

**2013-2014 Faculty Committee on Graduate Education,
Continuing Education, and Special Programs**

Minutes

Wednesday, September 4th, 2013 at 2:15 PM
9 College Way, Room 201
(2nd floor conference room in Dept. of Communication bldg.)

Committee members: Jo Ann Ewalt (MPA & Political Science), Valerie Frazier, SECRETARY (English), Jon Hakkila, CHAIR (Physics), Mary Blake Jones (Teacher Education), Namjin Lee (Communication)

Ex-Officio: Amy McCandless (Dean of the Graduate School), Cathy Boyd (Registrar), Lynne Ford (Associate Provost for Curriculum and Academic Administration and representative for Provost's office), Alice Hamilton (Director of the Center for Continuing Education and Professional Development)

Attending Meetings: Dave Owens (Associate Dean of the Graduate School), Cassandra Foster (Assistant to the Dean-Graduate School)

Guests: Susan Simonian (MS in Child Life), Jo Ann Ewalt (MPA), Christine Finnan (Teaching, Learning and Advocacy), Fran Welch (Dean of School of Education), Jerry Hale (Dean of Humanities and Social Sciences)

- I. **The meeting was called to order at 2:15 p.m. by Jon Hakkila.**
- II. **The minutes from May 2, 2013 will be approved at the September 25, 2013 meeting.**
- III. **New Business**
 - A. **M.S. in Child Life**
 - i. **New Program Proposal – MSCL**
 - ii. **New Course Proposals**
 1. **CHLI 601 – Introduction to Child Life**
 2. **CHLI 603 – Death and Dying**
 3. **CHLI 604 – Program Development and Practicum in Child Life**
 4. **CHLI 605 – Psychosocial Aspects of Illness, Trauma, and Hospitalization**
 5. **CHLI 606 – Family Issues**
 6. **CHLI 611 – Working with Children with Special Needs/Developmental Disabilities**
 7. **CHLI 701 – Child Life Internship**

Susan Simonian, Professor of Psychology, presented the proposal for an MS in Child Life. The College of Charleston is working closely with MUSC to design a program that will attain regional and national prominence. Emphasis will be placed on maximizing experiential components of the program and job placement for students. They have researched current national trends and best practices in the field. The committee lauded the proposal, praising it highly.

There were a few questions. Jo Ann Ewalt asked about the logic of setting the admission GPA minimum of 2.75. Simonian responded that they wish to cast a broad net to recruit the best students possible. Most of the students admitted will more than likely have GPAs in excess of 3.00. The program would like flexibility to look at the unique qualifications of both traditional and nontraditional students (in addition

to GPA), thus justifying the 2.75 minimum. Questions were also asked about the GRE minimum of 144 and whether it was too low. Simonian answered that there is still not sufficient normative data about the new GRE scoring system to assess the meaning of the numerical scores. Amy McCandless concurred and added that most programs use percentiles for admission purposes, shooting for 50% as a benchmark.

There was general approval of the individual courses listed in the proposal, with commendations for a well-crafted program. Many of the courses are forward thinking and will provide unique opportunities for students. Students will have lots of field experience, working with hospice programs and the Ronald McDonald House. The MS in Child Life has been designed with the goal of preparing our students to become future leaders in the Child Life field.

A few gaps in the syllabi were identified. In particular, a request was made for the addition of more rigorous course readings on the syllabi. Also, the 12 hours given for CHLI 701 was seen as a high number in comparison to the course requirements. There was a concern that more focus needed to be placed on synthesis and analysis in assignments, as opposed to summarization or response. Simonian responded that the courses were rich in interactive web based activities, comparative exercises, interactive synthesis, and weekly reports. She will take the suggestions under advisement and incorporate them into the courses. She would also send more information clarifying the 12 hour credits awarded for the course.

Namjin Lee asked for clarification on the collaboration with MUSC. What makes this a joint program, with the degree being granted through the College of Charleston and recruitment solely through the college as well? Simonian clarified that the program was more of an affiliation, with the College of Charleston as the lead entity and MUSC serving in a supportive, consultative role. MUSC will be instrumental in fulfilling the practicum requirement. A memorandum of understanding is in the process of being drafted, but is not finalized. Simonian will provide a copy of a letter of support from MUSC.

Jo Ann Ewalt made a motion to approve the MSCL new program proposal pending receipt of a revised syllabus for CHLI 701, support letter and draft of the memorandum of understanding with MUSC. Namjin Lee seconded the motion. Motion approved unanimously with the caveat that the committee will vote by email once they receive the aforementioned supporting materials. Mary Blake Jones made a motion to approve new course proposals CHLI 601, CHLI 603, CHLI 604, CHLI 605, CHLI 606, and CHLI 611. Also approved – pending receipt of an updated syllabus to further explain 12-credit internship – is new course proposal CHLI 701. Namjin Lee seconded the motion. The motion was unanimously approved.

B. Public Administration

i. New Course Proposal

1. PUBA 617 – Urban Transportation: Problems and Prospects

Jo Ann Ewalt, Director of the Master of Public Administration, presented the proposal for PUBA 617. This course has been taught several times, and they would like to add it as a permanent offering. Jon Hakkila asked about whether a program change form had already been submitted to the Registrar, and Cathy Boyd confirmed that it had been, so there need be no delay in approving the course.

There was a question raised about Degreeworks and identifying electives and requirement courses. Current practice in the program has been to do it by hand. In order to allay consistency concerns, it was suggested that a meeting with the Registrar's Office be set up at a future date.

Lynn Ford indicated that all graduate programs will need to move towards more formal inputting through Degreeworks, eliminating the inconsistencies of doing such audits by hand. Undergraduate programs have just finished their overhaul, and it will soon be time for the graduate programs to do the same.

