

GRADUATE COUNCIL
Winthrop University
Tuesday, March 7, 2023
Tillman 308

Members present: Jennifer Dixon-McKnight, Dustin Hoffman, Jack DeRochi, Tony Strange, Tim Drueke, Sherry Hoyle, Lorrie Crochet, Brantley Therrell, Gina Jones, Greg Oakes, Kori Bloomquist, Cody Walters, Vanessa Valdez, Stephanie Sutton, Nicholas Moellman and Gabby Jacobsen.

I. Announcements – None

II. Approval of minutes January 20, 2023. See the link below for minutes:
<https://www.winthrop.edu/uploadedFiles/graduateschool/applicationforms/Graduate-Council-Minutes-1-20-23.pdf>

All in favor. No opposition. JDM: Minutes are approved.

III. Report from the Graduate School Dean, Jack DeRochi

JD (Jack DeRochi): last meeting we talked about the enrollment and how it is overall lower, but based on the question from Vanessa we did a deeper dive into the campus versus online distinction. The campus-based has hemorrhaged the most. Today versus fall of 2021, when we were around 1040/1050, online is down 10% and campus-based is down 25%. We do have a pilot fee-for-service with Wiley that has just commenced. The programs are English, MBA campus-based, MAT and LTEC. Greg (Oakes) was really responsible for most of this work. We're also working on cleaning up the retention data to make it more accurate by program. Also in the works is a renegotiation with Wiley. Our first suite started in fall 2018 and second suite in fall 2020. Those are both set for completion in fall 2027. We're also looking at a third suite. As we scale the revenue becomes more favorable towards the university in a 60/40 share. We're trying to close on that at the April Board of Trustee meeting. We do have a budget meeting this afternoon where we're hoping to get some clarity on the GA budget. And a few announcements. Grad Ed week, April 17th-21st, and notably we're bringing back in-person Open House on April 20th. We also have the 3 MGS event, which was modified from the 3-Minute Thesis to the 3-Minute Graduate Showcase to encourage all programs to participate. We have added wording for virtual participation as well for online students. And our Graduate Excellence and Elizabeth Hope Reed scholarships deadline is March 19th. GO (Greg Oakes): I would like to pose an extension of the deadline for students coming back from spring break who may forget. JD: we can extend to March 24th. JDM (Jennifer Dixon-McKnight): I know there's a lot of anxiety around GA availability. GA positions help with retention and recruitment. How do we line up with other institutions? JD: we have many, many more GA

positions than other institutions our size. JDM: as we're all dealing with a potential gap in our budgets this upcoming year, is that something we need to trim? JD: with the budget we're going to be looking at what is mission critical, what's going to serve the most students. I absolutely recognize that GAs do for retention and enrollment, and so does our CFO. But it's part of the challenging conversation that we need to have. Every decision isn't going to be perfect, but I can tell you from the conversations I've had, everyone is ready to go. Make decisions and keep it moving. GO: how is the Foundation scholarship budget looking? JD: the Foundation has changed their accounting process. I think it's been \$30,000 the last year. Typically they wait until December to see what their surplus is, and that's where this money comes from. But I will check with Robin to see where we are.

IV. Old Business - None

V. New Business - None

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

Curriculum Changes Requiring a Vote:

Program Change MBA in Business Administration-Accounting and Analytics

Justification - ACCT 607: Tax Research is being replaced with ACCT 695: Accounting Research. The course title for ACCT 515: Advanced Data Analytics for Accountants has been changed in the program to match the course title in the catalog.

The new CPA exam format (beginning 2024) covers research in more depth. Students should become familiar with the CPA exam requirements regarding research.

DH (Dustin Hoffman): is there faculty support? VV (Vanessa Valdez): we have just hired someone so we're good to cover that course.

All in favor. No opposition. JDM: approved.

New Course HDFS 510 Introduction to Infant & Early Childhood Mental Health

This course uses an interdisciplinary lens to examine the social and emotional development of children ages birth to 5 years within the interrelated contexts of family and culture. The full continuum of services and supports (i.e., promotion, prevention, and treatment) necessary to promote healthy development, prevent mental health problems, and treat mental health disorders will be examined. Students who earn a C or better will receive the

Foundations in Infant and Early Childhood Mental Health Certificate from the South Carolina Infant Mental Health Association.

