2016-2017 Faculty Committee on Graduate Education,
Continuing Education, and Special Programs

MINUTES

Monday, October 31, 2016
Beatty Rm 301

Committee members: Christine Finnan (Chair; TEDU & Anthropology), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Ben Cox (Mathematics), David Hansen (Management and Marketing-Research), Michael Lee (Communications)

Ex-Officio: Brian McGee (Dean of the Graduate School of the University of Charleston, S.C.), Lynn Cherry (Associate Provost for Curriculum and Institutional Resources), Mary Bergstrom (Registrar)

Guests: Josh Bloodworth (Office for Institutional Effectiveness and Strategic Planning), Robyn Olejniczak (Graduate School), Julie Dahl and Franklin Czwazka (representatives from the Registrar’s Office), Jon Hakkila (Associate Dean of the Graduate School), Silvia Rodriguez Sabater (LALE), Bob Perkins (TEDU), Andrew Lewis (Office of Professional Development)

A. Call to order.

Chair calls meeting to order at 3:01 pm.

B. Review and approval of the minutes from the Monday October 17, 2016 meeting.

Minutes are unanimously approved.

C. New Business
   1) Elementary Education proposal—Delete a course

Bob Perkins introduces the proposal. Part of this proposal is a result of growth of the program. Content has already been taken from this course and combined in other courses.

David Hansen asks: With removal of this course, it leaves Focus Area I with only 1 course. Does one course make a focus area?
Bob Perkins: Not sure. That may be revisited and realigned. Not a concern to have that focus area depleted as it is only a way to organized required courses.
Barbara Beckingham: Program may also want to pursue proposals to rename Field Experience II and III. Also, proposal states that student admission requires prior evidence of working with children. Can you clarify?
Bob Perkins: Disposition forms aka recommendation forms are required. Can be any prior experience: nanny, camp counselor, etc. Hours in this course are given to observation, so these experiences are relevant.

Jon Hakkila: Follows up on Focus Areas. Each focus area has a different number of credit hours. 18 credit hours is a concentration. Should it be labelled as such?
Bob Perkins: This is part of the program, not a choice. So it wouldn’t be a concentration. It’s a way to organize the curriculum within the program. Could just be a list of courses.

Ben Cox motions to approve, David Hansen seconds; unanimously approved.

2) LALE proposal -- add a course

Silvia Rodriguez Sabater introduces the proposal and notes that there are two emphases in LALE program - Spanish and ESOL - and this new proposed course is for the Spanish.

It will be offered every third semester.

Barbara Beckingham: I noted that LALE 601 Applied Linguistics is a core course; is there overlap or background to make this a pre-requisite for the new course?
Silvia Rodriguez Sabater: New course will be offered in Spanish language, while LALE 601 is in English with many of the examples in the English language as well. Do not need Applied Linguistics as a pre-requisite.

Barbara Beckingham motions to approve, Ben Cox seconds; unanimously approved.

3) ESOL proposal – terminate certificate

Bob Perkins representing the proposal for Angela Cozart. While the proposal is to terminate the ESOL II certificate, the courses are meant to remain. Courses are taken by students in LALE and ESOL I.

Barbara Beckingham: Is it a large burden on administration to keep the program going without students?
Brian McGee: Issue is with the program appearing to be offered but not truly in effect. It is best to remove the program if it is not being actively pursued. There is a perception that our curriculum and resources are not being managed effectively to keep it on the books.
Aside: If a course is not being offered it should probably be removed as well. Many institutions have a 3-5 year rule to remove courses as a best practice.

David Hansen: Any reflection on reasons why it is not being pursued by students?
Bob Perkins: It is most likely simply that there is no need in the area.
Robyn Olejniczak: Were Certificate I and II proposed at the same time?
Bob Perkins: Yes. It was also the pioneer program for distance learning and it was funded by the State to facilitate ESOL certification across South Carolina.
Robyn Olejniczak: Is it 100% on-line?
Brian McGee: Courses are offered on-line but there is some face-time required.