Mary Blake Jones made a motion to approve new course proposal PUBA 617. Namjin Lee seconded the motion. Motion was unanimously approved.

C. Teaching, Learning and Advocacy

i. Change Credits

- 1. Change number of course credits in the core from 24 to 18**
- 2. Change total required credits from 33 to 36**

ii. Change/Add Strand (or concentration, according to Registrar/Catalog)

- 1. Change current strand to one focused on diverse children/youth**
- 2. Add a strand focused on new literacies learning**
- 3. Add a strand focused on math and science learning**

iii. Remove from program

- 1. EDFS 705**
- 2. MTLA 604**

Christine Finnan, Director of the Masters in Teaching, Learning and Advocacy, presented the proposed changes to MTLA. The Teaching, Learning, and Advocacy program wants to be increasingly responsive to the needs of the community in providing advanced degree programs. In Fall 2012 the program was approached by local school districts who requested more focus on math and science teacher training. They are also interested in focusing on special education and diverse learners. The program would like to add back a strand approach to structuring their course tracks. There is no need to add a lot of courses to the program. Interestingly, the literacy strand has the potential to be the most popular, as certification requirements move towards requiring all teachers to take a graduate class in literacy. Courses that will be included in these strands are already on the books or already being offered. The changes they have in mind deal with course names or numbers. EDFS 705 is not as popular as it once was, and MTLA 604 is not offered.

Cathy Boyd clarified that strands will be noted on the transcript as concentrations. For the sake of consistency, they should be called concentrations instead of strands. A concentration of 18 hours or more would be noted on the transcripts, but not 15 hours or less. Lynn Ford indicated that CHE would have to be notified of the changes to the Teaching, Learning, and Advocacy program, but CHE approval would not be needed. No redo of forms was needed for graduate committee approval.

The proposal was praised for its exquisite organization and helpful chart. The programs will be geared towards individuals interested in policy and advocacy. Enrollments are projected to be strong. Fran Welch indicated that teachers are committed to elevating the teaching profession and becoming more vocal in the decision making process as stakeholders.

Namjin Lee asked about the need for a capstone course and how would it be managed. There is a lot of excitement about the capstone and its potential to add a dynamic, student-centered element to the program. The capstone course was going to be taught in the summer, but there may be insufficient faculty to meet the need during that time. There may be a need for a back up plan.

Jo Ann Ewalt made a motion to approve the new course proposal MTLA XXX. (Registrar Cathy Boyd will assign a course number.) Mary Blake Jones seconded the motion. Jo Ann Ewalt made a motion to approve the course credits. Mary Blake Jones seconded it. Mary Blake Jones motioned to approve course deletions. Jo Ann Ewalt seconded it. All MTLA proposal and changes were approved unanimously.

IV. For the good of the order.

Jon Hakkila mentioned that he would like to include the discussion of the MUSC merger at the committee meetings. He asked if the committee members were also interested in starting a dialogue

about the merger potential at upcoming meetings. Everyone agreed that they would be open to having that as a recurring agenda item at meetings.

V. Adjournment.

The meeting ended at approximately 3:32 p.m.

The next meeting will be held Wednesday, Sept. 25, 2013 at 2:15 PM

**2013-2014 Faculty Committee on Graduate Education,
Continuing Education, and Special Programs**

Minutes

Wednesday, September 25, 2013 at 2:15 PM
9 College Way, Room 201
(2nd floor conference room in Dept. of Communication bldg.)

Committee members: Jo Ann Ewalt (MPA & Political Science), Valerie Frazier, SECRETARY (English), Jon Hakkila, CHAIR (Physics), Mary Blake Jones (Teacher Education), Namjin Lee (Communication)

Ex-Officio: Amy McCandless (Dean of the Graduate School), Cathy Boyd (Registrar), Lynne Ford (Associate Provost for Curriculum and Academic Administration and representative for Provost's office), Alice Hamilton (Director of the Center for Continuing Education and Professional Development)

Attending Meetings: Dave Owens (Associate Dean of the Graduate School), Cassandra Foster (Assistant to the Dean-Graduate School)

Guests: Tim Callahan (MES)

I. Call to order.

The meeting was called to order at 2:30 p.m. by Mary Blake Jones, who led the proceedings for the first portion of the meeting until the arrival of chair Jon Hakkila at 2:40 p.m.

II. Review and approval of the minutes – from meetings on Wednesday, Sept. 4 and Thursday, May 2.

The minutes were approved, motioned by Namjin Lee (Communication) and seconded by Valerie Frazier (English).

III. New Business

B. Environmental Studies

i. Change Credits

1. EVSS 631 – Pollution and the Environment proposal to change number of course credits from 3 to 4

Tim Callahan (MES) presented the request to change the course from three (3) credit hours to four(4) hours with a lab. This course is linked with Geology 441/441L, an undergraduate class that has already had the lab component approved by the Faculty Senate in April 2013. The request is driven by an identified need for the addition of a lab component to the graduate course that maps across and simulates the same dynamic as the undergraduate class.

Tim emphasized that there were increased learning outcomes and a heavier workload for graduate students. Amy McCandless asked for confirmation as to the exact undergraduate course number. There was also concern as to whether a cross listing form was needed. Cathy Boyd agreed to check to see if all the necessary approvals from the Undergraduate Curriculum Committee had been obtained. Jon Hakkila asked for more details about specific graduate learning outcomes on the syllabus. To clarify these issues, Tim Callahan was asked to submit revised materials with the following included:

1. **Permission to Cross List form**
2. **Documentation on the undergraduate course and its course number**
3. **Syllabus with specified learning outcomes**

The committee will vote via email once changes have been made.

ii. Change Course Title & Description

1. EVSS 633 – Urban Planning proposal to change the title and description of the course

Tim Callahan explained that changes to this course have been approved on the PUBA side but have not been processed through the EVSS side. Questions were raised as to whether a cross list form was needed. Since the courses are already cross listed, no additional forms are needed. Mary Blake Jones motioned for approval and Namjin Lee seconded.

