2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

MINUTES

Wednesday, Sept. 9, 2015 at 2:30 PM
Marino Conference Room, Cato Center

In Attendance:
Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English), Mike Braswell (Accounting & Legal Studies)

Ex-Officio: Amy McCandless (Dean of the Graduate School of the University of Charleston, S.C.), Consuela Francis (Associate Provost for Curriculum & Institutional Resources), and Jerry Mackeldon and Franklin Czwazka (representatives from the Registrar’s Office);

Guests: Jon Hakkila (Associate Dean of Graduate Studies), Robyn Olejniczak (Director of Student Records, Graduate School), Cassandra Foster (Assistant to the Dean of the Graduate School), Godfrey Gibbison (Dean for the School of Professional Studies), Divya Bhati and Karin Roof (Office for Institutional Effectiveness and Strategic Planning)

A. Call to order. Meeting was called to order at 2:34 pm by Jo Ann Ewalt. All in attendance introduced themselves. Welcome to new committee member Mike Braswell.

B. Review and approval of the minutes from the Tuesday, March 24, 2015 meeting. Jo Ann Ewalt confirmed that no corrections need to be made. Christine Finnan moved to approve, Tony Varallo seconded and approval was made unanimously.

C. Flowchart/instructions for program directors and chairs for all graduate curriculum proposals
The committee and guests discussed the accuracy and any needs for changes to the organizational checklist. Changes to be made to the checklist include the following:

- Jon Hakkila and Christine Finnan point out that there may be additional internal procedures at the level of the department or school (e.g. SSM meeting of all chairs); make a basic addition to the text at this step.
- Jo Ann Ewalt proposes that the committee receive a courtesy copy of a proposal at the same time as Academic Affairs. Consuela Francis agrees that can help efficiency and there is no problem to do this.
- Christine Finnan suggests specifying where processes are occurring in tandem.
- Order of wording for SACSCOC needs to be switched on checklist.

Committee discussed requesting to be notified when a course is changed to online. While there is a mechanism for ensuring quality of the course offering and instruction
via the Committee for Distance Education, Jo Ann Ewalt notes that these changes affect assessment of a program. Further, there is agreement with Consuela Francis’ comment that knowing incremental changes in program online offerings will give the committee advance information should a proposal to go all online be put forth. The committee would be able to look at rationale for moving it online. Godfrey Gibbison, Divya Bhati and Karin Roof explain that moving a program +50% online must go through approvals by CHE then Academic Affairs, then SACS to file a sub-change.

The timeline for CHE and SACS was discussed (often delayed due to committee meeting schedules). New programs should plan 2 years out and need to be careful about the timing of recruiting and advertising.

Committee discusses a need to simplify forms for changes and signatures required in line with streamlining/expediting done within the Undergraduate Curriculum Committee. Could be for certain types of changes (e.g. like course title change).

Thank you to Cassandra for organizing the flow chart!

D. Initial conversation – What kind of workshop might we do to help program directors/chairs with graduate curriculum and assessment?

Jo Ann Ewalt walks the committee through the proposal for 2 workshops to assist graduate program directors and chairs on 1) defining programmatic student outcomes and planning and 2) assessment plans and analyzing results. The proposal was put together by Jo Ann Ewalt, Amy McCandless, Divya Bhati and Karin Roof. Tony Varallo mentions that from his experience with the MFA proposal that this workshop would be helpful, and all agree that programs would benefit from workshops. Aim is to offer in October or early November.

E. For the good of the order.

Amy and Jo Ann will speak with Brian McGee about course numbering. There are several issues that will require multiple parties to get involved. Coherence is needed in numbering within programs and across campus, and when cross-listing courses between undergraduate and graduate levels. Registrar is interested in the timeline: Divya Bhati says implementation must be done by SACS submission on Sept. 12, 2016. She can provide the committee with some examples from other institutions that were successful with SACS reaffirmation. Consuela Francis sits ex-officio on both undergrad and graduate curriculum committees and can help with communication between the two on how to accomplish numbering changes.

Put on agenda for next time to examine the example numbering from other schools. Will also hear next month from Alice Hamilton (Director, Center for Continuing and Professional Education) about Continuing Education.

F. Adjournment. The meeting was adjourned at 3:40 pm.

The next meeting will be held October 7, 2015 at 2:30 p.m. in the Marino Conference Room.
AGENDA

Wednesday, Oct. 7, 2015 at 2:30 PM
Marino Conference Room, Cato Center

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English)
Not in attendance: Mike Braswell (Accounting & Legal Studies)

Ex-Officio: Consuela Francis (Associate Provost for Curriculum & Institutional Resources), Alice Hamilton (Center for Continuing Education & Professional Education), and Mary Bergstrom, Jerry Mackeldon, and Franklin Czwazka (representatives from the Registrar’s Office).

Guests: Jon Hakkila (Associate Dean of Graduate Studies), Robyn Olejniczak (Director of Student Records, Graduate School), Cassandra Foster (Assistant to the Dean of the Graduate School), Godfrey Gibbison (Dean for the School of Professional Studies), Tim Callahan (MES Program Director), Jerry Hale (School of Humanities and Social Sciences), Courtney Howard and Mutindi Ndunda (Education, Health and Human Performance), Nancy Muller (Lowcountry Graduate Center)

Ex-Officio:

A. Call to order.

Called to order 2:30 pm. Round of introductions.

B. Review and approval of the minutes from the Wednesday, September 9, 2015 meeting.

Update from last meeting on course numbering scheme: Interim Provost Brian McGee has a draft proposal for course numberings, which is being circulated amongst various committees. An updated draft will be sent to Jo Ann Ewalt from Mary Bergstrom.

Minutes are unanimously approved.

C. New Business
A. M.S. in Environmental Studies
i. New Course Proposal
   1. EVSS 606 Wildlife Law
Tim Callahan introduces the new course addition. It has been a popular offering as a “Special Topics” course in the past.

Jo Ann Ewalt comments on measuring student learning outcomes. It is preferred that grades are not used, however this example specifies what the actual learning outcomes are to earn particular grades which meets the standard for evaluating outcomes at each level.

Barbara Beckingham notes there are other environmental law courses on the books and Tim Callahan assures that this Wildlife Law offering will stand alone, and that they compliment each other. Therefore, there is no significant overlap and no prerequisites are needed.

**Approval.** Barbara Beckingham motions to approve and Tony Varallo seconds. Proposal passes unanimously.

**B. M.Ed. in Teaching, Learning and Advocacy**
   i. Add existing courses and a new concentration
   ii. New Course Proposals
      1. MTLA 668, 671, 672, 674

Mutind Ndunda introduces the proposed change in the program, and Christine Finnan offers some additional perspective from her time as program director.

Courtney Howard further explains the relationship between C of C and the other institutions in the consortium. Any institution within the consortium can offer the courses in Project-Based Learning (PBL), in any format (online, in class, hybrid etc.), and teachers can select to enroll through any avenue.

Jo Ann Ewalt and Nancy Muller ask about the intended instructional format. Furman and Winthrop are offering courses in classrooms (brand new, just started this summer). C of C program at this time is also planning to teach in class or as hybrid with the practicum taught face-to-face.

The proposal states that no additional resources are needed to institute the changes to the program. Jo Ann Ewalt asks if there are faculty available to take on the additional course load and Mutind Ndunda affirms that there are faculty interested in teaching these courses.

A thorough conversation takes place on the terminology and requirements of “strands” versus “concentrations”.

Mary Bergstrom describes that a program concentration needs to be CHE recognized; the course work is 18hrs or more for undergraduate and 12 hrs or more for graduate level. Strands are not CHE approved and will not show up on a transcript. Mutind Ndunda notes that the terminology of strand often confuses students and that the program has been using the word concentration. Mary Bergstrom remarks that Records is pushing across campus to clarify the use of concentrations. Different departments use different terminology. No formal recommendation, but preference may be for “track”: just don’t use concentration unless it has been approved by CHE formally.

Consuela Francis explains the process for CHE: for a 12 credit hour concentration a notification is needed; for 12hrs+ a meeting with CHE in Columbia is required. Everything can all be done in 1 meeting with CHE. The timeline involves a Letter of Intent needed in October, turn in program modification at
ACAP in January, and meeting CHE in February. The proposal includes a 1500 word narrative, much of which is already written in this proposal before us today, and a budget table.

A conversation continues on what would be desired: to have the PBL curriculum show up on transcripts or not. Mary Bergstrom speaks about teachers being customers and whether “Concentration” is attractive. Could be good for “portability” for a teacher to have it on record if a teacher were to move out of state (Godfried Gibbison and Christine Finnan agree). Jo Ann Ewalt asks about the viewpoint of “credentialing” for teachers. But, Robyn Olejniczak notes that Concentrations are only for degree seeking students, not continuing education. This concentration note is attached to the major.

Jo Ann Ewalt asks how the program would like to proceed. Jon Hakkila recommends that they pursue approval here for Concentration, talk about submitting forms to CHE and if decide to back out then modify program back to “track” or other terminology. Mutindi Ndunda would like to see a description of what constitutes a “concentration” at C of C – there is a difference in perception in addition to some attractiveness. It is answered that it’s really just an approval thing. Consuela would be happy to facilitate approval with CHE for tracks to be converted to concentrations.

In the end, Mutindi Ndunda decides that they will pursue the approval of the Concentration with CHE. Bravo!

**Questions about courses:**
Jo Ann Ewalt: About MTLA 671 Intro to Project Based Learning – there is no prerequisite listed but wouldn’t a requirement be to have grad status?
Franklin Czwazka at Registrar: When grad courses are formed, registrar automatically formulates it in Banner with a graduate student – only enrollment. There is an override form for undergraduates to be able to attend.

