Oakland University

Present: Tamara Hew-Butler, Dae-Kyoo Kim, Frank Lepkowski *(Ex Officio)*, Karl Majeske, Robert Noiva, Linda Pavonetti, Harvey Qu, Cheryl Riley-Doucet, Darlene Schott-Baer (Chair), Carol Swift, Joe Shively

Absent: Dan Aloi (excused) and Claire Rammel (excused)

Staff: Julie Delaney and Tina Tucker (Secretary)

Guest: Jackie Wiggins, Music Theatre, and Dance; Cindy Hermsen, Financial Aid; Steve Shablin, Registrar; Anne Porter and Ladong Li, Reading and Language Arts;

The meeting was convened by Darlene Schott-Baer, Chair, at 2:08 PM.

I.   **APPROVAL OF MINUTES**

Linda Pavonetti made a motion to approve the minutes of the February 19, 2014, Graduate Council Meeting as written. Carol Swift seconded the motion. Motion passed unanimously.

II.   **REPORT OF THE CHAIR**

Dr. Schott-Baer stated that one of the previous volunteers for the Program Review Committee is unable to serve and she now needs a replacement volunteer.

III.   **OLD BUSINESS**

Zero Credit Courses. Guests: Dr. Jackie Wiggins, Music, Theatre, and Dance; Mr. Steve Shablin, Registrar; and Ms. Cindy Hermsen, Financial Aid.

All of the zero credit graduate courses are in Music as ensemble activities that are in addition to the course work of the music programs. There are issues with zero credit courses within Financial Aid and the Registrar's Office. Jackie Wiggins was present to give an explanation of what the zero credit courses do for the Music Programs. She explained that the zero credit courses, used for ensemble classes, give students the experience of playing among other musicians and instruments throughout their academic career. Non-music majors also participate in the ensembles and would be less likely be able to if required to pay for the credit. The heaviest usage of zero credit ensemble participation is by non-music majors.

Undergraduates are required to have at least eight of these ensemble credits as paid credits on their transcripts. Graduate students are required to have at least two credit bearing ensemble activities on their transcript, depending on their program.

Steve Shablin noted that the zero credit courses do appear on the transcript. Mr. Shablin stated that one issue he has is that there is a HLC definition of a credit hour. If a student is taking one of these ensemble courses for one credit or zero credit, there is no differentiation in the level of instruction.

He feels that if there is no differentiation, based on the HLC definition of a credit hour, then every student is doing equivalent work and should be given at least one credit hour. He noted that another issue related to the zero credit course is that, in essence, tuition is being waived; which is something only the Board of Trustees can do. A subcommittee of UCUI recommended assessing all of these students at least one credit and having a departmental or university scholarship that would offset the tuition.

Dr. Noiva asked if anyone could come into the University and be part of an ensemble through the zero credit. Dr. Wiggins stated that it is required to be enrolled with at least one credit along with the zero credit course. Community people do sometimes participate in the ensembles through community outreach, not credit.

Ms. Hermsen, from the financial aid standpoint, stated that students are spending their time in a zero credit course and are looking for some sort of financial aid to support their selves while participating. Another issue that sometimes arises are students who drop or withdraw from their credit courses, keeping only the zero credit course, or receive non passing grades in all of their credit courses. These students are not identified because they are still actively enrolled in their zero credit course and, as a result, continue to receive their financial aid.

MA in Teaching in Digital Literacies and Learning New Program Proposal. Reviewers: Cheryl Riley-Doucet and Frank Lepkowski. Guests: Dr. Ledong Li and Dr. Anne Porter, Reading and Language Arts.
Second Reading: Debatable, amendable, and eligible for final vote at this meeting.
Motion: To approve the MA in Teaching in Digital Literacies and Learning New Program Proposal.

Dr. Li and Dr. Porter were in attendance to answer questions from Council members pertaining to the MA in Teaching in Digital Literacies and Learning New Program Proposal. See *Addendum 1* for a list of questions and answers reviewed in a prior meeting.

Dr. Schott-Baer suggested that the Council look over the information provided for the DLL program proposal and hold the vote until the next meeting.

