

**JPAC Minutes  
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## **Jamaica Program Advisory Council**

April 9, 2018, KL 202, 10:30AM

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### Minutes

Members Present:, Casey Hurley, Tom Oren, Susan Fouts, Dan Grube, Kim Winter, Dale Carpenter, Phyllis Robertson, Jess Weiler, Dawn Marie Keaveny and Sharon McGee joined by electronic means.

1. Dr. Carpenter called the meeting to order and introduced Sharon McGee as the newest member of the committee. Dr. Carpenter thanked Dr. Keaveny for joining us from her office in Kingston, Jamaica. Dr. Carpenter elaborated that having Dr. Keaveny join us provides a perspective from Jamaica that has been missing in the Council. Her presence also helps us to address the Jamaican input as suggested by the University Council of Jamaica.
2. Report on visit to Jamaica March 6 -11, 2018. The following events and meetings were concluded in Jamaica. Dr. Carpenter and Dr. Fouts shared the following information.
  - a. During the visit Dr. Fouts and Ms. Nickel provided orientation to the cohorts who will be coming up in July for the summer intensive. This information was provided to the undergraduate and graduate cohorts in Montego Bay and to the undergraduate cohort in Kingston.
  - b. Alumni Chapter meetings were held in Montego Bay, Discovery Bay and Kingston. Chapter presidents were elected in Kingston and Discovery Bay and charters were signed. Ottis Brown was elected President of the Kingston chapter with LaSonja Harrison elected as Vice-President. Lenworth Sterling was elected President of the Discovery Bay chapter and Tishanne Robinson was elected Vice-President. The Montego Bay chapter was established in 2017 with Richard Thompson as the President.
  - c. The group visited the Quality Academics site in Kingston. The site meets the criteria established for Western Carolina University class sites. Dr. Fouts shared the site exceeds the criteria in many ways. The site has office staff available from 8 a.m. until 7 p.m. The site was very active with several classes for adults going on until 10 p.m. The site was air conditioned, clean and had a security guard during open hours. The site is recommended for approval.
    - i. The site was approved by the JPAC unanimously.
  - d. The group visited Brown's Town Community College during the visit. The site had been used by the Inter-Regional Council for classes in the past. The site meets the established criteria for Western Carolina University classes. The current classroom is not ADA-compliant and does not have to be in Jamaica. Discussion with the Principal concluded an accessible site would be available if needed. The accessible site is farther from the computer lab, but does have wireless connectivity. The site is recommended for approval.
    - i. The site was approved unanimously.
3. Dr. Winter shared her observations from her first visits to the areas in Jamaica where Western Carolina University has classes. She was impressed by the passion that alumni and students have for WCU. She also commented on how disappointed alumni seemed over the discontinuation of the summer experience. She also mentioned the amount of interest in a doctorate.
4. Report on Applications
  - a. Ms. Nickel shared the attached information about applications and inquires.

- b. A discussion ensued. Dr. Fouts explained that the inquiries and applications did not always result in enrollment and that careful consideration should be given to other factors such as the length of time from the last cohort at this site, the melt rate of completed applications to enrollment, the economic strength of the region, the current incentive from the Ministry of Education. Dr. Winter and Dr. Grube felt the strong showing and enthusiasm from alumni was an important factor in consideration for the next cohorts. Dr. Keavney shared that some of the SPED graduates were interested in joining the current cohort, but their degrees would not be conferred until after the start date although classes and grades were submitted. Dr. Carpenter was going to explore options for these students.
  - c. The Council voted to pursue the following:
    - i. Masters in Educational Supervision in Kingston
    - ii. Masters in SPED in Discovery Bay
- 5. Other Business
  - a. Graduation in Jamaica is set for October 12<sup>th</sup> in Kingston and October 14<sup>th</sup> in Montego Bay. This will be Dr. Bailey's final graduation. An appropriate acknowledgement of that will be spearheaded by Dr. Carpenter.
  - b. The Jamaican summer calendar is under construction. Dr. Burton wants to have a celebration that includes a broader group of University constituents since this will be the last summer intensive. Educational Outreach will send the calendar when finalized.

Attachment 1 **WCU Jamaica Program Applications**  
As of 4/9/18

Program	Location	Apps	Inquiries
<b>MAED – SPED</b>	Discovery Bay	0	
<b>MAED – SPED</b>	Kingston	10 (3 withdrew from current cohort due to funds; may return in a couple of years) *All apps were submitted before census, these students did not show up for class	
<b>MAED – SPED</b>	Montego Bay	4	5
<b>MAED – SPED</b>	Location Unknown (have been contacted to find out location)		18
<b>MAED – Ed Supervision</b>	Discovery Bay	0	
<b>MAED – Ed Supervision</b>	Kingston	9	1
<b>MAED – Ed Supervision</b>	Montego Bay	5	1
<b>MAED – Ed Supervision</b>	Mandeville	1	
<b>MAED – Ed Supervision</b>	Location unspecified (have been contacted to find out location)	4	
<b>MAED – Unspecified (Catharina has emailed on 3 different locations with no response)</b>	Kingston	7	
<b>MAED – Unspecified (Catharina has emailed on 3 different locations with no response)</b>	Montego Bay	1	
<b>MAED – Unspecified (Catharina has emailed on 3 different locations with no response)</b>	Location Unknown	1	
<b>BSED - SPED</b>	Discovery Bay	0	
<b>BSED - SPED</b>	Kingston	3	
<b>BSED - SPED</b>	Mandeville	1	
<b>BSED - SPED</b>	Montego Bay	2	
<b>BSED - SPED</b>	Location Unknown		14

Minutes

Members Present: Susan Fouts, Dale Carpenter, Kareena Cooper-Duffy  
Phyllis Robertson and Lisen Roberts joined by electronic means.

6. Introduction of Members: Dr. Carpenter called the meeting to order and introduced Lisen Roberts, who will serve as Director of Human Services starting in January. Dawn-Marie Keaveny & Owen Speid will join us electronically from Jamaica. Mr. Speid (unable to attend this meeting) joins us as the new on-site coordinator.
7. Report on Activities since April 9, 2018
  - a. 2018 Summer Residency Activities – This was a great group. Many were melancholy about no more summer residency requirement.  
At the next meeting, we will review program evaluations results from summer 2018. Dr. Fouts explained that this group was very thorough in completing these evaluations. They were given twenty minutes but many students needed 40-60 minutes to complete the evaluation.
  - b. Planning for October commencement in Kingston and Montego Bay – Graduation will take place in Kingston – October 12<sup>th</sup> and MoBay – October 14<sup>th</sup> Chancellor Morrison Sheltar, Provost Burton, Dr. Fouts, Dr. Carpenter and Dr. Winter will be in attendance. Additionally, Dr. Oren and Dr. Blair are teaching cohorts in Jamaica and will also be in attendance. JTA President and Vice President are our distinguished alums and speakers at graduation
  - c. Scheduled new cohort MAEd Educational Supervision – Kingston –  
First class begins on October 8<sup>th</sup> with Dr. Blair.
  - d. Tentative plans for MAEd in Special Education – Discovery Bay –  
With the lack of applications for this cohort, we will be delaying the start date – originally set for November. The agreement with Brown's Town Community College is under negotiation. Once Mr. Owen Speid begins his duties as the new on-site coordinator, he will coordinate with the recruiter in Discovery Bay to further promote the program.
  - e. UCJ, SACS COC and UNC reports and requests  
SACS COC has had very specific questions about the various locations we are conducting class. An agreement has been created and will be signed and put on file for each location. Continuous Improvement reports have been completed for the various program offerings and we will pursue the paperwork required to begin offering "Inclusive Education"
8. Transition to new onsite personnel -  
Owen Speid, JTA President elect, is taking over as the new on-site coordinator as Dr. Bailey retires from his post. Mr. Speid plans to attend the commencement ceremony in Montego Bay.
9. Current cohort numbers –  
At present, we have 18 students in the Masters in Special Education cohort in Kingston.
10. Recruiting for new cohorts –  
Mr. Speid is confident he has found a good recruiter for the Kingston area. He will also be working with Fay Sterling, recruiter for the Discovery Bay area. There have been many inquiries in the Montego Bay region, though not enough in one specific field to begin a cohort. We

continue to encourage inquirers to apply. Mr. Richard Thompson, previously vice-principal at Mount Alvernia, has taken a Principal position at a new school. We have taken this opportunity to review our rental space. Mr. Speid has connections at the school across the road – Cornwall College – which he feels would be more convenient as it is closer to the taxi pickup location.

11. Other business –

a. Admission Requirements

Discussion was had over changing the admission requirements for the Masters programs. At its inception, the admission requirements for this program included the application form, transcripts, an entrance interview, and an admission exam; both of which were done in person. With these requirements, no GRE scores were required. We have since moved the essay online and the entrance interview requirement is completed over the phone. Dr. Carpenter proposed to submit a change in the process, removing the interview portion and adding additional questions to the essay. While some agreed that having the opportunity to experience both verbal and written answers, there would be less effort on both sides to incorporate the questions together. Completing the online admissions exam gives us the opportunity to see their technical skills.

b. Phone Process

Thanks to Dr. Fouts, we have a new phone system, Penny Talk, which allows us to successfully call students in Jamaica at a lower cost. This solution came after 3 months of being unable to contact current and potential students in Jamaica.

c. Program Evaluation

During the next JPAC meeting, we plan to review the program evaluation results from the current graduating class during their time on campus in July.

d. Reunion & Professional Development Institute Week

We intend to host a campus experience in July 2019. Alumni will come in on Monday, July 29<sup>th</sup> and leave on Monday, August 5<sup>th</sup>. Students will be picked up in Atlanta. This is still in the planning stages and we are unsure how much of this will be academic and how much will be cultural. Dr. Fouts asks for ideas and suggestions with regards to planning the content of this event.

e. Doctoral Program

Many alumni have asked about a doctoral program in Jamaica. There are too many hurdles to begin right now.

## **Jamaica Program Advisory Council**

November 16, 2018, Camp 145, 10:00 AM

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### Minutes

Members Present: Susan Fouts, Dale Carpenter, Kareena Cooper-Duffy, Tom Oren, Catharina Nickel

1. Introduction of Members: Dr. Carpenter called the meeting to order. Many members were absent due to a conflicting meeting.
2. Report on Activities since October 3, 2018
  - a. October commencement in Kingston and Montego Bay -  
Graduation took place in Kingston – October 12 and Montego Bay – October 14. There were 74 graduates present – 25 graduate and 49 undergraduate
  - b. Start of new cohort MAEd Educational Supervision – Kingston – Fifteen students started with the first class on October 8<sup>th</sup>. Three students intend to start in January with the second class.
  - c. Transition to onsite personnel – Owen Speid- Owen is ambitious and anxious to begin. He has found recruiters for Kingston and Montego Bay. Susan Davis, recent graduate of WCU's Masters in Educational Supervision will recruit in Montego Bay and Nickesha Watson, colleague of Mr. Speid, has been designated recruiter for the Kingston area. Ms. Fay Sterling has already been established as recruiter for the Discovery Bay area. Additionally, Mr. Speid has lined up a recruiter for the Port Antonio area when the Advisory Council feels it is appropriate to begin recruiting in this area. Dr. Oren and Fouts will be attending the JTA Symposium on November 28<sup>th</sup> and will meet with Mr. Speid and all recruiters.
  - d. Request to offer BSEd in Inclusive Education in Jamaica – UNC to replace BSEd in Middle Grades Education  
The request was submitted to Brandon Schwab, Associate Provost for Academic Affairs. We look forward to hearing a response soon.
3. Current cohort numbers –  
The Masters in Special Education cohort in Kingston has been running successfully since starting in February 2018. There are 18 students in this cohort. The Masters in Educational Supervision cohort began with fifteen students. We look forward to having more join us.
4. Recruiting for new cohorts –  
Constant communication will take place between Educational Outreach and the on-site coordinator. Each party will communicate with the other regarding new inquiries, applications and transcripts received.

