

Academic Affairs Council  
February 25, 2010

minutes of the meeting

The Academic Affairs Council met in Pierre on Thursday February 25, 2010 with the following persons participating: BHSU, Kristi Pearce & Dean Myers; DSU, Cecelia Wittmayer; NSU, Tom Hawley; SDSMT, Duane Hrcir; SDSU, Laurie Nichols & Mary Kay Helling; USD, Chuck Staben & Lynn Rognstad via phone; BOR, Sam Gingerich, Paul Turman, Cathy Anderson & Jodi Gabriel, Trudy Zalud via phone.

Item 1 Agenda

Sam commented that although there is a long agenda, not all items will be covered today. The items that AAC felt needed to be discussed were noted. Those remaining will be taken up when AAC meets again prior to the Board meeting.

SDSU asked if the BOR office received a departmental name change. Sam replied that this was received and the request will be added to the COPS and BOR agendas for March.

Item 2 Minutes

M/S by Dean and Laurie to approve the September and November 2009 minutes as submitted. Motion carries.

Consent Agenda Items

Sam remarked that any program modifications related to the program productivity review will be held until that project is completed. He added that course modifications relating will also be held and a process talked about to minimize the paperwork that needs to be submitted.

*Item 3.A.1 Program Modifications – NSU*

The following program modifications were submitted by NSU and will move forward to the COPS and BOR agendas for March.

- Computer Aided Art Minor
- Medical Technology – HOLD for program productivity review completion
- Environmental Science – HOLD for program productivity review completion
- Forensic Science specialization – HOLD for program productivity review completion

*Item 3.A.2 Program Modifications – SDSMT*

The following program modifications and placement of programs on inactive status were submitted by SDSMT and will move forward to the COPS and BOR agendas for March.

## Program Modifications

- Bachelor of Science in Geology – HOLD for program productivity review completion

## Programs on Inactive Status

- MS in Computer Science, effective Spring 2010
- BS in Geology, terminate specialization in Applied Geology, Paleontology & Earth System Science, effective Fall 2010 – HOLD for program productivity review completion

*Item 3.A.3 Program Modifications – SDSU*

The following program modifications and placement of programs on inactive status were submitted by SDSU and will move forward to the COPS and BOR agendas for March.

## Program Modifications

- Agronomy PhD
- Aviation – Aviation Education specialization
- Consumer Affairs – CSM FFM specializations
- Mathematics
- Mathematics – Statistics specialization
- Mathematics – Teaching specialization
- Nurse Education specialization
- Range Science – Rangeland Resource Conservation specialization
- Wildlife Fisheries Sciences

## Program Placement on Inactive Status/Termination

- Applied Information Technology
- Mathematics (Arts & Sciences)

*Item 3.A.4 Program Modifications – USD*

The following program modifications and placement of programs on inactive status were submitted by USD and will move forward to the COPS and BOR agendas for March.

## Substantive Program Modification Requests

- Master of Social Work (MSW)
- Master of Occupational Therapy
- Master of Music

Lynn commented that the Master of Music proposal adds a specialization in Conducting and Collaborative Piano. This is for those who already have the background and may want to have the additional specialization. Lynn added that the paperwork is being revised to provide better justification. It will move forward if completed in time for mailout.

*Item 3.A.5 Program Modifications – BHSU*

BHSU has submitted a program modification for the Composite Major in Physical Science (New: BS Composite Physical Science). HOLD for program productivity review completion

*Item 3.B.1 Course Modifications – NSU*

NSU has submitted the following course modification requests. These requests will move forward to the Executive Director for consideration.

Authority to Offer Existing Course

- HLTH 522 Nutrition
- EXCH 289 Student Exchange International
- EXCH 389 Student Exchange International
- EXCH 489 Student Exchange International
- SPED 420 Curriculum & Instructional Strategies

New Course Requests

- BIOL 208 Oceans and Their Ecosystems
- BIOL 285 Medical Terminology (Held pending further review)
- CHEM/CJUS 314L Criminalistics Lab
- ARTM 350 Introduction to Arts Management
- BIOL 312/312L Hematology
- SPED 210 Survey of Exceptionalities

Revised Course Request: Unique

- HLTH 321 K-8 Methods of Health

*Item 3.B.2 Course Modifications – SDSMT*

SDSMT has submitted the following course modification requests. These requests will move forward to the Executive Director for consideration.

