



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL Minutes

May 26, 2017

The Graduate Council met on Monday, May 15, 2017 at 11:30AM in room 311 of the Byrnes Building.

Graduate Council members present: Dr. Matt Brown, Chair; Drs. Swann Adams, Drucilla Barker Bobby Brame, Jr., Dirk den Ouden, Maryah Fram, Sali Li, Caryn Outten, Douglas Pittman, and David Tedeschi.

Graduate Council members absent: Drs. Cathy Brant, Matthew Childs, Blaine Griffen, Collin Webster, Kellee White, Scott White and Susan Yeargin; Mark VanDriel, GSA Representative.

Graduate School Representatives: Dr. Cheryl Addy, Dr. Murray Mitchell, and Wanda Barr

Provost Office Representative: Dr. Tena Crews

Guests: Dr. Satish Jayachandran, Matthew Owens, and Andy Graves

NOTE: These minutes will become final on August 28, 2017 if not challenged.

1. **Call to Order and Approval of Agenda** (Matt Brown, Chair)
2. **Approval of the [Minutes from April 24, 2017](http://app.gradschool.sc.edu/gradcouncil/minutes.asp).** The minutes were reviewed electronically and approved by the Council. A copy is available on The Graduate School website at: <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>
3. **Report of the Chair** (Matt Brown)

Dr. Brown welcomed everyone to the meeting. He asked if anyone else had taken notice of the changes in the summer semester session start dates that create a rent issue for many of our undergraduate and graduate students. After much discussion, Dr. Addy volunteered to raise this issue with the appropriate offices for consideration as dates of summer 2018 are determined.

4. **Report of the Dean of Graduate School** (Cheryl Addy)

Dr. Addy expressed thanks to everyone for having served on the Graduate Council and for their continued support of graduate education. She gave an overview of the highlights of the academic year. She is enjoying her position as Vice Provost and Dean of the Graduate School. We have been through two successful doctoral hooding ceremonies. She is thankful to the Graduate School leadership and staff for all

of the hard work that goes into the smooth production that makes it enjoyable for the graduates and their families and loved ones.

Professional development has been greatly enhanced under the leadership of Dr. Heather Brandt. In addition to the professional development activities, she has included a lot of webinars, social media on-line content making it all accessible to our campus students as well as to our distance delivery students. She also has taken on leadership for seminars for Presidential Fellows and for the Bridge Humanities Corp program. She is very pleased with the work Dr. Brandt has done and with the reception that she is receiving for Graduate Student Appreciation Week early April and Discover USC Day in late April.

One of her goals as Dean was to visit with all the colleges and schools on campus. She has met with almost all of the deans and associate deans and feels that those visits helped her to learn more of what was happening at the college level. It was also very pleasing to hear some of the feedback as to what they see happening at the Graduate School and how we can be supportive of graduate education at the unit level. She is also very pleased with the discussions that have been occurring with the Graduate Associate Dean's Council. It has proven to be a productive group in terms of taking the time to sit down and discuss some of the issues as they come up as opposed to the more formal advisory policy format.

She feels like we are getting better communication and collaboration with issues that impact both undergraduate and graduate students. Some decisions were being made regarding undergraduate students that impacted graduate students, and we were not involved in the policy change discussions. Specifically, no input was sought from us as to how changes might have unintended consequences for graduate students. She feels like we have made a lot of progress in terms of opening up some of those channels of communication so that there is now less of an issue for both administrative details and the services that should be available to all of our students. She feels like she is making some progress with getting us heard. Similarly, we have a much better collaboration now with Global Carolina in terms of looking at new international partnerships and what our role should be in those approvals. Regarding academic programs, from what she can sense, there is more interest in institutional partnerships at the graduate level versus the undergraduate level. That process is working well. Now when Vice Provost Miller receives proposals, he does share it with her; so, the future looks very promising.

