

## GRADUATE COUNCIL MINUTES

Wednesday, May 2, 2012

**Present:** Becky Casey, Jonathan Dresner, Shirley Drew, Ann George, Richard Herling, Ananda Jayawardhana, Rusty Jones, Chuck Killingsworth, David Kuehn, Paul McCallum, James Oliver, Brenda Roberts, Brian Sandford, Karen Tompkins-Dobbs, Jay Van Wyk, Don Ward, Ray Willard, Xiaolu Wu

The minutes of the Wednesday, April 11, 2012 meeting were approved with no corrections.

**Dr. Jayawardhana moved for approval, Dr. Kuehn seconded and the motion carried.**

The following were submitted for Graduate Faculty Recommendation(s):

Charles Neef	Chemistry
Lowell Mick White	English

**Dr. Ward moved for approval pending Dr. Kunkel's signature on Lowell White, Dr. Willard seconded and the motion carried.**

The following were submitted for Graduate Service Recommendation(s):

**Renewals and/or have received prior approval for other courses:**

Jennifer Harris	Nursing 12/SU NURS*829 Nurse Practitioner Preceptorship II
Karen Johnson	Nursing 12/SU NURS*829 Nurse Practitioner Preceptorship II
Diane Watkins	Teaching and Leadership 12/SU TCHL*741 Evidence Based Practices TCHL*741 Results Based Staff Development
Julie Dainty	Technology and Workforce Learning 12/SU TTED*779 Instructional Methods in Technical Ed TTED*805 Special Prob (Technical Education) TTED*845 Instructional System Design/Curr Dev
Charles Rector	Technology and Workforce Learning 12/SU TE*753 Topics: Auto Desk Inventor TE*753 Topics: Technology Education TE*753 Topics: Technology and IAP

**Dr. Kuehn moved to make renewals a unit and for approval, Dr. Dresner seconded and the motion carried.**

**New Appointments:**

Joseph Levens	Construction Management 12/SU CMCET*795 Construction: Best Practices
Brian Biermann	Teaching and Leadership 12/WF TCHL*879 Instructional Planning and Delivery
Julie Bell Bruington	Teaching and Leadership 12/SU SPED*822 Seminar in Special Education Law
Kathleen Spillman	Teaching and Leadership 12/WF TCHL*741 Sem: Mathematical Investigation
Amanda Witt-Aubert	Teaching and Leadership 12/SU EDTH*733 Professional Development

**Dr. Willard moved to make new appointments a unit and for approval, Dr. Kuehn seconded and the motion carried.**

Curricular Matters:

**College of Arts and Sciences**

History, Philosophy and Social Sciences

Request for revision of course:

HIST\*745 History Internship (course description)

**Dr. Ward moved for approval, Dr. Killingsworth seconded and the motion carried.**

**College of Education**

Teaching and Leadership

Request to offer current graduate programs 50% or more online

- MA Teaching (Special Education)
- MS Special Education Teaching (PreK-12 Adaptive)
- MS Special Education Teaching (K-12 Adaptive Functional)

Dr. Sagehorn was present to discuss these requests. She informed the Council these three programs will now be offered 100% online.

**Dr. Killingsworth moved for approval, Dr. Jones seconded and the motion carried.**

Old Business:

Graduate Council Bylaw Revisions – Dr. Snyder

Dr. Snyder explained that in the current bylaws, there are two usages for the term Graduate Faculty, which can be confusing. A few ideas were discussed but it was decided to leave it as is for the time being.

The Graduate and Continuing Studies Dean Search was discussed.

New Business:

Credit Hour Definition – Dr. Snyder

Dr. Snyder explained that Faculty Senate has approved the draft regarding defining a credit hour.

**Dr. Jones moved for approval, Dr. Kuehn seconded and the motion carried.**

Committee for Grievances – Dr. Snyder

Dr. Snyder explained that a committee may need to be called. If one is needed, she will be calling for volunteers from the Council.

Approval of Spring graduates

**Dr. Willard moved to approve with any necessary revisions required by the department, Dr. Kuehn seconded and the motion carried.**

The June meeting date will be Wednesday, June 13, 2012.

The meeting will be held via email if there are no curricular matters to discuss. If a meeting is required, it will be held in the Balkans Room of the Overman Student Center.

**Concern about the Master of Science in Special Education, Adaptive Prek-12, the Master of Science in Special Education Adaptive and Functional, and the Master of Arts in Teaching Secondary Special Education programs moving from partially online to fully online**

Pam Coleman, KSDE Director of Teacher Education and Licensure, in a meeting with PSU faculty and administrators strongly suggested that PSU put the Master of Arts and Master of Science Special Education programs online. The Master of Arts in Teaching Secondary Special Education is designated by KSDE as an "innovative program" and is the only alternative licensure program in Kansas for Special Education. KSDE wants this program available to all special education paraprofessionals in Kansas so they can move from para to licensed special education teacher. With the limited resources available to our department we cannot staff face-to-face courses across the state. We have also received numerous requests from prospective students to have all the Special Education graduate programs delivered as a completely online program.