New Course Requests

- ATM 519/519L Computing Methods in Atmospheric Sciences
- CEE 506 Sustainable Construction
- CEE 610 Construction Project Management
- IENG 479/579 Research Ethics
- GEOL 314/314L Mineralogy & Petrology for Mining Engineers
- GEOL 474/574 Paleontological Resource Management
- GEOL 656L Scanning Electron Microscopy

*Item 3.B.3 Course Modifications – USD*

USD has submitted the following course modification requests. These requests will move forward to the Executive Director for consideration.

## New Course Requests

- ELED/SEED 887 Coaching and Mentoring in Literacy
- ELED/SEED 888 Admission and Leadership of Literacy Programs
- SOCW 600 Social Policy Analysis
- SOCW 601 History and Philosophy of Social Work
- SOCW 610 Generalist Practice I: Individuals and Families
- SOCW 620 Research Methods I
- SOCW 624 Research II Program Evaluation
- SOCW 630 Practice with Small Groups
- SOCW 640 Diversity and Social Justice in Rural and Urban Communities
- SOCW 641 Human Behavior in the Social Environment I
- SOCW 683 Field Education I
- SOCW 684 Field Education II
- SOCW 700 Advanced Social Policy
- SOCW 720 Research Project Proposal
- SOCW 730 Practice with Communities
- SOCW 740 Advanced Practice with Individuals, Children and Families
- SOCW 741 Psychopathology
- SOCW 742 Practice with Organizations, Administration and Supervision
- SOCW 783 Advanced Field Education III
- SOCW 784 Advanced Field Education IV
- SOCW 785 Research Project Data Collection and Analysis
- BME 610 Experimental Design & Data Analysis in Biomedical Engineering
- MUAP 716 & 717 Individual Instruction: Collaborative Piano
- MUS 552 Chamber Music Literature with Piano
- MUS 571 Vocal Pedagogy

## Authority to Offer an Existing Common Course

- BIOL 311L Principles of Ecology Lab

## Revised Course Requests

- Various x98 Undergraduate Research

*Item 3.B.4 Course Modifications – SDSU*

SDSU has submitted a request to use the MLS prefix, replacing the MEDT (Medical Technology) prefix currently used for courses in the Medical Laboratory Science major.

Professionals within the field are changing the name from Clinical Laboratory Science to Medical Laboratory Science. SDSU has made this change and would like the

program name to be cohesive with the course prefix for accreditation purposes. The MLS prefix is a more appropriate fit for courses within this area of study and this change would allow SDSU to conform to national trends with the field. The following courses will be impacted.

#### MEDT Course Listing

- MEDT 301 Hematology I
- MEDT 301L Lab: Hematology I
- MEDT 311 Clinical Chemistry I
- MEDT 311L Lab: Clinical Chemistry I
- MEDT 321 Hemostasis
- MEDT 341 Diagnostic Microbiology I
- MEDT 341L Diagnostic Microbiology I Lab
- MEDT 401 Hematology II
- MEDT 402L Lab: Adv Hematology/Hemostasis
- MEDT 403 Diagnostic Immunology
- MEDT 411 Clinical Chemistry II
- MEDT 411L Clinical Chemistry II Lab
- MEDT 412L Phlebotomy
- MEDT 431 Principles of Immunohematology
- MEDT 441 Diagnostic Microbiology II
- MEDT 441L Diagnostic Microbiology II Lab
- MEDT 451 Urine and Body Fluid Analysis
- MEDT 461 Intro: Management & Education
- MEDT 471 Molecular Diagnostics
- MEDT 480 Molecular Diagnostic Clinical Practice
- MEDT 481 Clinical Chemistry Practice
- MEDT 482 Hematology Clinical Practice
- MEDT 483 Clinical Practice: Immunology
- MEDT 484 Clinical Practice: Immunohematology
- MEDT 485 Clinical Practice: Diagnostic Microbiology
- MEDT 486 Clinical Practice: Coagulation
- MEDT 487 Clinical Practice: Elective
- MEDT 488 Clinical Practice: Urinalysis, Microsc
- MEDT 489 Phlebotomy Clinical Practice
- MEDT 494 Internship

USD suggested a group discussion and Sam suggested that NSU and DSU may want to join them. The administrator responsible for the program should initiate the discussion and review the courses to see if they are common. The following representatives were suggested:

DSU – Dorine Bennett

NSU – Tom will report.

SDSU – Laurie will report.

USD – Curt Hackemer – will facilitate the discussion.

M/S by Dean and Duane to approve all program and course modifications, except the ones that are being held for the program productivity review. Motion carries.

