

# Graduate Council Minutes

April 29, 2016

**Attendance:** Tim Anderson, Austin Babrow, Steve Bergmeier, Geoff Dabelko, Sonsoles De Lacalle, Jennifer Horner, David Koonce, Jody Lamb, Vladimir Marchenkov, Shawn Ostermann, Ann Paulins, Erik Ramsey, Anirudh Ruhil, Joseph Shields, Gaurav Sinha, and Katherine Tadlock.

**Excused:** Emilia Alonso-Sameno, Michelle Ferrier, Andrea Frohne, Janet Hulm, Chulho Jung, Jundong Liu, Bose Maposa, Krisanna Machtmes, Brian McCarthy, Chris Moberg, Martin Mohlenkamp, Liudmila Pestun, Carl Smith, and Gursel Suer.

**Guests:** Chris Fisher, Mike Sweeney, Jatin Srivastava

**Convened:** The meeting was convened at 3:07 pm.

## 1. Approval of Minutes of the March 11, 2016 meeting

The minutes of the March 11, 2016 meeting were approved.

## 2. Chair's Report (Steve Bergmeier)

Steve thanked all members for their service.

## 3. Remarks by Joe Shields, Dean of the Graduate College

Joe thanked Katie for her work towards the commencement ceremony. He said that people are getting familiar with the programs that are being offered at the Dublin campus. He added that per the land granted to the university by the city of Dublin, a master plan is required to be submitted. The Dublin location is also looked upon as a venue for graduate and professional activity with the understanding that Ohio University will not compete against other schools, but our programs will be complementary to the existing ones. Steve Golding has transitioned into the role of the CEO and COO of the Dublin campus. Joe said that if an academic department is interested in offering a program on the Dublin campus, David and he would need to be involved in that process. This will allow the CCGS requirements to be taken care of, besides providing any other guidance. He added that academic departments can complete the new form designed to start the process of offering programs on the Dublin campus. Jen asked about the long list of things/questions that are on the form and that it does not seem to be well aligned with the current process. She added that it would be helpful if this dovetails with the process that involves the UCC. David noted that Brad Cohen should be involved in this as well. Jen recommended that redesigning the current form to include the new information would be helpful. Joe said that if there are redundancies, they should definitely be addressed.

#### **4. Remarks by David Koonce, Associate Dean of the Graduate College**

David said that Sara Armstrong who used to be the Directory of the Thesis and Dissertation Services is no longer working with the Graduate College. Lois Hatfield, who used to help Sara will be taking care of the responsibilities until a new director is hired. David added that an initial review of the healthy application pool has already begun; and that he expects to have someone hired as soon as it is possible.

He added that the number of applicants from September 2015 to date has increased by 5.8%, and the applications for Fall 2016 are up by 5.3%.

David said that an updated version of the graduate directors' handbook is now available on the Graduate College website. The manual is now 50 pages long and provides information about actions that graduate directors might need to take. He added that the graduate chair field guide is also available on the website.

#### **5. Remarks by Katie Tadlock, Assistant Dean of the Graduate College**

Katie drew members' attention to the handout that notes participation in today's commencement ceremony. She said that 117 doctoral students participated in the ceremony today.

#### **6. English proficiency scores for Music Certificate (Chris Fisher)**

Chris said that he is proposing to lower the English proficiency requirements for students wanting to earn the Music Performance certificate (Appendix A). He added that this non-degree program has become a feeder program for their degree program and is a pretty good source of revenue for the program. He clarified that the curriculum does not involve much instruction, it is based on modeling and thus the English proficiency requirements can be reduced. In response to a question from Steve, Chris said that they only get a few students every year. He added that BGSU, which has a lower English proficiency requirement, has a large number of these fee paying students. David asked if the limited English proficiency of these students would be disadvantageous to either them or other students in class. Chris said that these students are enrolled in very limited number of credits that require in-class instruction. He also added that at BGSU, these students are also enrolled in appropriately selected English language classes too. Sonsoles asked about the provisions for mentorship and supervision. Shawn noted that in his experience communication with students who were admitted under the English Conditional admission status has been difficult. Ann asked about the services in place for these students. She said that a support system to help them navigate life in Athens needs to be in place. She added that a waiver to accept a reduced level of communicability ought to come with the responsibility of ensuring them the help needed. Sonsoles asked about the systems BGSU has in place for their students. Geoff said that maybe having a Chinese speaker at ISFS might be helpful. Chris clarified that he is not proposing to