Jo Ann Ewalt asks: What are the differences between “Intro to” versus “Applications of” PBL. Any level of duplication, or building up? Some of the content is similar.
Courtney Howard: Courses are progressive, and “Applications” course will build upon “Intro”, expanding knowledge. Christine Finnan also mentions that these syllabi have all been approved by Furman and Winthrop, etc. and the State Department.

Jo Ann Ewalt: Any thought to tapping into online courses elsewhere to save on teacher resources, with “Practicum” level to be taught here?
Courtney Howard: Once all institutions in the Consortium come on board with approvals then offering it together online could be a good option to consider in the future.

**Approval.** Motion to approve: Tony motions to approve and Barbara seconds.

D. Presentation on the Center for Continuing & Professional Education – by Alice Hamilton (Director)

Alice Hamilton presents an overview of the mission of Center for Continuing and Professional Education, the instructors (50% C of C – affiliated), and types of evaluations that are done of courses that collect student feedback. This is information will be used for SACs as well.
Jo Ann Ewalt asks about the range of evaluations that are collected, from poor to outstanding as the examples that were given are all outstanding. If there was an issue with evaluations, Alice Hamilton explains that she will speak with instructors but this is rare since instructors are evaluated thoroughly before coming on. Most evaluations are overwhelmingly positive, and this is for instructors from C of C and business.

Jo Ann Ewalt asks whether students are typically being funded to take courses by their companies. Alice Hamilton says this is often the case (60-70% of courses are paid for by the employee’s organizations).

Alice Hamilton mentions that JobBridge program could be of interest to C of C students looking to acquire other marketable skills. Currently it is mostly community members taking these courses. Jo Ann Ewalt describes that some MPA programs may see JobBridge as a real asset to students applying for programs and that they stand out as candidates, and perhaps could waive the GRE.

Alice Hamilton informs that many classes are experiential, project based learning – depending on length of course. They are continuously being revised by faculty to reflect changing technology and practices in a particular field.

Jo Ann Ewalt asks about the programs being offered; what’s covered and what’s projected into the future? Alice Hamilton says the list of upcoming programs is good to keep an eye on. This can be updated fluidly, but they have a 3-5 year projection based on current offerings. Visit web at sps.cofc.edu. Alice Hamilton says that the website is a great source of information but she will pull it together in a paper form.

Alice Hamilton extends a warm invitation for us to visit the North Campus, if schedules allow.

E. For the good of the order.

We revisit the course numbering scheme update since Consuela Francis was not present for the earlier discussion. She confirms that some committees have this and are looking at it for feedback to Brian McGee. She expects there should be fewer courses needing renumbering than originally expected, but cross-listing or “meets with” designations for graduate and undergraduate classes will need to be updated for accreditation. There will be an expedited form for renumbering in time for next year’s catalog.

The “meets with” designation needs further explanation. Consuela Francis explains it is to be used only when there are reasons why the space needs to be shared at a particular time when classes meet. An example would be for studio art sharing resources. The confusion right now is that the language we use to quantify when this is happening is being called “crosslisting” when it’s really not.

Another subject Barbara Beckingham raises from last meeting is the offering of a workshop for Graduate Curriculum Development and Proposals. An update is given by Jo Ann Ewalt that the Grad Council says a workshop will be a great idea. Jo Ann Ewalt will follow up again on possible timing.

F. Adjournment.

Motions to adjorn. Meeting closed at 3:52 pm.

The next meeting will be held November 11, 2015 at 2:30 p.m. in the Marino Conference Room.
2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

AGENDA

Wednesday, Nov. 11, 2015 at 2:30 PM
Marino Conference Room, Cato Center

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English), Mike Braswell (Accounting & Legal Studies)

Ex-Officio: Amy McCandless (Dean of the Graduate School of the University of Charleston, S.C.), Conseula Francis (Associate Provost for Curriculum and Institutional Resources), Mary Bergstrom (Interim Registrar)

Guests: Jon Hakkila (Associate Dean of Graduate Studies), Robyn Olejniczak (Director of Student Records, Graduate School), Michelle McGrew (Research and Student Services Coordinator), Jerry Mackeldon and Franklin Czwazka (representatives from the Registrar’s Office), Bob Mignone, Annalisa Calini and Martin Jones (Mathematics), Tim Carens (English), Karin Roof (Office for Institutional Effectiveness and Strategic Planning)

A. Call to order.

Chair calls to order at 2:33 pm.

B. Review and approval of the minutes from the Wednesday, October 7th, 2015 meeting.

Regarding last meeting’s minutes, Jo Ann Ewalt shares that Mary Bergstrom didn’t send updated draft of numbering scheme. Consuela Francis noted that an updated draft is not available currently but should be next week.

Tony Varallo motions to approve minutes, Barbara Beckingham seconds and all approve.

C. New Business
   A. M.S. Mathematics

Chair introduces and suggests we cover all 3 points listed below at once.

   i. Program Name Change
      1. M.S. in Mathematics to M.S. in Mathematical Sciences
   ii. Add New Emphasis
      1. Mathematics Concentration
      2. Statistics Concentration
   iii. Modify Admission Requirements
Annalisa Calini introduces the program change, walking through the current vs proposed program with 2 concentrations. The new framework outlines how students can develop a program of study with either a pure & applied or statistics focus. For someone taking the statistics focus, there would be a change in only 2 core courses at most due to the flexibility in selection of course sequences. Anna explains that it is a modification not a new program by citing CHE language on the definition of the two. Martin Jones and Anna reflect on how the name change better reflects the make-up of the department.

Christine Finnan asks, can students mix across concentrations? Annalisa, Bob Mignone and Martin Jones help clarify that question. Students can take classes within both concentrations (especially by taking electives), but need to declare one.

Jon Hakkila has a question to clarify involved language from depth requirements in proposed program stating: “2 sequences from 2 sets of 5 sequences...”. Annalisa and Martin explain that it sounds confusing but is more clear when the list of the sequences is read. This set up will provide structure to the students, who will take a full year of two areas to focus their program of study.

Jo Ann Ewalt summarizes some of the initial confusion about the proposal and how those concerns have been alleviated through discussions in email and in the meeting. She asks whether the program will need to do a “teach out” for requirements in the catalog for current students. Bob Mignone explains the concentration requirements will take effect with new incoming class.

Robyn Olejniczak asks: So what do the changes in admission requirements mean? Martin Jones answers that the newer requirements open up the program to sound more inclusive for students coming in with other degrees but with mathematical backgrounds, still emphasizing that prerequisites will need to be met for individual courses. The aim is to attract a broad audience. Annalisa adds that requirements as they read currently are too narrow.

Jo Ann Ewalt asks whether the acceptance notice will have to state that the students are required to make up for certain deficiencies. Bob Mignone says that requirements will be more at the course level rather than the “door level”.

A sentence will be changed in “Description of Changes” in the proposal, from: “Secondly, we will change the current MS in Mathematics to a concentration in Mathematics and add a second concentration in Statistics” to: “Secondly, we will modify the current MS in Mathematics to include two concentrations, in Mathematics and Statistics.”

Christine Finnan motions to approve. Seconded and all approve.

Bob Mignone points out that the new graduate program policy for CHE outlining program changes/modifications has changed and we may want to update our process to reflect it. Also, the CHE new graduate program policy linked document on the Graduate Curriculum and Academic Forms website is broken and needs to be fixed.

**B. M.A. in English**

Chair briefly introduces the proposal.
i. **Add Existing Course to Requirement**
   1. **ENGL 650**

ii. **Delete Courses from Electives**
   1. Total number of electives will decrease from 6 to 5 courses (18 credits to 15)

Tim Carens presents the program change proposal. He explains that the program was originally designed without an introductory course, and the need to change this has been resurfacing for a long time. Assessments have shown some deficiencies among incoming students in formulating arguments, and basic writing and research skills.

Jo Ann Ewalt applauds the objective of this proposed change. But asks, isn’t this a new course, not a modification of a new course?

Tim Carens states that the new description for the newly titled course “Introduction to Graduate English Studies” is actually just a more specific description of the original 650 course. Course that is being changed, “Principles of Literary Research” has not been offered in many years. The only new aspect of the modified new course (10%) is on career paths and professional development.

Jo Ann Ewalt says that it is not clear how the committee would be able to assess the merit of the change, the goals, and whether or not this is a new course without a syllabus. A syllabus would be a good exercise.

Tim Carens: A syllabus was not made because we did not perceive it as necessary originally.

Mike Braswell asks: Is there an existing course at the undergraduate level that could solve the problem of graduate student preparation?

Consuela Francis reports that there is an undergraduate course but it is 299 so graduates couldn’t take it. Tim Carens adds that this wouldn’t help the problem of preparation of incoming graduate students.

Mike Braswell follows by asking, if the title is throwing off the committee regarding whether this is a new or modified course, what does creating a new title and description achieve?

Tim Carens: It achieves clarity of the course.

Consuela Francis adds that she understands the revision of this graduate course as a way to broaden the scope and better reflect its purpose and content.

Jon Hakkila raises the point that since it is now to be an introductory course then it should take a 500-level numbering.

Amy McCandless follows up that it indeed should be a 500 level course, especially as we need to provide a basis for course numbers for SACS review.

Tim Carens says that ENG 500 is already taken, so changing the course to a 500 level wouldn’t follow a logical order.

Jo Ann Ewalt notes that it is difficult for the committee to make decisions regarding numbering without knowing the new guidelines. Consuela Francis shares that the new course numbering scheme does not require logical sequencing, but does define 500 vs 600 level, etc.
Christine Finnan motions to approve the request to change the ENGL 650 course title and description, making this existing course a new requirement in the program and decreasing the number of elective courses to match. Seconded by Mike Braswell.