MA in Counseling Program Modification Proposal. Reviewers: Cheryl Riley-Doucet and Linda Pavonetti. Guest: Dr. Lisa Hawley
Second Reading: Debatable, amendable, and eligible for final vote at this meeting

Dr. Hawley explained that there is currently one Master of Counseling with two tracks; a community counseling track and a school counseling track, each 48 hours. In 2009 accreditation standards were updated. All community programs will now be titled clinical mental health programs, with sixty hours, and school counseling, revised to 50 hours. Due to financial aid regulations, the two tracks now need to be separated into two degree programs because of the different credit hours for each program. Financial aid will only pay for the fewest number of credits in a program.

Linda Pavonetti moved to approve the Master of Arts in School Counseling program modification. Cheryl Riley-Doucet seconded the motion. Motion passed unanimously. Modification to be effective Winter Semester 2015.

Carol Swift moved to approve the Master of Arts in Clinical Mental Health Counseling new program proposal. Linda Pavonetti seconded the motion. Motion passed unanimously. New program to be effective Winter Semester 2015.

IV.   **NEW BUSINESS**

No new business.

V.   **GOOD AND WELFARE**

No report.

VI.   **ADJOURNMENT**

With no further business, the meeting adjourned approximately 3:48 PM.

ADDENDUM #1
GRADUATE COUNCIL MEETING
Wednesday, March 5, 2014

New Program Proforma
Masters of Arts in Teaching in Digital Literacies and Learning -- SEHS
Fiscal Year: FY14 - Tuition updated 3.3.20
On-Line/Hybrid/On-Campus

	FY14 Year 1	FY15 Year 2	FY16 Year 3	FY17 Year 4	FY18 Year 5
Revenue Variables:					
Headcount (total)	5	10	20	32	44
Undergraduate (Lower)	0	0	0	0	0
Undergraduate (Upper)	0	0	0	0	0
Graduate	5	10	20	32	44
Total Credit Hours	40	80	160	256	352
Undergraduate (lower)	0	0	0	0	0
Undergraduate (upper)	0	0	0	0	0
Graduate	40	80	160	256	352
Doctoral	0	0	0	0	0
Total FYES	1.67	3.33	6.67	10.67	14.67
Undergraduate (cr.÷30)	0.00	0.00	0.00	0.00	0.00
Graduate (cr.÷24)	1.67	3.33	6.67	10.67	14.67
Doctoral (cr.÷16)	0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour					
Undergraduate (upper)	$ 386.75	$ 386.75	$ 386.75	$ 386.75	$ 386.75
Graduate	$ 617.50	$ 617.50	$ 617.50	$ 617.50	$ 617.50
Revenue					
Tuition	$ 24,700	$ 49,400	$ 98,800	$ 158,080	$ 217,360
Other	$ -	$ -	$ -	$ -	$ -
Total Revenue	$ 24,700	$ 49,400	$ 98,800	$ 158,080	$ 217,360
Compensation					
Faculty Salaries	$ -	$ -	$ -	$ 55,000	$ 55,000
Administrative	$ -	$ -	$ -	$ -	$ -
Clerical	$ -	$ -	$ -	$ -	$ -
Other Monthly	$ -	$ -	$ -	$ -	$ -
Faculty - Part time & overload	$ -	$ 7,200	$ 14,400	$ -	$ -
Graduate Assistant Stipend	$ -	$ -	$ -	$ -	$ -
Wages - assorted	$ -	$ -	$ -	$ -	$ -
Student	$ -	$ -	$ -	$ -	$ -
Total Salaries/Wages	$ -	$ 7,200	$ 14,400	$ 55,000	$ 55,000
Fringe Benefits	$ -	$ 576	$ 1,152	$ 24,145	$ 24,145
Total Compensation	$ -	$ 7,776	$ 15,552	$ 79,145	$ 79,145
Operating Expenses					
Supplies and Services	$ -	$ 500	$ 500	$ 500	$ 500
Repairs and Maintenance	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ -	$ -	$ 2,500	$ 2,500
Telephone	$ -	$ -	$ -	$ -	$ -
Equipment	$ -	$ -	$ -	$ -	$ 2,500
Library	$ -	$ -	$ -	$ -	$ -
Graduate Assistant Tuition	$ -	$ -	$ -	$ -	$ -
Total Operating Expenses	$ -	$ 500	$ 500	$ 3,000	$ 5,500
Total Expenses	0	8,276	16,052	82,145	84,645
Net	$ 24,700	$ 41,124	$ 82,748	$ 75,935	$ 132,715
PER FYES AMOUNT	$ -	$ 2,482.80	$ 2,407.80	$ 7,701.09	$ 5,771.25
Percentage of Expenses to Tuition	0.00%	16.75%	16.25%	51.96%	38.94%

