

**GRADUATE COUNCIL
Winthrop University
Friday, March 29, 2024
Online**

Minutes

Members present: Dustin Hoffman, Tim Druke, Lisa Harris, Lorrie Crochet, Stephanie Sutton, Nicholas Moellman, Tony Strange, Charles Randle, Sherry Hoyle, Cody Walters, Jack DeRochi, Brantley Therrell, Jessie Hoffman, and Gabby Jacobsen

I. Announcements

II. Old Business – None

III. New Business

a. Nominations for GFA Chair

D (Dustin Hoffman): this is to replace Tracy Griggs. She could go again potentially, but I guess we're seeking any nominations that you have. Check with your programs and faculty in your departments. TD (Tim Druke): send the names to Dustin and you can review and create a ballot in advance of the final vote. DH: so check in with faculty. I've heard it's not a bad gig and looks great for tenure. TD: graduate faculty need to elect person to represent GFA. Amanda's four-year term is ending. Grad council is the nominating body. You want to collect the nominations for both, and I can work with Tracy and Gabby on a ballot for grad faculty. Nominate one week out of GFA. DH: I'll send email reminders seeking nominations. JD (Jack DeRochi): Graduate Appreciation Week is next week, April 1st-7th. There are a lot of new events that should be really cool for students. We've revamped this week to really focus on supporting graduate students. Tracy has sent an email and you can see the link there. Really emphasize this to your students.

IV. Curriculum action – Please review these prior to the meeting by logging into [Coursedog](#)

Curriculum Changes Requiring a Vote:

1) New Program: Doctorate of Education in Learning, Leading, and Organizational Change

CR (Charles Randle): talked about changes with respect to classification that allows us to offer a doctorate. Not clear on what the change was in terms of us offering the doctorate. TD: it's in two different places. One in the state with CHE. Over the last few years the state has added a new level for professional doctorate programs – Coastal has moved into that space and College of Charleston. We are

now entering that space. Allows up to five degrees at the doctoral level. To do that we'll initiate with Jack, the President's Office, the provost, the Board, to add it. And that goes to the Commission of Higher Education. The other is with SACS. And that's a prospectus and a campus visit. Considered a lowest level doctoral program, non-research intensive. Go with that classification with up to three doctoral programs. It won't require faculty approval – the approval negates the faculty. CR: that makes sense. It just wasn't clear. TD: it's a heavy lift. A level change for SACS is a lot of conversations with lots of folks about what doctoral education means. DH: looking at admissions requirements, minimum three years leadership. So on top of a master's they have to have professional experience to apply? LH (Lisa Harris): yes, they need to be able to be in a position to complete the dissertation which is a problem of practice so they need flexibility and an arena to do that, so they need to have some experience under belt so they come in with an idea of what they want to do. DH: is that a standard requirement? Asking out of interest but also due diligence. LH: for Masters in Education Leadership that leads to principle or EdS that leads to superintendent. This is beyond education, this is a requirement in those. We based it off of our school experience. TD: for the EdD experience has to be part of requirement more than not. Mainly it's designed for currently practicing leaders to help build up their education. Someone coming straight out of a masters wouldn't have that in their portfolio. In many cases an EdD is that way. PhD is more designed as full-time student, not full-time employee and part-time student which is this designed for. DH: another question. Applications require of interview and a writing sample. Curious about a writing sample coming after the fact. Just like a second stage screening? LH: at the moment we clearly haven't admitted anyone. Maybe we'll request it all at the same time. Maybe ensure people have the initial qualifications, that initial interview and make sure they can write a dissertation. Thinking of it as a two-tier system. DH: it seemed a little odd that it's coming in the second stage with so much focused on the dissertation. I wonder if you might want to include a writing sample in the initial application. It has helped with initial MA, as an early screening tool. Something for future consideration. LH: I would love to have that conversation. You obviously have a degree in writing. In discussion we went through the AI topic in asking for writing. We need some specifics about what we want from them obviously. DH: we all have to consider the writing sample and no AI assistance. The EdS courses listed under the curriculum – those already exist? LH: yes. DH: fellowships mentioned as well. We don't currently have fellowships but that's going to be down the road? LH: that's hopefully going to happen. Needs a generous donation to have fellowships. It's on our radar. But we don't have it at the moment. DH: I like the optimism built into proposal. CR: basic question. I see that the designator is LLOC. Is that required? I ask because looking at some of the core courses, there's a business section. Are business faculty going to teach LLOC courses? And would it be any consideration of those having management designator, or just because of the course they have to have the LLOC designator? LH: certainly business faculty could teach those. We just make the designator based on the title of the program, which we are going to change the title, so we're not wed to the designator. TD: one of the conversations that's how much business faculty would be involved. And that's sort of still up in the air. It's still an off shoot of EdS. I know Lisa has talked to CBA faculty, but I