Chair asks if there are any other comments or questions about the proposal. Barbara Beckingham raises the point of changing the assessment of learning objectives away from specific grades, i.e. “80% of students should receive a B or higher for all relevant assignments”. Jon Hakkila says that the assessment is for within the class. Barbara Beckingham specifies that instead of grades the assessment should state what conditions would demonstrate different levels of proficiency. Jon Hakkila and Amy McCandless add that it can take the form of a rubric, or what a rubric would dictate grades would be. Jo Ann Ewalt adds that learning outcomes could also reflect higher order thinking. Tim Carens agrees and notes that the program is making changes with the very helpful advice of the Office for Institutional Effectiveness and Strategic Planning.

Jo Ann Ewalt asks that if it is approved, that the program please make changes to the proposal before it goes to Graduate Council (11/20). Changes include: update the assessment method and course number. At Tim Carens request, Karin Roof’s office has some examples for assessment language.

Proposal is voted on:
Approve: Christine Finnan, Barbara Beckingham, Matt Braswell
Not approve: Jo Ann Ewalt
Recused: Tony Varallo

D. For the good of the order.

Jo Ann Ewalt advances that the committee is in need of some definition to our process; for example, what is difference between modification and new program of course? Policies are needed to guide curricular work.

Consuela Francis lays out that this committee is responsible for rules and recommendations on how the process is carried out. The Graduate School and Academic Affairs can then review them for consistency. Curriculum belongs to faculty, which is represented by this committee. Amy McCandless recommends finding policies at other institutions and bringing them forward for review.

Jo Ann Ewalt asks if Michelle McGrew can pull some policies from Clemson, CHE, etc. for review at the next meeting. Place on next meeting agenda.

E. Adjournment.

Barbara Beckingham motions to Adjourn. All approve.

The next meeting will be held December 9th, 2015 at 2:30 p.m. in the Marino Conference Room.
A. Call to order.

Chair calls to order at 2:35 pm.

B. Review and approval of the minutes from the Wednesday, October 7th, 2015 meeting.

Jo Ann thanks the excellent Secretary for minutes. Motion to approve by Christine Finnan and seconded by Anthony Varallo.

C. New Business
   A. Question & Answer Session – 11/16/15 New Policies
      i. 7.6.9. Course Numbering Policy

The committee has received a copy of the draft course numbering policy and its contents are opened for discussion.

Jo Ann Ewalt raises a clarification in regards to section on P 2, expressing that undergraduate students not being able to register for graduate courses at the 500 level and above, unless approved as part of a “4+1 program OR OTHER program or policy...endorsed by relevant College committees, etc.”. Consuela Francis clarifies that this endorsement refers to the program being approved, not the individual student registrations.

Christine Finnan adds that Program Director, Instructor and Dean of Graduate School will approve a registration after registrar (e.g. Robyn) looks at GPA of student.
Amy McCandless: It has been policy to raise questions about eligibility if GPA <3.5, although there is some flexibility (e.g. look at Major GPA versus Overall GPA).
Jo Ann Ewalt: To make this explicit, on registration form it may state GPA must be >3.0 to take a graduate course. Guidelines could be flexible for GPA requirement to give program option between overall and major-specific GPA requirements such as it is now.

Amy McCandless has sent a draft policy to Provost for undergraduate student to enroll in graduate class based on the currently available form.

Christine Finnan: Is there a requirement for number of credits student has?
Jo Ann Ewalt: Makes sense to include an upper division requirement as well.
Christine Finnan: Honors College should see policy

Consuela Francis: Policy needs to be approved by Provost.
Committee: This policy would be useful to us.
Jo Ann Ewalt: 1) This draft policy under review can be improved, then 2) Course numbering policy can explicitly state this policy in the section at question (on P 2).

Joann Ewalt brings up Section 3.0 on regarding cross-listing syllabus requirements. This signals to SACS that College of Charleston is carefully considering this, and gives guidance to programs.
Chair distributed an example guide “500/700 Course Syllabus Differentiation Guide” from Eastern Kentucky University.

Consuela Francis: Having a Course Syllabus Differentiation Guide such as this example will certainly help preparation and review of proposals by the committee.

Amy McCandless notes that a guide would be separate from a policy. Divya Bhatti added that it is something that should be incorporated into policy, to which Consuela Francis reminds the committee that changes in policy need to be done before end of catalog year – to be implemented Fall 2016 catalog. Catalogs have to be in compliance with this policy because it will be submitted as evidence in the 2016-2017 accreditation evaluation.

Jo Ann Ewalt: Let’s work on a draft for the syllabus differentiation guide and policy

Chair raises a third point regarding the draft course numbering policy. We are not differentiating here between 600, 700, 800 and 900 level graduate courses. Programs should think about differences in courses at these graduate levels.

Divya sees examples of this approach at other institutions. Jon Hakkila notes that there has been a lot of progress to come to a cross-campus agreement on what these different levels mean.

Mike Braswell asks how are cross-listed classes show up on a transcript. Mary Bergstrom replies that it simply shows up as the course number enrolled in – no note that it’s a cross-listed course.
ii. 7.6.10 Policy of Course Syllabi

The committee turns to the policy of course syllabi and discusses what is meant by some of the required content and what items under 3.0 “Recommended Syllabus Content” might serve faculty and students better if moved to 2.0 “Mandatory Syllabus Content”.

Jo Ann: Why wouldn’t we require the course schedule, including exams dates that are already known at the beginning of the semester. “What we are doing in class” is vital for SACS review.

Divya Bhatti: True. Thanks for bringing that up!
Consuela Francis: Note there are faculty that do not agree with having so many requirements.

Recommendations from the committee on what should become mandatory and other changes:
- Course Schedule (3.3) move to mandatory
- Course description (3.2) move to mandatory
  - Separate 3.2 Teaching Philosophy and Narrative Description, and require only the Description. Teaching Philosophy shouldn’t be required – leave as recommended. Description can easily be pulled from course catalog.
- 3.4 Examination and Assignment Due Dates would be too prescriptive, and is rightly positioned under recommended content
- Make Grading Policy more concrete within this policy document.
- Course prerequisites and co-requisites (3.1) add to required
  - Also add to this section “and cross-listing” to spell out whether the class is cross-listed.
  - Mary Bergstrom: Note by indicating both acronyms.
- Final examination date and time (3.15) move to required – this is known in advance of the semester and can help with student scheduling since exams held outside normal class times
- Add to recommended the statement that the “syllabus is not a contract”, mentioned in “10.0 Representations”. Students may not be aware of this fact so making it explicit would avoid issues.

Under Section “4.0 Cross-listed courses”:

Barbara Beckingham: Should change wording that there “must” be differences, not just that the differences would be “clear” – because as written there wouldn’t have to be any difference.
Jo Ann Ewalt: Here we would also reference our syllabus differentiation guide and policy that is developed.

Edit language and insert “graduate” into first sentence of 2nd paragraph so that “When two undergraduate or graduate courses with different program prefixes are cross-listed...” At least one example was brought up (ex, EVSS and PUBA cross-listed course). Cross-listing should be noted on the syllabus by indicating both acronyms. Recommend to make this clarification under Section 2.0 and 4.0.

Discussion of “9.0 Syllabus Retention”:

Consuela Francis thinks syllabi must be kept in perpetuity, but not sure and will check.
Barbara Beckingham: I think it might be shorter – 5 or 10 years.
Consuela Francis notes that their office uses syllabi all the time and they’re useful to look back on!
Jo Ann Ewalt: Section 9.0 would be a good place to remind everyone what the policy is.
B. Curriculum Workflow Improvement & Suggestions
   i. Graduate Committee Organization Checklist

Passed out copies of the updated Graduate Committee Organization Checklist that Michelle McGrew prepared.
Jo Ann Ewalt: Not sure if people know about this or how to use it. Let’s post it on the website.
Undergraduate curriculum committee has exact language that we could echo.
Michelle McGrew will look at the undergraduate committee language.
Mary Bergstrom: This is great preparation work for the online submission system.

D. For the good of the order.

Jon Hakkila and Jo Ann Ewalt are part of the SACS writing group for standards on graduate education.
They are finding that we need graduate program directors’ help on: how to demonstrate implementation of knowledge of literature, research, other learning goals. Need examples and will be going to Program Directors.

Put on agenda for next time the policy for definitions for curriculum changes.

E. Adjournment.

Motion: Mike Braswell. All in favor. Meeting is adjourned at 3:44 pm.

The next meeting will be held January 27th, 2015 at 1:00 p.m. in the Marino Conference Room.
2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

AGENDA

Wednesday, Jan. 27th at 1:00pm
Marino Conference Room, Cato Center

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English), Mike Braswell (Accounting & Legal Studies)

Ex-Officio: Amy McCandless (Dean of the Graduate School of the University of Charleston, S.C.), Conseula Francis (Associate Provost for Curriculum and Institutional Resources), and Mary Bergstrom (Interim Registrar)

Guests: Bob Perkins, Jennifer Barrett-Tatum and Tracey Hunter-Doniger (Education), Tim Callahan (EVSS), Craig Plante (Marine Biology), Roger Daniels (Accounting), Franklin Czwzka and Jerry Mackeldon (Registrar), Robyn Olejniczak (Admissions), Allisyn Morgan (Assistant to the Dean of the Graduate School), Karin Roof and Divya Bhati (Office for Institutional Effectiveness and Strategic Planning), Michelle McGrew (Research and Student Services Coordinator), Jon Hakkila (Associate Dean of Graduate School)

A. Call to order.
Chair calls to order at 1:03 pm.

B. Review and approval of the minutes from the Wednesday, October 7th, 2015 meeting.

The committee will use the minutes from the last meeting to prepare a document including recommendations on draft policies for syllabi and course numbering for the Provost. A clarification of the minutes is asked for on whether undergrads could take graduate classes if not in 4+1 program. Amy McCandless confirms there is a draft policy and that it does not prevent good students from taking 600+ level. When ready, the committee could recommend this new policy for undergraduate curriculum.

Motion to approve Tony - Christine seconded. Approval unanimous.