At the General Faculty meeting, final changes to the Faculty Manual were approved, to extend voting rights for non-tenured track faculty. The reason that she mentions it is your predecessors, about seven years ago, took the lead in creating the associate graduate faculty member category in the process. They were also instrumental in inviting non-tenure track faculty to participate in the Graduate Council and the Graduate Council committees. It was around 2011 that this body initially approved that even though it did not get to the Faculty Manual stage until a few years later. She realizes that this is not without controversy, but she is very much in support of it.

We are going to be working on redesigning the Graduate School's website—in particular—upgrading and replacing the old GMS system. It is doing too many things that it was not designed for. The system must be freed up and brought up to current security standards hopefully to be completed over the next year.

Within the Graduate School, we have a group actively working on some new recruitment and communication strategies. Some of this involves designing approaches to follow up more intentionally on inquiries—either directly through the website or through the recruitment that Wright Culpepper is involved

with. This is not to take away from anything that is happening at the unit level. Going forward, all units will be involved. We are trying to come up with an intentional plan to make sure that every potential student is receiving the proper feedback and the right information that they need. This also plays into the redesigning of the website as a communications tool. This group also has some other ideas in terms of broadening our social media presence beyond the professional development initiatives.

One area in which the Graduate School will be encouraging or trying to facilitate through you is a review of potential changes at the unit level. We need to make sure that degree descriptions are consistent with existing policies such that we can reduce the practice of ruling by exception.

Regarding student appeals, we need to make sure that the unit policies address appropriate progression standards and, as appropriate, remediation and dismissal standards. Unfortunately, it has to happen. There have been some difficult situations because departments/programs did not have a good process in place to deal with students who did not do as well as they were expected to do. We have said it before here in the Graduate Council and we have said it in the Associate Assistant Deans Council. This area will continue to be pushed as we identify areas where the policies are incomplete to deal with the unfortunate situations that we have to face.

In regards to undergraduate and graduate education, we are looking at how we have linkages between our curriculum (set of courses required, the learning outcomes, and academic assessment). We are trying to look at how we can improve the linkages in those three areas—both from the technical standpoint and the programmatic curriculum development standpoint. It plays into the curriculum processes that we have that are currently disconnected from the learning outcomes. More importantly, we are going to be moving to a two year cycle for the academic program assessment for the full review and consideration of what this means to our program and what changes we need to be making. We hope that minimizing the report burden of it may help us to do a better job of the actual assessment. The external review process for academic programs will occur every ten years for programs that are not involved in program accreditation. Many of the programs have program level accreditations but not external review accreditations. This is a new Academic Affairs policy that was approved this spring. ACAF 2.20 Academic Program Review is the policy number.

5. Report of the Secretary of the Graduate Council / Senior Associate Dean (Murray Mitchell)

Wright Culpepper serves the Graduate School by rotating around throughout the state of South Carolina and contiguous states announcing what kinds of graduate programs we have. He is a representative of those programs and can share any information that he has about your graduate programs. He recently sent out a note to the Graduate Director listserv and to the Program Admin listserv requesting promotional materials for your programs. He got responses from about twenty programs. Please check to see if programs in your college responded. He is preparing for marketing efforts for the 2017-2018 school year. Several programs provide hard copies for recruiting material for Wright to take on the road. In addition to these hard copies, we are going to try something new. We will be crafting virtual post cards for each program—masters, doctoral, specialist and certificates. These images will be shared with prospective graduate students at Graduate School fairs, career fairs and conferences. These images will also be sent by email to students who contact the Graduate School requesting information on specific programs. They will receive a little more value than just hunting around the webpage. The new strategy is not meant to supersede any materials developed by your programs. These are intended to be virtual post cards to

convey quick, vital facts about your programs. It will give us a full stock of consumable information for each graduate program at UofSC and will serve as a benefit to all programs-- especially to programs that currently have very little resources available for recruiting. Again, this is not intended to replace your ongoing or existing recruiting efforts, it is intended to supplement. In order to build these materials, we need five bullet points of what you believe are the most vital facts about your program that likely will attract students. Our plan is to work over the summer to build these materials and share them with you when completed to make sure that your bullets match what you intended to say. The request for this information went out a little bit ago with a due date of May 17th. Please check with your graduate directors or program admins in your department to see if they have responded. If you have any questions, please contact Wright Culpepper at culpeppa@mailbox.sc.edu .