After reviewing the numbers (attached), we feel we could pursue a Bachelors cohort in Kingston in the spring and possibly a Masters in Montego Bay in summer or fall.

Dr. Carpenter shared concerns about scheduling instructors for future cohorts. Due to various circumstances beyond our control, courses are not always offered during school breaks. Certain individuals have “pushed back” about this as instructors have scheduling conflicts, keeping them from being on campus to teach their regular course load.

Dr. Fouts clarified that as this is an academic issue, Educational Outreach does not interfere with this.

5. Program Evaluations and Course Evaluations –

The summary is attached.

Regarding the program evaluation, some areas of improvement include the office in Jamaica and textbooks. Educational Outreach has been pursuing other options with regards to e-books. Faculty members would be required to choose textbooks that are available as e-books. We received a high response rate; no less than a 4.5/5

Regarding the course evaluations – we had many classes where no response was received at all, but there has been a significant increase in receiving evaluations overall since switching from a paper based evaluation to a digital evaluation form. Some instructors offer grade points towards participation for completing this while others do not. Educational Outreach will begin adding the course evaluation link to the syllabus and email the link to students towards the end of class.

6. Upcoming JPAC meetings

Upcoming meetings are scheduled for January 23<sup>rd</sup> and March 26<sup>th</sup>

7. Other Business-

Graduate Admission Requirements - Per the discussion in the 10/3/18 JPAC meeting, Dr. Carpenter has put together questions to add to the current admissions exam. This will remove the need for the entrance interview, and students will now just have a 3-step interview process: Application Form, Transcript (if not a WCU Alum), and Admissions Exam, which has questions from the original entrance interview.

Inclusive Ed - With the request to change the Undergraduate degree from BSED – Middle Grades with a concentration in Special Education to “Inclusive Education”, Dr. Fouts will be in discussion with the Registrar, Larry Hammer, to discuss the degree as it would show on student diplomas.



## Report to WCU Jamaica Program Advisory Committee Program Evaluation and Course Evaluation Summary

### A. Program Evaluation

#### a. MAEd Special Education – Kingston 2019 – 8 Graduates Responding of 17

- i. Virtually all (over 95%) indicated that all program student learning outcomes were met

<b>Student Learning Outcomes</b>	
1. Graduates demonstrate advanced knowledge and understanding of the characteristics of students with mild to moderate disabilities regardless of formal identification in Jamaican schools.	5/8
2. Graduates demonstrate advanced knowledge of social and emotional needs of students with mild to moderate disabilities and ways to address them.	4.8/8
3. Graduates demonstrate advanced knowledge of the academic needs of students with mild to moderate disabilities and ways to address them.	5/8
4. Graduates utilize appropriate assessments to plan for instruction and monitor progress of students with mild to moderate disabilities.	4.8/8
5. Graduates apply Universal Design for Learning to address accommodations and modifications for diverse learners.	4.9/8
6. Graduates use knowledge of research to appropriately access, read, and interpret available research literature as it applies to students with mild to moderate disabilities.	5/8
7. Graduates develop action research projects based on relevant research for the improvement of students with mild to moderate disabilities in Jamaican schools.	4.5/8
8. Graduates demonstrate leadership in supporting students with mild to moderate disabilities in Jamaican schools.	5/8

- ii. Three indicated they planned to stay in current position and two indicated they would seek leadership positions.
- iii. Responses concerning support from Educational Outreach and access to resources were very positive – 4.8 or higher on 5.0 scale.
- iv. Selected questions and responses:

The instruction I received was relevant to me in my profession	5/8
The quality of the communication with my professors was excellent.	4.8/8
The course content was relevant to the Jamaican Educational System.	4.8/5

- v. Selected Comments:

1. The assigned researches made (me) aware of how to approach my current position.
  2. The class readings allowed me to do personal and professional evaluations of my job descriptions.
  3. The lecturers introduced me to creative ways that I used during my professional development workshops at my work site and other work sites.
  4. I am used as a resource person for my school and other school.
  5. The tests helped me to be able to develop reliable and valid tests for my students.
  6. The intern activities allowed me to develop my creativity while making teaching and learning fun yet effective, relevant and applicable to the Jamaican culture.
  7. During class discussions, I was afforded the opportunity to share my opinions in a respectable environment.
  8. The projects that were completed in this class speak to the Jamaican government's vision 2030.
2. Though at times I felt my brain stretching from how difficult some of the work was, I believe that it will be beneficial to others to experience the same mental challenges. I can now say that it has made me grow.
  3. Everyone of the courses prepared me for the leadership role that I presently hold. I have in the past week learned that the Ministry of Education is embarking on getting principals trained as inclusive education leaders. As candidates of this program, we have been equipped to go forth and lead in our respective roles or schools. Based on the new Primary Exit Profile (PEP) examination, I am confident that any WCU MAEd special education teacher can and effectively train other teachers or teach the students to successfully transition to secondary school.
  4. This program has helped me to be more aware of the current trends in education. I have also started to read educational journals and researching new developments in education across the world. I have also started to write educational proposals to help the students and teachers at my school and other schools.

#### B. Course Evaluations

- a. Course Evaluations were reviewed for nine different sections of undergraduate and graduate courses taught to the three cohorts; some sections had no student responses.
- b. Ratings by students of courses were consistently very high – over 4.5 on a 5.0 scale.
- c. No course sections received average ratings below 4.0 on 5.0 scale.
- d. Positive comments were numerous and often lengthy; suggestions for improvement were few.
- e. Positive comments were mostly about the quality of instructors in knowledge of material and preparedness. Flexibility and use of appropriate techniques such as group projects, videos, and other pedagogies were also frequently mentioned as strengths of courses.
- f. There were very few suggestions for improvement. The most frequent response was that the respondent had no suggestions. Of the suggestions, students indicated a desire for more time for instruction and more materials and examples from Jamaica consistent with those from the past. [Director's note: There were

many positive references to the relevance of the courses to Jamaica. It is the policy of the WCU Program that all instructors make at least one school visit during the face-to-face portion of each course.]

C. Overall Summary

- a. As in the past, students in the WCU Jamaica Program have very positive perceptions about:
  - i. Course quality including content and instructor professionalism
  - ii. Communication and support from WCU
  - iii. Relevance of the program to their professional goals
- b. In course evaluations and program evaluations, students state that the courses and overall program are relevant to education in Jamaica. They also state that more materials and examples from Jamaica are welcome.

Location	Program of Interest	Inquiries	Apps
Discovery Bay or Montego Bay	Bachelors in SPED	8	0
Discovery Bay	Masters General (Did not specify)	1	0
Discovery Bay	Masters in SPED	11	5
Discovery Bay	Masters in Supervision	6	3
Discovery Bay	No program chosen	2	0
Kingston	Bachelors General (Did not specify)	1	1
Kingston	Bachelors in SPED	35	19 Transcripts for about 8
Kingston	Masters General (Did not specify)	6	2
Kingston	Masters in SPED	29	12
Kingston	Masters in Supervision	34	31 10 deferred
Kingston	No program chosen	3	0
Mandeville	Bachelors General (Did not specify)	1	0
Mandeville	Bachelors in SPED	4	1
Mandeville	Masters in SPED	28	6
Mandeville	Masters in Supervision	5	3
Montego Bay	Bachelors General (Did not specify)	2	1
Montego Bay	Bachelors in Early Childhood	2	6
Montego Bay	Bachelors in SPED	23	6
Montego Bay	Masters General (Did not specify)	4	0
Montego Bay	Masters in SPED	15	6
Montego Bay	Masters in Supervision	28	8
No location specified	Bachelors General (Did not specify)	3	
	Bachelors in Early Childhood	1	
	Bachelors in SPED	15	
	Masters General (Did not specify)	10	
	Masters in SPED	16	
	Masters in Supervision	10	
	No program chosen	1	
This list includes applicants who have withdrawn or we do not offer the program they are interested in	Application Withdrawn	8	
	Bachelors in Mathematics	2	
	Doctoral Program	5	
	Masters in Counseling/Psychology	1	
	Masters in EC	1	
	Masters in Mathematics		1
	Psychology	1	

## **Jamaica Program Advisory Council**

January 24, 2019 – 3:00pm

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### Minutes

Members Present: Susan Fouts, Dale Carpenter, Tom Oren, Kofi Lomotey, Lisen Roberts, Kim Winter, Catharina Nickel

1. Introduction of Members: Dr. Carpenter called the meeting to order, introducing Kofi Lomotey, new to JPAC
2. Report on Activities since November 16, 2018
  - a. Visit to Montego Bay by Tom and Susan in November -  
JTA Conference was successful. Over 600 brochures were passed out. They saw many WCU alumni who stopped by their booth.
  - b. Progress with current cohorts –  
Two Masters cohorts are currently ongoing, both in Kingston. Masters in Special Education began February 2018. Students will complete their program at the end of summer 2019. Masters in Educational Supervision cohort began October 2018 and will complete their program at the end of summer 2020.
3. Current cohort numbers –  
There are 17 students in each of the Masters cohorts; Special Education and Educational Supervision.
4. Recruiting for new cohorts –  
Attached is an applicant update. Numbers reflect that beginning a Bachelor's cohort in Kingston will be successful.

Agreements have been made with Quality Academics in Kingston and Brown's Town Community College in Discovery Bay. The location change in Kingston has been approved. Since there is no change of location to be made in and approved by SACS-COC, we can begin as soon as we have enough to start a cohort. There are enough applicants to start a Masters in Special Education cohort in May.

Applicants are very eager to begin in Montego Bay and Mandeville, however we cannot begin until we have secured a location and received approval of the location change by SACS-COC. Once a letter has been submitted stating the location change, it may take 6 months to receive a response from SACS.

Educational Outreach has offered to pay transcript request fees for applicants so that transcripts can be obtained more quickly. Students must contact us requesting this and Educational Outreach will contact their school for payment directly.

5. Advice concerning new cohorts –  
Scheduling instructors for future cohorts has proven difficult. Approval must be obtained by department heads of instructors interested in teaching in Jamaica.
6. Alumni week planning July 29 – August 5, 2019-  
This week will be an opportunity for alumni to visit the campus and attend various professional development workshops, participate in cultural events, tour the campus, and have opportunities to see WCU Jamaica program professors as well as network with other alumni from Jamaica.

Tom Oren is coordinating with faculty who might be interested in teaching a workshop.

Educational Outreach has put together a budget and a cost has been announced to alumni. Susan Fouts is unsure if there will be 20 participants or 100 participants, but the event will proceed with a minimum of 10 individuals.