C. New Business

To draft policy for helping proposers to develop syllabi.

Committee approves Jo Ann’s draft course syllabus differentiation guide for support by committee to be implemented.
Jo Ann Ewalt raises a need of clarification of what classifies courses as “meets with”. “Meets with” courses only share space and professor, but different course syllabi and content. A syllabi differentiation guide offered by the committee should also include specification for “meets with”. This guide will be send to the Graduate School and other interested parties.

A. MAT Early Childhood Education Proposals

   i. Change/Delete Graduate Program Proposal: Add existing course to requirements or electives, add new courses, delete courses
      1. EDEE 617: Change title, change prerequisite, edit description
      2. EDEE 631: New course
      3. EDEE 640: Change title, edit description
      4. EDEE 682: Change title, edit description
      5. EDEE 695: Change title, edit description

Bob Perkins introduces proposal and legislative requirements that are the impetus for the changes.

MAT program is built for students who have no education courses in their background but want to become teachers. Need to learn from the ground level and obtain preliminary certification. Students with some courses in education often pursue an MED. This explains how MAT is different from many other graduate programs.

Course numbering and “meets with” versus “cross-listing” designations were discussed. It is not possible to renumber graduate courses from 600 to 500 to allow cross-listing because then all MAT courses would be 500 level and all introductory education would have to be moved from 300 to 400 level which would not be appropriate.

Consuela Francis and Bob Perkins explain again how MAT is a particular type of graduate program. Decisions the committee makes for this program aren’t necessarily how these issues would be handled for other programs.

There will be language added to the course numbering policy to treat MAT as a unique program. Christine Finnan offers that MAT could also write up how their program differs and Jo Ann Ewalt adds that the program should come up with language articulating the specific differences and expectations at the graduate level of “meets with”. This should be explicitly expressed on the syllabus so we’re close to the real intent with “meets with”.

Bob Perkins agrees to add language about what it means to “meets with” and they also added to the Graduate Catalog that students cannot gain credit for both undergrad and grad program.

Course title are written in a way that they can be easily tracked for compliance with the legislation.

Motion to approve: Mike Braswell. Seconded: Tony Varallo. Christine Finnan abstains. All approve.
B. MAT Elementary Education Proposals
   i. Change/Delete Graduate Program Proposal: Add new courses, delete courses
      1. EDEE 633: New course

Motion to approve: Tony Varallo. Seconded: Barbara Beckingham. Christine Finnan abstains. All approved.

C. MAT Performing Arts Proposals
   i. Change/Delete Graduate Program Proposal: Add existing course to requirements or electives, delete courses
      1. PUBA 663: Delete; add MTLA 648 as a replacement
      2. MUSE 501: New course
      3. MUSE 685: New course
      4. MUSE 704: Change title, edit description
      5. THRE 704: New course
      6. THRE 690: New course

Laura Turner introduces the proposal. Explains “Trends and Issues” course, where students from theater and music concentrations will “meets with”. Largely core content the same but differences in assignments, in same space.

Robin Olejniczak: Will you be going for concentration status in theatre or others?
Laura Turner: It will not make a big difference to graduates having a concentration on their transcript. Discussion: Get approval with SACS if it will mean something to students. Missed deadline for SACS for 2016 catalog.
Laura Turner makes the decision that for now it will be changed in the catalog to an “emphasis” instead of concentration and they may pursue approval for concentration in the future – the Registrar will enact this change.

Jo Ann Ewalt suggests changing credit hours for Choral Ensemble MUSE 501. Instead of 1 credit hour course + 2-3 Lab, make it a variable credit course.
Divya Bhati and Mary Bergstrom also recommend changing to 1-3 variable credit hours. Consuela Francis adds that program could require 1 credit hour but students can go over. Therefore, program wouldn’t need to change credit requirements.

Whether or not the course is technically a lab is discussed and whether an “-L” designation is required. Consuela Francis: A lab has a particular definition: a 1 credit component with 3 contact hours.
Franklin Czwzka and Jerry Mackeldon suggest it could be called a discussion group instead. Form doesn’t allow for many other options. At the undergraduate level, one parallel use designation is a “studio group”.

Jo Ann Ewalt and Consuela Francis sum up the issue; students should not be required to do more work than they are receiving credit for.

Jo Ann Ewalt moves to approve proposal with caveat of solving credit hour / contact hour issue (i.e. for MUSE 501). Laura Turner agrees to solve with registrar and make sure it follows credit hour policy.

Christina approves, Tony seconds. All approve proposal under this stipulation.
D. MAT Special Education Proposal
   i. EDFS 654: Add existing course to requirements or electives

Bob Perkins introduces proposal to allow the undergraduate course to satisfy this prerequisite. This is how other MAT programs often handle prerequisites such as this one.

Barbara Beckingham asks whether graduate course version needs to be offered at all. Christine Finnan and Bob Perkins agree that course could be removed from catalog later.

Barbara Beckingham motions to approve. Tony Varallo seconds. All approve.

E. MS Environmental Studies Proposal
   i. EVSS 695: Change credits/contact hours, edit description

Tim Callahan introduces proposal to expand the credit hour options for offering Special Topics courses.

Jo Ann Ewalt asks how many times a student can take Special Topics courses. Tim Callahan responds that the limit would be the number of electives, and taking multiple would be fine as long as it fits a student's program of study.

Amy McCandless notes that the grading scheme given in the proposal is from undergraduate curriculum and Tim Callahan says this was a mistake and will be fixed.

Motion to approve: Barbara Beckingham. Second: Tony Varallo. All approve.

F. MS Marine Biology Proposals
   i. Change/Delete Graduate Program Proposal: Delete existing courses
      1. BIOL 510: Delete course
      2. BIOL 631: Delete course
      3. BIOL 700 change to variable credit

Craig Plante introduces proposal. Two courses that have not been offered in decades are proposed to be deleted. The other change is to make BIOL700 thesis research a variable credit offering. The intention of this change is to give students more flexibility in the program to take another elective course without added financial burden which will also have the effect of making it so that more electives will have adequate student numbers.

Christine Finnan asks: What effect does this have on their ability to do their thesis research?
Craig Plante: None. They still have to perform research, present and defend a proposal and thesis – this does not change.
Barbara Beckingham asks whether students could audit or sit in on courses they want to take. The reason this doesn’t help is that students still pay to audit courses.

Jon Hakilla: Graduate requirements just say they need to complete thesis and not that they need 4 credit hours?
Craig: It does say they need 4 credit hours. In reality, students do much more work than is reflected in the number of credit hours they enroll in for research. This change will give students the option to take less credit hours in research, but they don’t have to.
Barbara Beckingham: Another possibility to add flexibility would be to reduce number of core courses. Craig Plante: This has been part of our committee’s discussion too. Option would be to allow students to take 3 of 4 core courses but there are also draw-backs to this route. An independent program assessment suggested removing core but past students recommend not to; the core provides a strong background.

Amy McCandless: Some students will register multiple times in 900 continuous enrollment to stay enrolled while doing research outside time to completion. Not unusual to see 3-3.5 yrs for completion.

Barbara Beckingham: Could there be an issue with acceptance of Masters students to PhD programs given lower number of thesis credits in comparison to peers? Perhaps this change would affect how their record is viewed.

Craig Plante: No. No program would not accept a student based on that. Discussion follows that transcripts can be a focus of admissions to some programs.

Divya Bhati: It is hard to justify this type of change to add flexibility. This is in violation of credit hour policy from SACSCOC.

Committee: The issue is that students will be receiving different amount of credit for essentially the same work.

Other options are floated.
Jon Hakilla: Could a solution be to separate thesis and research from title into different courses?
Discussion: Research would be a necessary part of the thesis.
Christine Finnan: 1 hour thesis, then option of 3 hour research course. Some though may take elective.
Discussion: Would fall into same compliance issues with students getting different credit for same work.

Jo Ann Ewalt proposes to vote on proposal elements separately.
Course deletions: Tony Varallo approve, Mike Braswell seconds. Approval is unanimous.

BIOL 700 thesis credit hour motion to approve as is: Mike Braswell motions to approve, Tony Varallo seconds. Opposed: All opposed. Proposal is not approved.

G. MS Accountancy Proposals
   i. Change/Delete Graduate Program Proposal: Add new courses, edit course description
      1. ACCT 551: New course
      2. ACCT 538: New course
      3. ACCT 589: New course
      4. ACCT 531: Edit course description
      5. ACCT 542: Delete course
      6. ACCT 543: Delete course
      7. ACCT 545: Delete course

Roger Daniels introduces proposal. In short, several courses are out of date and others should be made permanent courses out of Special Topics.

Franklin Czwzka: ACCY 551 not available. Could change to 550.
Jerry Mackeldon: Will this course be added to the Degree Requirements? Says no. But, the form should really say “yes” and then specify that it is an elective.

Barbara Beckingham, to the committee: We understand the reason for the deletion for this ACCY proposal, but I think in future for course deletion proposal there should be more detail in the justification section, i.e. show where content would be covered in other courses.

Motion to approve: Christine, seconded by Tony. All approve.

D. For the good of the order.

No time remaining for the good of the order – agenda item skipped.

E. Adjournment.

Christine Finnan motions to adjourn, and all approve. Meeting adjourned at 3:08 pm.