*5 students year 1 & 2, 10 new students year 3, 12 new students year 4 & 5
**In-load courses offered year 1, Part-time Lecturer year 2 & 3, Visiting or Tenure Track Professor year 4 & 5

Graduate Council questions about proposed:

Digital Literacies and Learning

Darlene's Questions

LMP Questions/comments

1. There were questions about this being more of a modification rather than a new program. Can you please clarify how this meets the requirement for a new program? Why do you need a new degree to have updated digital and technology content? Why not update, upgrade the content and technology of the current courses and use as a concentration, or electives? Why do you need a new degree?

    We originally submitted this proposal as a program modification, the rationale being that we already had a MAT in Reading and Language Arts (RLA) and we saw this program as a different major for the existing MAT degree. The Grad Office decided that it was a new program and requested that we modify the proposal to be for a new program, so we resubmitted the proposal as a new program.

    We have already had two technology related certificate programs that are often completed within our MAT in RLA for many years. However though we consider various aspects of the meaningful use of and interaction with digital technologies to be a form of literacy, the content and processes involved are very different from the content and processes taught in the RLA curriculum. Educators who are interested in specializing in traditional literacy applications are not necessarily interested in going deeply into digital literacies. We do feel however, that it is very important for those seeking focused study on digital literacies, ie. interacting with and designing learning experiences involving digital technologies have an understanding of the fundamentals of traditional literacies, which is why this particular area of study belongs in the Department of RLA. The majority of our targeted students are K-12 classroom teachers. Their path of professional advancement is based primarily on the level of degrees they have completed, with promotions and pay increases being directly related to the degrees they have completed. A person wanting to be a reading specialist would complete a MAT in RLA, but this degree would not be a good fit for a person who wanted to specialize in the development and delivery of online learning programs or classes.

    - Not a new program but a modification

2. The budget shows a rapid increase in students with an emphasis on the relationship between OU and a university in China. Can you explain how recruitment will be done with this population of students? Discussion of survey data on page 36 is weak. International students usually are not interested in on-line programs and are not allowed to take online if they come to US. Who is the domestic market for this program and what evidence do you have that it will materialize.

The field of Education, from K-12 through university graduate programs, across all disciplines, is moving rapidly into on-line teaching and learning. The Michigan Department of Education

recommends that all Michigan students have "meaningful technology-enabled learning opportunities… that include virtual learning experiences." (Michigan Merit Curriculum Guidelines relating to Online Experience. Michigan Department of Education)

"Michigan's new online learning requirement is consistent with one of the core recommendations contained in the U.S. Department of Education's 2005 National Education Technology Plan. According to this plan, schools should "provide every student access to e-learning." The online learning requirement is also consistent with the State Educational Technology Plan adopted by the Michigan State Board of Education in March 2006. A key recommendation contained in this document states: "Every Michigan student will have meaningful technology-enabled learning opportunities based on research and best practice that include virtual learning experiences."

The goal for educators and policy makers is to provide high quality integrated online learning experiences that will engage and challenge today's high school students. Today, technology plays an integral role in the workplace and at home. It is important that students in grades K-12 and state-approved career and technical education programs must have experiences where the teacher makes extensive use of available online resources and communication strategies. To support these state guidelines, local educational agencies are encouraged to develop local standards and legal and ethical guidelines by working collaboratively with parents, students, educators and community groups. In addition, school districts should provide support systems, policy, and knowledgeable professional educators to guide students through an online learning experience." (Michigan Merit Curriculum Guidelines relating to Online Experience. Michigan Department of Education)

- Nervous about the numbers in the proposal—where is all the growth coming from? Planned enrollment growth? There are no hard numbers in the proposal. Is there a real need over time?