eliminate the requirements for English proficiency, he said that the audition and interview with each of the candidates allows faculty to determine the kind of support needed. It was noted that BGSU has a DMA and have invested a lot in their music programs. Steve said that we are now required to certify English proficiency for post-doctoral appointees as well. Sonsoles proposed students taking Music and English classes simultaneously. Steve asked David and Katie about their recommendations for a minimum score. Joe said that we could handle these on a case-by-case basis, but would like some sense of how everyone on this body feels about it. Katie noted that the catalog is very clear about the requirements and we will need to be clear about establishing the floor. In this case, as Chris said, does a modeling based curriculum change the requirements from an instruction based curriculum? Jen said that it would also be best if there was a way to restrict their registration only to the courses required. She added that she very much agrees with Ann in ensuring that students receive the help needed to navigate life in Athens. Katie said that there is no way to restrict registration, and students do end up registering for classes they should not. David said that we could place registration holds on their accounts and register everyone only through permission slips. Martin recommended having a conversation with OPIE and ELIP staff to structure courses for these students. Steve said that it would be helpful to have a description of courses these students will take, details about the mentoring help they will receive for academic and life-skills, and specific information from OPIE and ELIP about the classes they can take. Geoff said that it would be beneficial to bring Krista in this conversation as well. Austin asked about the experience at BGSU, and learning from it.

## **7. Report from the Curriculum Committee**

Doctoral degrees: The last set of changes were either about grammar or about ensuring consistency with jargon in all the sections. The section on professional doctorates now mirrors the one on research degrees, other than the distinguishing characteristics. It was noted that a major difference is that professional doctorates do not require a comprehensive examination. Jen said that all professional doctorates require a certification examination to earn a credential. Shawn asked if our award of the degree is contingent on students passing the examination. Jen said that the Au.D., and the DPT are both accredited programs and do not require passing of a comprehensive examination as we know it; but there is a testing of skills and competencies in a variety of ways and stages.

Members voted to approve the doctoral degree document presented by the committee (appendix B includes the approved version as well).

Standards of work:

Members discussed the document presented (appendix C), with special focus on the GPA required to earn the certificate. It was noted that the catalog does not include a policy for a minimum GPA requirement for a certificate to be conferred. Discussion also centered around the content and if students could count the same courses towards two different certificates. It was noted that no more than 25% of the content could be shared between or among certificates. It was decided that Graduate Council would wait for EPSA approval and also bring the task force into this dialogue.

## **8. Report from the Policies and Regulations Committee**

Members were not able to discuss the document presented by this committee (appendix D).

## **9. Report from Recruitment and Admissions Requirements Committee**

Mike Sweeney and Jatin Srivastava attended the meeting to answer questions about the HKBU-OU joint program offered by the E. W. Scripps School of Journalism. Mike said that this proposal is similar to the one the school has with the University of Leipzig. He added that they are hoping to begin a cohort in Fall 2017. Mike said that HKBU also has a relationship with Leipzig and that would facilitate a triangular relationship amongst us. The proposal is requesting approval for changing the maximum number of transfer credits from eight to 14. Mike said that our degree is research based and their degree prepares them with skills to write and thus helps them get jobs.

David noted that courses cannot be counted if they have been used to already earn a degree.

Members voted in favor of the proposal (appendix E).

## **10. New Business**

Martin said that his term is ending and he will not be on Graduate Council next year. He said that one of the items that had come up for discussion during the year was a different amount of the general fee for graduate students.

Members voted to endorse the separation of general fee for graduate and undergraduate students.

The meeting was adjourned at 4:49 pm.

# Appendix A

## **Ohio University**

School of Music

### **Graduate Music Performance Certificate**

#### **Program Description**

The graduate certificate program is a full-time, 20 credit hour graduate level curriculum. The one-year Performance Certificate course is designed for advanced students who wish to focus on an intense applied curriculum in order to enhance their performance skills. Because it is a non-degree program, students may not concurrently pursue the Master of Music degree. The program requires fewer credit hours and academic courses compared with the Master of Music degree curriculum and offers more flexibility in course selection, which is determined in consultation with the major advisor.