What is the expectation from year to year for you to be able to give graduate students feedback for them to have some sense for themselves and for other reporting requirements for us to be able to talk about what progression looks like for students in your graduate programs? This data is not only tracked for federal reporting guidelines, but it is also an equitable way for you to deal with students who get lost in the mix. Progression standards that might address comprehensive assessment—like how many times may this exam be taken—many people think this information is written somewhere. In most cases, this information is not written anywhere. If you believe that students should get two chances to take or pass comprehensive assessment—create the written documentation of this policy and publish it. Please get this information explicitly stated in whatever materials you publicize. Having this information in your program handbook would be most helpful so your students know beforehand. They should know going in what will happen if they fail and know exactly what a fail means.

If a student fails the comprehensive assessment both times and decide that they want to appeal and file a grievance because they feel they have been wronged or misinformed, it would be most helpful if you can point to the policy in a handbook and remind them that information was shared with them upfront when they began the program. With the Grievances, Appeals and Petitions process, if the policy isn't written in your handbook, please understand that the student must pursue the grievance through their program, and then through their college before it comes to the Graduate Council. If the student comes from Social Work or Nursing which are one unit, the program and college are within the same appeal. We encourage your departments to have a handbook that deals with the nuance of how you assess and how you proportion out pass and fail versus different pieces of a multi-part assessment, since this issue is handled dramatically differently across the University.

We encourage you to remind your graduate director, your graduate faculty and your program admins to monitor students in your program. We came across a student who started a program in 2001, (which means all of the coursework has expired). This doctoral student has been continuing in the program. She has amassed a world record of **49 hours of 899**, (Dissertation Preparation), all with "T" grades, indicating that someone has been signing off and making this student think that she was making satisfactory progress. This is problematic. Twelve hours of 899 is the minimum mandatory for a doctoral program. On occasion, students may accumulate three or four more for various reasons. This reflects back to progression standards. This student may or may not be working/earning money, is paying tuition dollars for each year she is here, possibly has a loan, probably won't obtain the degree objective, and may lose her job or her chance for advancement if she doesn't earn the degree. All of these equity issues for the student are the reasons why you're being asked to take the time to monitor your students.

Incomplete grades should only be granted due to extenuating circumstances that are beyond the control of the student. Students who accumulate three grades of incomplete simultaneously should be blocked from continued registration until the incomplete work is taken care of. Having three grades of incomplete means that there is a problem that needs to be dealt with. Call these students in and have a conversation with them. No one will graduate from this university with a graduate GPA below a 3.0. All coursework on the current Program of Study and the cumulative graduate GPA must be at least a 3.0.

There are seven members leaving the Graduate Council. Due to various reasons, we will postpone fledge election to those positions until the Graduate Council meeting in August. We have four members here today who are rotating off: David Tedeschi, Matthew Brown, Bobby Brame, and Carryn Outten.

6. Report on Professional Development (Heather Brandt)

No report at this time.

7. Report of the Graduate Student Association Representative (Matthew Owen)

Matthew Owen, the new Graduate Student Association Representative, introduced himself to the Graduate Council. He is a Social Work student who just completed his first year.

8. Report of the Academic Policy and Practices Committee (Dirk den Ouden)

In the GC meeting of March 27th, the APP committee received the following three charges.