Item 3.C.1 Athletic Academic Report

Not available at the time of the meeting.

Item 3.C.2 SDOS Report

The SDOS Report will move forward to the COPS and BOR meetings in March as an informational item. Any comments or corrections should be sent to Paul T.

Paul Gough joined the meeting for the new program proposals.

Item 4.A.1 New Program – SDSU Minor in Rehabilitation Services

**SDSU has proposed a new Minor in Rehabilitation Services. Comments should be provided to Paul G for inclusion on the coversheets for COPS and the Board.**

Item 4.A.2 New Program – SDSU MS in Athletic Training

SDSU has proposed a new MS program in Athletic Training. Paul commented that Dr. Perry previously waived the intent to plan for this program and Dr. Warner has waived the external review.

**Comments should be provided to Paul G for inclusion on the coversheets for COPS and the Board.**

Item 4.B.1 New Certificate – NSU, Certificate in Public History

**NSU has proposed a certificate in Public History program. This will move forward to the March COPS and Board meetings.**

Item 4.B.2 New Certificate – BHSU, Certificate in Public History-Archives

Item 4.B.3 New Certificate – BHSU, Certificate in Public History-Museums

Item 4.B.4 New Certificate – BHSU, Certificate in Public History-Site Interpretation

BHSU has submitted proposals for 3 new certificates. Sam felt that proposing a specialization within a certificate program is confusing. Dean agreed to take these back to BHSU for further consideration.

Item 4.B.5 New Certificate – USD, Certificate in Literacy Leadership and Coaching

USD has proposed a certificate in Literacy Leadership and Coaching program. This will move forward to the March COPS and Board meetings.

Item 4.B.6 New Certificate – SDSMT, Certificate in Construction Management

SDSMT has proposed a certificate in construction management program. This will move forward to the March COPS and Board meetings.

Item 4.C.1 New Site Request – DSU, BSEd in Elementary Education/Special Education, Internet

DSU has proposed to offer the BSEd in Elementary Education/Special Education via the internet. This is a 4-year degree plan. The education deans will start talking about the special education and post-baccalaureate coursework.

**Comments should be provided to Paul G for inclusion on the coversheets for COPS and the Board.**

Item 4.C.2 New Site Request – SDSU, BS in Sociology, Sioux Falls

SDSU has proposed to offer the BS in Sociology degree in Sioux Falls.

**Comments should be provided to Paul G for inclusion on the coversheets for COPS and the Board.**

Item 4.C.3 New Site Request – NSU, MEd in Teaching & Learning, MEd in Leadership & Administration, Huron

NSU has proposed to offer the MEd in Teaching & Learning and the MEd in Leadership & Administration in Huron. Tom added that they are getting interest from the community in the Huron area to offer these programs.

**Comments should be provided to Paul G for inclusion on the coversheets for COPS and the Board.**

Item 4.D.1 Intent to Plan – BHSU, BS in Interdisciplinary Studies

Item 4.E Bachelor of General Studies

BHSU has submitted an intent to plan proposal for a BS in Interdisciplinary Studies. Relating to this is Item 4.E, the USD proposal for a Bachelor in General Studies degree. Sam commented that EDC has discussed the need to have this type of program at the system level.

Is a system wide program something of interest to the group? The program proposed would be a BA or BS in General Studies system wide, taking the place of the BS in Interdisciplinary Studies. Paul added that Dr. Warner offered an expedited review to USD so Paul would offer

the same to BHSU. No one else offers an interdisciplinary studies degree except SDSU. Dean would like to expedite this so it would be approved to be offered in the Fall 2010. Paul felt it was best to do one proposal and bring it to the Board together.

USD's general studies proposal is a lot like SDSU's interdisciplinary studies program. Sam felt that if everyone wanted to participate, the proposal could be brought forward at the next AAC meeting. USD, BHSU, DSU, and NSU would like to be part of the general studies program. SDSMT did not want to participate; SDSU has the interdisciplinary studies program.

Lynn commented that USD came in with this as a bachelor of general studies program so they would not have to meet college specific degree requirements. With their bachelor of arts programs, there are additional foreign language requirements and with the bachelor of science programs, there are additional required courses in math and science.

Lynn remarked that USD is trying to serve a new group of students with this degree. DSU had no preference on the label of general studies or interdisciplinary studies but felt general studies probably related more to DSU.

