



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

RUTLEDGE BUILDING

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April 25, 1973

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TO: Members, Commission on Higher Education

FROM: James R. Michael *JRM*

Position Paper on Occupational and Transfer Programs
At the Two-Year Institution

At our March Commission meeting, you asked the staff to draft a response to the "Position Paper" which was submitted by the State Board for Technical and Comprehensive Education on February 27, 1973, and to develop a method of defining occupational/vocational/transfer programs as opposed to transfer programs. On March 16, the staff submitted a draft containing some comments and recommendations to you, to the Council of Public College Presidents, and to the State Board for Technical and Comprehensive Education. At their March meeting, the public college presidents requested an additional 30 days to study our draft position paper more closely before responding. The staff has now received written responses to our draft from the State Board for Technical and Comprehensive Education and from seven of the eight public college presidents. These written responses are attached (the president who did not respond in writing has given verbal agreement to the staff's position.)

The staff has carefully examined the responses to the original draft and has incorporated appropriate changes in the attached version.

We respectfully request your approval of the attached policy recommendation.

April 25, 1973

Comments and Recommendations on
"A Position Paper", submitted by State Board
For Technical and Comprehensive Education, 2/27/73

I. Introduction

At the Commission on Higher Education meeting of March 1, Y. W. Scarborough presented for study a position paper calling attention to certain facets of the enabling legislation of the State Board for Technical and Comprehensive Education.

The Commission asked for a study of that paper, and for recommendations on the major points raised.

II. Summary

Mr. Scarborough's paper contains an analysis of the statute in question which appears to be essentially correct. However, his contention that the mandate of the General Assembly gives TEC control of all new two-year programs is incorrect. The statute's prohibition against the introduction of additional programs in University Branches or Centers refers to occupational programs.

A working distinction between such occupational programs, as distinct from transfer, or lower-division, programs is proposed. The distinction is drawn based both on the major goal of the program and of the main features of the curriculum details which make up the program.

In addition, a uniform degree nomenclature system, for use at the associate degree level, is recommended.

III. Details

A. Comments on Mr. Scarborough's Paper

1. "A Bill"

This section contains extracts from and some interpretation of Act 1268 of 1972 which created the State Board for Technical and Comprehensive Education. There appear to be no major points of controversy or disagreement.

2. "Background"

This section correctly notes that passage of Act 1268 was preceded by a number of studies on the subject of two-year post-high school education in the state. Because it seems to us important, in interpreting the legislative intent, to recall the events immediately preceding legislative action, those events are summarized below:

- a) The 1971 General Assembly, in a proviso attached to the Appropriation Act for 1971-72, required the Commission on Higher Education, together with the State Advisory Committee for Technical Education, to "study the devising of a statewide plan for a system of community colleges...".
- b) In August, 1971, a Joint Committee was appointed by the Commission on Higher Education and by the State Advisory Committee to make recommendations to both agencies jointly to meet this requirement.
- c) The Joint Committee submitted its report and recommendations to Dr. James A. Morris and to Mr. O. Stanley Smith, Jr., executive heads of the respective agencies, on November 23, 1971. That report contained a Prime Recommendation that a new governing board be created to govern all public two-year post-high school institutions; and, in view of the obvious practical difficulties in securing agreement to this view, an Alternative Recommendation which did not require any statutory changes in governing bodies including the State Advisory Committee but which called for agreements as to the roles of University Branches and Centers on the one hand and of TEC's on the other.
- d) The Commission on Higher Education and the State Advisory Committee failed to agree to either recommendation of the Joint Committee. Instead, the two agencies jointly, in a letter, dated December 31, 1971, attached to their Joint Committee's report, made a joint recommendation to Governor West and to the General Assembly. Some but by no means all of the 10 points covered in this joint agreement are reflected in Act 1268 (1972).

With this in mind it is clear that the "covering letter" referred to in Mr. Scarborough's paper, on Page 3, was something quite different from a normal letter of transmittal. It was, in fact, the only joint agreement reached between the two agencies.

Item 10 of that agreement is of course correctly quoted by Mr. Scarborough. A vital point is that, in referring to limitations on University Branches or Centers, the agencies' joint agreement specified "offerings in occupational education ..." (underlining added). The Act refers to a prohibition on "programs", without the qualifying adjective. The intent of the Commission on Higher Education and of the State Advisory Committee was, we believe, clearly to limit offerings in occupational education.

Mr. Scarborough's reference to Page 13 of the Joint Report is to the Joint Committee's Alternative Recommendation, which, as noted above, was rejected by the parent agencies. For purposes of divining legislative intent, however, it is proper to note that the Joint Committee was careful to qualify, in every reference, what kinds of programs were to be denied to TEC's as well as to Branches or Centers. The seven locations cited in this extract are those where a TEC and a Branch exist in the same locality. The content of the cited material from Page 13 was, in the presumption that no changes of governance were to be achieved (the Alternative Recommendation), that the Commission on Higher Education should not approve "terminal or occupational/vocational" programs at University Branches or Centers should any be proposed. We believe that this is the procedure we have been following.