Applicants must have an acceptable baccalaureate degree or music diploma, although exceptions may be considered in cases where applicants can document that they have the equivalent in professional performing experience and meet School of Music academic and performance standards.

The program is open to all qualified applicants, and has attracted students from many distinguished international music programs. International students enrolled in the program may elect to simultaneously enroll in English courses while simultaneously pursuing the certificate.

Additional information regarding audition and admission requirements is available from program director, Dr. Christopher Fisher, or from respective graduate advisors. Students should apply through the Office of Graduate Studies and the School of Music. An audition and interview are required.

#### **Application Requirements**

- Application submitted to the Office of Graduate Studies and the School of Music
- Official undergraduate transcripts
- Two letters of recommendation
- Live or recorded audition
- Live or video conference (e.g. Skype, FaceTime, etc.) interview

#### **Program Director Contact Information**

Dr. Christopher Fisher  
Associate Professor of Piano  
Chair, Keyboard Division  
[fisherc@ohio.edu](mailto:fisherc@ohio.edu)

### **Graduate Music Performance Certificate**

**Total Credit Hours: 20**

First Semester	Credits	Second Semester	Credits
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MUS 5140: Applied Piano	5.0	MUS 5140: Applied Piano	5.0
MUS 5540: Chamber Music	0.5	MUS 5540: Chamber Music	0.5
MUS XXXX: Electives	5.0	MUS 6970: Recital	2.0
		MUS XXXX: Electives	2.0
Total Credit Hours	10.5	Total Credit Hours	9.5

**Graduate Music Performance Certificate**

**Total Credit Hours: 20**

**Recommended English Courses**

Applicants for whom English scores are lower than the minimum for conditional graduate admission (i.e. provisional status) would be encouraged to enroll in OPIE courses as prescribed by the Department of Linguistics.

**Student Mentoring**

International performance certificate students, for whom English is a secondary language, will be provided with academic, language, and life skill mentoring opportunities. These students would be partnered with a mentor from their respective country of origin. The volunteer mentors will be School of Music faculty or students. Furthermore, the program director and each mentor will seek to build and provide a social network beyond the School of Music for each student enrolled in the program.

**Immigration Documentation**

Admitted international students will be issued an initial Form I20 for two semesters.

**Program Status, Trajectory, and Proposal**

The Graduate Music Performance Certificate program has the potential to become a substantive feeder source for our graduate degree program, but regrettably the current TOEFL requirement for admission to the certificate program is an obstacle for many musically gifted international applicants. An investigation of similar programs at peer institutions reveals that the Ohio University TOEFL requirement is as much as twice the requirement at these institutions. Furthermore, a recent visit to a peer institution (i.e. BGSU, our primary competition) revealed large numbers of students enrolled in their certificate program. After further investigation, it was revealed that there is NO TOEFL requirement for admission to BGSU's program. It is important to note that students enrolled in this program pay full-tuition without financial assistance. Thus, a target enrollment of five new students in this program would generate as much as \$150,000 in tuition and fees. Because the curriculum is almost exclusively performance based, English language proficiency is not essential since the curriculum can be largely delivered by modeling (i.e. teacher demonstration) and basic verbal communication. The School of Music is requesting that the Graduate Council grant flexibility with regard to English proficiency requirements for students enrolled in this program. Since all applicants must complete an audition and interview, the program director will be able to assess and provide recommendations to the Graduate College.

## Appendix B

**Approved by GC on April 29, 2016**

**(With 2 corrections noted below)**

### **Professional Doctoral Degrees**

The professional doctoral degree is granted on the basis of evidence that an advanced level of competency in a defined domain has been achieved. The professional doctoral degree incorporates basic and clinical sciences as the foundation for the acquisition of professional skills and competencies. Professional doctoral training is often the core component of one step in a multi-step credentials process, often required by state licensing boards and professional associations, which provides public assurances of those skills and competencies. For some fields, a professional doctorate is the entry level degree for clinical practice in that discipline.

A minimum of 70 graduate (semester) hours beyond the bachelor's degree or 36 beyond a clinical/professional master's degree must be completed for conferral of a professional doctoral degree.

### **Time Limit**

Students must complete the doctoral program of study within seven calendar years of the date of its initiation as determined by the school/department and recorded in the Graduate College.

If a doctoral student does not complete all requirements for the degree within the given period, he or she may be permitted to continue in graduate study only if exceptional circumstances are associated with the delay in progress. In these circumstances the student must file a formal request for extension, and this request must be supported by the student's advisor.