This alumni week is scheduled for Monday to Monday, allowing for cheapest flights for our incoming alumni. Possible off-campus events and excursions are being organized, including the option to visit local schools, perhaps a year-round school.

Kim Winter mentioned the administrative office of the Catamount School will be back on August 1<sup>st</sup>.

7. Other Business -

Kofi Lomotey posed the question there wasn't a Colombia Advisory Committee, or even an International Advisory Committee. Kofi and Kim Winter wish to see JPAC merge to include the Colombia program.

Dale Carpenter clarified that a Colombia Advisory Committee would not be as effective as cohorts are started at the request of specific individuals in Colombia, typically by a principal, and usually only every 5 years or so. All recruitment and coordination for beginning a program is begun there.

Susan Fouts clarified further that the Jamaica Program Advisory Committee was proposed by the Provost and identified by the University Council of Jamaica as necessary *in an annual report*.

8. Upcoming JPAC Meetings

The next meeting is scheduled for March 26<sup>th</sup>

Location	Program of Interest	Inquiries	App	Transcript	Completed App Process
<b>Discovery Bay</b>	Bachelors in Early Childhood	1	0	0	0
	Bachelors in SPED	13	4	1	1
	Masters in SPED	22	9	5	4
	Masters in Supervision	18	8	3	1
	None Specified	3	0	0	0
<b>Kingston</b>	Bachelors in SPED	47	27	8	8
	Masters General (Did not specify)	5	2	1	0
	Masters in SPED Current cohort – 6 no shows in Feb2018   3 deferred until next cohort begins	32	14	11	4
	Masters in Supervision Current cohort – 2 no shows in Oct2018   12 deferred till next cohort begins	40	19	8	11
	None Specified	3	0	0	0
<b>Mandeville</b>	Bachelors General (Did not specify)	1	0	0	0
	Bachelors in SPED	6	2	1	1
	Masters in SPED	30	12	4	5
	Masters in Supervision	10	8	5	2
<b>Montego Bay</b>	Bachelors in Early Childhood	2	0	0	0
	Bachelors in SPED	33	14	5	2
	Masters General (Did not specify)	4	0	0	0
	Masters in SPED	18	10	2	1
	Masters in Supervision	43	21	7	5
	None Specified	1	1	0	0
<b>Port Antonio</b>	Bachelors in SPED	1	1	1	0

## Jamaica Program Advisory Council

March 26, 2019 – 3:00pm

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### Minutes

Members Present: Dale Carpenter, Susan Fouts, Tom Oren, Kim Winter, Dan Grube, Kareena Cooper Duffy, Lisen Roberts, Catharina Nickel

12. Introduction of Members: Dr. Carpenter called the meeting to order

13. Role of JPAC – discussion

Dale Carpenter - JPAC is advisory to the university administration and that responsibility for programs is shared by Ed Outreach and College of Education and Allied Professions and the heads of each of those units – Executive Director Susan Fouts and Dean Kim Winter. JPAC makes recommendations and does not make decisions. JPAC also serves a communication function and minutes are used for documentation in reports for accreditation and other similar purposes.

Susan Fouts adds on that the creation of JPAC was a vehicle for communication that the UCJ wanted between Educational Outreach and CEAP. Fouts clarifies further that Educational Outreach does not make any decisions on curriculum. EO handles all logistics for instructor travel, including hotel reservations in Jamaica, solving problems as they arise, and collecting evaluation results – however EO does not review the results from evaluations.

14. Report on Activities since 1/24/19 (last JPAC meeting)

(Susan Fouts and Dale Carpenter)

- a. Status of SACSCOC approvals of venues in Montego Bay (Cornwall College) and Mandeville (Church Teachers College)

An official notification was sent to SACS-COC in March alerting them of our change in location in both Montego Bay and Mandeville.

While we have received a notice that the notification has been received, it is unclear whether we can begin in these locations or if we need to wait for an official approval. We likely won't hear back from SACSCOC until July or August. Fouts will bring this up to Provost Carol Burton who will make a final decision on how and when we should proceed.

Church Teachers College Fouts thinks students will be very pleased with the facility. The school makes use of Moodle and great wi-fi is available. The school seems to be keeping up with the advancement of technology.

Cornwall College Fouts believes that this will serve as a great space for the instruction site in Montego Bay. Good, dependable wi-fi and handicap accessible.

- b. Status of UNC SO approval to offer BSEd in Inclusive Education in Jamaica  
We have received approval from the Associate Provost for Academic Affairs, Brandon Schwab to proceed with offering Inclusive Education.
- c. Carpenter and Fouts are working on the annual report for the UCJ. This will be submitted soon.

Chrome River changes have been put into effect – Chrome River is the digital software used to process travel for WCU employees. Travel is still handled through Educational Outreach. As such, instructors are to pass along any travel receipts to EO for



reimbursement.

Dale Carpenter taught in Jamaica in March. While there, he met with Wayne Robinson and Owen Speid. They had a good visit and were able to discuss the progress of the program. Quality Academics continues to be a great space – students and faculty have access to very good and dependable Wi-Fi.

SPED 687 – Practicum for the Masters in Special Education cohort is underway. Dr. Dawn-Marie Keaveny, WCU Alum and lecturer at Mico College serves as the in-country evaluator of student work for the practicum. It was at the request of the UCJ that more Jamaican based people be involved in the program.

15. Current Cohort Numbers (Catharina Nickel)

Masters in Special Education – 17 students, expecting to graduate Fall 2019

Masters in Educational Supervision – 15 students, expecting to graduate Fall 2020

16. New Cohort Discussion

- a. At the last meeting, 1/24/19, JPAC generally agreed to begin the following cohorts pending approval from Dr. Susan Fouts and Dr. Kim Winter:
  - i. BSEd Inclusive Education – Kingston  
Educational Outreach has received 32 applications, 54 inquiries  
Dr. Ellie Blair is tentatively scheduled to teach the first class in June 2019
  - ii. MAED SPED – Discover Bay  
Educational Outreach has received 11 applications, 23 inquiries  
Dr. Tom Oren is tentatively scheduled to teach the first class in May 2019  
It is expected that with the announcement of the start date, more applications will be submitted.
- SACSCOC has approved both instructional sites. With the “go-ahead” from Dr. Brandon Schwab, Associate Provost, Academic Affairs, we can proceed with this starting this cohort.
- b. Discussion of Possible Additional Cohorts  
The attached table includes the applicant status as of March 26, 2019. JPAC agrees that there is enough interest to start a Masters in Educational Supervision in Montego Bay and potentially a Bachelors in Special Education.

Kim Winter feels that there would be need to review the number of faculty, adjunct or full-time, that are available to support starting additional cohorts.

With the degree completion of the Masters in Special Education cohort in Kingston, there would be x number of cohorts in Jamaica.

- Masters in Ed. Supervision – Kingston (current)
- Masters in Special Education – Discovery Bay (begin May 2019)
- Bachelors in Special Education – Kingston (begin June 2019)
- Masters in Ed. Supervision – Montego Bay (potential to start in September/October, pending the decision of Provost Burton on the SACS notification)

17. Alumni Week planning – July 29 – August 5, 2019

Planning is going well. A budget is in place and alumni wishing to attend have been asked to provide a deposit by May 1<sup>st</sup> to secure a spot for this event.

During this week, there will be opportunities for professional development workshops. Faculty have been invited to submit a proposal for a workshop that they would like to teach.

The event will run so long as there is a minimum of ten people in attendance. Educational Outreach has received a good number of responses so far.

18. Books continue to be an issue. Not all students purchase the required textbooks; typically, only about half.

Educational Outreach is looking into alternative options for providing textbooks for students. Currently the shipping cost and customs fee for sending textbooks to Jamaica is \$2000.00 per box - typically, this is just one set of textbooks and does not include the cost of the books.

One option is to purchase e-readers, downloading e-books for all classes to the e-reader and distributing to students in Jamaica.

Another option proposed was to load text onto flash drives and provide to the students.

With these options, it would be even more pertinent that instructors provide us with the textbook they intend to use prior to the start of the program.

WhatsApp, a phone and messaging app that runs on Wi-Fi has become a great resource in Educational Outreach and among the faculty traveling to Jamaica. Using this app allows EO to connect with the on-site coordinator by phone and text message as well as a free way for us to connect with students

Upcoming JPAC Meetings – schedule will be sent out in the coming months.

Location	Program of Interest	Inquiries	App	Transcript	Completed App Process
<b>Discovery Bay</b>	Bachelors in Early Childhood	1	0	0	0
	Bachelors in SPED	13	4	1	1
	Masters in SPED	22	9	5	4
	Masters in Supervision	18	8	3	1
	None Specified	3	0	0	0
<b>Kingston</b>	Bachelors in SPED	47	27	8	8
	Masters General (Did not specify)	5	2	1	0
	Masters in SPED Current cohort – 6 no shows in Feb2018   3 deferred until next cohort begins	32	14	11	4
	Masters in Supervision Current cohort – 2 no shows in Oct2018   12 deferred till next cohort begins	40	19	8	11
	None Specified	3	0	0	0
<b>Mandeville</b>	Bachelors General (Did not specify)	1	0	0	0
	Bachelors in SPED	6	2	1	1
	Masters in SPED	30	12	4	5
	Masters in Supervision	10	8	5	2
<b>Montego Bay</b>	Bachelors in Early Childhood	2	0	0	0
	Bachelors in SPED	33	14	5	2
	Masters General (Did not specify)	4	0	0	0
	Masters in SPED	18	10	2	1
	Masters in Supervision	43	21	7	5
	None Specified	1	1	0	0
<b>Port Antonio</b>	Bachelors in SPED	1	1	1	0

**Jamaica Program Advisory Council**  
September 12, 2019, 2019 – 3:00pm

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Minutes

Members Present: Dale Carpenter, Susan Fouts, Catharina Nickel, Kim Winter, Dan Grube, Kareena Cooper Duffy, Lisen Roberts, Kofi Lomotey, Dawn Marie Keaveny

1. Introduction of Members: Dr. Carpenter called the meeting to order
2. Report on Activities since March 26, 2019 (last JPAC mtg) (Susan Fouts & Dale Carpenter)
  - a. Alumni Week-  
Susan Fouts – Very successful Alumni Week. Seven alumni in attendance. They received up to 30 CEUs of Professional Development.
  - b. Planning for October commencement in Kingston-  
Graduation will take place on October 13<sup>th</sup> at the Knutsford Court Hotel for the first Alumni Awards will be given to 4 alumni
    - Olive Johnson (UG)
    - Geraldine Arthurs (UG)
    - Owen Speid (G)
    - Bevar Moodie (G)
  - c. UCJ Self-Study-  
Dale Carpenter and Susan Fouts have begun working on this. This is very similar to the SACS-COC accreditation that WCU recently went through. The self-study requires a lot of content and materials, it will be close to 200 pages once completed.
  - d. JTA Conference – August 2019-  
Owen Speid was installed as the JTA President. Many of the individuals who visited the table already had master's degrees or serve as principals at their schools. Around 150 pamphlets were distributed for principals to share with their teachers. Many alumni visited the table as well.
  - e. Cornwall College-  
A new cohort in Montego Bay – Bachelors in Inclusive Education/Special Education was started on August 19. Dr. Fouts and Ms. Nickel visited the class and students. The classrooms are great. We have purchased additional fans to help with the air circulation and have purchased devices to increase internet access at the site. Susan Davis, Recruiter for Montego Bay, is great! She provides excellent support for the faculty and students.
  - f. JTA Symposium – November 2019  
Mr. Owen Speid, JTA President has asked for a speaker from Western Carolina University to speak at the November JTA Symposium on the topic of "Instructional Planning". Kofi Lomotey, along with Kim Winter and Dan Grube will work to identify someone to speak on this.
3. Current cohort numbers:  
There are around 83 students currently admitted. Due to scheduling conflicts, some students were unable to join the first courses in Montego Bay's new cohorts. Additional students are

expected to join with the second course, bringing the enrollment numbers up further. *See attached table for breakdown of current cohort numbers.*