The same comments apply to Mr. Scarborough's extract from Page 14 of the Joint Report. Items 1 through 3 of the Joint Committee's Alternative Recommendation all dealt with specific situations, by location, where either a TEC or a Branch/Center or both existed. But Mr. Scarborough's paper makes the explicit inference that Item 3 "specifically suggested" that the Commission on Higher Education and the State Committee for Technical Education approve new terminal and occupational/vocational programs in these branches. The inference is not correct. The Joint Committee intended this only to provide a mechanism for allowing these Branches/Centers to become comprehensive institutions, with the approval of the State Committee for Technical Education, in case this was the local wish at any time in the future. The question of who would govern (the Alternative Recommendation presumed no changes in governance) was left deliberately in abeyance. A parallel provision - to guide the case of an isolated TEC going comprehensive - was included as Item 2 on the same Page 14.

3. "Summation"

We reject the contention of the position paper that to carryout the mandate of the General Assembly "all two-year post-secondary education" must (emphasis added) be the responsibility of the State Board for Technical and Comprehensive Education. Act 1268 only stipulates, in Section 2, legislative intent for the new Board to have control of all two-year public post-secondary institutions "presently operating and any created in the future" excepting University Branches and Centers.

The law is quite clear, as Mr. Scarborough correctly notes, in the mechanics required if a Branch/Center wishes to become a comprehensive institution. We agree that addition of "occupational" programs to a Branch or Center would have the effect of converting that Branch or Center to a comprehensive institution; requiring under the law a shift in governance from the University's Board of Trustees to the new State Committee.

B. Recommendations

The problem then becomes: What constitutes an "occupational" program as opposed to a "college-transfer" program? We agree that a policy statement adopted by the Commission, which would be acceptable to all parties concerned, would be a desirable adjunct to the Commission's existing Policy and Procedures governing the submission of new programs; and would also be of value to the staffs of both the Commission and of the State Committee in ironing out any disputes which may arise in the future. It is recommended that the Commission adopt these definitions for associate degree programs.

1. Transfer programs shall mean those programs whose major goal is to prepare the student, upon completion of two years or less of work, to be eligible for transfer to a senior institution in pursuit of a higher degree.

In order to qualify as a transfer program, a minimum of 60% of the credit hours required for completion of that program shall consist of college level courses in the arts and sciences. Arts and sciences courses shall be defined as those which are generally considered to be independent from association with a specific occupation, which emphasize "theoretical knowledge" over "practical knowledge", which do not chiefly deal with manipulative skills and techniques, and which generally do not bear the adjective "applied". Those courses which make up the arts and sciences "core" shall be distributed among the various areas such as English, Language, and Literature; Fine Arts and Philosophy; Mathematics; Social Sciences; and Laboratory Sciences in a manner which does not cause the core to be clearly directed towards specialized study or a specific occupational or professional objective. Among courses not considered arts and sciences are: Physical Education; Health; R. O. T. C.; Home Economics; Agriculture; Engineering; Technologies; Education and Educational Methodology; Secretarial; Business (including courses specifically designated as Business Math, Business English, etc.); Journalism; Library; Nursing; and Commercial Art. Courses in the "gray area" will be considered as not belonging to the arts and sciences for the purpose of this definition.

2. Occupational programs shall mean those programs whose major goal is to prepare student to be eligible for gainful employment in a specific occupation after a course of study requiring no longer than two years for completion. Examples of listings of some programs of this kind may be found in Section II, Page 18, A Taxonomy of Instructional Programs in Higher Education, U. S. Office of Education, Washington, D. C., 1970, OE-50064 (copy attached).

3. Degree titles to be conferred should be consistent with these definitions and are further defined as follows. Transfer programs should lead to Associate in Arts or Associate in Science degrees. In curricula leading to the Associate in Arts or Associate in Science degree, arts and sciences

courses as defined above should make up 60% of the course load. The chief difference between the AA and AS degrees will generally be the predominance of language, humanities, fine arts, and social science courses for the AA and of science and mathematics courses for the AS. Occupational programs should lead to the Associate in Applied Science degree, where it is deemed that sufficient training in the arts and sciences is required to warrant the award of an associate degree rather than a "diploma" or "certificate".

At the present time, the University of South Carolina's Regional Campus system and the Midlands Branch of the College of General Studies will both award the Associate in Science degree in some occupational programs (e.g., Commercial Science). In keeping with the recommendation above, these should be re-designated AAS.

