



Meeting APPC17/Special Meeting
Confirmed

ACADEMIC POLICY AND PRACTICE COMMITTEE

Minutes of the special meeting held on 17 August 2017

PRESENT:	Dr N. Andrew, Professor A. Britton, Mr K.Campbell, Dr D Chalmers, Professor R. Clougherty, Dr M Ferguson (vice Mr I. Stewart), Professor T. Hilton, Mr S. Lopez, Ms J. Main, Mr V. McKay, Dr N. McLarnon, Dr S. Rate, Ms K. Roden, Mr R. Ruthven, Professor B. Steves, Professor V. Webster (Chair), Professor R. Whittaker, Mrs M. Wright	
APOLOGIES:	Professor I. Cameron, Ms J. Fisher, Professor A. Morgan, Ms Y. Ogedengbe, Dr M. Sharp	
BY INVITATION:	Mrs H. Brown (ALC Academic Lead), Ms D.Donnet (Governance)	
IN ATTENDANCE:	Professor L. Kilbride (for item B1), Mr P. Woods (Secretary)	
PREAMBLE		
The Chair informed members that the meeting had been convened to consider the GCNYC Catalog and other transnational education items.		
GLASGOW CALEDONIAN NEW YORK COLLEGE (GCNYC) CATALOG		
17.001	Considered	The GCNYC Catalog and Lexicon of US Higher Education (APPC17/01/01).
17.002	Reported	<p>By Professor Clougherty that the lexicon was presented for information on the differences between the US and UK Higher Education systems. The Catalog was the annual publication of major regulations and processes for students and details of programmes and courses to be offered in that academic year.</p> <p>The lexicon provided context for members in relation to terminology and accepted norms of HE in New York.</p> <p>The Catalog was a contract with the student in that the student accepts the catalog</p>

		<p>by registering and the institution must fulfil the commitments of the catalog. GCNYC will establish an Academic Board which will be responsible for approving the Catalog. In the interim the Catalog was presented to APPC for consideration and endorsement, subject to any required changes. The GCNYC Academic Board would also have a reporting relationship with APPC and Senate at GCU.</p> <p>The requirement for autonomy of GCNYC to comply with NY State Department of Education Board of Regents means that the GCNYC Academic Board will function as Senate does in GCU.</p> <p>Where statutorily possible the Catalog adapted GCU Policies and Processes. The key exceptions to this were highlighted and explained at length.</p> <p><u>Academic Quality</u></p> <p>Quality control is asserted through the faculty member who is subject to a peer review process. Hence faculty members have a great deal of academic freedom in determining the content of their courses within the framework of the learning outcomes.</p> <p><u>Assessment Regulations</u></p> <p>The faculty member is also responsible for assessment and there are no assessment boards. Students cannot appeal academic judgement but can appeal where there has been a material error e.g. deviation from the syllabus or error in calculation.</p> <p><u>Code of Student Conduct</u></p> <p>Faculty members also set their own policies for plagiarism and cheating. Penalties are normally limited to the course where the offence originated but in extreme cases the faculty member can recommend further action.</p>
17.003	Discussion	<p>Members discussed the Catalog section by section:</p> <p><u>Library</u></p> <p>Professor Clougherty stated that there was a physical library on site and links to the GCU Library. A librarian was to be hired and the Metropolitan Library Council membership would allow students access to other libraries. The reading list for the modules to run in 2017-18 would be complete.</p> <p><u>Student Status definitions</u></p> <p>Professor Clougherty explained that “non-matriculated” students were a category of student who could be allowed to take individual courses subject to space availability.</p> <p>Full-time and part-time status was dependent on the number of credits undertaken per semester.</p> <p>“Auditing” meant attending classes without formally undertaking the module. This was not allowed by this Catalog.</p>

Student Services

7.2 xi Professor Clougherty explained that, for example, this meant that a disciplinary hearing couldn't be held on a Friday for a Jewish student.

Code of Conduct

Aspects of this were included as required by law to be there. The Select Disciplinary Committee would have a student representative and they would not have the same support as GCU student representatives as yet as the cohort was too small. However a conversation with students would be undertaken as to how best to support.

The similarity checking policy e.g. use of Turnitin, would not be prescribed in the Catalog as the faculty member was responsible for determining their approach to plagiarism detection. Turnitin was, however, available.

Fees and Refund Policy

Professor Clougherty explained that this was a legal requirement of GCNYC. RPL fees \$500 - Professor Clougherty explained that this for an evaluation of RPL (PLA) which, if approved, saved the student on regular programme fees. RPL was not used for admission but for course exemption. Also the cost reflected the need to manage expectation of the RPL evaluation process. He also asked members to note there was no fee for credit transfer.

Repeating plus fees: there are no resits as understood in UK. Students can take module again but must pay fees. There was an incomplete grade process where an extension may be granted by appeal to the Dean. Fees would not be applied where a student suffered serious illness and/or accident and were not able to complete a trimester.

The fee for replacement ID cards reflected the cost of a smart card (for building access etc) as well as deterrent to losing card.