**Lynn will take the lead on a joint proposal. USD has provided a degree summary and the feedback on this should go to Lynn to start the discussion. Keith Corbett from SDSU should be included in these discussions.**

Sam stressed that the program should have flexibility at the student level, too. He suggested that there should be a single curriculum, with the starting point of SDSU's interdisciplinary studies program. The goal is to be able to offer this in the Fall 2010 semester.

#### Item 4.D.2 Intent to Plan - DSU BS in Social Informatics

DSU has submitted an intent to plan proposal for a BS in Social Informatics. Cecelia remarked that this program is about management of large data sets, social data sets, examining data sets and looking for patterns to make public policy. There is a set of courses embedded in the informatics area that are required.

**Comments should be sent to Paul G for inclusion in the COPS and Board coversheets.**

#### Item 4.D.3 Intent to Plan – DSU Master of Business Administration in General Management Removed from the agenda.

#### Item 4.D.4 Intent to Plan - SDSU/DSU MS in Computer Science

DSU has submitted an intent to plan proposal for a MS in Computer Science. Cecelia commented that DSU has a strong undergraduate degree in computer science and they are trying to add more graduate and graduate assistants in programming to support the information assurance specializations. DSU has a strong faculty group in computer science, all with terminal degrees.



Laurie concurred with Cecelia. The market is there for graduates at the masters level.

**Comments should be sent to Paul G for inclusion in the COPS and Board coversheets.**

Cathy Anderson joined the meeting for the EUC items.

Item 5.A EUC – Five Year Plan Update

**The 5-year plan has been updated based on campus input. VPAA's will review the spreadsheet and let Cathy know if there are any changes. Each campus is responsible for tracking this to make sure the list is current and accurate.**

Item 5.B EUC Program Approval/Accreditation Process

Cathy has circulated the draft guidelines for review. She has returned some of these back to the campuses for additional review and to discuss areas where they can be improved.

Cathy did not feel it was necessary to fill out the required 4-5 page documents each time the institution proposes an online program, especially for the same information. Cecelia agreed and understood the institution was supposed to do this only one time, but Peg thought it was for every time a proposed program comes forward and felt it was repetition. Cathy agreed.

**Sam suggested that this part should be discussed again by the EUC committee. The intent is to look at the broader portion of this and in many cases information provided for one program will be identical to that for others.**

Item 5.C Quality Assurance Systems Review

The item reports on the courses in the system reviewed for quality assurance by the team. Cathy also reviewed the courses.

Sam commented that EUC has been challenged with doing the QA course reviews and is considering offering additional training within the state to make sure there are trained reviewers. BHSU sent their representative to the quality matters training, however Cathy hasn't seen anything out of the ordinary from one reviewer who has had formal training to another who has not.

Sam felt that these reviews are at the heart of the steps taken by HLC to assign review responsibilities to EUC when an institution decides to take a program online. There is an expectation that if quality levels are not being met, issues are being corrected at the campus level. We need to make sure that the VPAA also sees those reports. **Cathy will send the reports to the VPAA's for review.**

Tom was interested in the quality matters training. He agreed that the instructional designers should also be included so they know what they should be doing to make a successful online

course. Cathy would like to have a commitment from the campuses before formally arranging the training.

#### Item 6.A.1 Credit Hour Definitions

Sam commented that the system does not have an existing definition of the unit, “credit hour”. Reauthorization of the higher education act has led to a focus on this especially since most institutions award financial aid based on credit hour standards. Currently students are typically awarded 1 credit hour for each 15 hours of seat time in the classroom.

As more institutions go to online and hybrid courses, entities will be forced to develop other definitions for the credit hour. There can be a disconnect because at some online institutions courses are offered in accelerated fashion so students could get all their financial aid within a matter of months since it’s based on how many credit hours enrolled in and completed.

Tom commented that some high schools are looking at competency based courses and getting away from the Carnegie units, etc. Sam suggested that the VPAA’s hold discussions on campuses and then AAC can talk about this more at a later meeting.

#### Item 6.A.1(a) Credit Hours – Hybrid Courses

SDSU has suggested that AAC consider developing the administrative steps needed to support and monitor the development of and offering of hybrid courses. He commented that currently there is limited system-level guidance for hybrid courses. If we are to move forward with this, we first need to define a hybrid course.

Tom asked if the general consensus is that online courses are where 90% of the course is delivered asynchronously? Cathy added that this has come up in EUC discussions too. Laurie felt that the definition of a hybrid course was 90% online, 10% face to face. Sam responded that he believed this was developed to define online courses only at a time when there was really no concept of hybrid courses. So while this has been set as a standard at one end of the continuum, this end could be changed.

