

10.9 Cooperative academic arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Compliance Judgment: In Compliance

Rationale

The University of South Carolina Aiken (USC Aiken) has one cooperative academic arrangement that was developed in concert with the University of South Carolina Columbia campus – the Master of Education degree in Educational Technology. The M.Ed. in Educational Technology is an online graduate program designed to provide advanced professional studies in graduate level coursework to develop capabilities essential to the effective design, evaluation, and delivery of technology-based instruction and training. This program is offered jointly by the USC Aiken School of Education and USC Columbia College of Education.

Approvals and Assurance of Quality and Integrity. The academic program was developed almost 20 years ago in 2001 through the same deliberative process described in the [narrative response to Standard 9.1 – Program content](#).^[1] The program's curriculum was initially developed by USC Aiken faculty from the School of Education, reviewed by the [Graduate Advisory Council in March of 2001](#) ^[2] and then approved by the [Faculty Assembly later that same month](#). ^[3] The proposal for a joint program was subsequently approved by the [USC Board of Trustees in October of 2001](#) ^[4] and by the [Southern Association of Colleges and Schools Commission on Colleges](#) ^[5] in December of 2001. New graduate courses for the proposed program were created and reviewed by the [Graduate Advisory Council in November of 2001](#) ^[6] and approved by the [Faculty Assembly in March of 2002](#).^[7] That same month, the [South Carolina Commission on Higher Education approved the program](#).^[8]

The program is recognized nationally by the Association for Educational Communications and Technology and is accredited by the Council for Accreditation of Educator Preparation (CAEP). Like all other USC Aiken programs, the Master of Education degree in Educational Technology complies with the requirements and standards of the Southern Association of Colleges and Schools Commission on Colleges. Responses to the comprehensive standards in this Compliance Certification Report include the Master of Education in Educational Technology program. For example, the credentials of the instructors are included in the [narrative response to Standard 6.2.a – Faculty qualifications](#) ^[9], the assessment activities within the program are included in the [narrative response to Standard 8.2.a – Student outcomes: Educational programs](#) ^[10], and the rigor of the courses and the curriculum were included in the [narrative response to Standard 9.6 – Post-baccalaureate rigor and curriculum](#).^[11]

Formal Agreement and Periodic Reviews. The cooperative program is governed by a written [memorandum of understanding](#). ^[12] In 2007, the program went through a review and was modified for online delivery. The changes were review and approved by the [Graduate Advisory Council](#) ^[13] and by the [Faculty Assembly](#).^[14] The School of Education at USC Aiken and the College of Education at USC Columbia reviewed the arrangement again in Spring of 2020 and concluded that the program has been a cost-effective means to offer a high quality program in Education using the best resources available at both campuses. To reflect the evolution of the field of instructional design and educational technology, a proposed non-substantive change to the program has been presented by the education faculty on each campus through their respective faculty governing bodies to rename the program Master of Education in Learning Design and Technologies. The proposed name change was approved by the USC Aiken [Graduate Advisory Council](#).^[15] Due to extenuating circumstances associated with the Covid-19 pandemic and orders to avoid large meetings, the Faculty Advisory Committee serving as the [Faculty Assembly's Executive Board](#) ^[16] voted electronically to accept the proposed change in confirmation of the wishes of the Assembly as determined through a virtual meeting. The proposed change is currently working its way

through the approval process of the Board of Trustees and the South Carolina Commission on Higher Education.

Supporting Documentation

1. [Narrative response to Standard 9.1 – Program content](#)
2. [Minutes of Graduate Advisory Council meeting in March of 2001](#)
3. [Minutes of Faculty Assembly meeting in March of 2001](#)
4. [Minutes of USC Board of Trustees meeting in October of 2001](#)
5. [Approval of Cooperative Arrangement by Southern Association of Colleges and Schools Commission on Colleges in December of 2001](#)
6. [Minutes of Graduate Advisory Council meeting in November of 2001](#)
7. [Minutes of Faculty Assembly meeting in March of 2002](#)
8. [Approval of program by the South Carolina Commission on Higher Education](#)
9. [Narrative response to Standard 6.2.a – Faculty qualifications](#)
10. [Narrative response to Standard 8.2.a – Student outcomes: Educational programs](#)
11. [Narrative response to Standard 9.6 – Post-baccalaureate rigor and curriculum](#)
12. [Memorandum of Understanding for the Program](#)
13. [Minutes of Graduate Advisory Council meeting in May of 2007](#)
14. [Minutes of Faculty Assembly meeting in May of 2007](#)
15. [Graduate Advisory Council Review and Approval of Changes in March of 2020](#)
16. [Faculty Assembly’s Executive Board Approval in May of 2020](#)