David Hansen motions to approve, Barbara Beckingham seconds; unanimously approved.

D. Update on Memo for Consideration of a New Committee for Continuing Education and Special Programs

1) Graduate program admissions: Review of notes developed by Christine Finnan and Quinn Burke (Academic Standards, Admissions, & Financial Aid.
2) Oversight of EDPD courses: Presentation by Andrew Lewis, Director, Office of Professional Development (OPD)
3) Graduate program evaluation: See Graduate Program Review Process and Schedule and notes on meeting with Brenton LeMesurier (Committee on Institutional Effectiveness)

Presentation by Andrew Lewis.
Christine Finnan: We’ve asked Andrew Lewis today because of where OPD lies at the intersection of the two new proposed, split committees and it would be helpful to have their position explained.
Andrew Lewis: The Office’s position is that it would fit under a Graduate Education committee. Why? 1) All students must have an undergraduate degree to take EDPD course. 2) Same contact hour equivalency requirement as CofC courses. This is different from any continuing education courses. 3) EDPD courses are part of recertification of licensure in the State. Each professional development course hour equals 20 pts towards recertification. 4) Many EDPD courses require reflection and implementation, follow-up on content learned in course.
Office offers 40-50 courses per semester on average. However, we are not bound by start and end date of the academic semester calendar. But, must meet same hour equivalency.
Courses are vetted/approved: Course syllabi are submitted (from districts, etc. – whoever is going to be teaching the course) and must abide by policy. Syllabi are reviewed and content is made sure to abide by CoC and CHE Professional Development guidelines. Syllabi then sent to EHHP Administrative Council for review and acceptance. Students taking courses have a CoC transcript, which is used for evidence in their licensure.
In summary, there are many differences between what OPD does and continuing education.

Jon Hakkila: Seems there would be a natural place for a committee to be involved in review at the time of the Administrative Council.
Andrew Lewis: That is possible, but timeline for review needs to be fast. Administrative council meets every other week, including over the summer.
Christine Finnan: How would you see the role of a Graduate Education or Continuing Education committee helping the OPD?
Andrew Lewis: Could add review and accountability. But whoever is on the committee needs to also understand CHE Professional Development guidelines since it’s not only serving the College.
Christine Finnan: Could there be a less frequent involvement? Not just for courses but instructors?
Andrew Lewis: Wouldn’t work for course approval. All instructors must have Master’s degree, some have terminal degrees. There is a list of criteria for credentialing that is overseen by the College administration.
Brian McGee: EDPD has different credentialing criteria than graduate faculty, and it is transparent. EDPD courses cannot apply to graduate programs at CofC.
Andrew Lewis: And for institutions that do accept some EDPD courses for graduate credit, usually it is at most 6 hours towards their degree. State licensure for some programs allows 1 course (3 hr) of EDPD credit.
Jon Hakkila: Does CofC accept EDPD courses from other institutions for graduate credit?
Andrew Lewis: No.
Brian McGee: What is the course evaluation process?
Andrew Lewis: It is similar to what is done for CofC courses; evaluation is done at end of course using Qualitrics. Evaluations are actively reviewed in a formalized process and actions taken with instructors if warranted.
Brian McGee: Are there direct measures of student learning?
Andrew Lewis: Syllabi have student learning outcomes. Self-reporting by students is an indirect measure of SLO assessment.
Brian McGee: Any student complaints over last 12 mo?
Andrew Lewis: OPD has services ~2000 students over last 12 mo and there have been an estimated 15-20 student complaints. In addition to student assessments, we have staff member perform in-person observation of 10-20%.

Andrew Lewis: OPD Welcomes involvement of committee to strengthen EDPD. It is a competitive arena to offer EDPD. We service entire state but 60% of students are from the Lowcountry.