Cecelia commented that part of the online course definition was created at a time when it impacted tuition. If any portion of the course was offered as face to face, then it could be charged at the state support tuition rate. This has gone away but that is where it originated. We will need to come up with a definition of online courses where there is never a face to face issue, where at no time any portion of the class are face to face at any time. For hybrid courses, there is a face to face component delivered electronically.

EUC was responsible for evaluating quality for online courses. Who will be responsible for reviewing the hybrid courses for quality? Do we have the policies and guidelines in place for institutions to monitor? What do we need for policies and guidelines for hybrid courses? If the student is meeting the outcomes in the end, then is there an issue?

Sam remarked that the system has done a good job in managing online courses so far. He still felt there should be some sort of definition of what a hybrid course is and felt there should be

some sort of quality control management. We do this for online courses but not for the hybrid courses and he felt there should be some definitions and guidelines for offering these courses.

Campuses should gather information and AAC will continue this discussion at a later date.

Item 6.A.1(b) Credit Hours – Externally Sponsored Courses

Sam commented that we currently have a policy statement for externally sponsored activities relating to credit hours earned. USD wants to be able to award more than 3 graduate credit hours for a one week workshop.

Tom was not sure that we should get into the same arena as USF and Kristi agreed. USF is currently giving 3 credit hours for attending a conference for one week. AAC did not feel that the system wants to go that same route.

Cecelia suggested that we change the language to read that if the class time is not met, there is a hybrid component that must be met. Lynn felt that this approach seems reasonable.

AAC has agreed that the cost to the student should be \$40. Currently, we have a policy statement on credit hours and AAC feels the institutions should be able to move away from this requirement for externally sponsored workshops.

**Sam requested that the VPAA's discuss credit hour requirements on campus and suggest 2-3 people to become part of a group for further discussion, if there is interest.**

Item 6.B MOCC Issues

No report.

Item 6.C Course Prefixes

Deferred to March.

Item 6.D Implementing D2L's Grade Export Function

Deferred to March.

Item 6.E UExcel Exams

Deferred to March.

Item 6.F Updating CIP Codes

Deferred to March.

Item 6.G Peer Institutions

Sam remarked that AAC briefly discussed peer institutions in November. The Executive Director would like to establish a set of peers for each of the institutions to drive performance comparisons. Potential sets of peers were established using the tool available on the NCES web site and these have been circulated.

**The campuses have a few revisions to the peer institutions lists that were provided in the item. These changes should be sent to the BOR office staff.**

Item 6.H Program Productivity Report

The first draft of the program productivity report is provided for review. Sam would like to talk about the way that this report should be presented to the BOR and how it should go forward. A typical summary is included on the coversheet for AAC.

Sam continued that this type of review is common practice. Would it be worthwhile in adding a paragraph on how this relates nationally? Do we want to present this in a broader perspective? Does each campus want to provide a few sentences on how they conducted this review on their respective campuses?

Dean commented that this project seemed to take a life of its own. It was discussed at the BOR meeting, hit the press and now everyone is wondering how this plays into the budget process. The message seems to be how we are going to save huge amounts of money through this review. Everyone seemed to be concerned about what programs we are terminating. We have a host of information presented. The bottom line is that the press wants to know how many programs were terminated and how much money we saved. They will not be concerned with how we consolidated or why we are retaining programs.

Sam agreed. He has also talked to Dr. Warner about the goal of this project. We want to position this as a valuable process but in the end, it's a stream lining of our offerings. The immediate savings are small; there may be some savings, however these will be long term savings.

Tom added that last September the Aberdeen paper wrote an editorial that said what if NSU closed? It was interpreted that NSU was closing. In October, the program productivity project was rolled out but the paper listed all the programs that were low enrolled at NSU and on the back page, described the process. Tom felt that since the BOR is meeting in Aberdeen, he anticipated that there may be comments made to the regents. The reality is that we may have people show up that may be very outspoken.

Sam responded that in talking with Dr. Warner, the BOR will not be surprised by this and, in fact, may even welcome some comments. The process started with the objective to not just add programs, but also to delete and clean up our programs. It spun in a different direction when the discussions turned to budget cuts.

Dean felt that the program productivity review may affect BHSU staff slightly and expected that all the campuses will be in the same situation. The preliminary step is that we have cleaned things up and make sure that we've taken care of things that are not up to par.

Sam responded that these are the same conversations that he has been having with Dr. Warner. In many ways, this is just stripping some of the narrowness of specializations or programs and giving more flexibility to manage back to the universities.