2. EVSS 642 – Geological Applications of Remote Sensing proposal to change the title and description of the course

Tim Callahan outlined the change request for EVSS 642 (cross listed with GEOL 462). This is a course change from an old title to a new title. The goal of the change is to accurately reflect the objectives and the work of course, and to reach out to a broader base of students, not just those in geology. In particular, they would like increased numbers of environmental studies students to benefit from and enroll in the class. The field has become broader in scope, and the new description captures this growth. Mary Blake Jones motioned to approve and Namjin Lee seconded.

A. Continuing Education – Alice Hamilton, Director of the Center for Continuing Education and Professional Development (Her presentation was delayed until after course approvals).

Alice Hamilton gave a detailed overview of the programs at the Center for Continuing Education and Professional Development. When she arrived in February 2013, there were only 2-3 programs in place, but since her tenure here, she has worked diligently to expand the offerings in Continuing Education and Professional Development . She has done a great deal of exploratory work to identify the needs of our college and to find our niche in the local area, meeting with the deans and faculty, as well as students, in Spring 2013. Her goal is to increase the opportunities for jobs, internships, and professional licensing certificates for the student populations we serve. While other area programs such as those at Trident Technical College provide a good deal of online offerings, the College of Charleston is uniquely positioned to offer student- centered, face to face course offerings. Leadership is another area that provides prime opportunities for the College to establish regional and national preeminence. None of the existing leadership programs in this area have custom designed programs to deal with the issues in the Charleston metropolitan community. The program initiatives planned would help fill this void.

Alice Hamilton handed out packets that showcased some of the programs of the Center for Continuing Education and Professional Development.

Some highlights:

English Language Institute (ELI):

Building on the CofC strategic plan's focus on increasing the college's numbers of international students, the English Language Institute is a new initiative aimed at meeting the academic needs of international students who may speak English as their second language. Currently the college has only 42 international students out of its population of 10,000 students. Alice has grown the ELI program from 6 students to 26 within the last year.

The study intensive ELI program focuses on improving basics such as writing, reading, and grammar skills. They are also proposing a hybrid program which will allow students to transition to for credit courses, based on their level of reading proficiency. Students would have 50-50 load of credit and noncredit courses. Additionally, there are plans to grow the program's infrastructure and resources. They currently have three dedicated classrooms, but are in need of additional library access. Working with faculty to identify the needs of ELI students in the classroom, program administrators want to improve the overall learning environment for ELI students and provide faculty with the necessary resources to make this vision a reality. They are also working to identify advisors for the ELI students.

Planning and zoning:

The program has become board approved since Alice arrived at the College, and courses are now being offered.

Ed to go/online classes:

Trident Technical College, Clemson, and USC all offer these online noncredit courses, which are popular all over the country. Prices range approximately from \$99-\$150 for these types of classes. We, at the College of Charleston, have just begun to offer these programs, which provide useful job bridge skills for students or recent graduates who need more technical proficiency in areas such as photoshop, nonprofit fundraising, sales and negotiations, digital marketing, etc. These courses are not in conflict with credit earning classes. They, in fact, could serve as feeder courses for some of our graduate programs. Moreover, the courses could also increase networking and internship opportunities.

LSAT and MCAT course preparation: They offered a LSAT program in Spring 2013. Plans are in the works to establish a MCAT test center when they move to a larger facility, and then, some time in the future, they will offer the necessary MCAT preparatory courses.

Sustainability course - This is a non credit course that is taught online. 160 hours.

Amy commented on the sustainability course, indicating that there have been some disconnect because of the label "graduate certificate." We do not want to run the danger of students erroneously thinking that it is the equivalent of a graduate certificate that is part of a graduate degree program at the College. This could potentially endanger our graduate certificates and their quality & reputation. It is not clear online that this is a not-for-credit course. There are some website links with incorrect information (geteducated.com). We must ensure that it is clearly indicated on all websites and disseminated materials that this course does not count as credit toward any degree. Alice agreed to identify all

websites that may seem ambiguous in its language and to include a disclaimer. She will make the necessary adjustments as soon as possible.

Alice next discussed encouraging departments to think of non-degree programs that could fit well with their goals and objectives.

Some of the possible collaborations could include:

Event Planning: There is a lot of interest in a certificate in event planning, but there is insufficient faculty in Hospitality and Tourism to teach the courses. Specifically, third year honors students may benefit from an event planning certificate. Jonathan Ray, the College of Charleston event planner and the President of Charleston-area Concierge may be a potential instructor for the course.

Study Abroad classes: Amy McCandless suggested doing travel abroad for alumni, who would enjoy having their former faculty lead the trips. She regularly receives requests for her Great Britain/London Alumni study abroad class. Lynne Ford pointed out that Alice is working with Phil Dustan on a coral reef trip.

Alice is encouraging departments to set up revenue-sharing policies to allow departments to get a significant portion of the proceeds from these new initiatives. This is similar to what the Lightsey Center did historically, according to Amy.

Alice also indicated that Center for Continuing Education and Professional Development could assist departments by handling course registration and processing payments for non-degree courses. They are currently working with the business department on one of their courses.

Amy McCandless indicated that there is a major need for increased communication between Center for Continuing Education and Professional Development and the graduate faculty at the College so that there is transparency and cooperation at every level. A timeline/approval process flow chart would be helpful. Alice Hamilton agreed to increase such cooperation and pointed to her track record of working with faculty on current initiatives.

