2018-2019 Committee on Graduate Education Annual Report

Overview
The Committee on Graduate Education read and engaged a significant number of proposals during the 2018-2019, the most notable being the PhD in Mathematics with Computation. Beginning in early fall, the CGE worked closely with the Department of Mathematics and met regularly to discuss the development of curriculum and the various course proposals necessary to successfully support the program. This consistent communication and the willingness of the Department of Mathematics to be as through in their thinking and execution made for a smooth development of the proposal over the course of the year. The CGE believes this to be a significant accomplishment and milestone for the College of Charleston and the Graduate School. We saw the development of the Public History Concentration in History and the creation of the Certificate in Arts and Cultural Management as well as significant modifications to the MAT in Elementary Education which will streamline the degree and provide a larger number of well trained teachers. This year we also terminated the Urban Studies / MPA 4+1 program as well as the MAT in Special Education. Overall, it was a busy, but productive year. The CGE continues to improve its knowledge of Curriculog.

September 2018
The Committee on Graduate Education approved the Public History Concentration for the History program. HIST 525 Introduction to Public History and HIST 750 Internship were created to support the program. The Masters in Environmental Studies changed the program name to Environmental and Sustainability Studies to reflect its curriculum of Environmental and Sustainability Studies and also match the corresponding undergraduate curriculum.
October 2018
Roger Daniels presented admission changes for Accountancy program that provides more transparency and more accurately reflects admission procedures. The English program began a series of pre-requisite changes to allow MFA students to register for ENGL-acronym courses. The MAT in Special Education was terminated due to low enrollments. A Teachout plan was discussed and approved.

November 2018
English continued to modify their prerequisite changes. The Operations Research Graduate Certificate proposal was tabled until a representative could be present to answer questions. The Graduate Certificate in Arts Management was terminated and replaced with the Graduate Certificate in Arts and Cultural Management. A result of the new certificate, several new courses were created, and existing courses revised. The new 15 credit hour certificate program connects to the Association of Arts Administration Educators (AAAE). The Graduate Certificate in Arts and Cultural Management is separate from Public Administration and will be under the Arts Management department. The Program will be housed in SOTA instead of HSS. All relevant schools and deans were in support.

The Masters in Public Administration requested several changes in course numbering to reflect the updates to the Arts and Cultural Management certificate.

The Committee on Graduate Education was informed that both emphases – ESOL and Spanish – in the M.Ed. in Languages moved to a completely online modality.

As the Ph.D. in Mathematics with Computuation prepared for its inclusion on the CGE agenda, a special meeting was called for a curricular discussion with the committee.

December 2018
The Operations Research Graduate Certificate modifications restructured the math requirements to allow for more breadth of knowledge rather than a series of courses that provided depth. This would benefit students, make the certificate more attractive, and echo the philosophy of the
Environmental Studies made a change in the course description of EVSS 640. English modified their prerequisites to no longer require sequences of American and British literature and to allow more electives. The Math program updated the course description of Math 640. There was a substantial discussion of the Ph.D. in Mathematics with Computation that resulted in several suggestions for clarity and curricular development.

January 2019

Computer and Information Sciences’s course CSIS 641 now requires CSIS 632 as a prerequisite.

After careful deliberation and working in conjunction with the Mathematics faculty, the committee approved the Doctoral Program in Math with Computation and approved a series of courses related to the doctoral program.

- MATH 630 Theory of Probability
- MATH 803 Algebra III
- MATH 811 Functional Analysis
- MATH 823 Partial Differential Equations III
- MATH 824 Advanced Dynamical Systems
- MATH 830 Theory of Stochastic Processes
- MATH 845 Advanced Scientific Computing
- MATH 880 Advanced Special Topics
- MATH 999 Doctoral Dissertation Research

The Proposal from Mathematics:

The Mathematics Department proposes the creation of an innovative doctoral program with the following purposes and objectives. The proposed program: Offers a doctoral degree in to a select group of highly talented individuals who are either bound or drawn to Charleston for a variety of reasons. Mathematics with Computation offers flexible individual-centered instruction and research training, whether focused on a specific mathematical area or centered upon broader interdisciplinary studies. Develops broad research training, high level technical abilities, and long-term project skills for individuals interested in employment in the scientific and technical
sector (such as industry, laboratories, science policy jobs, and technology start-up companies). Provides doctoral candidates with unique opportunities and extensive support to develop their teaching skills in an environment where excellence in undergraduate instruction is a top priority. Continues and enhances the tradition of nurturing a close-knit group of graduate students and mathematics undergraduates, offering additional opportunities for vertically integrated research in teams, and providing our undergraduate majors with an exceptional learning experience with increased opportunities for one-to-one attention and small group learning. Builds upon the strong research qualifications and achievements of several groups and individual faculty members in the Mathematics Department. Allows graduates from other mathematics programs to study under the tutelage of our internationally recognized research faculty. The innovative features of the proposed doctoral program include: The proposed program is designed for students who already hold a Master’s degree in mathematics or a closely related area. The program is intended to be small, graduating 2 to 3 students per year. The program will mostly target academically strong individuals who reside in the Charleston area, but will also consider strong applicants from elsewhere who wish to undertake research under the mentorship of a particular faculty member. Compared to many traditional doctoral programs, the post-Master’s design will allow us to maintain the integrity and scope of our MS program, as distinct from the doctoral program, and to control the quality of the doctoral students. Its small size and selectivity will make it possible to use a holistic approach to nurture many aspects of the student’s development. Selective and small-sized. Our envisioned program will have a to accommodate local Part-time option: serving our local community. The program will continue to offer all classes in late afternoons and evenings, and seminars at convenient times, and will expand flexible delivery options. Also, its small scale and research focus allow greater flexibility in creating programs of study that match the interests and aspirations of individual students. The proposed 42-credit program requires a minimum of 18 hours of graduate coursework and at least 18 hours of dissertation work. The limited coursework (see Core Courses) keeps the cost to a minimum. The strong focus on research, the close relationship with faculty mentors, and the team-driven research model will result in high quality research output and help establish the reputation of the envisioned doctoral program. Emphasis on research. All doctoral students will be expected to join vertically integrated research teams of undergraduate and graduate students and their research mentors. These “dream teams” can aim for powerful research results, because of the longer project time
scales and the various levels of exploration and depth and spur robust research seminars. We will employ a variety of tools and approaches to ensure that every doctoral student, whether full-time or part-time, will be fully engaged in her/his research team. These will include: hybrid format for courses, seminars, and brainstorming sessions; block scheduling of advanced courses; Saturday mini-workshops and group meetings; and online team collaboration software. Vertically Integrated Research Teams. All students in the program must complete a computational project that will become an integral part of the dissertation. Computational projects include one or more of the following: creation of new computational methods or tools to advance mathematical understanding (including algorithms, symbolic software packages, and visualization); computer assisted proofs and experimental mathematics (i.e. formal results inspired by experimentation, conjectures suggested by experiments, and data supporting significant hypotheses); development of large numerical or statistical codes yielding new mathematical data. Students will be exposed to appropriate computational tools in the core course sequences.

Mathematics is inherently central to the liberal arts because it strives to understand the world by performing formal symbolic reasoning and computation on abstract structures understanding deep relationships among these abstract structures. Mathematics is also the backbone of many areas of science, and both industry and engineering require increased mathematical sophistication due to the widespread use of computer simulations and the massive data sets integral to industry success. understand the world by performing formal symbolic reasoning and computation on abstract structures understanding deep relationships among these abstract structures. The proposed program supports three main tenets of the College’s mission: housed within a vibrant research-oriented and yet strongly student-focused department, such a small-sized, selective program will enhance the experience of students that excel academically, including recruiting and retaining ambitious undergraduates attracted by a robust research environment, and benefiting from a wider range of scholarly activities and more opportunities for intellectual growth. A strong liberal arts and science tradition that places undergraduates first of students at all levels through vertically integrated teams of undergraduates, graduate students, and faculty mentors. Peer mentoring and mixed cohorts have strong impact on student preparation and retention at all levels, and this will particularly enhance our undergraduate students, also by creating early opportunities for research involvement and increasing mentoring
effectiveness. Encourage and support research in Charleston and the Lowcountry area. In particular, as increasing numbers of high-tech companies seek to hire people with a strong mathematical training and facility with computations, the proposed PhD in Mathematics with Computation, with its part-time option, will fulfill this need in a unique and innovative way.

**February 2019**

Computer and Information Sciences added CSIS 670 and CSIS 632 as general electives for students in any of the specializations. CSIS 670 Developing Mobile Applications was proposed and supported as a new course.

The MAT in Elementary Education decided to update the format and structure of the program by moving to an accelerated one-year format. They reduced the required number of field courses without losing the necessary academic preparation for the classroom. They updated the admission terms to only allow students to start in the summer. These changes are in line with state standards and will also allow a greater number of teachers to be produced each year in an effort to meet the increasing demand state and nation wide for educators. The Elementary Education MAT program also requested admission changes that were tabled until the next meeting due to lack of clarity and correlation with the Graduate School expectations for admission.

EDFS 674 added the approved list of electives for the M.Ed. in Languages.

The Marine Biology program added their four core courses to their electives list (BIOL 600, 601, 610, 611). In 2017 the program changed its core course requirements from requiring all four of these classes to only requiring three. If a student took all four courses, the fourth class would not apply to the program of study because it was not listed as an accepted course. The program also removed the requirement of an organismal class in 2017. However, there was an expectation that a catalog note would be added in the Graduate Catalog strongly encouraging students to take a course in this area, which did not happen as the Graduate Catalog lists requirements not advising suggestions. We approved this addition of this note with the understanding that this is
an anomaly and should not become the standard. BIOL 690 Independent Study was approved as an acceptable alternative to BIOL 650 Seminar in Marine Biology.

March 2019
The Urban Studies / MPA 4+1 program was terminated. The MPA program created a new course, PUBA 519, which will provide an overview of community planning for rural and urban contexts. This course was also approved as a general elective for the MPA.