*The next meeting will be held February 24th, 2015 at 1:00 p.m. in the Marino Conference Room.*
2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

MINUTES

Wednesday, Feb 24th at 1:00pm
Marino Conference Room, Cato Center

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English), Mike Braswell (Accounting & Legal Studies)

Ex-Officio: Amy McCandless (Dean of the Graduate School of the University of Charleston, S.C.), Conseula Francis (Associate Provost for Curriculum and Institutional Resources), and Mary Bergstrom (Interim Registrar)

Guests: Bob Perkins, Angela Crespo-Cozart (Education), Cheryl Carmack (EVSS), Franklin Czwzka and Jerry Mackeldon (Registrar), Robyn Olejniczak (Admissions), Allisyn Morgan (Assistant to the Dean of the Graduate School), Karin Roof and Ashleigh Parr (Office for Institutional Effectiveness and Strategic Planning), Michelle McGrew (Research and Student Services Coordinator), Jon Hakkila (Associate Dean of Graduate School), Grant Gilmore and Nathaniel Walker (HPCP/ARTH), Godfrey Gibbison (Dean for the School of Professional Studies), Martin Jones (Mathematics), Silvia Rodriguez Sabater (Spanish/MEd Languages), Alex Kasman (Mathematics, Faculty Senate).

A. Call to order.

Chair calls the meeting to order at 1:01 pm.

B. Review and approval of the minutes from the Wednesday, October 7th, 2015 meeting.

The description of the MEd program in the minutes from 1/27/16 is clarified. Students pursuing an MEd are either certified teachers or do not intend to obtain certification through the program. Some students pursuing MAT are those who seek to obtain certification/licensure. Students may have taken courses or have a degree but do not have a license to teach. In absence of other changes, minutes are approved unanimously.

C. New Business

A. Rejuvenate Retirement Memo – Alex Kasman

Alex Kasman explained his concerns and how he learned of this course offered at the North Campus. Concern: purpose of the course seems to be to gain customers rather than educate, and this can negatively affect the reputation of the College.
Godfried Gibbison takes the floor to explain the Low Country Graduate Center course offerings on retirement financial planning. There are two courses:

1) Retirement Planning Today
2) Rejuvenate your Retirement

They are pre-prepared courses offered by certified financial planners. Course information and surveys are handed out to committee. Courses have received positive reviews from attendees. There is an optional 1 hr consultation with financial advisor running course that follows.

Jo Ann Ewalt notes that the brochure for Rejuvenate your Retirement seems less favorable than Retirement Planning Today; 1 hr consultation part is troubling.
Jon Hakilla: Would there be trouble finding instructors without this 1 hr session?
Godfried Gibbison: Doubtful, but that hasn’t been tested.

Mike Braswell asks if the number of people that take the consultation and continue on to hire the consultant is known, but Godfried Gibbison doesn’t have this information.

Alex Kasman reiterates that the course including this 1 hr session is advertising and asks whether courses at North Campus are supposed to be approved by this committee.
Jo Ann Ewalt replies that relationship is of communication, not approval. One reason is that North Campus doesn’t operate on semesters, and needs updating on a faster basis. Committee’s role has not been technically formalized.

Jo Ann Ewalt expands upon the issues, noting that the course attracts a population vulnerable to advertising being under stress of financial uncertainty, and that vetting of the instructors and how they approach this relationship with students is unclear.
Christine Finnan raises a concern that instructors may use this affiliation with the C of C to their advantage for business purposes.
Godfried Gibbison: No instructors have a designation as a College of Charleston instructor/professor. Instructors for these courses step in because professors at College of Charleston may not be qualified or certified to teach, be interested, or be able to do so in a cost-effective manner.

Mike Braswell: Is there a liability issue of providing financial advice?
Godfried Gibbison: No financial advice is given in this course. There is a disclaimer to this effect.

Jon Hakilla: At beginning of Fall semester it was pushed to the Provost office to consider forming a new committee for Special Programs/Continuing Education.
Consuela Francis: This committee needs to pursue that – draft language and bring it up to Senate. In addition, it is important to remember that we have a Special Programs campus to serve the population.

Alex Kasman: It is my hope to find a systematic solution, potentially oversight.
Consuela Francis: Senate controls curriculum of C of C. Continuing education courses are not within our curriculum. Proposals from North Campus go to Senate because some courses are offered for credit for students enrolled at C of C. It is a mischaracterization to say we are lowering our standards since courses are not within our College of Charleston curriculum.

Jo Ann Ewalt: A primary concern is misrepresentation by business professionals for some potential monetary gain. There is a lack of understanding of how non-credit courses are obtained and how courses are vetted. Alice Hamilton has said that having the C of C affiliation itself attracts students.
Consuela Francis: There are many activities on the Main Campus bearing the C of C affiliation that are not fully vetted.

Jo Ann Ewalt: There is nothing necessarily wrong with the quality of these retirement courses. The description of the course to gain customers and the 1 on 1 consultation is troubling, but I’m not speaking to the appropriateness. This case raises questions. SACs process is unveiling some issues across campus – the purpose of a self-study. It would be to everyone’s benefit to follow up on this at future meetings to arrive at important questions to ask and possible recommendations. Chair thanks Alex Kasman and others for the discussion and proposes to follow up, and to move on to the next agenda item.

B. M.A.T. Middle Grades Education
   i. EDFS 687 – Existing course added as prerequisite course
   ii. EDEE 690 – Existing course added to core requirements
   iii. EDFS 635 – Delete course
   iv. EDEE 640 – Existing course added to core requirements
   v. EDEE 678 – Delete course from English emphasis requirements

Bob Perkins introduces the program and proposal. Changes are proposed based on surveys with past students. The research course proposed to be removed from the MEd program has been removed from other MAT programs.

Christine Finnan motioned to approve and Barbara Beckingham seconds. All approve.

C. M.Ed. Languages
   i. SPAN 590 – Delete course from Spanish emphasis requirements
   ii. SPAN 671 – Delete course from Spanish emphasis requirements

Silvia Sabater introduces the proposal. Courses will be deleted from the program but not from the books.

Tony Varallo motions to approve; Mike Braswell seconds. All approve.

D. M.S. Environmental Studies
   i. Re-numbering existing courses to comply with new cross-listing policy
      1. EVSS 619 to EVSS 519
      2. EVSS 628 to EVSS 544
      3. EVSS 628L to EVSS 544L
      4. EVSS 629 to EVSS 506
      5. EVSS 631 to EVSS 541
      6. EVSS 631L to EVSS 541L
      7. EVSS 638 to EVSS 538
      8. EVSS 638L to EVSS 538L
      9. EVSS 649 to EVSS 549
      10. EVSS 649L to EVSS 549L
      11. EVSS 669 to EVSS 569
      12. EVSS 669L to EVSS 569L
      13. EVSS 642 to EVSS 542
14. EVSS 642L to EVSS 542L
15. EVSS 695 ST: Applied Quantitative Methods to EVSS 595
16. EVSS 695 ST: Ecopreneurship to EVSS 595

Cheryl Carmack representing the MES program introduces the proposal. The program is renumbering 600-level graduate courses to 500-level in order to meet the new rules for cross-listing with undergraduate courses. Syllabi have been provided for all courses.

Jon Hakilla asks whether the proposal has all the cross-listed courses in the MES program. There are EVSS physics course cross-listed in physics not included in this package: EVSS 650, 656, 657, and 658. Mary Bergstrom: These courses are right now listed as “meets with”. Cross-listed courses passed through Senate are equivalent courses and are listed as cross-listed in the catalog. Students cannot get credit for taking both graduate and undergraduate course versions. If left as is now, the physics courses are “meets with”.
If the committee is to review/approve these physics courses (or any courses) for cross-listing, syllabi need to be provided.

Christine Finnan notes that the syllabus differentiation between graduate and undergraduate is not robust for many of the courses.
Jo Ann Ewalt and Amy McCandless discuss providing support to faculty and program directors to emphasize development of syllabi. Karin Roof and others emphasize that SACS will need clear differentiation within the syllabi; the easier to find during a review the better.

Jo Ann Ewalt proposes to have programs come back on the next March 16th special meeting with syllabi that have differentiation easily discerned. Adding a separate section on the syllabus about differentiation would be a good way to handle it.
Amy McCandless: Would help to have this added to the program and course change forms.
The committee wonders how many other courses still need changes approved for cross-listing.
Consuela Francis: The Provost Office was given information from Registrar on what courses have been cross-listed, and then reached out to all programs.
Jon Hakilla: There must have been a miscommunication somewhere along the line. There may be other graduate courses that need cross-numbering changes.
Consuela Francis: Only things that are actually passed by the deadline will be cross-listed in the 2016-17 catalog.

The committee tables the EVSS proposal currently and asks for syllabi to be updated with clear differentiation. Jo Ann Ewalt will provide suggestions to Tim Callahan for how to improve syllabi. Jon Hakilla has emailed Tim Callahan and N. Kuthirummal about outstanding physics courses.

E.  M.S. Mathematics
   i. Changing existing courses to comply with new cross-listing policy
      1. MATH 402/502 – Course description change
      2. MATH 415/515 – Course title change, course description change
      3. MATH 423/523 – Course title change, course description change
      4. MATH 430/530 – Course title change
      5. MATH 431/531 – Course description change
      6. MATH 440/540 – Course description change
      7. MATH 441/541 – Course description change
      8. MATH 445/545 – Course description change
9. MATH 449/550 – Course description change
10. MATH 451/551 – Course description change
11. MATH 452/552 – Course description change
12. MATH 455/555 – Course description change
13. MATH 460/560 – Course number change, course description change
14. MATH 461/561 – Course number change, course description change

Martin Jones introduces proposal. The program co-directors rewrote all syllabi to comply with the new cross-listing policy.
Barbara Beckingham notes that there are a number of proposed changes to undergraduate courses in the forms, and Martin Jones confirms that this will be pursued with the undergraduate curriculum committee.

Tony Varallo motions to approve; Mike Braswell seconds. All approve.

F. M.A. Community Planning, Policy and Design

i. New Program Proposal
   1. ARTH 565 – New course
   2. CPAD 605 – New course
   3. CPAD 615 – New course
   4. ARTH 535 – New course
   5. CPAD 619 – New course
   6. CPAD 790 – New course
   7. CPAD 830 – New course
   8. CPAD 631 – New course
   9. CPAD 895 – New course
  10. CPAD 690 – New course

Grant Gilmore introduces proposal to establish a program to bridge modern and traditional architecture encompassing planning, policy and design aspects. Survey of C of C students found high interest - many of our graduates go on to Masters programs in this type of field elsewhere.