IV. Updates: College of Charleston-MUSC merger discussion

Jon Hakkila attended merger discussions between faculty at MUSC and the CofC (last Tuesday, 9/17/13). They were given the White Paper document, which outlined issues pertinent to potential mergers and collaborations. This is the ninth time a potential merger between the CofC and MUSC has been discussed. The impetus for the merger, in large part, has been driven by politicians. There was much discussion about the advantages and drawbacks of the merger. A merger is something that isn't going to be done right away because of the number of issues that need to be addressed. Some of the issues include faculty governance, curriculum, salary differences, research expectations, and maintaining local ties to area hospitals. There may also be little or no cost savings for such a merger. A number of politicians are in favor of a merger because they see the need for a comprehensive university to address future growth of the region. Yet, it may be more realistic to increase alliances between the two institutions through the creations of centers and institutes. Jon will keep us up to date as more information becomes available.

V. For the good of the order.

VI. Adjournment.

Mary Blake Jones motioned for adjournment and Namjin Lee seconded. The meeting was adjourned at 3:22 p.m.

**2013-2014 Faculty Committee on Graduate Education,
Continuing Education, and Special Programs**

Minutes

Wednesday, October 30, 2013 at 2:15 PM
9 College Way, Room 201
(2nd floor conference room in Dept. of Communication bldg.)

Committee members: Jo Ann Ewalt (MPA & Political Science), Valerie Frazier, SECRETARY (English), Jon Hakkila, CHAIR (Physics), Mary Blake Jones (Teacher Education), Namjin Lee (Communication)

Ex-Officio: Amy McCandless (Dean of the Graduate School), Cathy Boyd (Registrar), Lynne Ford (Associate Provost for Curriculum and Academic Administration and representative for Provost's office), Alice Hamilton (Director of the Center for Continuing Education and Professional Development)

Attending Meetings: Dave Owens (Associate Dean of the Graduate School), Cassandra Foster (Assistant to the Dean-Graduate School)

Guests: Chris Starr (Chair, Department of Computer Science) and Renee McCauley (Graduate Director, Computer Science)

- I. **The meeting was called to order at 2:18 p.m.**
- II. **Review and approval of the minutes – from meeting on Wednesday, Sept. 25.**

Alice Hamilton had two changes to the minutes. Jo Ann Ewalt moved to approve the revised minutes with the two amendments. Mary Blake Jones so motioned approval. All approved.

- III. **New Business**
 - A. **M.S. in Computer Science**
 - a. **New Program Proposal – Combined 5-Year BS/MS in Computer Science**

Renee McCauley presented the proposal for the M.S. in Computer Science, saying that their goal is to create a five year program similar to what exists in the math graduate program. If approved, faculty in the computer science program will encourage students, at end of their sophomore year, to consider applying to this joint program. Over the course of next three years, the students could take graduate courses in the program. If they matriculated successfully as undergraduates, they could then choose to continue to pursue the MS in Computer Science when they complete the BS degree.

Cathy Boyd brought to light potential challenges in regards to the registration/degree auditing process. The Registrar will have to go into each course in Banner, taking the graduate courses and applying approvals for an undergraduate student to enroll in a graduate course. Moreover, credit for the course cannot be applied to both the BS and MS programs concurrently, because we do not want to introduce glitches or anomalies to the system. Jon asked how do we know when students are enrolled in the program? Cathy Boyd indicated that we'll have to do an attribute. Computer Science will know and alert the Registrar.

Amy McCandless re-emphasized that undergraduate students are not officially in the MS program until they graduate with the BS degree. Jon asked if this program will increase enrollments in the graduate courses. Renee and Chris responded that currently, it is a rarity for undergraduates to sign up for graduate courses. There are just a few students who do so, so it is hoped that this program will lead to significant growth in the future.

Jo Ann indicated that there are provisional & probational status designations within computer science, but students in the new MS program would not have an official status until they receive their undergraduate degrees. Renee and Chris informed the committee that there is generally a seven and ten year limit on matriculating through MS in Computer Science programs. Chris pointed out that ten years is the PhD limit at most universities. Jon asked if we could presume that the students in the MS program are on a fast track towards matriculation. Chris replied that yes, this is a fast track, and Dave indicated that six years is the norm for such M.S. programs.

Cathy Boyd offered information about some scheduling challenges the five year math program has encountered in the past. There's a scheduling situation regarding the times undergraduates can take the courses, which are usually held at night. Renee indicated that they were not going to change class times for their graduate programs because evenings are best for most MS students, who work and are unavailable during the day. Jon asked whether cross listing was a possibility.

Renee articulated the stand point that undergraduates in the five year program will have to comply with the same procedures and policies as traditional graduate students. They will be treated like graduate students. Chris affirmed that the five year program will help increase capacity in the courses. Renee emphasized that students accepted into the five year program will have to be their top tier students, and these students will need a letter of recommendation to take that leap into graduate classes. JoAnn mentioned advising concerns and the undergraduate map. Faculty in the program will be responsible for explanation of the program guidelines and the elective courses that are applicable. Undergraduate students will be restricted in the courses they can take in the five year program. Renee indicated that 618 needs to be substituted for 320. Students could take other courses not listed on this map, and these could to be applied as general education courses.

Jo Ann applauded the proposal, saying that it is a great idea and very student-centered. Additionally, Chris lauded the program as an attractive recruitment tool. Some students from very good high schools have expressed interest in the five year computer science MS degree. Namjin asked about the admissions process. How do students meet the requirements? Will the students automatically be accepted then, or do they go through an admissions committee? Renee replied that they will have an internal acceptance committee, a subcommittee of their faculty members. Chris mentioned that the Citadel is not interested in participation in this program, so it is solely a College of Charleston initiative. Jo Ann brought to light the need for specialized, intensive student advising to complement the accelerated MS program. Renee and Chris assured the committee that there will be an undergraduate and a graduate advisor in place and students will have a good deal of advising.