Upon receipt of this request, the dean of the college may grant a one-time, one-semester extension for the semester immediately following the final semester in which the degree requirements were to have been completed.

If circumstances require an extension beyond one semester, the student must apply for readmission to the program. The application for readmission must be reviewed by the graduate committee of the program and the dean of the college. Criteria for readmission should be the currency of the student's knowledge of (1) required academic content areas, (2) clinical/professional literature, (3) professional skills and competencies, and (4) research methods and techniques. The program may require additional coursework, a retaking of the comprehensive examination, modifications (in part or in whole) to the scholarship project, and fulfilling any degree requirements that have been added since the student's initial enrollment into the program. If readmission is approved, the specifications for readmission, including the length of time for the readmission, must be presented to the student in writing, with a copy filed with

the Graduate College. If approved for readmission, the student must fulfill all degree requirements in effect at the point of readmission.



## **Professional Program Requirements**

### ***Scholarly Discipline Requirement***

The professional doctoral degree is, by definition, oriented to a specialization within a professional domain, for which a national standard-setting or national accreditation body and/or state licensure board sets the standards. Each school/ department determines the auxiliary research/scholarship competencies needed by professional doctoral candidates. Competence is determined by standards and methods established by faculty in the individual degree program.

### ***Academic Residency Requirement***

A professional doctorate must articulate requirements, if any, for students' on-campus presence, either periodic (as in hybrid on-line/on-campus learning model), or continuous.,

### ***Curricular Requirements***

Professional doctoral degrees at Ohio University must provide clearly stated guidelines or standards that are commensurate with doctoral training in the discipline in general and for specializations, if applicable. Minimal guidelines for doctoral training should include standards and methods for evaluating student learning outcomes (knowledge and skills); establishment of an advisory committee with at least one designated mentor for each student; articulation of culminating competencies (e.g., assessed using a comprehensive examination, clinical portfolio, or capstone project), and, if required, rigorous standards for completion of an independent work of scholarship compatible with the norms of the specific academic discipline or profession. Further, doctoral programs should strive to track their graduates' career placements.

### ***Advisor / Advisory Committee***

A member of the graduate faculty will serve as the student's primary advisor or on an advisory committee. The advisor / committee must be approved by the doctoral program and also must be consistent with college policy (e.g., "graduate faculty status"). The primary advisor and advisory committee must approve the proposed program of study for the degree, track students' progress at regular intervals, and recommend degree conferral.

## **Research Doctoral Degrees**

The doctoral degree is granted on the basis of evidence that the student has achieved a high level of scholarship and proficiency in research rather than solely on the basis of successful completion of a prescribed amount of coursework. The student's competence and ability to work independently and write creatively are established by qualifying and comprehensive examinations and the quality of a dissertation submitted as an account of the student's original research.

A minimum of 90 graduate (semester) hours beyond the bachelor's degree must be completed for conferral of a doctoral degree.

### **Time Limit**

The student must complete the doctoral program of study within seven calendar years of the date of its initiation as determined by the department and recorded in the Graduate College.

If the student does not complete requirements for the degree within the given period, the student may be permitted to continue in graduate study only if exceptional circumstances are associated with the delay in progress.

The dean of the college may grant a one-time, one-semester extension for the semester immediately following the final semester in which the student's degree requirements were to have been completed.

If circumstances require an extension beyond the one-semester dean's extension, the student must apply for readmission to the program. The application for readmission must be reviewed by the graduate committee of the program and the dean of the college. Criteria for readmission should be the currency of the student's knowledge of (1) the required work, (2) research literature, and (3) research methods and techniques. The program may require additional coursework, retaking the oral/written comprehensive examination, changing or updating the dissertation, or fulfilling any degree requirements that have been added since the initiation of the student's program. If readmission is approved, the specifications for readmission, including the length of time for the readmission, must be presented to the student in writing, with a copy placed on file in the Graduate College. If approved for readmission, the student must fulfill the degree requirements in effect at the point of readmission.

### **Program of Study and Advisory Committee**

The graduate committee of the student's program will assign an advisor and an advisory committee who must approve the proposed program of study for the degree. Graduate work completed at another university will be considered by the respective graduate committee and the

student's advisory committee in the development of the student's program of study.