Sam felt that we will know how the BOR will play this out after the COPS meeting in March. This item will be in Committee A and after the legislative session is done so he thought this would be a low key discussion. Dean did not agree. Cecelia felt that when the universities are told to cut their budgets, this list may change.

Sam disagreed and did not think there would be anything that changes. We have to teach out these students. If significant budgets cuts are required, these will have to come in different ways because this will not do the job of cutting big budgets. This is long term, not a short term budget issue and we need to disconnect this project from the budget issues.

Sam added that these processes are going on nationally too. Two examples come quickly to mind. Pennsylvania is currently going through a process very similar to this. Louisiana is also looking at their programs and questions are being forced.

Tom added that he has been surprised with how receptive people have been. There has been some emotion and he is a little concerned of reactions when reality hits. Sam commented that the budget will be set when the BOR meets so you will know right away how it will play out on each of your campuses and what will need to be cut.

Sam added that he felt there was a certain lack of understanding about this project. A simple question about savings can take this drastically in a different way. Dean felt that we need to take a very simple approach to this, report how many programs we have and how many we are terminating or consolidating.

Sam would like to have all the back up and justification of the work that went into this project available at the BOR discussion. What will be included on the BOR item? Do you want to have a brief summary from each campus included? Tom felt that a brief summary would be helpful. Cecelia felt that the recommended actions by the institutions should be included.

Sam felt that including only the summary did not show the work that went into the review. There is nothing included in the AAC item that provides any perspective on how we got to this point. Duane felt that including a summary may explain how they got to where they did so the BOR did not have to ask these questions when they meet.

Will Committee A recommend an action? Sam replied that termination and consolidation of any programs would require BOR action. He felt that retention of any programs should also be acted on. Mary Kay commented that the justification for the programs to retain will be more elaborate than programs being terminated. Laurie agreed that there won't be much time spent on programs that are slotted for termination.

Sam summarized that AAC is agreeing that only the list of programs for recommended action should be included in the item. The justification for the action should be brought forward with

each of the campus presentations. The list of programs for recommended action is the first 12-13 pages; the summary page listing what the result of each program review was from the campuses.

Sam reported that the report will go to Dr. Warner for review, be discussed and revisions may be suggested. Cecelia felt that since the faculty were involved in this process and are aware of what the campus have submitted, issues may arise if there are changes made. She suggested that a BOR staff representative should plan to come to the campuses and discuss their decision making process if changes are made. Sam felt that the changes will come prior to the BOR meeting but no one is sure how the BOR will react. The BOR can change what they want at the time of the meeting.

How will we facilitate the changes? There are a couple situations where we may be combining programs among the campuses. Sam suggested getting the Deans involved in the conversations. If one campus chooses not to participate in a collaborative effort, is that the final word? Sam said that each case will probably need to be discussed individually.

Duane commented that this is unfortunate timing in that the program review comes at the same time as the budget shortfall. This is a good process but bottom line is that there is a budget expectation that will not come in the short term.

Chuck agreed. For this project we were asked to terminate and consolidate. How do we as a system deal with this? Sam responded that this project is being positioned as providing the universities more flexibility to allocate resources to meet the mission of the institutions. He agreed that each of the institutions need to have an idea of what savings will result from this. Each campus will want to be prepared to answer but that type of information will not be included in this process.

Laurie commented that the real work is cutting courses. She will be meeting with the Deans again and asking them to cut 3 courses. She reported that SDSU has cut currently 50 courses but felt that they needed to cut more. It's not a popular process but we are pushing our campus. We need to go there in order to get flexibility to reallocate resources to help our campus. Sam agreed if the institution can cut courses and see the result, then that is the real benefit of this whole project.

Sam concluded that this recommendation will be for BOR action and after that time, we will talk about the paperwork needed to process the curriculum changes.

#### Item 6.I Terminal Degree Request

BHSU has submitted a request to remove the JD from the list of terminal degrees recognized for Political Science. This request will move forward to the COPS and BOR agendas for March.

#### Item 6.J 2010 Schedule of BOR Items for Academics

A tentative schedule of items from academics to be submitted to the AAC, COPS and BOR meetings for 2010 has been proposed. This is provided for information only and is subject to change.

