.

3. Program Modifications

a. Master of Real Estate Development

Provost Jones presented the proposed program modification. The College of Architecture, Arts and Humanities requests approval for the following curriculum changes to the Master of Real Estate Development (MRED) program:

- Reduce the Master of Real Estate Development by 21 credit hours from 56 to 35 required credit hours for degree completion
- Create a single curriculum appropriate for both early career students and experienced development professionals that will:
 - Allow admission of part-time students to the program in the fall, spring, or summer
 - Provide students with more opportunities to engage in experiential learning activities, interact with industry professionals, and tailor their education to their professional goals

The current structure of the program is no longer competitive with market standards and creates challenges for long-term viability. From a list of 25 peer institutions, including Auburn University and the University of Florida, the average credit hours required for completion of the degree program is 36. Clemson’s program is 56 credit hours, which results in a much higher time to completion than peer programs. In addition, aspects of the curriculum are redundant due to the number of closely related courses resulting in very little flexibility to tailor their coursework to their professional goals or to engage in multiple internships. By reducing the required credit hours to 35, offering a new part-time option, and expanding experiential opportunities for

students, the program is expected to be more competitive, offer greater value to students, and grow enrollment.

b. M.S. in Applied Psychology

Provost Jones presented the proposed program modification. The College of Behavioral, Social, and Health Sciences (CBSHS) requests approval of the 39 credit-hour Health Psychology track for the Master of Science in Applied Psychology degree. Course components include 12 credit hours of health psychology, 9 credit hours of public health science courses, 6 credit hours of experiential requirements, and 12 additional credit hours of core courses. The addition of the Health Psychology track is expected to grow enrollment and expand health-related course offerings, offer additional opportunities for health psychology-focused faculty to support research programs, and facilitate current collaborations with hospital systems.

The degree program track will provide graduate students with access to Psychology faculty members that have expertise in topics related to health psychology. The department also hosts an Institute on Engaged Aging, as well as multiple active collaborations with Prisma Health. The proposed new track for the M.S. program will enable the department to expand graduate training opportunities in this area of psychology. Admitting new graduate students with expertise in health psychology will increase opportunities for future careers devoted to addressing problems of great importance both at the state and national level, and further support research programs for faculty who currently do not have direct support from graduate students in their specialization area. The Health Psychology track will provide students with a strong foundation of content knowledge, research methods, and statistical skills, as well as research experiences to pursue successful careers in the field of Health Psychology.

c. B.S. in Marketing

Provost Jones presented the proposed program modification. The College of Business requests approval for the following changes to the 121-credit hour B.S. in Marketing curriculum. There are no emphasis areas currently in the B.S. in Marketing degree program.

- 5 New Emphasis Areas, 45 credit hours total (9 credit hours each)
 - Research & Insights
 - Advertising & Media
 - Sales
 - Experiential Marketing
 - General Marketing
- Allow students to complete a marketing prerequisite course one semester earlier to declare an area.
 - Students will complete MKT 3020, Consumer Behavior, second semester of sophomore year rather than the first semester of junior year
- Add three new courses to support the emphasis areas
 - MKT 3320 – Digital Marketing

- MKT 4320 – Qualitative Consumer Insights
- MKT 4360 – Selling in Healthcare

During the 2021 to 2022 academic year, the Department of Marketing conducted a curriculum audit to compare the curriculum with market standards. Data were collected from multiple stakeholder groups, including marketing faculty, the marketing advisory board, current marketing students, and recent marketing alumni. The audit indicated that program offerings may not be competitive or reflect recent changes in the discipline, which has expanded to include in-depth teachings on the proposed emphasis areas. The addition of the emphasis areas will modernize the curriculum and increase value to students.

d. B.A. in History

Provost Jones presented the proposed program modification. The College of Architecture, Arts, and Humanities requests approval of two new emphasis areas for the B.A. in History that will better prepare students for future career goals. The additional emphasis areas will not change the required credit hours for degree completion.

The ***Legal History*** emphasis area will provide courses that are beneficial for History majors who plan to attend law school or seek careers in fields associated with the legal profession. In addition to fostering the development of critical thinking skills, the Legal History Emphasis Area will teach students legal developments in a historical context.

•Legal History Emphasis Area, 9 credit hours or 3 courses

- One survey course on U.S. Legal History
- Two courses with thematic connections to aspects of legal history from a list of courses in History, Political Science, and Philosophy

The ***Historical Perspectives on Global Security and Challenges*** emphasis area is aimed at students who will seek careers in government, the armed forces, and the national security establishment, as well as politics and other policy-making or non-profit organizations. The emphasis area will allow students to acquire essential historical perspectives on topics such as the U.S. history of global engagement since the 20th century. In addition, coursework will also explore foreign regions of great significance for American national security and policy making. The following is an outline of concentration requirements:

•Historical Perspectives on Global Security and Challenges Emphasis Area, 15 credit hours or 5 courses

- Two courses that focus on specific regions of the world
- One course on globally focused thinking and methodologies
- One course on diplomatic and military history
- An additional course from any of the three above categories

The Department of History and Geography recently conducted a survey of more than 1,000 Clemson University graduates about their current occupations and careers. The respondents who indicated that their careers are in the legal field, government, military, or security were asked if additional concentrations in these subject areas would have been helpful as undergraduate

students. The majority of responses from alumni indicated that the proposed concentrations will better prepare students for prospective careers in these fields. The addition of the two new concentrations will increase degree program value for current students and provide foundational knowledge for their prospective careers.

e. Ph.D. in Healthcare Genetics

Provost Jones presented the proposed program modification. The School of Nursing in the College of Behavioral, Social, and Health Sciences (CBSHS) requests to change the name of the Ph.D. program “Healthcare Genetics” to “Healthcare Genetics and Genomics” to reflect the expanded scope of the discipline.

The emerging concept of precision healthcare has called for the expansion of traditional genetic approaches to include genomic and other genomic-focused influences on health and disease. Program coursework is evolving to reflect changes in the discipline and increased consideration of how the entire genome, in conjunction with environmental influences, affects health. As a result, several program courses include ‘genomics’ in their titles and course descriptions, and students are considering genomic approaches in their scholarship and research. The American College of Medical Genetics (ACMG) also changed its name to include Genomics in 2012. Adding the name “genomics” recognizes the increasingly central role of healthcare genomics and mirrors changes in the discipline.

Trustee Richardson moved to approve the proposed program modifications. Trustee Lee seconded the motion. The motion was approved unanimously.

Information Items

1. Faculty Senate Report

Trustee Peeler referred to the previously distributed written report.

2. Faculty Representative to the Board of Trustees Report

Trustee Peeler referred to the previously distributed written report.

3. Clemson Elevate Academic Update

Provost Jones presented.

Executive Session

Trustee Peeler said it was necessary to go into executive session to discuss proposed real estate transactions to enhance the Clemson Forest conservation and preservation efforts and to receive

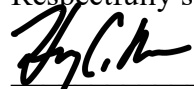
related legal advice covered by the attorney client privilege. He noted no votes or action would be taken while in executive session.

Trustee Lee moved to go into executive session. Trustee Smith seconded the motion. The motion was approved unanimously. The committee entered into executive session at 9:25 a.m. and returned to open session at 10:10.

Adjourn

There being no further business, Trustee Peeler adjourned the meeting at 10:10 a.m.

Respectfully submitted,



Hank Morrow
Executive Secretary to the Board of Trustees



Approved

21 April 2023

Date