Environmental Studies proposed the creation of a special topics course, EVSS 595: Special Topics in Environmental and Sustainability Studies. We approved its creation and inclusion as an elective to the program.

The MAT Elementary Education admission changes first discussed in February were approved.

We had a discussion of the proposed Certificate for Institutional Research but had several questions regarding its implementation and curriculum. The committee suggested to Godfrey Gibbison that more faculty provide feedback, syllabi development, and commitments to teaching in the program. It will likely return to the 2019-2020 agenda.

We had two meetings in March to handle the workflow.

The concurrent program in Environmental Studies and Public Administration: The MPA program is proposing a total credit hour change from 39 hours to 33 hours. As a result, PUBA 603 has been removed from the MPA core. This means we need to delete PUBA 603 from the concurrent program and replace that requirement with an elective. Additionally, when the program was originally conceived, concurrent students were expected to complete the thesis as a core requirement and the MPA internship as an elective. Unfortunately, it was inadvertently listed in the catalog as thesis OR internship. The Environmental Studies thesis or internship should be a core requirement and the MPA internship should be an elective. The proposal calls for eliminating one core course from the curriculum (explained in #4 below) and reducing the number of required approved electives by one course. This curriculum change is in response to
four interrelated data points and observations. 1. Complications related to degree completion. Feedback from students and alumni has consistently reflected frustration with the current 39 credit hour requirement. As currently structured, full-time students are unable to complete the MPA degree with a standard full-time course load (three courses per semester) spanning over two years without taking a course in the summer or overloading in one semester. 2. Credit hour consistency with other CofC applied programs. 3. Consistent with trends in the field Not only will the modified curriculum allow students to complete their degree in four semesters, it will provide a curricular structure that will seamlessly transfer to a nontraditional executive hybrid or online format should the program choose to offer the MPA degree in either modality in the future. 4. Reduce redundancy At the request of students who have shared concerns about repetitive and redundant content in core courses with faculty advisors, as well as in response to constructive feedback received from students on course evaluations, the MPA faculty have closely examined the content of PUBA 600 Public Sector Roles, PUBA 603 Managing Public Organizations, and PUBA 604 Managing Human Resources to determine where there is content overlap. As a result of this review, three substantive course modifications will be submitted through the Curriculog process. PUBA 600 will be renamed and restructured to include foundational information about the discipline as well as how that foundational knowledge has shaped and influenced contemporary public sector leadership and management practice. PUBA 603 will be eliminated. PUBA 604 will continue its primary focus on human resource management and include foundational knowledge relevant to managing people and volunteers in the sector.

The MPA program changed course descriptions of PUBA 550 Nonprofit Leadership and Governance and PUBA 701 Public Administration Capstone to more accurately reflect the curriculum.

The Community Planning, Policy, and Design program created CPAD 690, a special topics course, but restricted students to only six total credit hours counting toward completion of the degree.
The MAT Performing Arts program renumbered two courses in order to cross-list with undergraduate courses: THRE 521 Community and Theatrical Classroom and THRE 522 Theatre for Youth Literature.

April 2019
The MBA program made several admission changes: requiring an interview, updating the recommended GPA requirement, decreasing the required number of recommendations, and updating the priority and final deadlines to March 1 and July 1. The MAT Performing Arts modified several admission requirements in order to streamline. The committee was informed that a corollary version of the MPA would be offered at the North Campus as the Executive MPA with the same course offerings, but scheduled in the evening, on weekends, and online.

May 2019
This was an administrative meeting. Sandy Slater was selected to continue as the Committee on Graduate Education and Kate Keeney was reelected as secretary.

2019-2020 Goals:

- Given the number of proposals each year and in hopes of including a variety of voices from diverse disciplines, the Committee on Graduate Education suggested it expand its membership from 5 to 7 faculty. A proposal will be submitted to Bylaws in August with the hope of adding 2 additional members.

- The Committee on Graduate Education plans to continue working with the Graduate School and the North Campus to create a strong Certificate of Institutional Research in collaboration with a variety of departments across campus. Though housed at the North Campus, the Certificate will fall within the purview of the College of Charleston Graduate School and will undergo rigorous assessment in Fall 2019 to improve course offerings, develop support from relevant departments, secure faculty committed to teaching the necessary courses, and ensure that the final product reflects the standards of the College as well as the needs of the community.
• The CGE will continue to encourage departments to assess their admission practices and policies in order to reflect best practices. We want programs to consistently apply admission standards that reflect their catalog and online statements. Flexibility is desired, but should be incorporated within the larger framework of transparency and equity.

• The PhD in Mathematics with Computation is an important milestone and we will continue to monitor its development, implementation, and offer feedback when helpful to the success of the program.

• The Committee on Graduate Education often sees proposals at the curricular level that are no longer with some of the supporting documents in Curriculog or the evolution of the proposal no longer consistently reflects the original cover letter. The CGE requests the inclusion of a modified cover level that discusses the evolution of all major proposals, its changes, and its desired outcomes. The originator will send the letter before the CGE review. This will streamline information and provide the committee with less conflicting information.