Christine Finnan asks whether there is overlap with historic preservation.
Grant Gilmore: Historic preservation is an undergraduate program. Clemson is moving their Urban Design and Architecture program to Charleston, which was a move facilitated by the existence of joint programs with Clemson. This new program will be very different.

Jo Ann Ewalt notes that the new program requires a high number of credit hours. Why are studio courses 6 credits, and why is this number of studio hours needed?
Grant Gilmore replies that architecture and urban design are often thought of as an art form. Students learn how to express ideas. Example programs from other institutions are given requiring at least 4, 6-hour design courses.

Jon Hakilla commends the proposal. It makes use of existing resources and faculty, builds on the strength of the College and the Low Country. Great example of what the graduate school is aiming to accomplish in its programs.
Mike Braswell: There is a high reliance on adjuncts in the first few years. Any issues with attracting adjuncts?
Grant Gilmore: We have been in meetings in the past few days and have received outstanding response. Adjuncts are practitioners that additionally could help place students after graduation. Mike Braswell notes that that program should check that there are no accreditation issues with number of adjuncts versus faculty teaching hours.

Consuela Francis: Would expect a letter from Clemson once this program goes to CHE. Grant Gilmore: We have not called it an Urban Design program explicitly. It is a unique program and we will emphasize the argument of its uniqueness.

Robyn Olejniczak asks whether ARTH 565 and 535 are to be cross-listed or meets with, and Consuela Francis confirms that there were previous discussions and that these courses satisfy the definition of meets with.

Barbara Beckingham provides a few additional notes on revisions to specific syllabi for new courses; e.g. grading schemes or missing required elements.

Christine Finnan motions to approve; Mike Braswell seconds. All approve.

D. For the good of the order.

Silvia Sabater asked about affirming past practice of elective courses in programs. Could she use one form to list all electives that will be used for the program instead of a separate form for each elective plus syllabus? If any new additions to electives, separate forms would be provided. Consuela Francis will request that programs put down on paper all the things programs affirm about their past practices for documentation, including using courses inside or outside of their programs as electives. The Provost’s office will be responsible for getting documentation about past practices, this Committee will look at acceptability, and Senate will review. If it’s not in the catalog in 16-17, it will not count without proposal review.

Jo Ann Ewalt: A benefit of interdisciplinary programs and cross-institutional joint programs is the flexibility in program of studies. The MPA program, for example, offers a program of study including electives that is formulated to help students to meet their career goals. Consuela Francis: If a program wants flexibility, it needs to build rules and articulate how it is administered. Right now, there is no clarity. It would be a benefit to determine what flexibility looks like and how it is delivered. Need to clearly and accurately communicate degree programs. Jo Ann Ewalt and representatives from the Registrar’s Office ask that this request be very carefully phrased; emphasize that past practices for electives covers courses that have been used rather than courses they’d like to use.

E. Adjournment.

Motion to adjourn by Christine Finnan; seconded by Mike Braswell. Meeting adjourned at 2:47 pm.

*The next meeting will be held March 16th, 2016 at 1:00 p.m. in Beatty Center, Room B301.*
2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

MINUTES

Wednesday, March 16 at 1:00pm Beatty Rm. 301

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English), Mike Braswell (Accounting & Legal Studies)

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

Guests: Franklin Czwzka and Jerry Mackeldon (Registrar), Robyn Olejniczak (Graduate School), Allisyn Morgan (Assistant to the Dean of the Graduate School), Karin Roof and Divya Bhati (Office for Institutional Effectiveness and Strategic Planning), Michelle McGrew (Research and Student Services Coordinator), Jon Hakkila (Associate Dean of Graduate School), Michael Auerbach (Dean SSMB), Craig Plante (Marine Biology), Margaret Walker (Student, Marine Biology), Lou Burnett (Marine Biology), Tim Carens (English), Lucy Davis (Representative for EVSS), Susan Simonian (Child Life), Silvia Rodriguez Sabater (Spanish/MEd Languages).

A. Call to order.

Chair calls meeting to order at 1:02 pm.

B. Review and approval of the minutes from the Wednesday, February 24, 2016 meeting.

Meeting minutes approved unanimously.

C. New Business

Chair announces change in meeting format to accommodate large load on agenda. Chair will briefly announce proposals and committee will ask questions (no presentation by programs).
A. MS Environmental Studies Proposal;
   i. Follow-up Cross-Listing Proposals: Re-numbering existing courses to comply with new cross-listing policy:
      1. EVSS 619  EVSS 519
      2. EVSS 628, EVSS 628L EVSS 544, EVSS 544L
      3. EVSS 629  EVSS 506
      4. EVSS 631, EVSS 631L EVSS 541, EVSS 541L
      5. EVSS 638, EVSS 638L EVSS 538, EVSS 538L
      6. EVSS 642, EVSS 642L EVSS 52, EVSS 542L
      7. EVSS 649, EVSS 649L EVSS 549, EVSS 549L
      8. EVSS 657  EVSS 557
      9. EVSS 669, EVSS 669L EVSS 569, EVSS 569L
     10. EVSS 695  EVSS 595: ST: Applied Quantitative Methods
     11. EVSS 695  EVSS 59: ST: Ecopreneurship
   ii. Affirm past practice: add existing courses to possible electives:
      1. BIOL 618
      2. BIOL 650

Barbara Beckingham: Good approach to use the standard box to emphasize differences between graduate and undergraduate learning outcomes. There is some need on behalf of professors to translate this to actual assessment.

Jo Ann Ewalt: Agreed; please take that message back. Need to change from undergraduate grading for EVSS 549 and EVSS 695 to graduate grading scheme. Also, Advanced GIS needs the grading policy added.

Mary Bergstrom and Jerry Mackeldon: Need to clarify for Ecopreneurship: Cannot cross-list a special topics course with a non-special topics course.

Jo Ann Ewalt: Expect response from Tim Callahan to correct before Graduate Council.

Motion to approve Christine Finnann, seconded Tony Varallo; All approve.

B. MA English Proposal: ENGL African American “Emphasis”
   i. Change/Delete Graduate Program Proposal:
      1. Delete courses: ENGL 516, ENGL 530, ENGL 557, ENGL 563, ENGL 570, ENGL 571, ENGL 572, ENGL 650
      2. Terminate emphasis: African American track

Jo Ann Ewalt: Letter from Citadel to be included in proposal packet has just been received via email.

Are courses to be deleted from the inventory or just from the program? Meaning, whether they will be available in the future or not.

Consuela Francis: Proposal is to delete from the inventory since they do not intend to teach them in the future.

Jo Ann Ewalt: From description, it seems you may want to keep ENGL572 in order to be able to resurrect it in the future.

Mary Bergstrom: It's essentially the same thing to delete from inventory or just from program.

Jon Hakkila: Raises the question of whether any of the courses are used as electives in History.
English courses are not listed in History specifically, except that students should take 3 credit hours in another discipline.
Consuela Francis: For electives outside of History “any relevant course in a graduate course in HSS: PUBA, COMM, ENGL”. African American concentration in history is not listing specific electives.
Tim Carens: Courses have not been offered in a long time. Even if they are electives in History, they are never used. It makes us disappointed to have to remove, but it’s a truth in advertising step.
Robyn Olejniczak: MFA won’t be using the creative writing courses?
Tim Carens: In the MA program these haven’t been offered. MFA will continue to take the MFA-offered creative writing courses.
Tim Carens: There are two courses remaining on books covering African American literature.

Motion to approve Mike Braswell, seconded Christine Finnan; All approve proposal.

C. MA Communications Proposals
   i. COMM 535: Delete Course
   ii. Affirm past practice: Add existing courses (7) to requirements or electives:
       ENGL 558, ENGL 559, ENGL 560, ENGL 562, PUBA 640, PUBA 656, PUBA 650

No questions from Committee.

Motion to approve Christine Finnan, seconded Barbara Beckingham; All approve.

Robyn Olejniczak notes that it can be difficult for non-degree students or students outside joint degree students to register. Directors and Registrar will need to work with students.

D. M.Ed. in Languages Proposals
   i. Change/Delete Graduate Program Proposal: Add existing course to requirements or electives, Interdisciplinary:
      1. EDFS 692 – add existing course to core requirement
      2. Affirm past practice: add existing courses to possible electives from interdisciplinary programs: (see proposal)
         a. Languages (1)
         b. Spanish (6)
         c. Teaching, Learning, and Advocacy (3)
         d. Foundations, Secondary, and Special Education (15)
         e. Elementary & Early Childhood Education (3)
         f. Communication (1)

Barbara Beckingham: Note that core interchangeable course is “Advanced” versus the “Introductory” course. How will this work?
Silvia Rodriguez Sabater: Students who have background, likely graduate from undergraduate program at C of C, can take the “Advanced” option.

Motion to approve Mike Braswell, seconded Barbara Beckingham; All approve.
E. MPA Proposals
   i. Change/Delete Graduate Program Proposals: Add existing course to requirements or electives:
      1. PUBA 619: Add existing course to possible electives

F. MPA Urban and Regional Certificate Program Proposal:
   i. Change/Delete Graduate Program Proposals: Add existing course to requirements or electives:
      1. PUBA 617: Add existing course to possible electives

Both MPA proposals considered together.
Barbara Beckingham: Are interdisciplinary letters needed?
Jo Ann Ewalt: Yes, they are not in the packet but COMM and EVSS letters have been received by Consuela Francis.

Motion to approve Mike Braswell, seconded Christine Finnan; All approve. 1 recusal.