Typically, when the dissertation proposal is nearing approval, the graduate committee will forward to the office of the dean of the college in which the student is enrolled a recommendation for appointment of a dean's representative, together with the names of other dissertation committee members and the title of the student's dissertation. Committee membership guidelines are set by each college. The committee must consist of at least three members representing the range of content in the student's program of study, in addition to the representative from the dean's office.

## **Comprehensive Examination**

~~When coursework is virtually completed, and u~~Upon the recommendation of the advisory committee, the student will take a comprehensive examination to establish the student's mastery of the fields of specialization and readiness for advanced research. The results of the examination must be reported within one week to the office of the dean of the college in which the student is enrolled on a form provided by the dean's office.

A copy of this form is sent to the Graduate College for inclusion in the student's academic file.

## **Scholarly Discipline Requirement**

The doctoral degree by definition is research oriented, and each program determines the auxiliary research competencies needed by doctoral candidates. Competence is determined by standards and methods established by the individual program. If the student is expected to demonstrate proficiency in one of the scholarly disciplines in which examinations are arranged by the dean's office (e.g., statistics, computer science, or foreign language), the student must file an appropriate intent form. This form is available from and should be filed with the office of the dean of the college in which the student is enrolled. The student must be registered for a minimum of ~~two~~one hours in the semester in which he/she takes the examination.

The French, German, Russian, and Spanish proficiency examinations of the Educational Testing Service are given at Ohio University several times during the year. Information and application forms are available at the Department of Modern Languages, Gordy Hall 283.

## **Academic Residency Requirement**

Normally, at least two academic semesters of the doctoral program are in continuous residence on the Athens campus in an institutional full-time status (registration for 9 graduate credits).

The continuous residence requirement applies to the period of graduate study following the completion of the master's degree or the completion of at least 30 graduate credits.

## **Admission to Candidacy**

Admission to candidacy is achieved after the student has completed the following steps:

1. Formation of the dissertation committee (including the dean's representative), which may be the same as the student's advisory committee,
2. Approval of the research proposal by this committee,
3. Successful completion of the comprehensive examination, and
4. Satisfaction of all required scholarly disciplines.

Doctoral committee membership is determined by college policy. Check with the dean's office for specific information.

Forms indicating completion of the above steps are available from and filed in the office of the dean of the college in which the student is enrolled. The student is not permitted to schedule the oral examination of the dissertation until the student has met all requirements for admission to candidacy.

A copy of the student's admission-to-candidacy letter is sent to the Graduate College for inclusion in the student's official file.

## **Dissertation**

A dissertation, the scholarly account of research in the new area of knowledge, is submitted by each candidate. Each program prescribes the specific style manual to be followed by its doctoral candidates. Regarding the accepted formatting standards for the thesis, the Thesis and Dissertation Services website, [www.ohio.edu/tad](http://www.ohio.edu/tad) is a resource provided by the Graduate College and Thesis and Dissertation Services (TAD) to aid in creating the document. Research doctoral candidates may download a template pre-loaded with acceptable typefaces, heading styles, sizes and front-of-document pages. A PDF document "[Thesis and Dissertation Guidebook](#)," is available for those who prefer not to use the templates and wish to format the documents themselves. This pamphlet contains regulations regarding type, margins, quality of paper, and other aspects, as well as detailed directions for submitting the finished dissertation. You must obtain from the TAD Services Website the current format and the printed list of semester deadlines for graduation. In addition, doctoral candidates must complete the online **UMI/ProQuest** form for microfilming and entry into Dissertation Abstracts International. Also required is the completion of the **Survey of Earned Doctorates**.

It is recommended that students submit their document for format review to TAD Services via email before the Oral Defense. This may occur at any time, but TAD Services recommends at least 4 chapters or 75 percent of the document for review, including the abstract, references, table of contents and lists of tables and figures. After the dissertation has been approved by the candidate's dissertation committee, dissertation director, and dean, the document should be emailed to TAD Services for a final format review. The candidate is responsible at this time for providing a photocopy, scan or fax of the **Oral Defense form** to TAD Services. After the format has been approved, the final version and an electronically signed PDF of the document will be returned to the student for upload to OhioLINK, a consortium of Ohio university and college member libraries and the State Library of Ohio. Once all steps have been completed, TAD

Services sends an email with the subject of “**TAD Process Complete**” to the college dean’s office, advisor, graduate director and doctoral candidate with the final document attached noting the document format has been accepted and the doctoral candidate has completed all the steps in the Thesis and Dissertation Process.