Justification - This course is needed to provide undergraduate and graduate students with more a certification in a health-related field.

All in favor. No opposition. JDM: approved.

New Course MLED 500 Introduction to the Middle School

The introductory course provides an overview of the basic philosophies, structure, and curricular aspects of middle schools. The development of middle schools, as well as current research related to exemplary middle schools, is examined. Students will develop the applicable skills and dispositions needed as prospective middle level teachers.

Justification - In order to address the critically low enrollment in MLED courses, we are changing the course name to MLED 500. This will allow graduate and undergraduate students to be enrolled in the course together; therefore, addressing budget and staffing needs of our program.

New Course MLED 510 Developmental Aspects of the Middle Level Learner

The course examines the developmental characteristics of early adolescents in today's society. In particular, the course focuses on aspects of diversity such as culture, gender, race, ethnicity and exceptionalities. Students will develop the applicable skills and dispositions needed as prospective middle level teachers.

Justification - In order to address the critically low enrollment in MLED courses, we are changing the course name to MLED 510. This will allow graduate and undergraduate students to be enrolled in the course together; therefore addressing budget and staffing needs of our program.

MLED 510 and MLED 500 voted on together.

All in favor. No opposition. JDM: approved.

VV: are we supposed to be moving away from 500 level courses? JD: that was never settled. We had talked about a massive renumbering but that was pre-COVID. TD (Tim Drueke): if a course is available to undergrads and grads, it should be a 500 level. 400 level for undergrads, 600 level for grads. We're trying to get away from 500 levels that serve grads only. SS (Stephanie Sutton): does this also apply for courses that are stacked as 400 and 600 level? TD: yes, if it's serving both it should be 500.

NM (Nicholas Moellman): this is developing courses to address low enrollment, and we just talked about addressing differences of undergrad and grad. We should discuss if we're combining courses that address undergrad and grad if it's about low enrollment. JDM: I was thinking about this when Jack talked about low enrollments, and at the CAS Faculty Assembly we talked about course minimums and what's acceptable. We have grad courses with 4

students. And same with undergrad - our survey courses saw a drastic decline in enrollments. I'm not sure we've figured out what's sustainable. There's also the question about staffing. I've had to pull a course because there wasn't anyone to teach it. We need to figure out how to keep students in the classroom. How do we move forward? There is a strong pipeline into the classroom and we need to make sure we're meeting the needs of the classrooms in the state. VV: for people coming from undergrad to grad and need the same requirements, do they take the course again? TD: generally not. It would be subbed out. VV: the issue with the MBA is there are a few requirements that are the same of the undergrad and grad level. Because I'm in the class I can keep my eye on those, but if there a better way than just me catching it? Is there a report that can be run? TD: probably. We can look at a report across the career. Reach out to me. JDM: how many of our students go from our undergrad program directly into the classroom or into a grad program. NM: I don't know the feasibility in terms of being a long-term solution of adding 500 level courses. TD: you need to make sure you don't fall below the required 50% 600 level courses for grad programs. JD: one of the tools we're going to be getting out of the Gray data are professional development tools. What can we do to address the deficiencies.

Edit Course ACCT 509 Auditing Principles and Procedures

Internal control, test of transactions, direct tests of financial statement balances and statistical sampling, with emphasis on the auditor's decision-making process. Students are expected to gain an understanding of the auditing principles and procedures used by auditors in conducting examinations of financial statements.

Justification - Changing the prerequisite to C- in ACCT 305. The course doesn't rely on information from the prior prerequisite (ACCT 306). The change will also improve the sequencing of classes for ACCT students.

VV: this is not actually in the program, it's a prerequisite for the program.

All in favor. No opposition. JDM: approved.

Edit Course READ 570 Instructional Methods and Assessment I

This course will provide students with the skills to assess and teach reading and writing to emergent, beginning, and struggling readers and writers, and will provide them with the opportunity to implement these skills in a clinical setting.

Justification - The prerequisite requirements are being expanded to include all READ foundations courses at the undergraduate and graduate levels. This eliminates the barrier to entry for students who have met this requirement at either level.

All in favor. No opposition. JDM: approved.

Edit Course READ 580 Instructional Methods and Assessment II

This course will provide students with the skills to assess and teach reading and writing to transitional, intermediate, and advanced readers and writers. Field-based assignments will be required.