G. MTLA Proposals
   i. Change/Delete Graduate Program Proposal: add existing courses to possible electives for all MTLA concentrations:
      1. EDFS 760
      2. EDFS 761
      3. EDFS 762
      4. EDFS 763
      5. EDFS 764
   ii. Add to New Literacies concentration:
      1. EDFS 670

Motion to approve Christine Finnan, seconded Mike Braswell; All approve.

H. MS Child Life
   i. Graduate Program Change Proposal: 
      1. Replace EDEE 655 with CHLI 602
      2. Replace EDFS 654 with CHLI 607
      3. Replace EDFS 635 or COMM 501/502 with CHLI 608
      4. Replace COMM 521, EDFS 670, MTLA 605, EDEE 620, EDEE 655 for CHLI 610
   ii. Graduate Course Proposals: New Courses (4):
      1. CHLI 602, Therapeutic Play for Child Life Specialists
      2. CHLI 607 Advanced Child Development
      3. CHLI 608 Research Methods
      4. CHLI 610, Infant Development and Child Life
Consuela Francis: Provost has additional questions about staffing of the new courses. May not be sufficient enrollments to support stand-alone Child Life courses.

Jo Ann Ewalt: Administrative but not curricular issue but of course important. Is there a possibility for “meets with” or “cross-listed”? 

Susan Simonian: Adding a descriptor to courses is not acceptable for the Catalog. But without descriptor, will not pass accreditation council. Title is important. Would need to ask Education to change course title specifically to “Research methods”. But 602 is definitely needed as a new course.

Christine Finnan: Education could consider changing title of “Research methods in education” to “Research methods”. But of course may not always count on the current instructor to teach it in the same way or some future instructor either.

Provost Brian McGee: Can assess proposals on curricular basis. We will discuss cost and administrative issues in another meeting before Graduate Council.

Barbara Beckingham: What does it mean that baseline is established?

Susan Simonian: Haven’t been assessed before. Need baseline data to establish objectives.

Jo Ann Ewalt: For student learning outcomes in Research Methods course: Do you mean conduct original research?

Susan Simonian: No, just learn to present research. Curriculum aims to build ability to present research to different audiences. Would not be able to propose and conduct research associated with health care in 1 semester.

Mike Braswell: How often or when will students be assessed?

Susan Simonian: Will meet with Office for Institutional Effectiveness and Strategic Planning to decide this.

Motion to approve Christine Finnan, seconded Tony Varallo; All approve.

I. Med. Science & Math
   i. Graduate Policy Change Proposal:
      1. Policy Change to Capstone Curriculum in catalog (See proposal)

Discussion about wording catalog description to make list of options clear. No changes needed.

Motion to approve Christine Finnan, seconded Mike Braswell; All approve.

J. MS Marine Biology Proposals
   i. Change/Delete Graduate Program Proposal—add existing course or courses to requirements or electives:
      1. BIOL 700: Change credit hours & edit description
      2. Edit description for core course requirements in catalog (waive option)
      3. Renumber courses to conform to new numbering and cross-listing policies:
         a. BIOL 614  BIOL 514
         b. BIOL 619  BIOL 549
         c. BIOL 623  BIOL 523
         d. BIOL 628  BIOL 544
Chair reorders agenda for this proposal packet to address new numbering items first.

Jo Ann Ewalt: BIOL 640 will be BIOL 504 after discussion with Consuela Francis and the Registrar; BIOL 510 is taken.
Motion to approve Barbara Beckingham, seconded Christine Finnnan; All approve.

Next, BIOL 700: Change credit hours from 4 to 1-4 and edit description

Craig Plante explains this part of the proposal. Students are looking to be able to take more electives, and external reviewers requested more flexibility in curriculum. Have shown precedent through other Colleges that it would be permissible to SACS. Variable credit courses are offered. Amount of thesis work should be commensurate point: 4 cr/hr not anywhere near what is done by students. There is already a disconnect between credit hours and what is performed for thesis.

Christine Finnnan: Is this the only place where you could get more flexibility?
Craig Plante: Lou Burnett in committee is exploring this, but changes to core may not pass. Right now, the program has 18 credits core courses: 4 courses and 2 seminars. Another idea would be to increase credit hours but we don’t want to increase credit hour requirements to place additional financial burden. Faculty don’t typically pay for thesis credit hours for their students with grant money.

Jo Ann Ewalt: Using program data, most students do not graduate within 30 hrs: only 17% do. A quarter of students are already doing 33 cr/hr or more. This is primarily due to continuing enrollment. Average becomes 31 cr/hr if this is taken out.
It’s a good point: no matter what program, thesis credit hours do not reflect the hours devoted. More important point is that the curriculum reflects the program expectations.
W. Florida for instance, has variable 1-6 thesis credits but recommend 5 thesis credit hr and it’s a 36 credit hr program to allow taking more electives.
Marine Biology has one of the strongest or the strongest expectations for research. Do not see use in reducing thesis block when students are using continuous enrollment. This reduces the infrastructure to support the research. Mean and median thesis requirements for competitors using the list of compared/competitor/aspiring schools is 6, not 4. Most programs that are variable and go below 3 thesis credit hr have higher credit hr requirements.

Mike Auerbach: Agrees that there is no connection between thesis hours and amount of work.
Christine Finnnan: Hours provide support to school or program. Each program does this individually, but somewhere that funding is supporting the program.
Mike Auerbach: Not necessarily true. Majority of advisors are not College of Charleston faculty.
Jo Ann Ewalt: Thesis hours should not be considered as filler. Clearly vast majority of programs feel that thesis credit hours are important given data.

Craig Plante: Still, there is a precedent that some SACS accredited schools have used lower thesis credit hour requirements.
Jon Hakkila: Looking at College of Charleston, the only programs that have a required thesis are Marine Biology and SMFT (698). Math thesis is optional. Marine Biology would be the only program with a capstone, required course that is variable.
Margaret Walker (Student): We work on thesis regardless of number of credits. Any flexibility will be greatly appreciated.

Jo Ann Ewalt: SACS policy 3.6.2 is contingent upon the program description and aims. That’s why we’re emphasizing its importance in the program. Of course nowhere does SACS say that you cannot do this, but vast majority of your competitor schools require higher number and few are variable. Why not work to keep thesis requirement?

Lou Burnett: Students in program all come in as teaching assistants. Continuing enrollment reflects that they’re working. Moving up to 33 cr hr means we may lose our competitive advantage against other schools.

Jo Ann Ewalt: Programs compared as aspirants are 33 credit hr or above.

Provost Brian McGee: Policy 12.1.5 Assignment of Credit hours includes individual enrollments. This current policy should link completion of credit hours to clock hours. Hard to square policy with what is proposed. Policy has set a precedent and did not foresee this type of complication. Clock hour policy for credit hours wasn’t reconciled with range of individual enrollments that we have. If proposal is approved: management will have to review and change clock hour policy. If proposal is rejected: we still have to review our policy. This discussion is an important one and commendable.

Divya Bhati: It is important that our own policies being implemented is evidenced.

Mike Braswell: What if SACs asked difference between 1 credit hr and 3 credit hr thesis?

Provost Brian McGee: A thesis hour is tied to a number of hrs or it is not.

Jo Ann Ewalt: This is a not a proposal that makes sense given policies and expectations at this time.

Motion to approve Barbara Beckingham, seconded Christine Finnan. Approved: (none), In disagreement: all. Proposal does not pass.

Other items in the Marine Biology Packet:
- Make explicit that BIOL 700 is repeatable up to 4 hours at variable credit.
- Waiver for core course if a similar course has been taken prior
- Prior practice listing of electives.

Robyn Olejniczak asks if EVSS 695 should be added to list of electives, but Craig Plante does not want to add any others to the list at this time.

Motion to approve Tony Varallo, seconded Christine Finnan; All approve.

K. Curriculum Management Recommendations Memo

Consuela Francis introduces memorandum. It takes care of language at front of catalog; clarifying inconsistencies or bringing graduate school policy into agreement with college-wide policy. Graduate Curriculum Committee and Graduate Council should affirm to make this change. It’s not a formal policy.

Dean Amy McCandless: We met together with Robyn Olejniczak and Mary Bergstrom on this. Would call it a clarification of policy.

Jo Ann Ewalt: Would recommend changing sentence under “Academic Dismissal” to say “NP” AND “U”.
Barbara Beckingham: What is involved with being the liaison for Curriculog?
Consuela Francis: Decision to implement this new software in August or wait a year hasn't been made. Would commit to learning the software and answering questions to facilitate implementation.
Dean Amy McCandless: Although we would need additional volunteers.
Christine Finnan: Chairs will be trained?
Consuela Francis: Yes. Any faculty can submit a curriculum proposal.

Other points: 1) uniform addition deadlines and 2) graduate catalog task force.
Jo Ann Ewalt: There are some programs with absolute need for earlier admissions deadline. How will this be addressed?
Consuela Francis: Could have 2 set deadlines; early and late. What we have currently in the catalog is inaccurate.
Dean Amy McCandless: Graduate Council will decide on the admissions deadline part.

Motion to affirm Tony Varallo, seconded Christine Finnan; All affirm.

D. For the good of the order.

Dean Amy McCandless, and the Committee thanks Michelle McGrew and Allisyn Morgan for their help with the volume of proposals over recent meetings. Thanks!

E. Adjournment.

Meeting is adjourned, 2:50 pm.

Next meeting: **Wednesday, March 30th, 2016 at 1:00 p.m. in Marino Conference Room, CATO Center.**
2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

MINUTES

Wednesday, March 30 at 1:00pm
Marino Conference Room, Cato Center

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Mike Braswell (Accounting & Legal Studies)

Ex-Officio: Amy McCandless (Dean of the Graduate School of the University of Charleston, S.C.), Conseula Francis (Associate Provost for Curriculum and Institutional Resources), Mary Bergstrom (Interim Registrar), Alice Hamilton (Continuing Ed, Professional Development)

Guests: Jon Hakkila (Associate Dean of Graduate School), Robyn Olejniczak (Graduate School), Allisyn Morgan (Assistant to the Dean of the Graduate School), Ashleigh Parr (Office for Institutional Effectiveness and Strategic Planning), Godfrey Gibbison (Dean for the School of Professional Studies).