It is difficult to get hard numbers in a rapidly emerging field. We do know that all Michigan K-12 students will be required to have online learning experiences. Their teachers need to be trained. What we don't know is how extensive an online program Michigan's school districts will choose to implement. If other districts choose to implement programs like the Oxford Schools program described below, there will be very high demand for knowledgeable online educators. We also know that the Common Core Curriculum testing will be on-line. District need trained teachers to help students prepare for that assessment requirement in addition to providing students with general on-line learning experiences.

Online education is a rapidly developing need. We expect that this MAT program will experience very high demand as school districts increasingly recognize their need for "knowledgeable professional educators to guide students through an online learning experience". (MDE) We have already been contacted by a local school district (Oxford) requesting support for

training teachers for their 2 year old, K-12, online program, Oxford Virtual Academy, now serving over 800 students from Oxford and its surrounding, adjacent school districts. The Oxford online program is leading the way, but all Michigan districts have the same needs for educators who can effectively design and carry out online education programs. We expect managing the growth of the program in such a way as to maintain high standards will be a primary task. This can be accomplished through limiting acceptance into the MAT program, and enrollment in its courses. We also have a well-established network of K-12 district professional educators and ed tech administrators (usually formerly educators) already working with us on program development. Over the years, we have drawn from these professionals to teach extra sections of our IST courses. Ten to fifteen years ago, we regularly offered 8-10 sections of specialized courses each summer that were designed collaboratively with these professionals, and sometimes taught by them, to address short-term needs and interests.

3.   Can you supply additional discussion on the evolution of the certificate program into a new master's program? Page 1 speaks to cross-disciplinary approach however all of the courses are in the same DLL rubric. How is how is reading incorporated into this degree content since this is out of the reading department? Is digital literacy considered an aspect of reading? Need historical background on how IST and DLL were combined to create the new masters.

When I (Anne Porter) joined the Reading Department in the early 1980's Dr. Robert Christina and I began developing the IST program. Our first course was a required course for undergraduate teacher education students. We ultimately developed an Ed Specialist degree in IST, a graduate certificate program in IST, and an advanced certificate program in IST. Over the years these programs have been very popular. When the Ed Specialist program in Teacher Leadership was developed, for some reason we never were told, our IST Ed Specialist program was discontinued. We have continued with the undergraduate course, a few more undergraduate IST electives, and the two graduate certificate programs, plus some graduate level electives, and the endorsement in Educational Technology, following the Michigan Department of Education's requirements for that endorsement. For many years students have been requesting that we offer a master's level IST degree. When MDE updated the requirements for the endorsement to include online teaching and learning objectives, we updated our IST courses to incorporate these new requirements and also created new courses as electives that focus on online learning and teaching. Our IST faculty has always been comprised of RLA professors who have a special interest and expertise in educational technology. For this reason, all of our courses have an orientation that incorporates a fundamental focus on constructing meaning through the media of the culture, which is directly related to the primary focus of reading instruction, which focuses on the processes involved in constructing meaning through text. This is very different from most "educational technology" programs and is so integral to our approach that it is difficult to explain. The two MAT programs are based on similar fundamental principles. That is why, during our revision process, we realized that "Digital Literacies and Learning", better represents what we do in all of our classes, than "Instructional

Systems Technology". Digital Literacy is an essential literacy. Perhaps the best way to differentiate the two programs would be to say that DLL, at least presently, does not cover the process of teaching children and adults to read. Rather, our focus is on what is necessary to support the learner's construction of meaning in the rapidly developing range of specialized situations made possible in digital environments. Our IST courses have been renamed as Digital Literacies and Learning courses because this name more accurately reflects our focus. Our courses find their foundation both in the Reading literature, and the Learning Theory literature, in addition to the literature in Instructional Design and Educational Technology.

* Not a new program but a modification. Will the certificate be continued?