JoAnn Ewalt motioned to approve the proposal and Mary Blake Jones seconded. The motion passed. Renee will update the proposal based on the requested graduate forms and send a copy back to Jon and Cassandra. Renee thanked the committee members for their support.

IV. Proposal from the Undergraduate Curriculum Committee to streamline the Faculty Senate approval process

Dan Greenberg has introduced a proposal to streamline the faculty curriculum approval process. There are some concerns about the potential unintentional byproducts of changes to the process, particularly as it affects the Graduate Committee. Jon has spoken directly to Dan about his concerns. There is a concern that in our efforts to expedite the process, that we remain vigilant to ensure that curriculum items do not slip through the cracks during the review process. We also must give sufficient time for everyone to read the proposals. The proposed expedited curriculum process would implement a policy in which full program and certificates would go on for faculty senate discussion, while less major program changes would go on the consent agenda.

Jo Ann pointed out that since there has long-existed a culture of faculty stewardship of the curriculum, what kind of message does send if we streamline the process. Would there still be the same level of faculty oversight in the curriculum process? Lynne emphasized the importance of the curriculum committee because they have the highest level of scrutiny and are signing off on important curriculum matters as representatives of the faculty. Jon praised the Graduate Committee for its commitment to thoroughly reviewing proposals.

Jo Ann suggested minor curriculum changes on the proposed consent agenda could be voted on based on unanimous or not unanimous approval. If the vote for approval is not unanimous, the proposal would go to Faculty Senate for discussion. This is similar to the process CHE uses. Jon mentioned a concern as to whether there would be broad cross-section of faculty qualified to assess the curriculum suggestions. We will also need to make sure committee proposals will be sent along far enough in advance. Furthermore, it was suggested that the Graduate Committee could review proposals before placing them on the consent agenda.

Lynne pointed out that in the past presenters had to come both to the committee meetings and the Faculty Senate. She also mentioned there are a lot more safeguards in place currently to ensure faculty curriculum oversight.

Jon noted the generally favorable consensus of the Graduate Committee about this proposal and informed us that Dan plans to present the proposal to the Senate for discussion.

Mary Blake Jones formally proposed that we accept the proposal to streamline the faculty senate approval process with suggested amendments. Namjin Lee seconded it, and the motion passed. Amy McCandless suggested that Jon send an email to Dan summarizing our thoughts on the proposal. Jon will forward the email to Cassandra to distribute.

V. Updates: Requests to Expand College of Charleston Graduate Programs

Jon gave some updates regarding the potential CofC merger/collaborations with MUSC. President Benson during his Faculty Senate address indicated that our future direction will center on growth in the number of graduate programs. If the CofC does not take advantage of the opportunity, USC or Clemson would expand into our area. During a meeting with the Provost, there was additional discussion of growth of graduate programs. Program directors asked questions regarding what the next steps would be. Will our graduate programs be getting more resources? According to the administration, there will be no additional resources in the near future. Jon encouraged us to talk to colleagues in our departments about how to expand programs. The graduate committee may be seeing a plethora of new and expanded programs in the future.

Jo Ann mentioned that the interim president/provost at MUSC has said that some type of significant merger or collaboration between the CofC and MUSC will happen this time. With a new president in the horizon at the CofC, we need to start talking about the future direction of the CofC and what we can change with our limited resources. We want to show that we've thought about this new direction, and that there are some specific areas of growth in our programs that will require seed money as start up funding.

Jon informed the committee that there was a long discussion about the increasing number of graduate assistantships and how all the deans were allocated the money.

Amy clarified this issue by pointing out that there has been a significant tuition increase in the graduate school, 10% higher than at the undergraduate level. Jo Ann mentioned that a graduate student has not been included on the presidential search committee. The Graduate School will need to have representation during the search. We must make sure our presence is not forgotten. Jo Ann asked Lynne if she could address this issue. It was asked if there has been any conversation about the law school or a dual MPA-JD. There is a great deal of interest in these two initiatives. Lynne indicated that talks are in the works, and now that a line of communication has been opened, the Provost and

President may be favorably inclined towards purchasing the law school. Our focus now is on joint collaborations with local institutions, such as centers, as well as joint programs.

Jon asked whether we need to be worried about Clemson coming down here, expanding their programs in our region. Amy indicated that there is much more concern about possible USC expansions in the local areas. Cathy referenced the President's speech, during which he informed us that USC had purchased 26 acres adjacent to Trident Technical College. There is concern that the USC expansion would not only be at the graduate level, but also the undergraduate level as well. Program directors are continuing to talk with their Deans to see where they can expand.

Jon mentioned that if we wanted to do something, we should direct our attention to PhDs as compared to master's degrees. Jo Ann asked whether in the sciences, does it happen that undergrads go onto PhDs instead of their masters? Jon replied yes, in some programs, that is the case.

Dave added that some programs do still have the master's degree as the terminal degree in the field. Amy contributed the information that one of the most popular degrees currently is the professional sciences master's degree (PSMs) for students who don't want to go onto PhDs. Industries (like research triangle areas) pay for these degrees. These degrees are often tailored for CEOs. We can look at North Carolina for examples. We should seriously think about presenting more alternatives to PhDs. We can encourage our faculty to submit proposals.

VI. For the good of the order.

There has been an identified lack of faculty participation in the presidential search. Lynn Cherry put together a committee of committee chairs. There will be a forthcoming letter from that group in addition to the chairs, outlining faculty concerns about representation on the search committee.

VII. Adjournment.

The meeting adjourned at 3:24 p.m.