don't know how much they have embraced coming into it. This would be along same lines as cross-listed. Another part of the strength is the difference of those offered for MBA and those offered for doctoral. These are existing things in management. It might be the same content. JD: the designator any faculty can teach that. SACs just wants the expertise. What's key is that it's like with CBE work, this doctorate is the first push to figure out what it would look like at a school like ours and how to leverage to serve the community. And we'll sort through as we go forward. TD: CHE does require an outside evaluator, so we presented three possible candidates and they select one. And that person will look over it over the summer and suggest potential changes in the first cycle. That will likely include that title change.

- 2) **New Program:** Master of Music in Music with a Concentration in Conducting
- 3) **New Program:** Maser of Music in Music with a Concentration in Music Education
- 4) **New Program:** Master of Music in Music with a Concentration Performance

DH: condensing into three Masters of Music, with different concentrations. I noticed on the curriculum pages, on the first pages where we usually see curriculum mapped, a lot of courses with dashes in spots. Page 27 of the pdf. There's a MUSA 6__ there's a bunch of those. LC: we offer a rotation of course and those 600 levels are going to be music historically, typically. 500 Music Literature. We might offer a specific music theory on a certain style. But that won't be offered every year. So a little flexibility that fits that specific program better. TD: choose from this list. Choose a music history from a 600 level. Might tweak that for the catalog. One of things that should have happened if you look at proposal all the stuff is in the program description and not the freeform section. We'll get that moved out of the description and into right spot. DH: usually see the table and list of electives. TD: we can probably put in there, 500 level music history, we'll figure out best way to describe it. DH: another thing, the concentration with conducting, 0 credit course that marks comprehensive exam, Usually that exam doesn't have a course number, but that's been the practice. Curious about that. LC: that's a conducting recital. So there is a paper associated with it but they rehearse with a choir or band throughout a semester, they prepare and work with undergrad students who take it as a course and then they perform at end of the semester. That's typical of all our degrees with recital requirements. TD: that's not in the new program. The new program is in the freeform. LC: that might be an oversight that that's listed. Will talk with chair and check. TD: and if it's zero credit it's just a placeholder to show you completed them. It's not a big deal if it's not in there. DH: I kind of like a marker for our comprehensive exams. A way to show it is done.

Motion to approve: SS. Second: NM. Approved by acclimation vote

- 5) **Edit Program:** Master of Liberal Arts in Liberal Arts—Political & Civil Engagement
- 6) **Edit Program:** Master of Liberal Arts in Liberal Arts

Motion to approve: CR. Second: SS. Approved by acclimation vote

- 7) **Edit Course:** ARTE 547
- 8) **Edit Course:** ARTE 547H
- 9) **Edit Course:** ARTS 542
- 10) **Edit Course:** ARTS 542H
- 11) **Edit Course:** ARTS 558
- 12) **Edit Course:** QMTH 680
- 13) **Edit Course:** WRIT 501
- 14) **Edit Course:** WRIT 566

Motion to approve: SH (Sherry Hoyle). Second: NM. Approved by acclimation vote

- 15) **New Course:** WRIT 566H
- 16) **New Course:** BSAN 680
- 17) **New Course:** ECON 508
- 18) **New Course:** EDCO 685
- 19) **New Course:** FINC 518
- 20) **New Course:** FINC 522