#### Item 6.K Dual Credit/Postsecondary Enrollment Options

Sam remarked that the agenda outlines 2 or 3 issues that should be addressed. While one of these is a policy change, the others proposed include a suggested set of guidelines rather than putting this into system policy. The first of these is a set of admissions criteria that could be used for any high school student who wants to enroll in a college course. Sam has also provided draft guidelines for acceptance of credit in courses taught by high school teachers. There is also a suggestion for a policy change to BOR 2:5 for the courses taken at other regionally accredited institutions. Tom felt this is a good move. Laurie agreed.

Is there any latitude with the requirement that high school teachers should have a masters with 18 credit hours in the discipline for a native speaker, i.e. Spanish? Sam replied that some have grown up in a less affluent area of the country and may not understand the formal structure of the language. Although they are native, they may not really be qualified to teach the language. The same could be said for a Creative Writing instructor. There are individuals teaching a creative writing class but not do not have a masters degree. Professional experience should account for something.

Sam asked if AAC had any issues with requiring 15 credit hours rather than 18 credit hours. He said that the HLC allows for local discretion and, for example, the Iowa community college system requires 15 credit hours. Cecelia thought that the 18 credit hours may have originated with the COHE agreement. Laurie suggested that AAC change this.

Mary Kay concurred. The masters plus 18 credit hours and the 50% requirement are the two biggest stumbling blocks for SDSU. AAC concurred.

Sam is also suggesting a change to BOR policy 2:5. He felt that we do need to validate prior learning for any course that incoming freshmen want to be credited. Cecelia suggested that the institutions should charge a transcripting fee of \$40. The objective is to get students in high school to take college classes and make it attractive. There is still a cost to the institution to make sure that the quality assurance is there.

Sam suggested and AAC concurred that the guidelines for instructor requirements should be at a masters plus 15 hours in the discipline rather than 18 hours. This is more in line with the requirements by the HLC.

**AAC agreed that the suggested guidelines were ones that we should put into practice. These would be guidelines rather than policy. The transcripting fee was set at \$40.**

**AAC concurred with the proposed revision to BOR policy 2:5:3.F as presented below. This proposed revision and the guidelines will move forward to the COPS and BOR meetings in March.**

- F. “Orientation, Life Experience, General Educational Development Tests, and high school level courses are not recorded in Colleague as transfer credit nor are they granted equivalent credit.
  - 1.) High school courses for which students received college credit will not be entered as transfer credit, or given equivalent credit, unless validated by an Advanced Placement or CLEP score that meets Board of Regents guidelines for

acceptance of credit, ~~or~~ the college credit is granted by a university with which the Board has a dual credit agreement, or the college credit is granted by an institution accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). ~~This requirement is effective for high school courses taken after Spring term 2002.”~~

Item 6.L Residual ACT Scores

Deferred to March.

Item 6.M CLEP Guidelines – English Composition

Deferred to March.

Item 6.N Ready Adult Academic Policy Review

Deferred to March.

Item 6.O VSA Update

Sam has talked to Dr. Warner and he wants to have a discussion with COPS and the Board before the universities do something with the billing and implement all the testing.

**AAC concurred to discontinue membership pending notification of the BOR.**

Item 6.P Review of Institutional Program Review Guidelines – Update

Deferred to March.

Item 6.Q Lab Fees for CSS Courses

Deferred to March.

Item 6.R Institutional Credits – Determination of Academic Status

Deferred to March.



Item 6.S Pearson's E-college ~ Remediation

Deferred to March.

Item 6.T ADA Accommodations for Syllabi

Deferred to March.

Item 6.U Mobile Computing

A survey is being designed for faculty and students relating to mobile computing and D2L, and how this is being implemented in the instructional setting. Considerable feedback has been received to date.

The new version of the mobile computing survey was targeted as 10 minutes for completion time. This was negotiated with the student federation. They were upset with the BOR that they added a mobile computing fee. The BOR agreed to continue to monitor and to conduct surveys to make sure that they are taking what the students are concerned about and discussing those issues.

Paul said that in student federation discussions, it is clear that they want the infrastructure and they are willing to pay for it. They want to see it used more in the classrooms. They are willing to pay for the mobile technology but they don't want to pay for the professional development portion.

The D2L issues are coming from your campuses. There are some who do not want to use D2L anymore. They want a different vendor, and, more importantly, they do not want a system solution. They want to forget about the off-campus centers and how much trouble having 3 different logins really are for those students.

Sam added that there were some issues with D2L this last fall but not all of these resided with D2L. This proposed survey is trying to find out what we can do to make it better, not what's wrong with it. Paul said that data will be reported to the BOR, including 8-9 other data elements. It will all be rolled together regarding mobile computing. Campuses can use the information for professional development and what it can do to help the campuses move forward.