Charge 1:

Provide clarification to what qualifies as a sufficient distinction between expectations for graduate credit versus undergraduate credit in 500 and 600 level classes. ACAF 2.03 deals with the creation and the revision of academic courses. As an ex-officio member for 500 and 600 level classes, and as a representative of the Graduate School, Dr. Mitchell's responsibility is to ensure that the requirements of students who take the course for graduate credit are sufficiently different from the students who take the course for undergraduate credit. The question is what qualifies as sufficient clarification/distinction. If anyone has any strong feelings, the Academic Policy and Practices Committee would like your input.

Background policy information:

From ACAF 2.03, II.B.7: "Course actions for advanced undergraduate/graduate courses (courses numbered 500-699) shall be submitted to the Committee on Curriculum and Courses of the Faculty Senate for review and approval. A representative of the Graduate Council will participate in the review and shall report the outcome to the Graduate Council. Upon approval, this committee shall submit the proposal to the Faculty Senate for campus faculty approval."

From ACAF 2.03, III.E.3: "Advanced Undergraduate/Entry Level Graduate Courses (500-600 level courses): These may be taken by advanced undergraduates or graduate students unless prohibited by specific campus regulations. Course syllabi must have clearly distinguished requirements for undergraduate credit and graduate credit. Graduate students are expected to perform at a higher level with additional graduate level requirements."

From ACAF 2.03, III.K.8.b: “Courses at the Advanced Undergraduate/Entry Level Graduate Courses (500 and 600--level) must include one or more assignments for graduate credit that are clearly differentiated from undergraduate assignments. Graduate work is normally evaluated on a more rigorous basis than that of Undergraduate work.

From ACAF 2.03, III.K.8.d: “Courses at the Advanced Undergraduate/Entry Level Graduate Courses (500 and 600--level) must include separate grading schemes for undergraduate and graduate credit.”

Proposal by APP Committee:

Revise the following sections of ACAF 2.03:

- 1) ACAF 2.03, III.E.3: “Advanced Undergraduate/Entry Level Graduate Courses (500-600 level courses):** These may be taken by advanced undergraduates or graduate students unless prohibited by specific campus regulations. Course syllabi must specify how the requirements for the course are quantitatively and qualitatively different for undergraduate and graduate credit. The distinction in course requirements for undergraduate and graduate course credit must also be reflected in how assignments are weighted in calculating the course grade.”

2) ACAF 2.03, III.K.8.b: “Courses at the Advanced Undergraduate/Entry Level Graduate Courses (500 and 600--level) must include one or more assignments for graduate credit that are clearly differentiated from undergraduate assignments. This/these assignment(s) must make up at a minimum one level of a grade. Graduate work is normally evaluated on a more rigorous basis than that of Undergraduate work.”

This charge was unanimously approved by Graduate Council, effective fall semester 2017.

Charge 2:

When students are enrolled in 500 or 600 level classes for graduate credit, how late in the semester may they change their mind to modify their enrollment either up or down?

Proposal: Last day to withdraw without receiving a WF—published date of mid-semester.

On occasion, advanced undergraduate students enrolled in a 500 or 600 level course, enroll for graduate credit. For various reasons by the end of the semester, students decide that they want undergraduate credit for the course instead of graduate credit. We are getting more and more requests to revert to getting only undergraduate credit instead of graduate credit. We need some guidance in how to handle these requests that are arriving late in the semester. Should they stay the course, take an F, or withdraw? This would apply to students enrolled in 500 or 600 level classes. Any guidance would be appreciated by the Academic Policy and Practices Committee.

Proposal by APP Committee:

The midpoint in the term is also the last moment at which to withdraw from the course without penalty, so it also seems a natural moment to make final decisions about the type of credit for which students are enrolled.

This charge was unanimously approved by Graduate Council, effective immediately.

Charge 3:

How many hours of Accelerated Plan hours should a student be allowed to take?

Proposal: Retain at 12 hours.

At present, accelerated plan students can only enroll in 12 hours. More students are coming in with a year or more of undergraduate credit due to advanced placement testing in high school. We have received an occasional request to exceed 12 hours limit as students look to take extra courses for graduate credit. Some programs may use the accelerated credits as a recruiting tool. These students can use these credits as transfer credits toward their graduate degree here at UofSC but not toward their cumulative graduate GPA. Should the maximum number be left at 12 hours? Thoughts and guidance in advance is appreciated.