4. Recruiting for new cohorts:

Using the data compiled from applicants, a motion was made to start a new cohort in Mandeville – Masters in Special Education/Comprehensive Education. Dan Grube made the motion, Lisen Roberts seconded. The cohort will be advertised to begin January 2020 and current applicants will be notified. *See attached table for accurate listing of applicant status.*

5. Other Business: None

6. Upcoming 2019 – 2020 JPAC Meetings

November 14 9-10am – Killian 202

January 14 2-3pm – Camp 141

April 15 – 9:30-10:30am – Killian 202

# Jamaica Program Applicant Update

Location	Program of Interest	Inquiries	App Rcv'd	Transcript Rcv'd	Admission s Exam Rcv'd	CURRENT COHORT	Note
Discovery Bay	Bachelors in Early Childhood	1	0	0	0		
	Bachelors in SPED	22	7	3	N/A		
	Masters in SPED	26	6	4	3	bMay2019	8
	Masters in Supervision	36	23	10	5		
	No Program Specified	2	0	0	0		
Kingston	Bachelors in SPED	45	22	8	N/A	bJune2019	18
	Masters (Did not specify)	12	2	1	0		
	Masters in SPED	58	25	15	8	bFeb2018	17 12 - deferred til next year (did not attend Feb2018)
	Masters in Supervision	55	27	14	9	bOct2018	17 12 - deferred til next year (did not attend Oct2018)
	No Program Specified	5	5	0	0		
Mandeville	Bachelors (Did not specify)	1	0	0	N/A		
	Bachelors in SPED	8	3	1	N/A		
	Masters (Did not specify)	1	0	0	0		
	Masters in SPED	39	17	7	6		
	Masters in Supervision	14	12	9	6		
Montego Bay	Bachelors in Early Childhood	4	1	0	N/A		
	Bachelors in SPED	20	1	0	N/A	bAug2019	16 Expecting another 13 to show for course #2
	Masters (Did not specify)	4	0	0	0		
	Masters in SPED	21	8	3	2		
	Masters in Supervision	33	9	4	2	bJuly2019	24 Expecting another 10 to show for course #2
Portland	Bachelors in SPED	1	0	0	N/A		
	Masters (Did not specify)	3	0	0	0		
	Masters in SPED	1	1	0	0		
	Masters in Supervision	3	3	1	1		

## Jamaica Program Advisory Council

November 14, 2019, 2019 – 9:00am

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### Minutes

Members Present: Dale Carpenter, Susan Fouts, Catharina Nickel, Kim Winter, Dan Grube, Kareena Cooper Duffy, Kofi Lomotey

1. Introduction of Members: Dr. Carpenter called the meeting to order
2. Report on Activities since October 13, 2019 (last JPAC meeting)  
(Susan Fouts & Dale Carpenter)
  - a. October Commencement in Kingston  
Dale Carpenter – There were 17 MAED students, the first cohort to graduate with the Masters in Special Education degree in Jamaica. Additionally, there were 2 undergraduate students who graduated through the “Part Way Home” program – this allows for students to finish missing courses to complete their degree.
  - b. UCJ, SACS COC, and UNC Reports and Requests – continually working on these.
3. UCJ Self-Study – Dr. Carpenter is working on this jointly with Dr. Fouts.
4. JPAC Organization and Purpose Document – **see attachment on page 23**  
As discussed in previous meetings, a document has been drafted to discuss the purpose of the Jamaica Program Advisory Council. It should be noted that the Advisory Council was created per the suggestion of the University Council of Jamaica. It has allowed for stronger partnership between Educational Outreach and the College of Education and Allied Professions.
5. Planning for Commencement in Colombia – May 23, 2020  
While not involving the Jamaica Program, it does involve faculty, department heads, and coordinators with the program.  
The last course, taught by Dr. Buskey, will conclude on May 22<sup>nd</sup>. Graduation will be held on May 23<sup>rd</sup>, per the request of the students and coordinator in Colombia as students have to commute far distances to attend classes.  
The Chancellor and Provost are unable to come. At this time, those planning to go attend are as follows: Dr. Dale Carpenter, Dr. Kim Winter, Dr. Kofi Lomotey, Dr. Pam Buskey
6. Current Cohort Numbers – **see attachment on page 25**  
There are 93 students currently admitted to WCU Jamaica Programs – 42 in undergraduate programs and 51 in the graduate programs. Attachment lists enrollment breakdown by programs and locations.
7. Recruiting for New Cohorts – **see attachment on page 25**  
Per the attached spreadsheet, the Advisory Committee feels that there is enough interest to pursue starting a cohort in Discovery Bay – Masters in Educational Supervision. The program coordinators will discuss with faculty and evaluate faculty interest and availability to see if there is enough faculty to start a Masters in Special Education cohort in Kingston. Both cohorts would ideally begin May-July 2020.

8. Other Business

- "Incidents" in May and October – two separate situations in this past year that have happened to WCU faculty/staff in Jamaica.

In May 2019, Kingston, Jamaica – daylight – two instructors were walking back to the hotel, still on the main street, and a motorcyclist snatched the purse of one of the instructors.

In October 2019, Kingston, Jamaica – night – six WCU affiliated employees were walking back to hotel, two men and four women. They were assaulted by three individuals. Two purses were cut from individuals, one was stolen, the other was not.

According to [travel.state.gov](http://travel.state.gov), Jamaica, including parts of Kingston and Montego Bay are under a state of emergency – level 2.

Educational Outreach will provide additional money for transportation for faculty, should they decide they want to go out for a couple of meals outside of the hotel. Clarification was made that Educational Outreach does not deny reimbursements for travel costs. In teaching agreements, faculty are made aware that travel costs for faculty are covered, but guests are to be paid for by the faculty member or the guest.

Educational Outreach is also working on a plan to enroll guests of faculty members into a non-credit program so that GeoBlue can be purchased for instructors on these trips. The College of Education and Allied Professions has agreed to take on this expense.

Kim Winter and Susan Fouts have been in discussion with Mike Byers, Vice Chancellor for Admin and Finance, regarding other insurance for traveling faculty members. Kim will continue these conversations with Mike to work out a solution. She feels at minimum, they need to have health or theft insurance.

As Dale Carpenter works on scheduling faculty for future classes, the attempt is made to schedule two instructors to teach at the same time. This is especially helpful when there is an instructor teaching in Jamaica for the first time.

Unfortunately, it has proven to be difficult for faculty to commit to this due to scheduling issues, etc.

Additionally, Dale has to adhere to CEAP's policy where faculty are not allowed to be away from regular class time for more than one week at a time. For this reason, we schedule classes during fall and spring breaks, as well as summer and winter breaks. By doing this, faculty can teach during the break as well as an additional week during which class would be in session.

Educational Outreach is modifying the contact card for faculty members traveling to Jamaica. This card currently has the contact information for the on-site coordinator, hotel information, and driver information. This will be modified to include other numbers, including the US Embassy and recruiter information. This will also be posted on the website in case faculty misplace or lose this somehow.

During a recent trip to Montego Bay, it was discovered that one of our drivers, Dudley Hazle's health is not great. He was diagnosed with cancer but has been getting treatment. Catharina Nickel has spoken with him about this and he is very eager to still help with the program for as long as he is able. During times of treatment, he designates another, dependable driver to provide transportation for our faculty members.



Discussion has been posed regarding alternating each JPAC meeting to be held as the “International Program Advisory Council” so that discussion can be made regarding the Colombia program we offer. Susan Fouts reiterated that this Advisory Council was established at the suggestion of the University Council of Jamaica to bring cohesion between Educational Outreach and the College of Education and Allied Professions for the betterment of this program. No decision has been made at this time.

#### Upcoming JPAC Meetings

January 23 – 2-3pm – Camp 141

March 26 – 9:30-10:30am – Killian 202

## Western Carolina University

### Jamaica Program Advisory Committee

Approved 11.14.2019

**Purpose:** The WCU Jamaica Program Advisory Committee (JPAC) serves to advise the Dean of the College of Education and Allied Professions and the Executive Director of the Division of Education Outreach regarding academic programs offered in Jamaica. Academic programs in Jamaica are co-sponsored by the College of Education and Allied Professions (CEAP) and the Division of Educational Outreach (EO). Educational Outreach is the lead organization for operational logistics such as contracts, physical classrooms, student recruitment, student and instructor support, etc. The College of Education and Allied Professions is the lead organization for academic programming such as curriculum, assignment of instructors, course management, enrollment management, etc. Both units collaborate extensively regarding program issues including, but not limited to, program evaluation, annual reports, and accreditation.

**Membership and Structure:** The Executive Director of Educational Outreach and the Dean of the College of Education and Allied Profession collaborate on the membership of JPAC. JPAC is co-chaired by the Executive Director of Educational Outreach and the WCU Jamaica Program Director, a designated CEAP faculty member. Other members of the WCU JPAC include the CEAP dean, heads of departments and program directors for current programs in Jamaica, the lead Jamaica program support specialist from Educational Outreach, the Jamaica on-site coordinator, and others at the discretion of the Executive Director of Educational Outreach and the Dean of the College of Education and Allied Profession. Others may include program alumni, program faculty, and others involved in Jamaica and on the WCU campus. The WCU JPAC meets at least once per academic semester or two times annually and as needed beyond the minimum times. Meetings are held on the WCU campus with provision for virtual attendance, i.e., online, by those who are unable to be physically present.

**Governance:** WCU JPAC is advisory to the Dean of the College of Education and Allied Professions and the Executive Director of the Division of Education Outreach. The Dean of the College of Education and Allied Professions and the Executive Director of the Division of Educational Outreach report directly to the WCU Provost and Vice-Chancellor for Academic Affairs. WCU Jamaica programs reside in Academic Affairs.

**Committee Responsibilities:** The WCU JPAC is responsible for informing and advising the CEAP dean and Educational Outreach executive director regarding programs in Jamaica. Responsible areas include, but are not limited to, enrollment, operations, program evaluation, annual reports, accreditation, and other pertinent matters. The WCU JPAC is one of the primary means for gathering information and informing stakeholders on campus and in Jamaica of activities and any changes that may affect the programs offered.

JPAC Organization and Purpose Page | 2

**Meetings and Agenda:** WCU JPAC meeting times and agenda are set by the co-chairs with membership input. Agendas include, but are not limited to, co-chair reports on items of interest and Jamaica program activities since last meeting, report on current cohort enrollment and progress, course and program evaluation data at least annually, demand for additional cohorts,

changes in operations, and other pertinent items. Members are encouraged to provide information and advice. Format is structured but informal and consensus regarding recommendations is favored. Votes may be held when the membership requests. The WCU JPAC meets at least once per academic semester or two times annually and as needed beyond the minimum times. Meetings are held on the WCU campus with provision for virtual attendance, i.e., online, by those who are unable to be physically present.

