GPSEPC Meeting  
December 11, 2014  
Minutes

Present: Linda Herkenhoff, Sarah Vital, Berna Aksu (via telephone)

Special Guests: Joseph Zeccardi (CWAC); Chris Sindt; Cathy Davalos (MFA Dance)

Absent with notice: Rebecca Proehl, Marilyn Abildskov, Jiv Kale

Minutes from previous meeting were approved previously via email.

1. Old Business

   a) Course evaluation suggestion was submitted to the Senate and was added as a discussion item. The last meeting ran out of time, so it will be on the January 2015 Senate agenda.

   b) The Academic Senate asked that GPSEPC vote on the discontinuance of the Reading/Language Arts program in KSOE after all of the signatures have been received. The vote was 5 yay (2 by proxy), with one voting member absent.

   c) Language for potential inclusion in the handbook outlining GPSEPC’s role in reviewing new course proposals was reviewed and accepted by Chris Sindt, and he will proceed with the next steps towards potentially updating the Handbook.

      i) actual language proposed: The GPSEPC makes recommendations to the Academic Senate on matters of graduate and professional studies curriculum, especially: * appropriateness of all credit courses proposed for addition to the College catalog for graduate and professional studies programs

   d) Further discussion on the role, responsibilities, and boundaries of GPSEPC regarding course and program reviews was tabled until the February GSPEC meeting so all members could be present.

2. New Business: Project leader overview. The following actions for GPSEPC this year were updated and confirmed:

   a. Comments collected and summarized regarding MS in Business Analytics. Done by JK.

   b. Recommendation of wording to include in Faculty Handbook regarding
GPSEPC’s role in reviewing new course proposals. Done by SV.

c. Suggestion to the Academic Senate regarding course evaluations. Done by committee; discussion at Academic Senate scheduled for January 2015.

d. Comments collected and summarized regarding new capstone course for LEAP program (PERFA 196). Done by SV; awaiting committee final review before return to program.

e. Comments collected and summarized regarding certificates in MFA in Dance. In progress by BA.

f. Comments collected and summarized regarding MA Leadership changes. Scheduled for January; RP to spearhead.

g. Additional handbook language reviews. To be collected by MA.

3. Center for Writing Across the Curriculum discussion: Joseph Zeccardi came to review the services available at CWAC and the changes made in staffing and scheduling to better accommodate the needs to graduate students.

   a. The addition of six new CWAC Fellows (MFA students working at high level positions within CWAC) will ensure a minimum staff level to keep the center operating more hours and accommodate more writing circles.

   b. LH asked about referrals to professional editors: they haven’t done that yet, but it is a possibility.

   c. LH asked about presentations and visual aids: Yes, “anything that involves language” can be brought to CWAC for feedback and assistance.

   d. A Writing Circle is a .25 credit class, so it would incur a $250 course fee for graduate students. The course is graded pass/fail, and meets 13 hours total in a semester. Meeting times can be arranged and scheduled as best fits the group (i.e., 1 hour a weekly; 2 hours every fortnight)

4. Updates from Chris Sindt

   a. Dean Sindt presented an update on current graduate and professional studies enrollment. For the first time since the Extended Education teach out, the overall numbers are down. The decrease in 46 students, or 3.3%. The number
is not of concern at this point.

b. The WASC visiting team will come back with their formal letter March 6, 2015. They have already mentioned, though, that a recommendation will be to more carefully and formally evaluate / measure / assess graduate students success. Many campus offices have already begun discussion about this topic with much more to follow.

c. Dean Sindt will return to the February 2015 GPSEPC meeting to further discuss the committee's role and responsibilities regarding course and program reviews.

5. Information item regarding TGEMBA program. No vote or discussion needed, the following is shared only as information.

a. The TGEMBA program will be adjusting its schedule and program structure to more align with the other MBA programs and to be more attractive to potential students. The program will change from 15 months to 12, mostly by consolidating some half courses into full courses, and adjusting the travel courses.

b. Overhead of the program will reduce as the classes are moved from in-residence at San Ramon to commuting to Moraga campus.

6. MFA in Dance certificate program proposal: Cathy Davalos visited to explain the proposed certificate program.

a. Though not currently a common practice in MFA programs, the department sees a need to combine a theoretical and creative education with the practical, marketable skills sought by employers to help student avoid the feeling they need to have two MFA degrees to meet the needs of the job market.

b. The proposal lengthen the current MFA in Dance program by a few units and certifies additional practical knowledge in a skill set already covered in the theoretical classes. Currently the MFA in Dance program is 12-15 units; the certificate option would lengthen the program by 5-6 more units. Overall tuition was remain the same for the program, but incur charges of $700 per additional unit (same unit price as the regular program). Remains cost efficient and desirable compared to seeking a second MFA degree.

c. The proposal does not increase the need for faculty. The same courses will be
offered; students in the certificate program will just take more of the existing courses (increasing class size marginally).

d. It is hoped that the proposed changes would make the program even more desirable, but mostly is suggested to improve the already popular program and enhance post-graduation opportunities for students.

e. The learning outcomes for the program are unchanged. The certificates to not add additional learning outcomes, but call for increased competence in specific sets of outcomes for the different tracks students choose to focus on.

f. BA is summarizing the notes on the Dance discussion to circulate to the members for review before creating our response to Cathy Davalos.

- Minutes recorded and submitted by Sarah Vital (December 11, 2014)
- Approved by GSPEPC via email (2 abstentions)