

Rhode Island College Graduate Committee

Meeting Minutes

December 7, 2018

Kelley Board Room

Members Present: Deb Britt, Monica Darcy (Chair), Elizabeth Holtzman, Ying Hui-Michael, Magda Ostas, Leo Pinheiro, Leslie Schuster (non-voting), Marie Wilks

Members not present: Paul Jacques, Jenn Meade

Guests for Proposals: Sean Cote, Dean Jeff Mello, Rachel Toncelli, VPSS Jason Meriwether, Kimberly Dumpson (Advancement)

Other Guests: Alexis Gorton-Rogel (Minutes)

- I. Call to order: 10:03am
- II. Approve minutes from prior meeting (Pinheiro, Wilks)  
*Action: Approved with edit*
- III. Report of Chair
  - I. High volume of proposals; many focused on Bachelors to Masters transition
    - i. 26 proposals have been received through the Executive Committee. This is three times previous year's proposal load and there is potentially an increase coming in through spring. Many have to do with the creation of dual degree topics.
- IV. Report of Dean of Graduate Studies
  - I. Graduate Assistantships
    - i. Current load is 56, requests for 2019-2020 exceeding 65+. Unsure of how many will be approved due to budget constraints.
  - II. Open House
    - i. Previous years, schools have handled promotional venture on their own. This year, Office of Graduate Studies has centralized efforts.
- V. Old business: Continued discussion of transfer students and policy development
  - I. Conversation regarding Dual Degree
    - i. Concern of GC members is to clarify language across GC and CAPP documents. Written policies in multiple places is not consistent. The GC intent is not necessarily policy change, but clarifying language to match current interpretations.
      1. One member commented the policy barring students from counting a 4xx level course to count towards both degrees would disadvantage students in humanities courses. This would cause a heavy course load burden for students having to take multiple graduate seminars in a single semester.
      2. There is confusion over language surrounding credits counting in undergraduate and graduate programs, specifically the 9 credits counted when up to 15 graduate credits can be taken.

- ii. Committee members representing different programs vocalize similar concerns across disciplines
  - 1. Not allowing 400 level credits to count forward disadvantages students who are deciding to pursue a BA/MA past a certain point in undergraduate.
  - 2. For some education programs, it's too early to require students to take 500 level courses during undergraduate due to student teaching.
  - 3. For smaller programs, low enrollment creates a necessity for 400 courses to be able to count.
  - 4. Individual departments should be able to decide, similar to the way in which some programs (Psychology mentioned) already have specific set courses.
- iii. Current Policy: Any graduate student can be given graduate credit for a 400 level course. GC chair suggests policy change is likely the best course to review current program needs and address inconsistent language.
- iv. Regarding transfer or second degree issues, DGS is reviewing NECHE policies and has touched base with other institutions in regards to their transfer policies. DGS will discuss with VPAA and report back.

## VI. New Business

- I. Proposals
  - 1. Accounting (Motion to Bundle/Approve 1819\_13 - 17: Wilks, Holtzman; Motion to Approve: Wilks, Holtzman)
    - i. 1819\_13 catalog MPAC new concentration Acct; 1819\_13 MPAC new concentration Acct; 1819\_14 ACCT 556 Adv non-profit course creation; 1819\_15 ACCT 561 Audit course creation; 1819\_16 ACCT 572 Fin reporting course creation; 1819\_17 ACCT 665 Acct capstone course creation
    - ii. With consideration for the needs of current Accounting industry, these proposals reflect the shift in industry from strictly financial planning to other needs, such as opening it up to people who are interested in working in private industries. Program director and faculty surveyed local offerings as well as the current Rhode Island College undergraduate graduating students to understand their needs. Locally, Bryant offers a similar program, but the cost factor will set RIC's program apart.
      - 1. This will continue the undergraduate track of supporting students with the desire of taking the CPA exam.
      - 2. The proposal was adjusted 11/6/18 to remove the need for a new faculty line. The program can function without a new faculty line with current faculty.