## Jamaica Program Applicant Update - November 14, 2019

Location	Program of Interest	Inquiries	App Rec'd	Transcript Rec'd	Admit Exam Rec'd	Current Cohorts (bxxxx indicates year started)	Note
<b>Discovery Bay</b>	Bachelors in SPED	23	8	3	N/A		
	Masters in SPED	26	6	4	3	bMay2019	8
	Masters in Supervision	36	23	9	5		
	No Program Specified	2	0	0	0		
<b>Kingston</b>	Bachelors in SPED	51	25	11	N/A	bJune2019	19
	Masters General	12	2	1	0		
	Masters in SPED	57	23	14	7		
	Masters in Supervision	60	28	15	9	bOct2018	15
<b>Mandeville</b>	No Program Specified	5	0	0	0		12-deferred till next year (did not attend Oct2018)
	Bachelors in SPED	7	2	0	N/A		
	Masters General	1	0	0	0		
	Masters in SPED	47	20	12	10	bDec2019	Announced start date of Dec2019/Jan2020
<b>Montego Bay</b>	Masters in Supervision	14	12	8	4		
	Bachelors in SPED	50	31	25	N/A	bAug2019	23
	Masters General	4	0	0	0		
	Masters in SPED	21	7	3	2		
<b>Portland</b>	Masters in Supervision	47	17	9	8	bJuly2019	28
	Bachelors in SPED	1	0	0	N/A		
	Masters General	3	0	0	0		
	Masters in SPED	1	1	0	0		
	Masters in Supervision	3	3	1	0		

## **Jamaica Program Advisory Council**

January 23, 2020 – 2:00pm

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### Minutes

Members Present: Dale Carpenter, Catharina Nickel, Kim Winter, Dan Grube, Brandon Schwab, Joy Byers-Campbell, Kofi Lomotey

1. Introduction of Members: Dr. Carpenter called the meeting to order
2. Report on Activities since November 14, 2019 (last JPAC meeting)
  - a. Submission of UCJ Self Study  
Submitted November/December 2019. Received adjustments that will need to be made and submitted by mid-February.
  - b. Report on Zoom Meeting with UCJ Representative 1.22.2020 (notes attached)  
Dr. Carpenter met with UCJ Representatives. They shared concerns for the Undergraduate Program. Current Admission process is to accept students with teaching diplomas and transfer in 86 credit hours. Representatives don't believe the diploma is to the same level as the undergraduate level courses.  
Dr. Carpenter explained to representatives that Jamaican students are ahead of those in the US because of student teaching. Assessors may have problems with this.  
Dr. Carpenter states he cannot apply for accreditation for the MAED SPED program until the program is complete. This is now complete and information submitted to the UCJ, but this will likely be the same for the undergraduate cohort in Inclusive Education.
  - c. Program and Course Evaluation Report (attached)  
Only 8 of the 17 students responded to the program evaluation. Receiving feedback from students is a constant issue.
  - d. Planning for Commencement for MAED Educational Supervision in Colombia – May 23, 2020  
This event requires much less involvement than Jamaica commencements. Dr. Winter, Dr. Grube and Dr. Lomotey will be attending.
3. Current Cohorts
  - a. Enrollment per Site (attached) – One hundred and seven currently enrolled in Jamaica program cohorts.
  - b. Suspend (and possibly discontinue) Mandeville  
Mandeville cohort began December 30<sup>th</sup>, 2019. Only 10 students showed up. An email has been sent to all currently enrolled Mandeville cohort students. If enrollment can be increased to at least 15 students, we can continue in May – however if we cannot reach that number, we will discontinue the program. Recruitment continues.
4. New Cohorts
  - a. Recruitment Updates (attached)  
WCU's Graduate School has put new policies in place about admission for new cohorts. In past, contract programs (such as Jamaica and Colombia) did not have to base their schedules on academic schedules as courses are taught during breaks – when school is not always in session. Students could also attend the first course while waiting on their transcript – transcripts being requested from schools in Jamaica can take a very long time – sometimes 6+ months.  
The new policy requires that all students be admitted with all their materials

(transcripts, etc.) submitted before census day. This limits the Jamaica program to starting new cohorts only in December/January, May/June, or August/September. Our cohorts have typically started in October or occasionally in February.

During the previous JPAC meeting, it was discussed that recruitment would proceed with the goal of starting a Masters in Special Education cohort in Kingston and a Masters in Educational Supervision cohort in Discovery Bay in October (based on the inquiries and apps received (attached chart). Based on the new Graduate School Admission policies, this will have to be revisited.

Based on the admission policies for Graduate School, the Mandeville Cohort will not be able to continue in March as originally planned and pending sufficient enrollment, this will have to wait until May to continue the cohort.

Dr. Joy Byers-Campbell (Graduate School Representative) asked about retention for our programs. Dr. Carpenter and Ms. Nickel explained that many of our graduate students are WCU Alumni, determined to complete their studies with us again. They are fond of the programs, the faculty, the instruction. Additionally, they receive a partial tuition reimbursement upon completion of the program for those accredited by the UCJ.

b. Site Updates

Dr. Ellie Blair – taught in Mandeville in December/January 2020 at Church Teachers' College. She was very pleased with the location.

5. Fiscal Report (attached)

Questions came up about starting new cohorts with small enrollment numbers. Educational Outreach pays for all Jamaica program fees and receives tuition from students. EO maintains up-to-date reports on cost of each individual course.

The attached report denotes direct cost of teaching a single course in Jamaica – only direct cost. Does not include supplies and travel fees for cohorts' graduation, UCJ fees, purchasing replacement equipment, etc. These items are purchased as needed with excess funds.

Example: In December/January 2020, 2 projectors, 5 CD drivers, 4 HDMI cables were purchased and sent to Jamaica to replace old equipment.

Educational Outreach also supplements cohorts with smaller enrollment numbers with these funds. Noting the Current Cohorts attachment – there are several cohorts operating at a loss.

This Fiscal Report shows a comparison, based on the number of students, if graduate or undergraduate, and location of the program.

6. JPAC Proposals – *moving forward to discuss at March meeting*

7. Other Business

- a. Alumni Group Updates – *moving forward to discuss at March meeting*
- b. Coordinator Role – *moving forward to discuss at March meeting*
- c. Miscellaneous Items

1. Chrome River Issues – All University travel is to be logged and recorded for reimbursement using this system.

There are ongoing problems. This system was put in place and works well for domestic transportation but have been problematic for international trips. We are trying to work with various departments to get this resolved to work better for everyone.

8. Upcoming JPAC Meetings

- a. March 26 – 9:30 – 10:30am – Killian 202

## January 2020 Fiscal Report Educational Outreach

Direct Cost for Individual Courses Includes:

- Instructor Payment (Cost differs whether instructor has Masters or Doctoral degree)
- Flight
- Per Diem (\$42.10/day)
- Travel in the US: Mileage, Baggage, Parking
- Travel in Jamaica: Lodging, Transportation
- Instructional Site (This cost differs according to location and is negotiated by EO)
- Payment to Coordinator (\$20/student)
- Payment to Recruiter (\$15-\$20/student according to number of students enrolled)
- Health Insurance for travelers – amount allocated for 2 weeks – additional cost for instructors staying 15+ days
- Additional Payment: CEAP Share - \$40/student – Undergraduate and \$60/student – Graduate

Estimated Cost by Location	10 Enrolled Students			15 Enrolled Students			20 Enrolled Students			
		UG	G		UG	G			UG	G
	Tuition:	\$6500	\$7250	Tuition:	\$9750	\$10,875		Tuition:	\$13,000	\$14,500
	Direct Cost of Course	Profit/Loss after Tuition Received		Direct Cost of Course	Profit/Loss after Tuition Received		Direct Cost of Course	Direct Cost of Course	Profit/Loss after Tuition Received	
Kingston	\$8802	- \$2,302	- \$1,552	\$8,977	\$773	\$1,898	\$10,052	\$10,452	\$2,948	\$4,048
Montego Bay	\$7,560	- \$1,060	- \$310	\$7,735	\$2,015	\$3,140	\$8,810	\$9,210	\$4,190	\$5,290
Discovery Bay	\$7,540	- \$1,040	- \$290	\$7,715	\$2,035	\$3,160	\$8,790	\$9,290	\$4,210	\$5,210
Mandeville	\$7,572	- \$1,072	- \$322	\$7,747	\$2,003	\$3,128	\$8,822	\$9,222	\$4,178	\$5,278



Things to note:

- The direct cost of the trip may be significantly different depending on season and location.
- The cost of the trip may also be significantly different depending on when a faculty member purchases a ticket/when a trip is approved on Chrome River.
- There are direct costs in addition to the instructor's travel (i.e. Projectors, Laptops, CD Drives, Wi-Fi Devices, etc.) These things are purchased as needed with the excess funds.

# Report to WCU Jamaica Program Advisory Committee Program Evaluation and Course Evaluation Summary

**January 23, 2020**

## D. Program Evaluation

- a. MAEd Special Education – Kingston 2019 – 8 Graduates Responding of 17
  - i. Virtually all (over 95%) indicated that all program student learning outcomes were met

<b>Student Learning Outcomes</b>	
2. Graduates demonstrate advanced knowledge and understanding of the characteristics of students with mild to moderate disabilities regardless of formal identification in Jamaican schools.	5/8
3. Graduates demonstrate advanced knowledge of social and emotional needs of students with mild to moderate disabilities and ways to address them.	4.8/8
4. Graduates demonstrate advanced knowledge of the academic needs of students with mild to moderate disabilities and ways to address them.	5/8
5. Graduates utilize appropriate assessments to plan for instruction and monitor progress of students with mild to moderate disabilities.	4.8/8
6. Graduates apply Universal Design for Learning to address accommodations and modifications for diverse learners.	4.9/8
7. Graduates use knowledge of research to appropriately access, read, and interpret available research literature as it applies to students with mild to moderate disabilities.	5/8
8. Graduates develop action research projects based on relevant research for the improvement of students with mild to moderate disabilities in Jamaican schools.	4.5/8
9. Graduates demonstrate leadership in supporting students with mild to moderate disabilities in Jamaican schools.	5/8

- ii. Three indicated they planned to stay in current position and two indicated they would seek leadership positions.
- iii. Responses concerning support from Educational Outreach and access to resources were very positive – 4.8 or higher on 5.0 scale.
- iv. Selected questions and responses:

The instruction I received was relevant to me in my profession	5/8
The quality of the communication with my professors was excellent.	4.8/8

v. Selected Comments:

5. The assigned researches made (me) aware of how to approach my current position.
2. The class readings allowed me to do personal and professional evaluations of my job descriptions.
3. The lecturers introduced me to creative ways that I used during my professional development workshops at my work site and other work sites.
4. I am used as a resource person for my school and other school.
5. The tests helped me to be able to develop reliable and valid tests for my students.
6. The intern activities allowed me to develop my creativity while making teaching and learning fun yet effective, relevant and applicable to the Jamaican culture.
7. During class discussions, I was afforded the opportunity to share my opinions in a respectable environment.
8. The projects that were completed in this class speak to the Jamaican government's vision 2030.
6. Though at times I felt my brain stretching from how difficult some of the work was, I believe that it will be beneficial to others to experience the same mental challenges. I can now say that it has made me grow.
7. Everyone of the courses prepared me for the leadership role that I presently hold. I have in the past week learned that the Ministry of Education is embarking on getting principals trained as inclusive education leaders. As candidates of this program, we have been equipped to go forth and lead in our respective roles or schools. Based on the new Primary Exit Profile (PEP) examination, I am confident that any WCU MAEd special education teacher can and effectively train other teachers or teach the students to successfully transition to secondary school.
8. This program has helped me to be more aware of the current trends in education. I have also started to read educational journals and researching new developments in education across the world. I have also started to write educational proposals to help the students and teachers at my school and other schools.

