

Graduate Curriculum & Policy Committee (GCPC)
Minutes: Monday, April 6, 2015

Agenda Item	Discussion	Action
Attendance	Jennifer Balboni (Chair), John Bresnahan, Anthony Fabrizio, Donald Gratz, Steve Gunning, Peter Hainer, Liz Kudzma, Jane Lawless, Tricia McConville, Maureen Murphy, Joanne Oliveria. Guests: Bill Nancarrow and Christine Sacco	
Call to Order	Meeting was called to order by Jennifer Balboni, GCPC Chairperson	
Minutes	Minutes from March 2, 2015	Approved with corrections.
MED 5th Year Master Program Don Gratz	MED Dual Degree Program <ul style="list-style-type: none"> • Don Gratz presented the MED 5th Year Master Program: Purpose, admission, progression. • Outcomes: 2 degrees, 2 licenses, 5 years • Much discussion and clarification: duel degree accelerated track (attracts the best and brightest, offers significant tuition savings, graduates well positioned for employment), staffing concerns (no displacement of faculty), and credit allocation. • Credits: 120 undergraduate plus 12 graduate credits in the first four years = 132 credits. An additional 19 credits to be earned in the fifth year for a total of 151 credits (120 undergraduate credits / 31 graduate credits = 151 total credits). • <u>Point of Concern</u>: A proposal presentation, discussion, and vote must occur first at the Department level – then to UCC – then to GCPC – and finally to the Faculty. The sequence of scheduled meeting dates will not allow the proposal to be brought back to GCPC prior to the end of this semester. 	<p>Motion: GCPC to review and discuss the MED 5th Year Master Program today. D. Gratz to present the proposal at the next Ed. Department meeting. If the proposal passes, the proposal will go to UCC and GCPC. GCPC members will cast an e-vote prior to the next scheduled Faculty meeting.</p> <p>Vote: Unanimous.</p>

<p>Hybrid Readiness Bill Nancarrow Christine Sacco</p>	<p>Faculty Readiness Process for Hybrid Course Delivery</p> <ul style="list-style-type: none"> • Bill Nancarrow and Christine Sacco presented: Purpose and process for preparing faculty with the technical skills and instructional design concepts necessary to teach/deliver hybrid courses. • Outcome: Faculty will demonstrate competence to offer hybrid course delivery • Process: The three step process includes: (1) a voluntary self-assessment, (2) a Blackboard (Bb) Readiness Online Tutorial Course <u>and</u> a required Bb “build-a-course,” and lastly, (3) the Hybrid Best Practice Workshop. Once all three steps of the readiness process have been completed, faculty will receive a certificate demonstrating compliance and competence for offering hybrid courses. • Much discussion and clarification: <ol style="list-style-type: none"> 1. The Faculty Center staff is prepared to work with all Graduate faculty to move them smoothly and smartly to teach using a hybrid method. 2. Christine Sacco will remain available to assist any faculty who need support. Once courses are launched – CS will still be available. 3. Expectation: Departments/Divisions will decide which courses will be offered in the hybrid format - and when. At least 30% online was suggested. Faculty – will retain ownership of how many/which courses will be offered in hybrid format. 4. “One size fits all” process may not be necessary for all faculty members across all fall Departments/Divisions. Faculty are at various levels of competence – with Bb use and hybrid delivery experience. 5. “If you want to teach – get the certificate.” Faculty who refuse to be certified – will not teach the blended. 6. The Faculty Readiness Process for Hybrid Course Delivery ensures some degree level of quality in hybrid course delivery = Same Standard. 	<p>Motion: GCPC members will adopt the Faculty Readiness Process for Hybrid Course Delivery across all four programs. The process requires all faculty to complete the process and obtain a certificate of proficiency prior to teaching a hybrid course.</p> <p>Vote: In favor = 8 Opposed = 1 Abstentions = 0</p>
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	<p>7. VPAA will be willing to have the hard conversation with the faculty who may refuse to teach blended.</p> <p>8. For some programs: We may lose students due to required certification exams and hybrid delivery of courses – we may lose students.</p>	
MACJ	<ul style="list-style-type: none"> Curriculum/Policy Changes 	No discussion/No action
Program Status	<ul style="list-style-type: none"> MBA – Steve Gunning MSN – Liz Kudzma MED – Don Gratz MACJ – Jen Balboni 	No discussion/No action
Digital Literary Assessment	<ul style="list-style-type: none"> Digital Literary Assessment – Jane Lawless 	No discussion/No action
Adjournment	Meeting adjourned: 10:32 a.m.	<p>Minutes respectfully submitted by</p> 