Brian McGee: We can highlight that EDPD courses are internally approved at CofC, have faculty credentialing process and review, and these decisions were made long ago under this Committee.

Robyn Olejniczak: What’s the difference between EDPD and cohorts that go through licensure?
Andrew Lewis: EDPD is used to enhance educational growth. With TEDU catalog courses, we facilitate courses being offered, and help fill a need with a cohort of students, i.e. from a school district. OPD helps make connection between the need and the catalog courses offered. Credentialing of instructors for EDPD and TEDU is different. Some courses are taught on site, off-campus.
Christine Finnan: Would not recommend courses to be reviewed on a monthly basis by a Committee on Graduate Education. Instead, this Committee could take the role of advisory on policy and receive an annual report.
Andrew Lewis: Currently do an annual report to the Dean.
Andrew Lewis is thanked for his presentation! We will discuss the specific role of a future committee later.

Next item:
Brian McGee offers update report on Lowcountry Graduate Center (LGC). The three universities comprising the Center are unlikely to renew the agreement (last signed 2012). It has been funded since 2001 by the state legislature to further graduate education in this region. It is frankly not performing to it’s full potential. Presidents and Provosts have had discussions about a future LGC. Legislature has kept LGC alive through budgeting, and it is currently a center that is managed and operated at CofC until agreement has been reached with other universities. There is no graduate program offered only through LGC.

Next item:
Christine Finnan explains the table she organized on potential functions of the CGE. For the listed Committee duties there are related committees identified. “Related” literally means that policies would be reviewed together with those committees or there would be significant interactions.

Brian McGee: Based on Christine Finnan’s meeting minutes with Quinn Burke, Committee on Academic Standards, Admissions, and Financial Aid is obviously looking to expand from their current operations in oversight. Lynn Cherry does not recollect that committee has actively reviewed admissions or financial aid.

Jon Hakilla: What does it mean to develop policies for assessment in this committee?
Review goes through programs with help of Graduate School, depending on program and content of review.
Brian McGee: Assessment is vague within charges of OIEP in By-Laws.
External reviews look at program quality and currency, management, etc. These reviews do not address questions of financial health.

Barbara Beckingham: Financial review is internal, and done on an annual basis?
Brian McGee: Yes, but content and level of detail depends on the year.
Barbara Beckingham and Christine Finnan: This committee could benefit from being on the receiving end to have access to these reviews in making curricular decisions.

Brian McGee: OIEP is an institutional office, not within Academic Affairs. Need some faculty ownership (i.e. Graduate faculty ownership) of program assessment. OIEP would be facilitating our own assessment process.
Josh Bloodworth: Yes, OIEP provides framework, but cannot dictate what a good program looks like within a given discipline.
Christine Finnan summarizes her discussion with Quinn Burke and the split between whether changes need to go through the Committee on Academic Standards, Admissions and Financial Aid. Minor changes to admissions policies could be approved by the Comm. on Graduate Education (i.e. change in GRE score required, number of reference letters), and major changes (i.e. adding or deleting requirements) could be approved by both committees and brought before Senate.

Brian McGee: There does need to be a change from current practice in admissions requirements. As of now, no changes will be made to admissions criteria for the Catalog unless it goes through this committee, Academic Standards Committee and Senate.

Christine Finnan: Recommends scheduling another meeting this semester to discuss non-curricular action items.

David Hansen will help organize the table into functions (review and approval) and types of proposals (change, add, remove).

Lynn Cherry makes a suggestion to also choose dates in December and January. The Committee identifies November 21st and December 5th as new additional meeting times for this semester.

E. Discussion of “stacking” courses for multiple certificates, endorsements, or degrees

Not Discussed

F. For the good of the order

Not Discussed

G. Adjournment.

Meeting adjourned 4:40pm.

The next CURRICULAR meeting will be held Monday January 23, 2017 at 3:00 p.m. in Beatty 301.