E. Course Evaluations

- a. Course Evaluations were reviewed for nine different sections of undergraduate and graduate courses taught to the three cohorts; some sections had no student responses.
- b. Ratings by students of courses were consistently very high – over 4.5 on a 5.0 scale.
- c. No course sections received average ratings below 4.0 on 5.0 scale.
- d. Positive comments were numerous and often lengthy; suggestions for improvement were few.
- e. Positive comments were mostly about the quality of instructors in knowledge of material and preparedness. Flexibility and use of appropriate techniques such as group projects, videos, and other pedagogies were also frequently mentioned as strengths of courses.

- f. There were very few suggestions for improvement. The most frequent response was that the respondent had no suggestions. Of the suggestions, students indicated a desire for more time for instruction and more materials and examples from Jamaica consistent with those from the past. [Director's note: There were many positive references to the relevance of the courses to Jamaica. It is the policy of the WCU Program that all instructors make at least one school visit during the face-to-face portion of each course.]
- F. Overall Summary
  - a. As in the past, students in the WCU Jamaica Program have very positive perceptions about:
    - i. Course quality including content and instructor professionalism
    - ii. Communication and support from WCU
    - iii. Relevance of the program to their professional goals
  - b. In course evaluations and program evaluations, students state that the courses and overall program are relevant to education in Jamaica. They also state that more materials and examples from Jamaica are welcome.

# Zoom Meeting with UCJ Representative

1/22/2020

Contents of email following Zoom conversation between Dr. Minott and Ms. Henlin (UCJ) and Dale Carpenter 2:30-3:30 pm 1/22/2020. Email sent by Lisa Henlin to Dale Carpenter.

Dear Dr Carpenter

The following matters relate to feedback from the review of the documents submitted to the UCJ December 9, 2019, some of which were discussed in the meeting held earlier this afternoon.

The following is not all inclusive but point to areas to be addressed in the documentation.

## Omissions

- Sample certificates
- Transcripts
- Flash Drives with course outlines.
- Examination Question Papers
- Timetable
- Student selection data for the Masters programmes
- Analysis of awards data on graduates from MAED and the MCE
- No student learning outcomes for the MCE-SE

## Clarification

- The name of the MCE/ MAED-inconsistent use across documentation.
- Completion rates as submitted- to which programme applicable.
- Number of credits accepted from the Teachers' Diploma. This varies within the documents-86/87

## Application Form

- Separate application forms are needed for each programme to clearly outline the student learning outcomes, programme structure of the Bachelors and the two Masters programmes.
- With regard to the aims and philosophy of the programmes, these were presented as a whole as against for the individual programmes. The information presented.

## Self-study

Extremely fine print was included for pages 13-33.

## Requests

- Copy of the Educational Outreach programme review referenced to be provided.
- The structure of the full-four year degree programme has not been presented.
- The Grade Replacement Policy
- Transfer Policy
- Signed Site Agreement for each location

## Queries

- What is the completion/graduation date for the first cohort of each programme?
- Are all three programmes delivered at all four extension sites?

We also discussed briefly:

1. Mr Speid's role as the liaison/ coordinator for the WCU Jamaica Programme.
2. The Financials for the Jamaica programme and indicated that it would be useful to submit an addendum regarding same.
3. WCU's Exemption Policy and the mapping to the WCU's four year degree delivered on campus. The Policy is to be provided
4. With regard to the Application Fee reference was made to Ms Nichols and Mr Philips as possible contacts regarding payment.
5. A visit to the campus by no more than 4 persons, possibly in April 2020- two days. Note was made that the Semester ends May 8; Spring Break is April-8-10
6. Receipt of the hard copy of the Tertiary Qualifications Handbook was acknowledged.
7. In respect of graduates concerns regarding the status of the programme, the next update to the UCJ's website would reflect the review stage of the WCU Submission, pending the submission of the revised documents.]

Please do not hesitate to raise any queries or matters for clarification.

Thank you.

Lisa Henlin

Lisa Henlin, M.Ed.  
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*"Assuring Quality in Higher Education"*

Followup email from Lisa Henlin 1/22/2020 –

I forgot to mention in the previous email that the possible dates identified were April 22-23. The week before includes some previously scheduled meeting dates.

## Jamaica Program Applicant Update - January 23, 2020

Location	Program of Interest	Inquiries	App Rec'd	Transcript Rec'd	Admit Exam Rec'd	Current Cohorts (bxxxx indicates year started)	Note
<b>Discovery Bay</b>	Bachelors in SPED	23	8	3	N/A		
	Masters in SPED	27	6	4	3	bMay2019	8
	Masters in Supervision	36	22	9	5		
	No Program Specified	2	0	0	0		
<b>Kingston</b>	Bachelors in SPED	49	23	9	N/A	bJune2019	19 Additional 3 'part-way home' students
	Masters General	12	2	1	0		
	Masters in SPED	63	26	17	10		12-deferred till next cohort start (did not attend Feb2018)
	Masters in Supervision	68	33	17	12	bOct2018	15 12-deferred till next year (did not attend Oct2018)
<b>Mandeville</b>	No Program Specified	5	0	0	0		
	Bachelors in SPED	8	2	1	N/A		
	Masters General	1	0	0	0		
	Masters in SPED	45	12	3	3	bJan2020	10 10 new inquiries since 1/10; 3 cannot begin in May 2020; 1 intends to start in May2020
<b>Montego Bay</b>	Masters in Supervision	18	13	9	6		
	Bachelors in SPED	29	9	3	N/A	bAug2019	23
	Masters General	4	0	0	0		
	Masters in SPED	21	7	3	2		
<b>Portland</b>	Masters in Supervision	42	11	6	5	bJuly2019	32
	Bachelors in SPED	1	0	0	N/A		
	Masters General	3	0	0	0		
	Masters in SPED	1	1	0	0		
	Masters in Supervision	3	3	1	1		

## **Jamaica Program Advisory Council**

April 17, 2020 – 3:00pm

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### Minutes

Members Present: Dale Carpenter, Dan Grube, Kim Winter, Brandi Hinnant-Crawford, Lisen Roberts, Tom Oren, Joy Bowers-Campbell, Dawn Marie Keaveny, Kareena Cooper-Duffy, Kofi Lomotey

1. Introduction of Members: Dr. Carpenter called the meeting to order
2. COVID 19 Impact on Jamaica and Colombia Activities – Dean Kim Winter  
COVID 19 has affected all of the University campus. All May and July classes have been postponed with the exception of two cohorts – Masters in Educational Supervision in Kingston – two courses are needed for degree conferral and Masters in Educational Supervision in Colombia – one class is needed for degree conferral. These will be offered on an online model using Blackboard and Zoom.

Commencement for May 2020 may be rescheduled – discussions are being had about this, likely commencement will take place at a later time, possibly virtually.

With guidance from the University, other courses have been postponed at this time and faculty will prepare to resume instruction in October. Certain classes – such as the mathematics course – may not be best offered online but rather in person. Schedules may be rearranged to accommodate faculty schedules and what would be best to teach in an online model. The program coordinator and co-director of JPAC, Dr. Carpenter, and Educational Outreach are conferring with Mr. Speid and following with local schools. Plans are to continue in the fall but it is too early to determine at this time.

Ms. Keaveny was asked if any of the classes at MICO are being offered face-to-face. She relayed that these classes are being offered online and all schools are out.

3. Current Cohort Update – Mrs. Catharina Nickel
  - a. Kingston Educational Supervision cohort -  
As mentioned above, the cohort will complete their final two courses using an online model.
  - b. Other Cohorts -  
Students in other cohorts have already shared their interest in moving the program online.

As a rule, contract courses cannot be taught fully online – 50% or more must be offered in another format (i.e. face-to-face) as it would be too similar to the fully online programs offered at the University and no longer qualify as a “contract program”. We are looking at options, even online as a temporary fix. In the meantime, we are encouraging students to catch up on outstanding course payments.

Students from the Mandeville cohort are interested in starting online – this program



started in January 2020 and was postponed until May 2020 in order to obtain higher enrollment – it was determined that at least 5 more students needed to join to make the cohort self-sustaining.

Currently, there is enough interest to start, but all new students would need to be oriented onto their student accounts and Blackboard to begin. This is difficult but can be done virtually. However, the Graduate School will not allow late admission for Jamaican students – all students would have to be admitted in August to be able to start in October. In past, this has been difficult to determine that students would be willing to start as there is quite a bit of time for them to change their minds.

4. UCI Accreditation Update – Dr. Dale Carpenter

a. Materials were submitted for the Masters Programs

Regarding the Bachelor's programs – there are new rules and Dr. Carpenter was encouraged not to apply for this because WCU does not meet the requirements any longer – In past, students with a Teaching Diploma could transfer in 85 credits to WCU, taking the remaining 40 credits through the Jamaica Program and upon completion, receive a Bachelor's degree. The UCI has shared that the teaching diploma does not equal the 85 credits. Dr. Carpenter will continue discussions with the UCI regarding this program.

b. Review Team Identified

The UCI intends to do the review online.

Ms. Keaveny mentioned that the UCI contacted Mico and other schools asking questions regarding COVID and how changes are being made to accommodate this. She believes we may be contacted as well.

5. JPAC Proposals (attached)

a. Item 1: Renaming JPAC – motion passed (Motion made: Lisen Roberts, 2<sup>nd</sup>: Kareena Cooper-Duffy)

b. Item 2: Standard designated schedule for all courses.

Ms. Nickel mentions that due to the Graduate School's new policy on no admission after census, this will limit when a new cohort can begin. Census dates are in January, Summer (May-July) and August. In past, cohorts have started in October and that will no longer be an option.

(Motion made: Kim Winter, 2<sup>nd</sup>: Dawn Marie Keaveny)

c. Item 3: New cohorts will be recommended by JPAC – (Motion made: Dan Grube, 2<sup>nd</sup>: Kim Winter)

d. Item 4: Orientation for traveling instructors (Motion made: Kofi Lomotey, 2<sup>nd</sup>: Lisen Roberts)

e. Item 5: Evaluation reports shared at JPAC annually (Motion made: Kofi Lomotey, 2<sup>nd</sup>: Brandi-Hinnant Crawford)

f. Item 6: Financial Reports shared at JPAC – each meeting (Motion made: Kofi Lomotey, 2<sup>nd</sup>: Brandi-Hinnant Crawford)

g. Item 7: JPAC will practice continuous improvement as it relates to travel and instruction in Jamaica. (No motion needed - Informational only)

## 6. Other Business

### a. Financial Report (attached)

This information will be shared at each meeting. This data reflects the direct cost of teaching a single course and the importance of having adequate enrollment.