There would not be any fees for Graduation.

Staff Development

At the moment this was responsibility of the Dean i.e. faculty induction, mentoring.

Student Feedback

Professor Clougherty stated that this would be at syllabus level (i.e. not in the Catalog content). Students would also have a handbook at syllabus level detailing expectations from faculty members. Illustrative that the US system moderates the person (faculty member) not the process, as in UK.

Complaints Handling

There was no equivalent of the SPSO but students could, possibly complain to the State Education Department. However it would normally be an internal matter.

		<p><u>Campus Safety</u> Professor Clougherty stated that this section was written in compliance with State and Federal Law. The Class cancellation Policy related, for example, to extreme weather. He clarified that there was a commitment to replace any cancelled class with some alternative.</p> <p><u>Board of Trustees</u> Professor Clougherty clarified that the Board, which was currently being set up, would consist of 5 GCU representatives and 5 from the US.</p>
17.004	Resolved	<ol style="list-style-type: none"> 1. That the GCNYC Catalog be endorsed subject to minor typographical amendments. 2. That Professor Clougherty be thanked for his presentation.
ALC ACADEMIC AND CONTRACT REVIEW		
17.005	Considered	African Leadership College (ALC) Academic and Contract Review Outcome Report June 2017 (APPC17/03/01).
17.006	Reported	By the Chair that the report would go to ALC to allow them to prepare an action plan in response. A Chief Academic Officer and Provost had been appointed and would commence this role soon.
17.007	Discussion	<p><u>ALU Rwanda Campus</u></p> <p>The Chair informed members that there was no GCU involvement in the ALU expansion into Rwanda. This was mentioned in the report in the context of the ALC students' perception of potential diverged enthusiasm away from ALC Mauritius. The students were appreciative of their status as founding students at ALC and the GCU links.</p> <p><u>Virtual Learning Environment</u></p> <p>Mrs Brown informed members that there had been issues with full adoption of GCU Learn. Another VLE (ALUx) was also used and there required to be staff development to enable mandatory use of GCU Learn. The Chair added that mandatory use of GCU Learn was a requirement of the report.</p> <p><u>Library</u></p> <p>Mr Ruthven added that support was being provided to help establish the library and foster better understanding of the library function. Support and training was being provided.</p> <p><u>Governance</u></p> <p>It was noted that governance arrangements were in development but required to be clarified and implemented within specified timelines.</p> <p><u>Staffing</u></p> <p>It was noted that the Leadership Core was no longer to be considered a</p>

		<p>“foundation” year and would be considered a core element of a student’s programme. This did not entail an additional burden for GCU staff.</p> <p><u>Student Recruitment</u></p> <p>Projected student recruitment numbers had been scaled back. Mrs Brown stated that this was largely as a result of student funding situation. The residency requirement had been removed in response to queries from Mauritian students and other markets. The first Graduation ceremony will also provide a boost in marketing terms, particularly to Africa. One member queried the student cohort profile – i.e. that students were supposed to be sponsored, not fee paying. The Chair explained that the cohort was mixed and as well as African nationals scholarships there were fee paying students. It was felt a breakdown of the cohort profile would be useful.</p>
17.008	Resolved	That the report be noted.
TRANSNATIONAL EDUCATION ACADEMIC CASE: CCBRT TANZANIA		
17.009	Considered	An Academic Case: Delivery of Transnational education in collaboration with Comprehensive Community Based Rehabilitation [CCBRT] (NGO) in Tanzania (APPC17/02/01).
17.010	Reported	By Mr McKay that the proposal had been developed in partnership with SWBE and was based on a programme already running at GCU.
17.011	Discussion	<p>The main drivers around the proposal were women’s health/maternity health in Tanzania and providing solutions to the lack of suitably qualified healthcare professionals. The proposal was based on the existing suite of programmes (Professional Studies in Nursing) and could be contextualised for Tanzania.</p> <p>Recruitment would be from qualified nurses and healthcare professionals with potential expansion in the future to target non-qualified candidates and rehabilitation professionals in future.</p> <p>There is no academic partner in this proposal but there is a local clinical partner, Comprehensive Community Based Rehabilitation in Tanzania (CCBRT). All academic delivery will be by GCU and philanthropic funding will come from Kletjian Foundation and DSA Investments.</p> <p>Members noted the need for quality approval site visit and the need to factor in learning resources, particularly the vle and library support. In the context of rural Tanzania, assurance of academic delivery in a blended format was a priority. Professor Kilbride agreed that she would provide details to the Library.</p>
17.012	Approved	<p>The Academic Case (APPC17/02/01) - Delivery of Transnational education in collaboration with Comprehensive Community Based Rehabilitation [CCBRT] (NGO) in Tanzania:</p> <ul style="list-style-type: none"> • BSc Professional Studies in Nursing • A Graduate Certificate Professional Studies In Nursing • A Graduate Certificate Professional Studies In Nursing • (Ophthalmology Nursing) • A programme of specified non-accredited short CPD

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