Background policy information:

Accelerated Bachelor's/Graduate Study Plan Coursework Authorization (G-BGCA): "Admission to the Accelerated Bachelor's/Graduate Study Plan allows undergraduate USC students to take up to twelve (12) graduate hours of course work and receive both undergraduate and graduate credit for those 12 hours. The credits can be applied to the student's baccalaureate program and, with graduate program admission and approval, may be applied to a graduate program."

The minimum required for a master's degree is 30 hours. Increasing the number of Accelerate Plan hours would mean that a student could have completed over half of a 30 hour program before even being admitted to the program. Participation in the accelerated program does not require admission to Graduate School. It seems unreasonable for a student to be eligible to finish such a substantial part of a program into which they have not even been admitted

Proposal by APP Committee:

Retain at 12 hours.

After much discussion, this charge was unanimously voted by the Graduate Council to be tabled until the fall 2017 semester.

9. Report of the 500/600 Level Courses, Distance Education and Special Courses (Murray Mitchell)

500/600 Level Courses

None at this time

Distance Delivery Proposals

None at this time

Special Topics Course Proposals

ARTS 529 (3) Move It: Intro to Kinetic Sculpture (Fall 2017)

ARTS 725 (3) Move It: Projects in Kinetic Sculpture (Fall 2017)

ARTS 825 (3) Move It: Advanced Projects in Kinetic Sculpture (Fall 2017)

BADM 790 (1) Career Leadership Program (Summer 2017)

CRJU 791 (3) Crime Measurement (Fall 2017)

EDRM 878 (3) Principles and Applications of Educational Research (Fall 2017)

ENHS 793 (6) Laboratory Analysis of Fungal Secondary Metabolites (Summer 2017)

FAMS 511 (3) Surveillance (Fall 2017)

Cross listed with ARTH 551 & MART 590

IBUS 790 (3) Social Networks and Global Leadership (Summer 2017)

LING 805 (3) African American English (Fall 2017)

LING 890 (3) Seminar in L2 Phonology (Fall 2017)

PSYC 589 (3) Men & Masculinity (Fall 2017)

SOWK 768 (3) Case Management (Summer 2017)

SOWK 768 (3) Case Management (Fall 2017)

- SOWK 768** (3) Community Mental Health (Fall 2017)
- SOWK 768** (3) Crisis Intervention (Fall 2017)
- SOWK 768** (3) Grant Writing (Summer 2017)
- SOWK 768** (3) Grant Writing (Fall 2017)
- SOWK 768** (3) International Social Work (Summer 2017)
- SOWK 768** (3) International Social Work (Fall 2017)
- SOWK 768** (3) Professional Development – Bridge (Summer 2017)
- SOWK 768** (3) Psychodiagnostics (Summer 2017) (Letter of support from Dr. Lachance, School of Medicine)
- SOWK 768** (1) RCSD School Practicum (Fall 2017)
- SOWK 768** (3) Youth and Substance Use (Summer 2017)

10. Associate Graduate Faculty Nominations (Murray Mitchell)

Name: Fred Greer, PhD
 Program: Educational Studies
 Term: Summer 2017 – Summer 2023

This nomination received unanimous support by the Graduate Council.

11. Fellowships and Scholarships Committee (Scott White)

No report at this time

12. Report of Science, Math, and Related Professional Programs Committee (David Tedeschi)

Below is a list of proposals reviewed by the Committee. Each curricular action can be viewed at this Public Agenda review site: <https://www.sc.edu/programproposal/gradagenda/?id=23>

At this Public Agenda link, the individual proposals are not live-linked, but agenda items are listed in alphabetical order. To view the full proposals, GC members and Committee Chairs still need to go to the Committee Review site, and filter for “Committees”, then for the “Committee” called “Added to Grad Council agenda.”