*Action:* Passed Unanimously

- 2. Bilingual/Bicultural (Motion to Bundle/Approve 18, 19, 20, 22; Wilks, Holtzman)
  - i. 1819\_18 catalog BLBC creation concentration\_CGS\_courses; 1818\_18 BLBC concentration creation; 1819\_19 BLBC CGS creation; 1819\_20 BLBC 515\_516 course title change; 1819\_21 BLBC 518 course creation
  - ii. Created to address the shortage of bilingual educators in state of Rhode Island. Some courses are being revised to update them to accurately reflect the content.
    - 1. Traditional internship will have both TESL and BLBC

2. One-credit course creation is to allow alumni who have previously completed with ESL certification to take a further internship to also gain bi-lingual certification. This has been approved by Rhode Island Department of Education.
  - a. One suggestion is to consider students from other institutions who may seek BLBC certification. National TESL accreditation does simplify this slightly. It is recommended that it is clarified that when individuals with TESL certification from other institutions are interested further steps may be required. Program director will explore possibility of credential review process.
  - b. RIC requirements for TESL certification is 120 hours (vs RIDE's 45) - this one credit course allows for someone to return and complete the 120 for Bi-Lingual certification without requiring a weekly lecture.
3. # 22 recommended rephrasing for consistency with FSEHD practices.

*Action on 1819\_18, 19, 20, 21: Approved Unanimously; Action on 1819\_22: Approved unanimously with approved edits.*

### 3. Nursing

- i. 1819\_11 catalog NURS 550 APRN FA, 1819\_11 NURS 550 APRN FA course creation (Ostas, Holtzman)
  1. Operatic nurses are already doing the 1000+ hours required to go into the OR through a First Assist program. The program is very small due to the placement needs, but response has been very strong in both potential students and placement supports.
  2. Certification requires 125 hours.

*Action: Approved Unanimously*

- ii. 1819\_12 catalog NURS DNP admissions change, 1819\_12 NURS DNP admissions change (Ostas, Pinheiro)
  1. The DNP program is receiving a 5-year accreditation. The visitors from the accreditation committee suggested that the admissions criteria at RIC is far more stringent than other institutions.
  2. This proposal widens the ability to accept students from other programs, including Advanced Practice programs, Health Care Administration program.
  3. Changes requirement from completed masters to specifying that applicants must have had 300 clinical hours to better represent the need for clinical competence.

*Action: Approved Unanimously*

4. 1819\_23 catalog BA MA English early admission and update, 1819\_24 MA English course req revision, 1819\_25 ENGL 500 course creation (tabled)
5. 1819\_26 Delete courses not taught in 3 years (Hui, Britt)
  - i. GC chair contacted all schools, with approval for deletions from all except School of Education.

- ii. School of Education: concern over previous circumstances in which deletion of cohort classes caused deletion of cataloged courses. GC Chair will amend proposal (NURS C courses) to ensure that no catalog courses are deleted when the intention is to delete cohort courses.

*Action: Tabled to further investigate potential concern of cohort courses complication*

VII. Graduate recruitment, diversity, and inclusion (11:30 to 12)

- I. Guest visitors: Jason Meriwether, Kimberly Dumpson, and Admissions representative
  - i. K. Dumpson has met with member of J. Meriwether's team to develop a strategy in communication with students from beginning of RIC journey, taking into consideration of individual student needs, personas and characteristics.
  - ii. Current GS: promoting via open houses, graduate fairs, outreach to institutions, work with Office of Communications. Some program directors in room report that they are unsure how – and to whom – to promote their programs.
  - iii. DGS: Masters (and doctoral) programs are not part of the overarching RIC messaging. Promotional Materials are not consistent. DGS will send materials to K. Dumpson for an audit of current promotional materials.
  - iv. Office of Advancement is working with MIS to gather information on understanding where students are coming from. K. Dumpson: Unless there is a clear strategy of how to present 40 programs, the efforts will remain stagnant.

Other comments:

- 1. An important aspect for smaller programs is internal promotion. J. Meriwether suggests that what might be missing for internal recruitment is the routine and regular promotion of the programs instead of one-off moments of recruitment. Magic number: recruits should hear from potential institutions every 30-40 days.
- 2. How do we diversify the applicant base? Many groups – such as specific graduates from nearby institutions – apply often, but there is a gap between connecting even current RIC undergraduates.
- 3. Surveying program directors, as they have information but may be unsure of how to present it.

Adjourned: 12:10PM