A. Call to order.

Chair calls meeting to order at 1:02 pm.

B. Review and approval of the minutes from the Wednesday, March 16, 2016 meeting.

Motion to approve minutes, Christine Finnan, seconded Mike Braswell; approved unanimously.

C. New Business

A. Clarification of Curriculum Management Language in the FAM

Memorandum was discussed at Graduate Council last week. Jo Ann Ewalt recommends that the Graduate Council retains review of proposals, but likes the way proposals are currently brought through the process in that the Curriculum Committee Chair, as a faculty, takes it to Senate. This makes it clear that faculty is representing faculty graduate curriculum and mirrors the undergraduate process.

Dean Amy McCandless: This was also the consensus of Graduate Council. Advantage of proposals going to Graduate Council before Senate is that there is a representative from every school there.

Mary Bergstrom: Keeping the flow as it is now will be able to be built into the new system.

Chair will send confirmation of this protocol in email to Conseula Francis.

B. Assignment of Credit Hours policy (12.1.5) for theses & independent studies

Will be discussed at future Graduate Council meeting.

Committee discusses to add “thesis” specifically to credit hour policy. Thesis should be defined, and how it differs from Capstones (e.g. class with work product; some being independent). Tie the defined thesis explicitly to the credit hour policy, but without being overly prescriptive to programs.
Jon Hakkila comments that some programs don’t have a thesis or capstone, or don’t have it required, or there are unwritten expectations. There could be use to have some consistency across campus regarding time per credit hour. Different programs have different thesis credit hour requirements. Consuela Francis offers that a policy hypothetically could tie thesis to 1 credit in the semester that they defend, but importantly this would need to be consistently applied for all students. It will be useful for College of Charleston to have the graduate thesis. College of Charleston should define a thesis credit hour requirement, and apply it consistently.

Jo Ann Ewalt points out a line in the policy that states that programs would set guidelines about how the instructional time frame is applied. Why would programs set guidelines? Most departments/programs do not have a set of guidelines for this. Consuela Francis replies, programs have to abide by credit hour rule. “How the instructional time frame” means only the format of how hours are spent.

Christine Finnan asks: Why a “contract” when syllabus policy says explicitly it is not a contract. Consuela Francis: For a long time individual enrollment forms were called “contracts”. This language can be changed, as this policy is older than the syllabi policy.

Jon Hakkila: Will need to additionally formalize all “unwritten” requirements. Consuela Francis: These will be added to the next catalog, such as comprehensize exams and co-curricular requirements. Jo Ann Ewalt: It should be recommended that all graduate programs have a Student Handbook that outlines requirements for students and other important information (stuff that doesn’t go into the catalog).

Committee recommends that a separate paragraph is drafted for graduate thesis credit hour policy, and pass it to Graduate Council by their next meeting.

Barbara Beckingham: Also, policy should emphasize that the clock hours are a “minimum”. This is missing. Dean Amy McCandless: That’s in SACS policy, and is our intention so we should make that change.

Chair will draft a section on graduate thesis to be considered by Graduate Council.

C. Course Numbering & Syllabus Policies (7.6.9 and 7.6.10)

Chair opens the discussion to any comments. Christine Finnan mentions that she is concerned that there is no specific mention to special case of MAT in the “meets with” section 4.0.

Committee discusses that the Course Numbering and Credit Hour policies are out of synch on idea that “Graduate level courses must require research and application” (written in Assignment of Credit hour policy, pg1). Graduate level programs not courses require research. Consuela Francis: That line can be removed.

Barbara Beckingham makes another suggestion that a footnote be added under required syllabi contents that guidance on student learning objectives will be available. Also, the committee made a past recommendation that whether or not a course is cross-listed or meets with should be added to required syllabus content. Christine Finnan agrees that this information importantly clarifies class structure.
Jo Ann Ewalt: A footnote could reference our syllabus differentiation guide in the section on cross-listed courses.

Committee’s recommendations will be forwarded.

D. Alice Hamilton – Continuing Education, Professional Development Center

Alice Hamilton presents the new courses that have been offered or planned at SPS. Committee extends their positive impressions on many of the new offerings. Jo Ann Ewalt also mentions a past concern raised by Senator Alex Kasman regarding the course “Rejuvenate your Retirement”. One of the fliers from the new courses on real estate presented today quotes, “We also offer students the peace of mind that comes with attending a trusted and well-respected academic institution”. This was part of concern from “Rejuvenate your Retirement” discussion. Committee will develop a set of questions from this discussion in the spirit of developing a structure to address and fix any issues.

Alice Hamilton extends that it is difficult to separate C of C from SPS. Would behoove us to consider us part of a whole. Courses to be offered are closely vetted. Jo Ann Ewalt thanks Alice and expresses the committee’s appreciation for the openness of communication, and the breadth of programs offered to serve the community.

D. For the good of the order.

Chair asks the committee whether it should recommend a separate committee to be charged with the continuing education and special programs portion of its charge. Consuela Francis: Recommendation of this committee would go to the Speaker of the Senate. Room discusses origin of “special program”; it is unclear what this actually is and may be a relic. Jo Ann Ewalt: There are some important questions to answer in our recommendation. What this separate committee would be charged with; what’s the right balance of oversight and review? Could include both faculty and staff. There are different levels of scrutiny that are necessary for graduate curriculum versus continuing and professional education and the schools have different missions (i.e. SPS is more entrepreneurial) and calendars. Need to acknowledge interests on either side. Motivation would be that curricular things that are the primary charge of this committee needs to be the priority, and that another committee could make continuing and professional studies theirs.

Dean Amy McCandless: Following the next Senate meeting, next year’s Graduate Curriculum committee will have been elected. Two committees could come together at next meeting. Consuela Francis: Would be helpful if the committee would review the front-end of catalog matter at this next meeting. Mary Bergstrom: Missing responses from faculty on what is the frequency of when courses are offered. Responses are needed for catalog; encourage your colleagues to reply.

E. Adjournment.

Chair adjourns at 2:34 pm.

The next meeting will be held April 20, 2016 at 1:00 p.m. in Marino Conference Room, CATO Center
2015-2016 Faculty Committee on Graduate Education, Continuing Education, and Special Programs

MINUTES

Wednesday, April 20 at 1:00pm
Marino Conference Room, Cato Center

Committee members: Jo Ann Ewalt (Chair; MPA & Political Science), Barbara Beckingham (Secretary; Geology and Environmental Geosciences), Christine Finnan (Teacher Education and Anthropology), Anthony Varallo (English), Mike Braswell (Accounting & Legal Studies)

Newly elected: Ben Cox (Mathematics), David Hansen (Management & Marketing)

Ex-Officio: Amy McCandless (Dean of the Graduate School of the University of Charleston, S.C.), Conseula Francis (Associate Provost for Curriculum and Institutional Resources),

Guests: Jon Hakkila (Associate Dean of Graduate School), Karin Roof (Office for Institutional Effectiveness and Strategic Planning), Robyn Olejniczak (Graduate School), Allisyn Morgan (Assistant to the Dean of the Graduate School)

A. Call to order.
Chair calls to order at 1 pm.
Introductions are made. It’s Chair Jo Ann Ewalt’s last meeting!

B. Review and approval of the minutes from the Wednesday, March 30, 2016 meeting.
Christine Finnan motions to approve, Mike Braswell seconds; All approved.
Chair notes that front-matter of catalog is not ready for review at this meeting.

C. New Business
   A. Welcome new committee for 2016-17:
      Barbara Beckingham (I)
      Ben Cox
      Christine Finnan (I)
      David Hansen
      Laura Turner

Laura Turner will not be on committee next year due to other obligations and miscommunication with Committee for Elections and Nominations. Committee will wait to hear from Todd McNerney on last committee member.

D. ENGL Proposal
   A. Edit Description of existing course
      1. ENGL 512
Chair introduces proposal. Change is straightforward improvement of course description. Motion to approve Christine, seconded Mike. All approve.

E.  HIST Proposal
   A.  Change course credits/ST classification to repeatable
       1. HIST 710, HIST 720, HIST 740, HIST 760
Chair introduces proposal to allow these courses to be repeated. Barbara Beckingham: Current History degree requirements state that there are options for thesis or to take 2 research seminars both of which “should be taken in major concentration if possible”. Then it seems that this change is absolutely necessary to align with their requirements. Consuela agrees; this change will enable what is stated in the catalog currently. These courses are “variable topics” courses; name changes according to topic selected each semester. Jo Ann Ewalt confirms with Consuela Francis that there is a way for the course number to be appended to allow repeatedly taken within the Registrar software.

Motion to approve Anthony Varallo, seconded Christine Finnan; All approved.

F.  For the good of the order.
Jon Hakkila brings up potential need for Chair at least and perhaps Committee to be trained on Curriculog software. Consuela Francis explains that it has not yet been decided whether the software will be unrolled in August so all will stay tuned.

Jo Ann Ewalt has thoughtful remarks about the role of this committee as serving to help and advocate for programs, for example with syllabi crafting, communicating standards and degree requirements, and that there is a real opportunity for this Committee and the Graduate Council to do the important work to steward the advancement of Graduate Programs at the College. Jo Ann Ewalt is thanked for her incredible service, as well as the other outgoing members of the committee.

Committee for the 2016-2017 Academic Year elect Christine Finnan as Chair, and Barbara Beckingham as Secretary.

Allisyn Morgan will collect schedules from the committee and will begin to set meeting dates for next semester.

G.  Adjournment.
Motion to adjourn Barbara Beckingham, Christine Finnan seconds; All approve.

The next meeting will be held in fall 2016 – date TBD.