The certificate programs will be continued but relabeled from IST to DLL. This is important because we have many students who are not K-12 teachers and do not necessarily want a MAT. For example, we have had a number of Nursing faculty members take our IST courses because they teach in online programs and use a variety of media. We also have had a number of students from the business world. And of course, sometimes we do have Reading MAT students who also want the endorsement in Educational Technology.

4. It sounds like a student can start with either the certificate courses in DLL then go into a master's degree program or come with a master's in education then take the certificate for the DLL. Needs explanation of how this program and courses interact with others in SEHS.

Yes, there are many paths through these courses because students have unique needs and goals. In our design of the DLL MAT we wanted to emphasize a cross-disciplinary orientation because our graduates, generally speaking, will not be teaching "technology based learning" or "online learning". Rather, they will be designing and teaching in some other discipline, using technology. We are intending to develop collaborative relationships with not only other departments in SEHS, where students in the DLL MAT will learn to teach in the area of special education or perhaps high school chemistry, etc. but also across the university. Each particular content area is taught in some ways that are unique to that content area and our students need to be working with faculty from both DLL and their specialized content area to develop appropriate knowledge and experience. A program for a DLL MAT student will include both DLL courses and courses from their specialized content area. The non-DLL courses may be regularly offered courses to support the student's continued development in the specialization, or directed study supervised by both a DLL professor and a professor in the specialized area, or if there is enough demand, perhaps jointly developed courses.

5. Budget: no faculty salaries in budget. If this is a new program some salaries would need to be assigned to this program. If faculty were actually teaching these courses before under another rubric wouldn't you assign those salaries to the new program? Somehow you have to pay for these courses.

We did not include faculty salaries in this budget because our present faculty has been teaching these courses for many years. The approval of the MAT will not change anything with respect to the faculty or the budget until program growth is sufficient to require additional faulty members. The DLL MAT is essentially an opportunity for students to actually obtain a degree in this area rather than just a certificate. As noted earlier, the degree is important to teachers because it moves them up on the salary scale in their districts.

Our IST program is well developed and has a history going back to approximately 1983. The coursework in our various programs, the faculty, the reputation, etc. are all well established. We have been offering all the components of a master's degree program for decades. The only thing missing, at this point, is the approval of the degree itself.

- **No new courses? Is 699 sufficient (?)**

We develop new courses as we need them, even in the certificate programs, which offer more flexibility than the endorsement program, which is fairly inflexible because of MDE requirements. DLL 699 is a terminal project. It is very similar in function to terminal projects in other programs.

- **Would it be grandfathered in?**

This question is not clear but because the present DLL courses are actually the former IST courses, more appropriately named. The IST courses would be grandfathered in to both the certificate and the MAT programs.

6. 0-100% on-line. Too wide a range. Can you narrow this down more? If these are already being taught then what is the % online currently? A hybrid or face-to-face is more attractive to international students.

All of the present courses are taught face-to-face and most have also been taught as hybrid. Hybrid is actually our preferred mode but the 0-100% range was intended to communicate that we would like all of our courses to be approved to be taught on-line, however, we do not expect our program to be viewed as a program that would normally be offered completely on-line. When we originally submitted the proposal, we knew there was interest for this degree in China, particularly through the recommendations of our Reading MAT graduates who are teaching at universities around Guyang, Guizhou, China. We did not realize that these potential students needed to spend a significant part of their graduate program in residence, on our campus, for their degree to be recognized by their university. In summary, we expect students from China who want to enroll in our MAT DLL program will take most of their courses on our campus. These courses will be primarily hybrid courses. They may take some courses on-line, but not the majority.

- **Are you planning to bring in students from China? What is the delivery method? Need to meet the Chinese standards. Homeland Security and China.**

- ISSO—faculty must sign for Homeland Security and China.
- It is all right to have courses that are partially on-line or hybrid for the Chinese requirements.

7. Graduate tuition currently is $617.50/credit
   - Update tuition (from Claire)

Ledong replied to my catalog changes but did not address the questions Darlene and the Grad Council posed. I have not had any comments from the rest of the DLL Faculty.