Paul added that the data would be connected to the NSSE and FSSE data but the BOR will look at whether the infrastructure is there and where we can go from here. It will also drive forward that in order to see growth; and then we have to be able to have the resources. Students want to see this integrated into the classroom and wanted to see some blending in a majority of their classes.

Item 6.V BAC ~ Campuses Retain Tuition & SCF Revenues

Monte Kramer joined the meeting and reported that BAC met yesterday and discussed campus retention of tuition. The issue came from COPS and the ongoing talk about campuses keeping their own revenues. BAC felt it was important to bring this to AAC to think about what ramifications it may raise.

Monte reported that the information provided resulted from current allocations and establishing that as the university base, FY09 data. We would need to do this at FY10 in order to begin.

Monte explained the process he used in order to come up with these figures and how the process that is being discussed would be implemented. He felt that this was the start in having the campuses manage more of their own issues. They could tie this to what they do locally and also tie this to what is done with programs. He remarked that this would be moving forward to COPS to get a discussion started. BAC and AAC should think about issues that could come up as a result. Under this scenario, funding will grow as the campus grows.

BAC met and discussed institution retention of dollars from tuition and salary competitiveness fee. This initially was discussed in a COPS meeting and there has been ongoing talk. BAC felt it was important to discuss so AAC can talk about the ramifications it may raise.

**Monte would like AAC to think about this concept and talk to your President on the affect this would have on your institution. He felt it was too soon to take action yet and would like people to look at this more closely.**

Janice Minder and Jim Shekleton joined the meeting for the discussions on faculty issues.

Item 7.A Issues Related to Bargaining

Circulated under separate cover.

Item 7.B Review of Reduction in Force Policies

Sam commented that as the institutions are reviewing programs, we do recognize that the project will not show immediate savings. A lot of the programs will need to be taught out and in review, we realize that there are not many students in some of these programs anyway. Should we be placed in situations where there are significant cuts and where positions may need to be eliminated, we will be enforcing the system policies and agreements to do so.

Chuck felt that the questions will come up if we do have to eliminate positions. He didn't feel right now that they had a lot of questions on what to do since there are specific instances. Jim understood that there will be specific questions of what can be done if situations arise.

This item will move forward to the COPS agenda as informational.

Item 7.C Issues from HR  
Summer Payment Schedule

A proposed schedule for summer payments is provided. AAC concurred with the schedule. Janice will also provide language for the summer contracts to the HR directors and copy the VPAAAs.

Proposed Schedule for Payment:

- A. 4 Week Sessions – One payment at the conclusion of the session.
- B. 8 Week Sessions – Two equal payments over the entire session.
- C. 12 Week Sessions – Three equal payments over the entire session.
- D. 16 Week Sessions – Four equal payments over the entire session.

Coaching practice – coding

Janice commented that the coding for coaching will become more complex as some will move to 100% coaching positions for Division I coaches. There were inconsistencies across the system so a system wide resolution has been proposed. AAC concurred with the proposed coding scheme.

50% Instruction and 50% Coaching Effort = Unit Faculty

25% Instruction and 75% Coaching Effort = Non-Unit Faculty

24% or Less Instruction and 76% or more Coaching Effort = Non-Faculty Exempt

Contracts for leadership

Janice remarked that when migrating to the banner system, a policy decision was made to move away from split salary assignments unless an employee has more than one job. What happens when we want to reassign a dean or chair to the faculty rank? How do we document this as moving forward?

Laurie commented that SDSU is now spelling out in their contract letters exactly what happens if the person goes back to a faculty only position. The formula is set, and the letter then spells it all out for them and what will happen when they go to full faculty member, rather than the dean or chair. Duane liked the way SDSU is doing this. He is dealing with a situation and would like to see this in policy.

Janice felt that these stipulations are fine in the appointment letter but the contract is generated through banner and a standard template is used. Janice could draft some language to add to give the campus discretion to negotiate. The base salary could be based on CIP and then add stipends for administrative positions. Sam suggested that this is limited to the first 5 years and then after that it can become more lenient.

Miscellaneous:

Sam commented that the next AAC meeting is scheduled for March 30 in Aberdeen. The joint BOE/BOR meeting has been set for the afternoon of March 30 in Aberdeen. We might need to rearrange or may be able to meet only Tuesday morning so we can attend the BOE/BOR meeting in the afternoon. VPAAAs should keep Monday afternoon open too if anything critical comes up from the legislature or other issues for the BOR that may need to be discussed.