28 January 2008 Graduate Curriculum Committee Meeting

Meeting Minutes

Members Present


Guests

John Shoup, Anne-Marie Larsen

Action Items

• Connie Milton opened the meeting in prayer.

• Gary Bonner presented two catalogue clarifications.
  o Catalogue descriptions for the following courses which were approved 21 June 2007.
    ▪ MUS 505 Contemporary Music Education (2 units)
    ▪ MUS 540 Technology and Pedagogy for General Music (3 units)
    ▪ MUS 571 Seminar in Choral Pedagogy (3 units)
    ▪ MUS 572 Seminar in Instrumental Pedagogy (3 units)
  o MUS 587 and MUS 598 are both 1 unit courses.

  The proposal was approved.

• Gary Collins presented a proposal for a 92 unit dual master’s degree in counseling psychology and forensic psychology.
  o The relationship between the two degree programs was clarified as follows:
    ▪ Students must complete the MS in Counseling Psychology with its professional licensing
requirements before the forensic psychology coursework is begun.

- Students from other programs, including the MFT must similarly meet state licensing requirements before beginning forensic coursework.

  o In addition to at least 60 units in the MS in Counseling Psychology requirements, the program includes the following 32 units of coursework in forensic psychology:
    - CJS 510 Legal Research and Writing 3
    - FPY 525 Forensic Evaluation 3
    - FPY 540 Forensic Psych: Psych & the Law 3
    - FPY 560 Forensic Practicum I 2
    - FPY 5XX Collaborative Research Project I 2
    - CJS 580 Criminal Evidence 3
    - FPY 565 Forensic Practicum II 2
    - FPY 585 Memory & Perception in the Courtroom 2
    - FPY 595 Special Topics in Forensic Psychology 3
    - FPY 5XX Collaborative Research Project II 2
    - FPY 545 Ethical Issues in Forensic Psychology 2
    - FPY 550 Victimology 3
    - FPY 5XX Collaborative Research Project III 2

  o In addition to coursework, the program components include the following:
    - a 300 hour clinical based practicum in the second year of the program
    - a 150 hour practicum in a forensic setting in the third year of the program.
    - 20 hours of research assistance fieldwork to be completed in conjunction with one of the following activities:
      - propose and complete original research,
      - complete a comprehensive literature review of a specific and relevant topic,
      - assist a specific professor through the Research Center in the School of Behavioral Sciences,
      - complete a Collaborative Research Seminar.
    - complete the comprehensive examination for the counseling psychology program at the end of the second year of the program
    - complete a comprehensive exam covering the forensic curriculum at the end of the third year.

  o Course descriptions and syllabi for the proposed new courses were included.
The proposal was approved.

- John Shoup presented a proposal for conceptual approval of a Ph.D./Ed.D. in Leadership Studies. The proposal was developed by an interdisciplinary ad hoc committee.
  - The 58 unit Ph.D. program would include a 27 unit core curriculum, 9 units of research courses, 10 units of research seminars and dissertation and 12 units in a specialization. Preliminary course descriptions were included for the core and defined specializations to provide a conceptual context for discussion.
  - Features of the program would include the following:
    - Ph.D. and Ed.D. differentiated by courses and assignments,
    - interdisciplinary focus with several specializations,
    - online delivery with three summer residential experiences,
    - classes beginning in Fall 2010, pending WASC approval,
    - initially housed in the School of Education, and
    - primarily designed for practitioners in a variety of fields who want to hone their knowledge and skills in leadership and be competitive for advancement in their immediate work environment (a secondary market would be potential faculty at IHEs).
  - The program would impact the following areas:
    - **Library**: additional holdings and personnel to adequately serve doctoral students.
    - **Classrooms**: Classroom and housing demand will increase when the residential experiences are hosted on campus.
    - **Faculty and Staffing**: additional staffing according to discipline. As reflected in the budget, a director for the program, support staff and additional faculty to staff the courses and doctoral committees are also requested. The proposal has doctoral faculty assigned a teaching load of 18 units per year with faculty serving on doctoral committees earning one unit of load for every three students.
    - **Technology**: adequate software/hardware and support services will be required to optimally serve students in this online program. At this point, the impact on the IT system is unknown. It is believed some upgrades may be warranted to accommodate
the additional load. It has yet to be determined how to provide 24/7 technical assistance to a global classroom. Outside vendors are being considered.

- Marketing: market study to document the sustainability of an interdisciplinary doctoral program and determine specific degree components, marketing and promotional materials developed.

- Discussion of the proposal included the need to consider and continue to discuss issues such as the following:
  - Specific course content, syllabi, specializations courses, etc.
  - Housing the program
  - Admissions requirements including applicable master’s degree
  - Dedicated faculty – 3 FT including research and dissertation needs.
  - Outsource IT, Dean of Online Education
  - Defined Christian element – i.e. course descriptions
  - Concerns over revenue stream. Admissions’ sense of the market is that this is a degree that fits institutional purpose
  - Tension between Ph.D. and professional practice degrees.
  - Transferability of master’s level courses to the program.

The proposal was approved and further development of the program will continue.

- DawnEllen Jacobs asked the Committee to reflect upon the practice not to use standardized tests such as the GRE or GMAT as part of master’s programs’ admissions requirements.
  - The School of Behavioral Sciences has found the GRE does not correlate well to success in the professional degree. After seven years of requiring the exam, SBS dropped the requirement, although it may still be required for students with low GPAs.
  - Candidates in the School of Education programs already take several standardized teacher exams for admission to the various programs including PRAXIS, CBEST, CSET, RICA, etc. The GRE is used for candidates with low GPA.
  - The School of Business reported that some candidates are surprised at the absence of the requirement for the GMAT as this is associated in their minds with a rigorous
program. A practice that might be considered is to require the exam but not publish a passing score for admission.

- The School of Nursing expressed support for the use of such exams as a gate-keeping mechanism to address the problem of matriculating CBU students assuming they are qualified to continue into more advanced programs.

- The Department of Modern Languages and Literature suggested that requiring students to take the exams shows the seriousness of their intent to pursue the degree for which they are applying, although they do not currently use the exam except for low GPAs.

- Mary Crist suggested that other measures of critical thinking and writing abilities be considered.

- The consensus was two-fold:
  - Look at like institutions and programs to determine current best practices.
  - Some sort of rigorous measurement of a candidate’s abilities should be required for doctoral programs given their considerable research requirements.

The next meeting of the Graduate Curriculum Committee is scheduled for 25 February 2008.