As discussions are made regarding future new cohorts, decisions need to be made regarding the ability to continue with less than the minimum required enrollment (i.e. Mandeville cohort) and if it is able to be subsidized by other cohorts.

As a reminder to all JPAC committee members – Educational Outreach subsidizes all programs, where necessary, and all additional costs – this includes the need to purchase new laptops or projectors for instructional sites, accreditation fees and more.

### b. Joy Bowers-Campbell, WCU Graduate School, reminds the JPAC that there is a current issue with incoming international students and a WES Report.

All international students are required to submit a WES report when applying to the University. In previous discussions, it has been mentioned that this report costs \$300.00 USD per student and should this be required, applicants in the Jamaica program will rescind their applications.

In lieu of a WES, WCU Graduate School will accept a transcript only from an institution that has been accredited by the UCJ.

An MOU would need to be established and the catalog updated to reflect this.

Ms. Bowers-Campbell made a motion to proceed with this and Dr. Winter seconded.

### c. Dr. Dale Carpenter will be stepping down from his role as program coordinator after June 30<sup>th</sup>. He will continue to provide assistance through the accreditation process and a new program coordinator will be announced soon.

**Jamaica Program Advisory Committee**  
**Proposals for Consideration on January 23, 2020**  
***Postponed to April 17, 2020***

1. Rename the Jamaica Program Advisory Committee (JPAC) to reflect a title which encompasses all business included in meetings: all international programs (currently, Jamaica and Colombia), degree program curriculum and recruitment, and other short-courses, workshops, and non-degree seeking professional development or credentials. This group would continue to be facilitated by the College of Education and Allied Profession and supported by Educational Outreach. Membership will include administrators from CEAP, EO, and the Graduate School as well as faculty from the CEAP programs. Proposed name: CEAP International Programs Advisory Committee (IPAC).
2. Courses in the Jamaica cohorts will have standard start and end times and instructors will be recruited to teach in the standard times in order to better facilitate student recruitment and planning, logistical support, cost efficiency, and safety concerns. Exceptions are not likely and approved only by department heads and the CEAP dean. The standard course dates are listed below and also in compliance with the guideline that course times will involve only one week in which WCU is in session (during the fall and spring semesters).
3. Each new cohort will be recommended by JPAC (or other name) through motion and vote. The CEAP Dean and Executive Director of Educational Outreach must also approve. The cohort will begin only when a determination is made that a sufficient number of accepted students is confirmed that will sustain costs for delivering the program (e.g., a typical minimum course number is 15).
4. Standard procedures will be implemented by designated persons (e.g., Director of WCU Jamaica Program, On-Site Coordinator of WCU Jamaica Program) to orient instructors and others of relevant protocols for programs regarding instruction, travel, and other academic and logistic details.
5. Summary program evaluation reports will be made annually to the JPAC (or other name) and WCU assessment designate by the Director of WCU Jamaica Program.
6. Summary program budget reports (details at the discretion of CEAP Dean and Executive Director of Educational Outreach) will be made at each meeting of the JPAC (or other name).
7. Members of the JPAC (or other name) will work to consider/improve issues related to the following:
  - a. Travel: advances, payment for daily travel/ drivers
  - b. Number of Sites: Consider reduction of sites in Jamaica to Kingston and Montego Bay for a period of three to five years due to cohort size.

**Proposed Standard Jamaica Course Dates**

- **January:** This course will be offered during the first and second week of schools in Jamaica. The dates will typically include the week before and the first week of WCU classes for the spring semester. The course will be face-to-face, Monday through Friday, from 5:00-8:00 pm. Example: January 6-17, 2020.
- **March:** This course will include the WCU Spring Break and the preceding week. Example: March 2-13, 2020.
- **May:** This course will include the two weeks immediately following WCU Spring Commencement. Example: May 11-22, 2020.
- **June:** This course will include the third and fourth week of June. Example: June 15-26, 2020.
- **October:** This course will include the WCU Fall Break and the preceding week. Example: October 5-16, 2020.

## WCU Jamaica Program Fiscal Report Educational Outreach

Direct Cost for Individual Courses Includes:

- Instructor Payment (Cost differs whether instructor has Masters or Doctoral degree)
- Flight
- Per Diem (\$42.10/day)
- Travel in the US: Mileage, Baggage, Parking
- Travel in Jamaica: Lodging, Transportation
- Instructional Site (This cost differs according to location and is negotiated by EO)
- Payment to Coordinator (\$20/student)
- Payment to Recruiter (\$15-\$20/student according to number of students enrolled)
- Health Insurance for travelers – amount allocated for 2 weeks – additional cost for instructors staying 15+ days
- Additional Payment: CEAP Share - \$40/student – Undergraduate and \$60/student – Graduate

Estimated Cost by Location	10 Enrolled Students			15 Enrolled Students			20 Enrolled Students			
		UG	G		UG	G	UG	G	UG	G
	Tuition :	\$6500	\$7250	Tuition :	\$9750	\$10,875		Tuition:	\$13,000	\$14,500
	Direct Cost of Course	<b>Profit/Loss after Tuition Received</b>		Direct Cost of Course	<b>Profit/Loss after Tuition Received</b>		Direct Cost of Course	Direct Cost of Course	<b>Profit/Loss after Tuition Received</b>	
Kingston	\$8802	- <b>\$2,302</b>	- <b>\$1,552</b>	\$8,977	<b>\$773</b>	<b>\$1,898</b>	\$10,052	\$10,452	<b>\$2,948</b>	<b>\$4,048</b>
Montego Bay	\$7,560	- <b>\$1,060</b>	<b>-\$310</b>	\$7,735	<b>\$2,015</b>	<b>\$3,140</b>	\$8,810	\$9,210	<b>\$4,190</b>	<b>\$5,290</b>
Discovery Bay	\$7,540	- <b>\$1,040</b>	<b>-\$290</b>	\$7,715	<b>\$2,035</b>	<b>\$3,160</b>	\$8,790	\$9,290	<b>\$4,210</b>	<b>\$5,210</b>
Mandeville	\$7,572	- <b>\$1,072</b>	<b>-\$322</b>	\$7,747	<b>\$2,003</b>	<b>\$3,128</b>	\$8,822	\$9,222	<b>\$4,178</b>	<b>\$5,278</b>

Things to note:

- The direct cost of the trip may be significantly different depending on season and location.
- The cost of the trip may also be significantly different depending on when a faculty member purchases a ticket/when a trip is approved on Chrome River.
- There are direct costs in addition to the instructor's travel (i.e. Projectors, Laptops, CD Drives, Wi-Fi Devices, UCJ Accreditation fees, etc.) These things are purchased as needed with the excess funds.

## Jamaica Program Applicant Update - April 17, 2020

Location	Program of Interest	Inquiries	App Rec'd	Transcript Rec'd	Admit Exam Rec'd	Current Cohorts (bxxx indicates year started)	Note
Discovery Bay	Bachelors in SPED	26	8	3	N/A		
	Masters in SPED	29	7	4	3	bMay2019 8	
	Masters in Supervision	38	23	9	6		
	No Program Specified	2	0	0	0		
Kingston	Bachelors in SPED	53	23	10	N/A	bJune2019 19	Additional 3 'part-way home' students
	Masters (No Program Specified)	13	2	1	0		
	Masters in SPED	70	28	14	10		12-deferred till next cohort start (did not attend Feb2018)
	Masters in Supervision	69	31	17	7	bOct2018 15	12-deferred till next cohort start (did not attend Oct2018)
Mandeville	No Program Specified	5	0	0	0		
	Bachelors in SPED	11	2	1	N/A		
	Masters (No Program Specified)	1	0	0	0		
	Masters in SPED	59	21	10	7	bJan2020 10	20 new inquiries since course #1; 10 want to begin with course #2
Montego Bay	Masters in Supervision	16	12	8	5		
	Bachelors in SPED	31	10	4	N/A	bAug2019 23	
	Masters (No Program Specified)	4	0	0	0		
	Masters in SPED	22	7	3	2		
Portland	Masters in Supervision	44	12	6	5	bJuly2019 32	
	Bachelors in SPED	1	0	0	N/A		
	Masters (No Program Specified)	3	0	0	0		
	Masters in SPED	1	1	0	0		
	Masters in Supervision	3	3	1	1		

## **CEAP International Programs Advisory Council**

**October 6, 2020, 12pm-2pm**

**Zoom:** <https://wcu.zoom.us/j/86040899897>

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*Membership: In bold are those in attendance for Oct 6 meeting*

**Kim Winter, Dean, CEAP**

**Carolyn Callaghan, Executive Director, EO, Co-chair**

**Dan Grube, Assistant to the Dean for International Programs, CEAP, Co-chair**

**Catharina Nickel, Student Services Specialist – Contract Programs, EO**

Owen Speid, WCU Alumnus, Jamaica Program Site Coordinator

Dawn Marie Keaveny, WCU Alumnus, Professor, Mico College

**Lisen Roberts, Department Head, Human Services, CEAP**

Kofi Lomotey, Educational Supervision Jamaica Program Coordinator, CEAP

**Kelly Tracy, Director, STL, CEAP**

**Dale Carpenter, SPED Jamaica Program Coordinator, CEAP**

**Karena Cooper-Duffy, SPED Graduate Program Coordinator, CEAP**

Also in attendance:

**Tim Metz, OIPE**

**Jen Phillips, Business Officer, EO**

Agenda: Jamaica/Colombia

### **Information**

1. SACS – implications of modality changes during the pandemic (Guest: Tim Metz, OIPE)
  - a. Standard 13.7 (facilities)
    - i. Advanced notification is required for change in modality (emergency?) or location for an instructional site
      1. In past, SACS has looked very closely at instructional sites, noting their handicap accessibility, safety features i.e. lighting, security, etc. and more.
    - ii. WCU has permission to offer face-to-face, hybrid, and online. As such, we are authorized to offer online instruction without notification.
  - b. Standard 14.3 (distance ed/locations)
    - i. Quality of program indicators, etc.
    - ii. Assessment results (for different cohort (disaggregate)
2. Cohort Information: Applications/Recruitment/Current Enrollment & Data (Catharina)
  - a. Attached – Information regarding applicants and current students.
    - i. Noted in the “Current Students” column are the number of students in the cohort versus the number of students registered. Outstanding Payment Policy dictates that students can attend a course in the Jamaica Program if they are behind on two course payments or less. After that time, they are asked not to return until they can submit payment. Dr. Iva Bailey monitored this when he was the sole collector for payment. Students are now able to make payments online or by check and EO works with the recruiters to ensure necessary payments are received. Students who have not made payments prior to the class (deadline was September 28<sup>th</sup>) were not permitted to be registered, as reflected on the attached document.
  - b. New Cohort Start Dates must be before WCU Census dates.

Graduate School will no longer permit students to be admitted after census. Historically, cohorts were started in October so administrative staff could attend graduation and provide orientation for new students. Cohorts must begin in January, May, or August.