Justification - The prerequisite requirements are being expanded to include all READ foundations courses at the undergraduate and graduate levels. This eliminates the barrier to entry for students who have met this requirement at either level.

All in favor. No opposition. JDM: approved.

Curriculum Changes Not Requiring a Vote:

List of curriculum changes that do not require a vote from this body - for information only - see attachment "GR ART Courses-March2023" and "Coursedog Curriculum Changes 372023"

VII. Graduate Petitions (only voting members receive these)

Petitions requiring a vote:

Petition 1 - Petition to count out-of-date transfer courses

TS (Tony Strange): our requirement is to have a research class. She has submitted one of her PhD research courses and there's no sense in having her do more research.

All in favor. No opposition. TS abstains. JDM: approved.

Petition 2 - Petition to count out-of-date transfer courses

DH: it's not clear anywhere that she did that course as a grad. I have some concerns if she took it as an undergrad or a grad. If she completed a 500 level as an undergrad it should not be counted as grad credit. BT: she did fill out the intent to pursue form, but did not fill out the Undergrad for Grad credit. Hope Lima said she did fill out the form but it now cannot be found. JDM: so is this a matter of the student doing their part but the ball was dropped? BT (Brantley Therrell): that's my understanding, but I'm not sure if we're able to verify. She's completing her MS this spring. JDM: so if not approved she cannot graduate? I just don't want this to be the reason she doesn't graduate. Its 9 credits, which could be another semester for her. And if the student did the due diligence she shouldn't be punished. Let's ask for clarification. SS: she could provide proof of the assignment at graduate level. BT: so I'll tell her advisor that you want more documentation. NM: and it can simply be an email. DH: and we can vote through email as well.

Petition voted on via email:

Petition 1 - Extension of 6-year time limit - needed immediate review

VIII. Adjournment

JDM: is there a motion to adjourn? DH: motion. NM: second. JDM: adjourned.

2022-2023 Meeting Dates

Friday, October 21 at 2pm

Tuesday, November 29 at 11am

Friday, January 20 at 2pm

Tuesday, March 7 at 11am

Tuesday, April 18 at 11am

Graduate Faculty Assembly and Graduate Council Website:

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

CourseDog

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

| 2022-2023 Committee | | | |
|---|--|---|---------------------|
| Voting Members *The voting members of the Graduate Council also serve as the Graduate Petitions Committee. | | | Term Expires |
| Jennifer Dixon-McKnight, Chair | dmcknightj@winthrop.edu | Appointed (CAS) | 2023 |
| Nicholas Moellman, CBA | moellmann@winthrop.edu | Elected (CBA) | 2024 |
| Dustin Hoffman, CAS, Vice-Chair | hoffmand@winthrop.edu | Elected (CAS) | 2025 |
| Tony Strange, COE | strangea@winthrop.edu | Appointed (VPAA) | 2024 |
| Stephanie Sutton | suttons@winthrop.edu | Elected (CVPA) | |
| 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 |
| Kori Bloomquist | bloomquistk@winthrop.edu | Elected, GFA (from CUC), Ex Officio | 2023 |
| Jack DeRochi | derochij@winthrop.edu | Dean of Graduate Studies, Online Learning, and Extended Education | |

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|-------------------|--|--|----|
| Gabby Jacobson | jacobseng@winthrop.edu | Grad School, Appointed Ex Officio | -- |
| MeKeala Brown | | Student, CAS Appt. Ex Officio | |
| Jade Simmons | simmonsj13@mailbox.winthrop.edu | Student, CBA Appt. Ex Officio | |
| Tracy Griggs | griggst@winthrop.edu | GFA Chair | |
| Tim Drueke | drueket@winthrop.edu | Assistant Provost for Curriculum and Program Support | |
| Gina Jones | jonesgg@winthrop.edu | Registrar | |
| Maria D'Agostino | dagostinom@winthrop.edu | Associate Registrar | |
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| Greg Oakes | oakesm@winthrop.edu | Graduate Director, CAS | |
| Lisa Harris | harrisl@winthrop.edu | Graduate Director, COE | |
| Vanessa Valdez | valdezv@winthrop.edu | Graduate Director, CBA | |
| Brantley Therrell | therrellb@winthrop.edu | Graduate Petitions Coordinator | |
| Alice McLaine | mclainea@winthrop.edu | Faculty Conference Chair | |