The next meeting will be held Wednesday, Nov. 20, 2013 at 2:15 PM

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Agenda

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Attending Meetings: Dave Owens (Associate Dean of the Graduate School), Cassandra Foster (Assistant to the Dean-Graduate School)

- I. **Call to order.**
- II. **Review and approval of the minutes from the Wednesday, Oct. 30 meeting.**
- IV. **New Business**
 - A. **Public Administration**
 - i. **New Course Proposal**
 1. **PUBA 614 – Urban Applications of Geographic Information Systems**
- V. **Proposal to create a form for new certificates – different from the Change/Delete New Program Proposal form**
- VI. **Proposal for an Open Forum Regarding Graduate Education to be hosted by members of the Faculty Committee on Graduate Education, Continuing Education and Special Programs**
- VII. **For the good of the order.**
- VIII. **Adjournment.**

The next meeting will be held next semester on Wednesday, Jan. 29, 2013 at 2:15 PM

**2013-2014 Faculty Committee on Graduate Education,
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Minutes

Wednesday, February 26, 2014 at 2:15 PM
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Committee members: Jo Ann Ewalt (MPA & Political Science), Valerie Frazier, SECRETARY (English), Jon Hakkila, CHAIR (Physics), Mary Blake Jones (Teacher Education), Namjin Lee (Communication)

Ex-Officio: Amy McCandless (Dean of the Graduate School), Cathy Boyd (Registrar), Lynne Ford (Associate Provost for Curriculum and Academic Administration and representative for Provost's office), Alice Hamilton (Director of the Center for Continuing Education and Professional Development)

Attending Meeting: Dave Owens (Associate Dean of the Graduate School), Cassandra Foster (Assistant to the Dean-Graduate School); Chris Starr (Chair of Computer Science department), Amalia Lefeiste, Historic Preservation)

I. Call to order.

The meeting was called to order at 2:18p.m. by chair Jon Hakkila.

II. Review and approval of the minutes from the Wednesday, Nov. 20 meeting.

Joann Ewalt moved for approval of the minutes. Namjim Lee seconded and the motion passed.

III. New Business

A. Computer Science

i. New Graduate Certificate in Cybersecurity

1. 12 credit hours (4 courses):

- a. CSIS 614 – Advanced Operating Systems**
- b. CSIS 631 – Privacy and Security Issues**
- c. CSIS 632 – Data Communications and Network**
- d. CSIS 641 – Advanced Cybersecurity**

Chris Starr, the chair of the Computer Science department, discussed the proposals for the New Graduate Certificate in Cybersecurity. The same four courses are required for students, and classes are scheduled in the listed course rotation pattern. This Master's degree program is offered in conjunction with The Citadel. The Citadel currently takes a leadership role in the offering of these courses in cyber security because this is not currently an area of specialization for our computer science faculty at the College of Charleston. In the near future, we project that the College will add more faculty in this area. The Citadel had already approved these proposals.

Jo Ann inquired about the Admissions requirement #5, which was not as "black and white" or prescriptive as one may have expected. Do we foresee students with different backgrounds fitting into this program, thus the need for more flexibility with admissions? Chris Starr answered that many core courses could fit these competences, and the program director has the leeway to evaluate individual applications and make provisional acceptances, as necessary. This process

has been working since 2000.

Jon asked if the prerequisites are the same for the certificate and the graduate program. Chris replied in the affirmative, adding that both the certificate and the graduate program must both maintain the same bar of competency. The Memo of Agreement with the Citadel states that the joint steering committee makes this decision.

Amy McCandless mentioned in the past there was a problem with the Communications certificate having different core competencies.

Next, Jon brought up a concern about a competing program on cyber security at the North Campus. The USC program in engineering duplicates the same offerings. How will this impact enrollments? We are still trying to figure out the relationship between the Lowcountry Graduate Center and the North Campus. We want to know how the USC program received CHE approval without the College of Charleston graduate programs being notified. Was there some gap in communication? The School of Sciences and Mathematics was notified, and Academic Affairs was informed, but not graduate programs. We would very much like to avoid such conflicts in the future. Academic Affairs, ideally, could serve as a gatekeeper, making sure that faculty of graduate programs are informed.

Lynne Ford provided clarification about the role of Academic Affairs and the dissemination of information about CHE proposals. Lynne sends planning summaries to the appropriate chairs and deans. Chairs and deans can then make electronic comments, and weigh in on these proposals. Academic Affairs cannot control whether chairs share this information with their colleagues. She wondered if there was a breakdown there.

In regards to the second part of query about how the LGC makes decisions: Lynne is not as familiar with how the LGC offers programs. The College of Charleston Academic Affairs doesn't make the decisions. The LGC has a board that makes such decisions, and we represent only one third of it. The Graduate Committee should be informed and included in the dissemination of information. Amy confirmed that she has not been informed of the USC engineering/cybersecurity program. Jon emphasized that we have had a track record of positive interaction with the North Campus. Godfrey Gibbison copies us on all emails pertaining to new programs. Chris Starr mentioned that there have been a few cases where USC didn't specify the site of course delivery, and this might be one reason for the overlap or duplication of course programs in the same region. Lynne pointed out that a program can be approved without a location provided.

Cathy asked if there is a difference in tuition at the LGC institutions. Amy answered that there is a price difference: The Citadel's tuition is less costly, but she is unsure of USC's tuition. JoAnn indicated that she would be interested in learning more information about the relationship between the college and LGC. This information would be helpful as we go forth with the future initiatives and collaborations between the two entities. Jon asked for a motion that we can table it and bring the proposal to the graduate council and get further input from the Speaker of the faculty.

Lynne indicated that CHE's attitude toward duplication of programs is less stringent because of online programs. The landscape has changed, and they are they are now more quickly approving programs. Interest is on student demand for programs and making sure programs are financially solvent. There is a large market in this community for cybersecurity, and there may be enough demand for both programs.

Jo Ann moved to approve the motion and Namjin seconded. The motion passed.