Students have difficulty obtaining transcripts in a timely manner from Jamaican schools. With this new timeline, students must have all materials (application, transcripts, and admission exam) submitted to EO for processing before the start of the program – late admissions will not be permitted.

- c. Mandeville – cohort began January 2019 and suspended due to limited interest. Due to difficulties starting a new cohort online (application/transcript submission, training students on Blackboard, etc.) we intend to hold off until May. EO will reach out to students to gauge interest – students who completed course 1 and no longer wish to wait until May 2021 can obtain transcripts to transfer credits to another school.
- d. Kingston Ed. Supervision cohort completed program in July 2020. Degrees were conferred August 4<sup>th</sup>. Discussion will be made about commencement - possibly virtual?

### 3. Budget/Financial Report (Carolyn & Catharina & Jen)

- a. Attached – Financial Report based on direct cost of a single course. Costs vary by location and season. They note the need for 20+ enrollment. Cohorts averaging 10 students are unable to support themselves. This does not include the cost of purchasing equipment for instructional sites in Jamaica (projectors, speakers, laptops), accreditation fees (for which we had to pay a hefty sum earlier this year), etc.
- b. Budget officer, Jen Phillips, will take a wider look at the cost required to support this program. Additional costs include human resources, shipping fees, accreditation fees, etc., in order to come up with a better “average” cost.
- c. The Dean requested a report of the history of “CEAP Revenue Share”.

### 4. Colombia – MAEd cohort commencement (Dan)

- a. Commencement: Schools in Colombia are closed through January and several of the teachers from this cohort are no longer in Colombia. As such, the Director at Colegio Granadino has requested a virtual ceremony.
  - i. Who will be involved? Provost, Chancellor?
  - ii. When? Middle of January is the start of the 2021 Spring semester. We will discuss this to see who should be involved.
- b. Other activities
  - i. Dan – meeting with director Karl C. Parrish school on October 6<sup>th</sup> to discuss starting a new cohort in Barranquilla.
  - ii. Dan – discussions with an individual at Colegio George Washington in Cartagena – interested in professional development opportunities. Also, a potential for a new cohort which may be blended with the Karl C. Parrish school.
  - iii. Dan – Previously had discussions with Joe Nagy, Director of Colegio Bolivar. There may be potential for IRC type professional development; credentialing, etc.

Note: Dan sent a letter to the Director of the UCJ, Mrs. Althea Heron, confirming the changes in leadership roles and contact information for programs in Jamaica.

### Business

#### 5. BSED Issue – pending UCJ approval of proposed cohort completion (Dan & Carolyn)

- a. Plan for additional hours and cost implications – The UCJ has expressed concern over the undergraduate program noting that the credit hours transferred in for a teaching diploma (currently 85 credit hours) is too many. Suggestions were made to add additional courses.
- b. Discuss at November meeting – We have not received response from the UCJ at present. Should we suspend until we hear more?

Carolyn asked if the Bachelor’s program was a feeder into our Master’s program. Yes, this program was developed to give those with a teaching diploma the opportunity to obtain a 4-year teaching degree. Many students in the undergraduate program completed their degree and turned around to receive their master’s degree through WCU.

Karena asked how many students are in the undergraduate degree program. There would be 40+ students affected by any decision we make. We will begin thinking about how to respond to this, while still waiting to hear back from the UCJ.

6. January Courses – f2f? (Dan)

- a. Per WCU's Provost, there will be no travel/teaching face-to-face in January.
- b. There are safety measure to consider. According to research done on travel to Jamaica from the US, a formal request must be submitted one-two weeks prior to travel; travelers are tested before arrival and after arrival; travelers are quarantined for 14 days before being able to conduct any business. This would be the entire trip for a faculty member teaching in Jamaica.
- c. Students share financial concerns while still eager to continue their program.
  - i. Graduate students seem to have fewer problems with making payments.
  - ii. The majority of the financial issues come from the undergrads. With the UCJ- BSED issues, there are concerns over allowing them to continue without payment and if the program is cancelled, students are left with outstanding payments for an incomplete program.
  - iii. Should all cohorts be suspended for a period of time?
- d. Additional concerns over faculty safety and cost?
  - i. Ongoing issues with travel reimbursement system – Chrome River
  - ii. Due to practicing good safety measures, faculty are encouraged to travel by taxi when going out, in the evening especially. Instead of requiring this as an out-of-pocket expense, what other options might there be – we no longer have a bank account established in Jamaica and travel advances through Chrome River have proven difficult at times.

7. Licensure Issue – problem with those immigrating to US & seeking licensure (Dan)

These programs offered in Jamaica do not come with a teacher's license.

- a. Persistent Problem – historically, Dr. Bailey had them sign a waiver or statement of understanding.
- b. Currently, this information is listed in the Student Handbook, FAQ documents, and noted on the application for admission. EO will develop an updated waiver form for any incoming students to complete.
- c. CAEP Implications – this program would not be able to go through CAEP.
- d. Ideas? Dan remembers an organization that reached out many years ago that would help individuals seeking licensure. Is there something currently that we could send alumni to?

8. Membership of IPAC – faculty, student (Dan)

Seek to invite a faculty member from each program to join the council. Dan suggested a faculty member from each department. Ellie Blair was suggested as she teaches for both the SPED and Ed. Supervision programs. Brandi Hinnant-Crawford and Lisa Bloom were also suggested.

Per the recommendation of the UCJ's Accreditation report, IPAC should seek to include a student in the Council. Motion to create a place on our agenda one time per year, for a period of time with representation from each cohort. A set agenda will be prepared and the spokesperson can share concerns/suggestions from their cohort. Motion: Kim; Seconded: Karena. Motion passed.

9. Accreditation Report (Dan)

- a. Timeline – Response due Oct 23
- b. Immediate Actions
  - i. Dan will consult with Patricia Bricker on curriculum changes  
Only one program change can be in process at a time. Changes to curriculum should be made in a timely manner to accommodate other ongoing requests.
  - ii. Program Coordinator's (Dale Carpenter, Kofi Lomotey) will meet to address recommendations with Dan; include Lisen Roberts in this meeting.
  - iii. Dan will work with EO on logistical recommendations



1. On the Accreditation report, it was recommended to add to the Jamaican Relevancy Statement. Currently, the relevancy statement is a general statement for all courses. Moving forward, instructors will be asked to add one or two bullet points as to how the course is relevant to schools in Jamaica. EO started this with the classes that began in late September - early October
  - a. Kim wants to have a more heightened conversation on this. She wonders if this change might need to be made at a curriculum level with SLOs.
2. Another suggestion is about changing the literature taught with to include Jamaican authors. Dale mentioned that students would be asked for suggestions on literature by Jamaican authors and often they point us to Ellie Blair who writes a lot about teaching differences in in JA.
  - iv. Dan will send a draft out before submitting response to the UCJ.
- c. Ask Owen Speid to do some sort of workshop bout Jamaican Laws
- d. Dale Carpenter – they comb through the syllabi more than curriculum and student learning outcomes.
- e. DG – talk about literature. Needing up-to-date to include Jamaican people.  
DC- we ask students to give us info about Jamaican literature. They point us to text by Ellie Blair. she writes a lot about teaching differences boys/girls.
- f. DG- Generating ideas for brainstorm with department heads. Dale and Kofi.  
For responses to Accreditation Report.

#### **New Business**

- Program evaluation data for Jamaica Cohort – graduated August 2020 and Colombia Cohort – graduated May 2020.
- CIR assessment report process for international degrees
- Security issues – “high restricted area” in Kingston is of concern
- Update on WCU Accreditation Response

#### **Meeting Dates (approved)**

November 17, 2020, 12pm-2pm, Zoom

February 2, 2021, 12pm-2pm, Modality TBD

April 6, 2021, 12pm-2pm, Modality TBD

## October 2020 Fiscal Report Educational Outreach

Courses offered in October 2020 are offered using an online model.

Per the request of the students, we provided a \$100.00 discount.

Direct cost for Individual Course (ONLINE) includes:

- Instructor Payment
- Payment to Coordinator/Recruiter (according to number of students enrolled)
- Additional Payment: CEAP Share

Direct Cost for Individual Courses (F2F) Includes:

- Instructor Payment
- Flight
- Per Diem
- Travel in the US: Mileage, Baggage, Parking
- Travel in Jamaica: Lodging, Transportation
- Instructional Site Payment
- Payment to Coordinator/Recruiter (according to number of students enrolled)
- Health Insurance for travelers
- Additional Payment: CEAP Share

Estimated Cost by Location	10 Enrolled Students			20 Enrolled Students			
		UG	G	UG	G	UG	G
	Tuition:	\$6500	\$7250		Tuition:	\$13,000	\$14,500
	Direct Cost of Course	<b>Profit/Loss after Tuition Received</b>		Direct Cost of Course	Direct Cost of Course	<b>Profit/Loss after Tuition Received</b>	
Kingston	\$8802	<b>-\$2,302</b>	<b>-\$1,552</b>	\$10,052	\$10,452	<b>\$2,948</b>	<b>\$4,048</b>
Montego Bay	\$7,560	<b>-\$1,060</b>	<b>-\$310</b>	\$8,810	\$9,210	<b>\$4,190</b>	<b>\$5,290</b>
Discovery Bay	\$7,540	<b>-\$1,040</b>	<b>-\$290</b>	\$8,790	\$9,290	<b>\$4,210</b>	<b>\$5,210</b>
Mandeville	\$7,572	<b>-\$1,072</b>	<b>-\$322</b>	\$8,822	\$9,222	<b>\$4,178</b>	<b>\$5,278</b>

Things to note:

- The direct cost of the trip may be significantly different depending on season and location.
- The cost of the trip may also be significantly different depending on when a faculty member purchases a ticket/when a trip is approved on Chrome River.
- There are direct costs in addition to the instructor's travel (i.e. Projectors, Laptops, CD Drives, Wi-Fi Devices, fees to UCJ, etc.) These things are purchased as needed with the excess funds.

Location	Program of Interest	Inquiries	App Received	Transcript Received	Admit Exam Received	Current Cohorts		Notes
						Total in Cohort	Total Registered for Oct 2020 (re: non payment)	
Discovery Bay	Bachelors in Inclusive Ed	31	14	8	N/A			
	Masters in SPED	32	8	4	4	8	6	
	Masters in SUPRV	41	26	12	8			
	Masters - General	1	0	0	0			
Kingston	Bachelors in Inclusive Ed	64	25	9	N/A	19	13	
	Masters in SPED	84	34	23	16			
	Masters in SUPRV	79	38	21	12			
	Masters - General	13	2	1	0			
Mandeville	Bachelors in Inclusive Ed	12	3	2	N/A			
	Masters in SPED	58	21	24	9	10	N/A	22 new inquires since course #1
	Masters in SUPRV	20	14	9	7			
	Masters - General	1	0	0	0			
Montego Bay	Bachelors in Inclusive Ed	41	19	10	N/A	23	15	
	Masters in SPED	27	11	3	3			
	Masters in SUPRV	58	21	8	9	32	28	**20 unable to be registered due to WES holds
	Masters - General	4	0	0	0			
Portland	Bachelors in Inclusive Ed	1	0	0	N/A			
	Masters in SPED	2	2	0	0			
	Masters in SUPRV	4	2	2	2			
	Masters - General	3	0	0	0			