The Department of Teaching and Leadership takes the quality and rigor of all of our programs seriously and did not make the decision to move these programs completely online quickly or without study and research. We currently have four graduate programs completely online: Master of Science in Educational Technology, Library Media; Master of Science in Educational Technology, Technology Integration Specialist; Master of Science in Reading; Master of Science in Teaching with an emphasis in ESOL. The Master of Science in Reading and the Master of Science in Teaching with an emphasis in ESOL were two of the three online programs reviewed by a special committee of the HLC. After a very thorough review of all the components of our courses, HLC approved these programs and gave PSU permission to offer other online programs.

All four of the fully online graduate programs in the Department of Teaching and Leadership require a Praxis test to earn the endorsement to the teaching license. The most recent results from Praxis reported more than 98% of PSU students in these online programs had first-time passing scores. Student who take these licensure and endorsement exams go to a testing center and have to show picture identification as well as other forms of identification. If there was a lack of rigor and wholesale cheating in the programs, the passing rate would not be this high. The three graduate programs we want to move from partially online to fully online also require a Praxis examination in order to earn licensure or an endorsement.

Any concern that verification of the identity of the student enrolled in the program is the student completing the work is a topic professors in face-to-face classes as well as online courses have to ask. The research we have conducted in online teaching and academic dishonesty shows there is disagreement in the literature as to whether distance education is more likely to suffer from academic dishonesty than other forms of instruction. How do we know the student sitting in our

class is the same person who researched and wrote the paper s/he submitted? Online and face-to-face courses have the same concerns, the challenges for online classes are just different and the way online professors have to deal with dishonesty is different.

When those of us who teach online courses learned about the features of CANVAS, the new learning management system, we were especially pleased to know that we will now be able to have face-to-face chats with students enrolled in our online programs. We will have more features in the Discussion Boards and more tools to help us track students. With ANGEL we have always had the ability to see digitally the author of the document, the date it was originally created, and if students in the class submitted the same word document. When testing we have the opportunity to have students take timed examinations with random generated test questions.

Each of the programs in question have at least two practica where the professor will either SKYPE, use CANVAS or Facetime on an ipad to watch a student teach a course and then debrief the student after the teaching lesson. Last fall I had a student in TCHLS 855 Advanced Practicum for English Language Learners who lives in Hong Kong. I watched her teach twice in real time ( 9:00 pm in Pittsburg Thursday and 10:00 AM on Friday in Hong Kong.) Dr. George piloted a practicum for the Master of Science in Special Education using ipads through a project supported by the Office of the Provost and the Center for Teaching, Learning, and Technology. Nine students were enrolled in the course and she observed each of them teach several times using Facetime. Perhaps you attended her session at the Faculty Professional Development day last October. This semester Dr. Brenda Roberts is using the ipads for a practicum with students in the Master of Science in Leadership.

Because there are a variety of ways to help promote academic integrity and identify dishonesty in online courses depending upon the professor, the course content, and other variables, I encourage everyone to read a document our department found quite useful and enlightening, entitled: *Promoting Academic Integrity in Online Education*. It is published by Faculty Focus. If you have not had a chance to view their excellent resources, I encourage you to go to [www.FacultyFocus.com](http://www.FacultyFocus.com).

If you have any questions or require additional information about how the Department of Teaching and Leadership promotes academic integrity and ensures rigor in the coursework, please do not hesitate to contact me.

Sincerely,

Alice C. Sagehorn, PhD  
Chairperson/Professor  
Teaching and Leadership

## Credit Hour Definition

Submitted for review December 2011

### **Policy Statement**

As an institution of higher education, Pittsburg State University holds the responsibility for determining and upholding standards associated to the awarding of credit hours for student work consistent with national standards. At Pittsburg State University, a credit hour represents at least a minimum level of student achievement of specific learning outcomes, as verified by an assessment of student work. PSU's definition of the credit hour establishes a basis to quantify academic activity for purposes of awarding academic credentials and determining federal funding, including institutional eligibility, program eligibility, and student enrollment status and eligibility.

### **Procedures and Responsibilities**

Pittsburg State University defines one credit hour as:

1. A level of student learning demonstrated by the achievement of learning outcomes obtained through one hour of classroom or direct faculty instruction and a minimum of two hours outside of class student work each week, for approximately 15 weeks, or the achievement of equivalent learning outcomes over a different length of time; or
2. A level of student learning demonstrated through academic activities other than classroom or direct faculty instruction as equivalent to that stated in #1, above. For example, such equivalence may be demonstrated by faculty assessment of student knowledge, skills, and abilities in relation to stated learning outcomes through laboratory work, internships, practica, studio work, and/or independent research activity, and judged to meet standards established through recognized disciplinary or accrediting bodies, peer institutions, or other established methodology to affirm equivalency, so long as those standards have been formally accepted by PSU through its curricular approval process.