B. Public Administration

ii. *updated* New Course Proposal

1. PUBA 614 – Urban Applications of Geographic Information Systems

Jo Ann presented the updated PUBA 614 course proposal. Kevin Keenan has provided additional information for the undergraduate and graduate syllabi. There are more rigorous expectations for graduate students. The course will be cross listed, and the facilities issue has been addressed. Importantly, software is also available for the course. They have also been given access to a lab. One issue that has arisen is that these labs are for student-faculty collaboration as opposed to classroom use. They are making an exception for this class, yet this is an issue that will need to be addressed in the future; licensing issues must also continue to be addressed. Cathy mentioned that the form/box for cross listing was not attached/checked. JoAnn asked whether the form could be revised and submitted later. Pending these changes, Najim motioned for approval. Jon seconded, and it was approved.

C. Historic Preservation

i. New Course Proposals

- 1. HSPV 605, to now HSPV 807 – American Architecture – *prereq and description***
- 2. HSPV 811 – Advanced Conservation Science Laboratory**
- 3. HSPV 821 – Historic Preservation and Public Memory**
- 4. HSPV 822 – Vernacular Places and Spaces**
- 5. HSPV 825 – Sustainability and Historic Preservation**
- 6. HSPV 826 – Historic Structures Report**
- 7. HSPV 827 – Adaptive Use**
- 8. HSPV 828 – Case Studies in Preservation Engineering**

ii. Course Changes

- 1. HSPV 619, to now HSPV 819 – Investigation, Documentation, Conservation – *prereq and description***
- 2. HSPV 620 – Preservation Law and Economics – *prereq and description***
- 3. HSPV 802 – Historic Preservation Research Seminar – *prereq and description***
- 4. HSPV 803 Building Technology and Pathology – *prereq and description***
- 5. HSPV 804 – Management and Administration in Historic Preservation – *prereq and description***
- 6. HSPV 805 – Preservation Studio – *prereq and description***

7. **HSPV 810 – Conservation Science Laboratory –
*prereq and description***
8. **HSPV 823 Historic Interiors, to now HSPV 823
Historic American Interiors – *prereq and description***
9. **HSPV 833 Cultural Landscapes, to now HSPV 833
Cultural and Historic Landscape Preservation –
*prereq and description***
10. **HSPV 880, to now HSPV 892 Special Topics in
Historic Preservation – *prereq and description***
11. **HSPV 890, to now HSPV 893 Independent Study in
Historic Preservation – *prereq and description***
12. **HSPV 891 Thesis Research, to now HSPV 891
Thesis in Historic Preservation – *prereq and
description***

iii. Course Deletions

1. **HSPV 605 – American Architectural Styles 1650-
1950**
2. **HSPV 610 – History & Theory in Historic
Preservation**
3. **HSPV 611 – Research Methods in Historic
Preservation**
4. **HSPV 612 – Materials and Methods of Historic
Construction**
5. **HSPV 619 – Investigation, Documentation,
Conservation**
6. **HSPV 680 – Special Topics in Historic Preservation**
7. **HSPV 800 – Summer Internship in Historic
Preservation**
8. **HSPV 859 – Terminal Project in Historic
Preservation**

Amalia Lefeiste presented the proposals for Historic Preservation, indicating that this course overhaul of the program is years in the making. This historic preservation program is offered jointly with the Clemson University. Clemson and the College of Charleston both want the courses offered at their campuses to be aligned in terms of course numbering, course descriptions, etc. External evaluation and internal evaluation of the program impacted the desire to streamline and update curriculum descriptions.

Joann inquired as to why there is a program requirement of 54 credit hours but students must pay for 60 hours. Amalia indicated that she could not speak to this issue. We need more information. JoAnn asked why proposal calls for increasing to the program requirement to 57 hours, and yet students are still expected to pay for 60. Are the students encouraged to take 60, since they are paying for that number? Amalia indicated that one of the external reviews that the program underwent suggested students could benefit from more tailored, more specialized learning. Instead of adding tracks, they will encourage students to take additional electives.

Joann still was concerned about the discrepancy in hours required in the program and hours paid in tuition. Jon asked why the 60 hours are not just required instead of just recommended as elective options. Why raise the number of courses required to 57 instead of 60? Amy clarified that the joint program is paid through differential tuition that is divided in four 15 hour increments.

Jo Ann asked about two course change forms for two courses with the same catalog descriptions: HSPV 804 and 805. She further queried as to whether an internship is required. Amalia answered that the internship is not credit earning, but expected of the students. This is stated upfront as an expectation. She indicated that they could adjust the language so that is not a formally stated as a requirement.

Next, Jo Ann next reaffirmed that we want to align with Clemson but we need more clarification regarding what Clemson's requirements are. Amalia indicated that main requirement is that graduate level courses should be listed as 800 level not 600 level courses. They also have a word limit for catalog descriptions. These are the types of housekeeping issues we must address. Jon asked whether it would be a problem having 800 or 900 level courses in the College of Charleston course catalog. Cathy indicated that it would not be a problem.

Jon said that he approved the suggested parallelism between courses at the college and Clemson. Amy indicated that although it is a joint program, the courses are offered at the College of Charleston campus. Jon reaffirmed that the organizational changes make sense and thanked Allison and Lynne for their time and effort spend on reviewing these proposals. He asked whether we had identified all of the potential issues. Concerns about the discrepancy in hours required versus hours paid for and the informal internship requirement still remained, and the graduate committee was not comfortable going forward without further clarification.

Najim asked about thesis defenses. Do students complete historic preservation theses in one semester or two? Amaila indicated that 3 hours are completed in the fall, and 6 hours in the spring. Najim emphasized that students do have sufficient time to complete elective courses.