- **EMCH 753** (3) Chemical Thermodynamic Calculations and Modeling with Applications, Mechanical Engineering, NCP: Fall 2017

This proposal was unanimously approved by Graduate Council.

13. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee (Drucilla Barker)

Below is a list of proposals reviewed by the Committee. Each curricular action can be viewed at this Public Agenda review site <https://www.sc.edu/programproposal/gradagenda/?id=23>

At this Public Agenda link, the individual proposals are not live-linked, but agenda items are listed in alphabetical order. To view the full proposals, GC members and Committee Chairs still need to go to the Committee Review site, and filter for “Committees”, then for the “Committee” called “Added to Grad Council agenda.”

- **BADM Major / Degree Program**, IMBA, Change Program: Fall 2018
- **CRJU 714 (3)**, Criminal Justice, Ethics in Criminal Justice, Arts and Sciences, Change to Existing Course: Fall 2018
- **ECON 760 (3)**, International Trade, Theory and Policy, Business, New Course Proposal: Summer 2017
- **FINA 750 (3)**, Finance for Human Resource Professionals, Business, New Course Proposal: Fall 2017
- **LING 742 (3)**, Analysis of Conversation, Linguistics, Change to Existing Course: Fall 2018
- **PSYC 746 (3)** Delete an Existing Course, Psychology: Fall 2018
- **SOWK 701 (3)**, Professional Development Bridge, Social Work, New Course Proposal: Fall 2018
- **SOWK 703 (1)**, Richland County Sheriff’s Department School Practicum, Social Work, New Course Proposal: Fall 2018
- **SOWK 728 (3)**, Social Work Case Management, Social Work, New Course Proposal: Summer 2017
- **SOWK 729 (3)**, Cognitive Behavioral Therapy, Social Work, Change to Existing Course: Fall 2018
- **SOWK 740 (3)**, International Social Work and Social Justice, Social Work, New Course Proposal: Fall 2017
- **SOWK 751 (3)**, Youth and Substance Use, Social Work, New Course Proposal: Fall 2017
- **SOWK 754**, Delete an Existing Course, Social Work: Fall 2018
- **SOWK 755**, Delete an Existing Course, Social Work: Fall 2018
- **SOWK 766**, Delete an Existing Course, Social Work: Fall 2018
- **SOWK 767**, Delete an Existing Course, Social Work: Fall 2018
- **SOWK 770**, Delete an Existing Course, Social Work: Fall 2018
- **THEA 547 (3)** Global/Contextual Issues in Theatre Education Practice and Performance, Arts and Sciences, New Course Proposal: Fall 2017
- **THEA 785 (9)** Teaching Internship in Theatre B, Arts and Sciences, New Course Proposal: Fall 2017
- **ZZBA Concentration**, Concentration in Human Resources Management, Business, Spring 2018

These proposals were unanimously approved by Graduate Council.

14. Report of the Grievances, Appeals and Petitions Committee (Maryah Fram)

None at this time

15. Other Committee Reports

None at this time

16. Old Business

None at this time

17. New Business

None at this time

18. Good of the Order

Dr. Brown reminded the members of the Graduate Council and guests to please sign in on the Attendance roster for proper documentation. He also reminded everyone to help themselves to the lunch that was provided.

Dr. Mitchell thanked everyone for serving on the Graduate Council. He reminded council members to please submit to him viable nominees to replace the members who were rotating off of the Graduate Council.

19. Adjournment

The meeting was adjourned at 12:52 p.m.

Murray Mitchell, Secretary

CC:

Harris Pastides, President
Joan Gabel, Provost
Cheryl Addy, Vice Provost & Dean of the Graduate School
Deans
Department Chairs
Graduate Directors
Aaron Marterer, University Registrar
Elaine Belesky, Office of the Registrar
Andrew Graves, Office of the Registrar