4. In keeping with current practice, it is further recommended that the Commission continue to review for approval all new programs at TEC's and at University Branches and Centers which require more than one calendar year (four quarters or three semesters) for completion and which lead to the award of a diploma, certificate or associate degree.

Section II:

TECHNOLOGICAL AND OCCUPATIONAL CURRICULUMS LEADING TO ASSOCIATE DEGREES
AND OTHER AWARDS BELOW THE BACCALAUREATE

Title	Code	Title	Code	Title	Code
Accounting technologies	5002	Finance technologies	5003	Occupational therapy technologies	5210
Advertising design technologies	5012	Fine arts technologies	5012	Oceanographic technologies	5406
Advertising technologies	5004	Fire control technology	5507	Ocular care, technologies	5212
Aeronautical technologies	5302	Fisheries technologies	5403	Office machine repair technologies	5310
Agriculture technologies	5402	Food services technologies	5404	Office machine training	5005
Air conditioning technologies	5317	Forestry technologies	5403	Ophthalmic, technologies	5212
Airport management technologies	5304	Graphic arts technologies	5012	Optical technologies	5212
Animal laboratory assistant technologies	5206	Health services assistant technologies, general	5201	Optometric technologies	5212
Appliance repair technologies	5310	Heating technologies	5317	Personal service technologies	5006
Applied arts technologies	5012	Home economics technologies	5405	Personnel management technologies	5004
Architectural drafting technologies	5304	Horticulture technologies	5402	Photogrammetry technologies	5309
Automotive technologies	5306	Hospital food service technologies	5404	Photography technologies	5007
Aviation technologies	5302	Hotel management technologies	5010	Physical therapy technology	5219
Banking technologies	5003	Industrial management technologies	5004	Plastics technologies	5305
Bible study	5502	Industrial technologies	5312	Plumbing technologies	5317
Biological laboratory assistant technologies	5205	Inhalation therapy technologies	5215	Police technologies	5505
Broadcasting technologies	5008	Input preparation technologies	5102	Printing technologies	5009
Building technologies	5317	Institutional management technologies	5218	Programmer technologies	5103
Business management technologies	5004	Instrumentation technologies	5314	Psychiatric technologies	5216
Business technologies, general	5001	Insurance technologies	5004	Public administration and management technologies	5308
Carpentry technologies	5317	Key punch operator technologies	5102	Public health inspection technologies	5408
Chemical technologies	5305	Laboratory technologies, general	5407	Public service technologies, general	5501
Civil technologies	5309	Landscape technologies	5402	Public utility technologies	5011
Commerce technologies, general	5001	Law enforcement technologies	5505	Purchasing technologies	5004
Communications technologies	5008	Library assistant technologies	5504	Radio broadcasting technologies	5008
Computer operator technologies	5104	Lithography technologies	5009	Radio repair technologies	5310
Computer, peripheral equipment operation technologies	5104	Machine drafting and design technologies	5303	Radiologic technologies	5207
Computer programmer technologies	5103	Machine repair technologies	5310	Real estate technologies	5004
Construction technologies	5317	Marina management technologies	5004	Recreation technologies	5306
Corrections technologies	5505	Marine technologies	5406	Religion related occupations	5302
Cosmetologist	5006	Marketing technologies	5004	Rest home management technology	5218
Data processing equipment maintenance technologies	5105	Mechanical technologies	5315	Restaurant management technologies	5010
Data processing technologies, general	5101	Mechanical technologies, general	5301	Sales technologies	5004
Dental assistant technologies	5202	Medical assistant technologies	5214	Sanitation technologies	5408
Dental hygiene technologies	5203	Medical laboratory assistant technologies	5205	Secretarial technologies	5005
Dental laboratory technologies	5304	Medical office assistant technologies	5214	Sheet metal technologies	5317
Diesel technologies	5307	Medical record technologies	5213	Social work related technologies	5306
Distribution technologies	5004	Mental health aide programs	5216	Stewardess preparation	5006
Drafting, architectural	5304	Natural science technologies, general	5401	Surgical technologies	5211
Education technologies	5503	Newspaper communication technologies	5008	Surveying technologies	5309
Electrician technologies	5317	Nuclear technologies	5316	Teacher aide preparation	5503
Electro diagnostic technologies	5217	Nursing, practical (L.P.N. or L.V.N.)	5209	Television broadcasting technologies	5008
Electromechanical technologies	5311	Nursing R.N. preparation	5209	Television repair technologies	5310
Electronics and machine technologies	5310			Textile technologies	5313
Engineering graphics	5303			Tool design technologies	5303
Engineering technologies, general	5301			Transportation technologies	5011
Environmental health technologies	5408			Welding technologies	5308
				Wildlife technologies	5403
				Wavy technologies	5207