Cathy asked why HSPV 620 is not being changed to 800-level. Why don't HSPV 620/810 match? Joann asked that we table these proposed course changes until further clarification is provided by the program director. Amalia indicated that the proposals need to be passed before March 3 to meet a Clemson deadline. It was asked if we could vote via email. Joann indicated that there are a number of concerns and it may be best for the program director to address them in person during the next graduate committee meeting. We need more time to reflect on this because there may be more issues that we need to discuss and iron out. Jon indicated that we have the responsibility for program oversight at the College of Charleston, and we are now setting precedent for other such proposals.

Jon further said that we will allow the Historic Preservation program the time to modify the proposals and to resubmit via email. We will table it and send a letter to the program director, with a list of our questions. If need be, we can have a virtual meeting online and vote via email. Najim formally moved to table until we hear from the director. The motion passed.

Experiences & Preliminary Thoughts on the Faculty Graduate Education Forums

Lastly, on the agenda, we talked about the executive minutes. We will need to discuss this before the graduate council meeting. In particular, are tasked with reviewing and summarizing the information obtained during the graduate forums, before we release it to the public. How such we disseminate the information? The next Graduate Council meeting is March 14, and we may want to present it there. Jon asked that we meet on Wednesday March 13 to discuss and review the minutes from the graduate forums. After we come to our findings, we would also like to talk about it before the faculty senate. We will try to put it on the senate agenda. The graduate forum sessions were very helpful and thought provoking, with many important

issues raised. We did not keep an accurate record of the attendees, or the breakdown of attendees from the various schools and departments on campus, so we cannot provide that information. We wanted to protect the anonymity of faculty who made comments. As we look to the future, we anticipate disseminating this important information to the College of Charleston community in a timely fashion.

IV. For the good of the order.

V. Adjournment.

Joann motioned to adjourn and Najim seconded. The meeting ended at approximately 3:20 p.m.

The next meeting will be held next semester on Wednesday, April 2, 2014 at 2:15 PM

**2013-2014 Faculty Committee on Graduate Education,
Continuing Education, and Special Programs**

Minutes

Wednesday, April 2, 2014 at 2:15 PM
9 College Way, Room 201
(2nd floor conference room in Dept. of Communication bldg.)

Committee members: Jo Ann Ewalt (MPA & Political Science), Valerie Frazier, SECRETARY (English), Jon Hakkila, CHAIR (Physics), Mary Blake Jones (Teacher Education), Namjin Lee (Communication)

Ex-Officio: Amy McCandless (Dean of the Graduate School), Cathy Boyd (Registrar), Lynne Ford (Associate Provost for Curriculum and Academic Administration and representative for Provost's office), Alice Hamilton (Director of the Center for Continuing Education and Professional Development)

Attending Meetings: Dave Owens (Associate Dean of the Graduate School), Cassandra Foster (Assistant to the Dean-Graduate School)

I. Call to order.

The meeting was called to order at 2:21 p.m. by chair Jon Hakkila. Because the committee lacked a quorum for a vote, Jon recommended talking about cross-listing first.

II. Discussion of Cross-listing with Undergraduate Courses – Kevin Keenan, director of the certificate in Urban and Regional Planning

The committee, ex-officio members discussed the details of when courses need to be cross listed. Lynne Ford and Cathy Boyd confirmed that if you have one instructor teaching in the same place at the same time, they have to be cross listed. This cross listing conversation also included questions and review about the proposals for EDEE (listed below). The group further discussed the difference between cross listing for scheduling as compared to curricular reasons and agreed that there needs to be a clearer policy in place for cross listing determinations. Jon Hakkila said that the committee needs to establish some sort of expectation and Lynne suggested that it would be helpful for the committee to write up some simple criteria, i.e. an if-then statement for cross listing.

III. New Business

A. Elementary and Early Childhood Education

i. Cross-listing with undergraduate courses

- 1. EDEE 636: Methods and Materials in Early Childhood Education: Field Experience II**
- 2. EDEE 682: Field Experience III in Early Childhood Education**

Jo Ann added that the committee could look into cross listing crafting policy, but in the meantime, she found no reason to hold up approving the EDEE proposals because the level of the student seemed inconsequential since the course was designed for initial certification of both graduate and undergraduate students. She said she supports these proposals.

Continuing the cross listing conversation, Lynne suggested that the committee hold another meeting before the end of the semester. Jon agreed and then called the meeting together for order at 2:52 p.m. because Namjin arrived and now the committee has a quorum. Jo Ann moved for approval of EDEE 636 and EDEE 682. Namjin seconded. All approved.

IV. Updated Form for New Certificates – Different from the Change/Delete New Program Proposal form

Jon presented the new program/degree form and said it was based off a rewrite of the undergraduate form from the Faculty Curriculum Committee. Lynne added that the Council on Higher Education is ready to change their form for new programs, which is what the College bases all of our forms off of, so there may need to be an additional update from the committee at a later date.

Jo Ann moved to approved and seconded the motion to post this new program/degree form to the committee's web site <http://gradschool.cofc.edu/facultystaff/curriculumforms/index.php>). Jon said all approved to post to the website.

V. Discussion on North Campus Conversation

Jon started the conversation about the North Campus and its relationship to the committee, and he reported that the committee has had nothing but positive input from the North Campus, however, he added that he wants both parties to have better communication. He added that the committee would like to know what kind of oversight it has with regard to new programs at both the North Campus and the Lowcountry Graduate Center (LGC).

VI. For the good of the order.

Jon expressed his immense thanks to the members of the committee for their work this year. Dave Owens further added thanks from Dean Amy McCandless for the conversations the committee had this year on behalf of graduate education.

VII. Adjournment.

Jon motioned to adjourn and Jo Ann seconded. The meeting ended at approximately 3:29 p.m.

The next meeting will be held next semester date TBD.