Motion to approve: TS (Tony Strange). Second: CR. Approved by acclimation vote

- 21) **New Course:** LLOC 700
- 22) **New Course:** LLOC 701
- 23) **New Course:** LLOC 702
- 24) **New Course:** LLOC 800
- 25) **New Course:** LLOC 801
- 26) **New Course:** LLOC 802
- 27) **New Course:** LLOC 803
- 28) **New Course:** LLOC 804
- 29) **New Course:** LLOC 805
- 30) **New Course:** LLOC 806
- 31) **New Course:** LLOC 807
- 32) **New Course:** LLOC 808
- 33) **New Course:** LLOC 809
- 34) **New Course:** LLOC 810

DH: looking at a group program approval with the LLOC courses. Any questions on those? One question and concern. The curriculum looks great. The program looks great and I'm so impressed. One concern is with some courses is there looks like five that are dissertation prep or work starting with 806. Seems like a lot of

course work in service of the dissertation. Just wanted to bring it up. Is it for CHE? And if it's common practice in the field, no worries. LH: good question. It is more common in the EdD to have coursework related to writing the dissertation. Because they are working on a program of practice and the idea to attach it to coursework is to better monitor that progress. So they don't get to the end and then they have to write a dissertation on their own. It's more common in EdDs to have that with coursework. DH: that's probably a good thing. Having more support for that. With those 806-810. This is an online degree? All independent work? My PhD was all on your own. LH: the idea was running a seminar with multiple people. Teaching how to do that and feeding off each other. Talking about data and design. It's definitely a course. We haven't said if this is 100% online because we haven't all agreed. We could safely say it's probably going to have to be. But it's asynchronous meeting on Zoom. Not alone and every now and then checking in. NM (Nicholas Moellman): USC has 12 cred hours in dissertation courses. They don't list out the course iteration, at very least in terms of credit hours that seems comparable. TD: executive EdDs that's structured, as working on coursework and dissertation it all wraps up at the same time. So at the time of their last semester they aren't just getting started on dissertation. DH: seems like good practices. LH: the group that helped included CAS and everyone was 100% in agreement. We really just wanted to get in our heads how will this work. What does this mean. How are we going to help. We were quite intentional about this part.

DH: it could be a selling point – a point of distinction with the program.

Motion to approve: SS (Stephanie Sutton). Second: NM. Approved by acclimation vote

V. Graduate Petitions

VI. Adjournment

2023-2024 Meeting Dates

Tuesday, September 5, 2023 at 11:00 am
Friday, October 20, 2023 at 2:00 pm
Tuesday, November 28, 2023 at 11:00 am
Friday, January 19, 2024 at 2:00 pm
Tuesday, March 5, 2024 at 11:00 am
Tuesday, April 16, 2024 at 11:00 am

Graduate Faculty Assembly and Graduate Council Website:

<https://www.winthrop.edu/graduateschool/graduate-faculty-governance.aspx>

CourseDog

<https://app.coursedog.com/#/login>

2023-2024 Committee			
Voting Members <i>*The voting members of the Graduate Council also serve as the Graduate Petitions Committee.</i>			Term Expires
Dustin Hoffman, CAS, Chair	hoffmand@winthrop.edu	Elected (CAS)	2025
Stephanie Sutton, CVPA, Vice Chair	suttons@winthrop.edu	Elected (CVPA)	2025
Nicholas Moellman, CBA	moellmann@winthrop.edu	Elected (CBA)	2024
Tony Strange, COE	strangea@winthrop.edu	Appointed (VPAA)	2024
Edward Randle, CBA	randlee@winthrop.edu	Appointed (VPAA)	2026
Jessie Hoffman, CAS	hoffmanjb@winthrop.edu	Appointed (VPAA)	2026
Sherry Hoyle, COE	hoyles@winthrop.edu	Elected (COE)	2024
Ex Officio, non-voting, and other invitees			
Cody Walters	waltersw@winthrop.edu	Elected, Library Faculty, Non-voting	2024
Chris Ward	wardc@winthrop.edu	Elected, GFA (from CUC), Ex Officio	2026
Jack DeRochi	derochij@winthrop.edu	Dean of Graduate Studies, Online Learning, and Extended Education	
Gabby Jacobson	jacobseng@winthrop.edu	Grad School, Appointed Ex Officio	
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