## **Oral Dissertation Examination**

An oral dissertation examination is required of all doctoral candidates. The examining committee is composed of the candidate’s entire dissertation committee (including the representative of the dean of the college in which the candidate is enrolled) unless otherwise specified by the Associate Dean for the Graduate College. The student must present final copies of the dissertation to members of the examining committee at least two weeks before the date of the oral examination to allow adequate time for review. The final arrangements for the examination must be completed through the office of the dean of the college in which the candidate is enrolled at least 10 days prior to the examination. The arrangement form can be found on the Thesis and Dissertation (TAD) Services Web site at <http://www.ohio.edu/graduate/etd/oraldefense.cfm>. The details of the examination, including time and place, must be completed by the doctoral candidate and sent to the dean’s office of the college for posting.

The doctoral candidate is also responsible for preparing the Oral Defense Form and taking this to the oral defense. This form can be found at <http://www.ohio.edu/graduate/etd/oraldefense.cfm>. Once the candidate successfully defends, the candidate will provide a photocopy, scan or fax copy of the signed Oral Defense Form to the Graduate College and will email a copy of the final, post-oral defense document for a final format check at [tad@ohio.edu](mailto:tad@ohio.edu).

# Appendix C

REVISION – DRAFT/discussion document- FOR GC CURRICULUM COMMITTEE

Three items added (from GC discussion 8apr16)

1. Standards of work for free-standing (ND) certificate.
2. Standards of work for certificate embedded in a degree program (i.e., concurrent with a graduate degree).
3. Application of transfer credits to a certificate (use “25%” rule; same as applied to graduate transfer credits now).

April 24, 2016

A. Current Language

## **Standards of Work**

Graduate cumulative grade point average (GPA) includes all graduate courses taken at Ohio University. Conferral of a graduate degree or certificate requires an cumulative graduate GPA of at least a 3.0. No course with a grade below C (2.0) may be used to satisfy any graduate degree or certificate requirement. Repeating or retaking a graduate-level course will not remove or replace a grade from a previous attempt.

## B. Revision regarding certificates below

### **Standards of Work**

#### Graduate degrees.

Graduate cumulative grade point average (GPA) includes all graduate courses taken at Ohio University. Conferral of a graduate degree requires a cumulative graduate GPA of at least a 3.0 (individual programs may set higher standards). No course with a grade below a "C" (2.0) may be used to satisfy any graduate degree. *Any course that is repeated /retaken at the graduate level will not remove or replace a grade from a previous attempt in the calculation of the accumulative GPA for a graduate degree.*

#### Graduate certificates.

(a) *Graduate certificate embedded in a degree program.* If a graduate certificate is pursued during the course of study for a graduate degree, conferral of a graduate certificate requires a cumulative GPA of at least 3.0 for the sequence of courses attributable to the certificate, as approved by the graduate certificate coordinator (individual certificates may be set at higher standards). No course with a grade below a "B" (3.0) may be used to satisfy any graduate certificate. *Any course that is repeated /retaken at the graduate level will not remove or replace a grade from a previous attempt in the calculation of the cumulative GPA for a graduate certificate.* Individual certificates may apply a more stringent requirement for individual course grades or GPA for courses representing the certificate, as approved by UCC.

(b) *Graduate certificate pursued on a non-degree basis.* If a graduate certificate is pursued on a non-degree basis (as a stand-alone certificate), conferral of a graduate certificate requires a cumulative GPA of at least 3.0 for the sequence of courses attributable to the certificate, as approved by the graduate certificate coordinator (individual certificates may be set at higher standards). No course with a grade below a "B" (3.0) may be used to satisfy any graduate certificate. *Any course that is repeated /retaken at the graduate level will not remove or replace a grade from a previous attempt in the calculation of the cumulative GPA for a graduate certificate.* Individual certificates may apply a more stringent requirement for individual course grades or GPA for courses representing the certificate, as approved by UCC.

(c) *Multiple certificates nested in single or multiple (dual) degree programs.* If a student is pursuing more than one major or a dual-degree program, or is pursuing more than one certificate (either within a degree-seeking program or on a non-degree basis), earned credit hours for one certificate may not be counted more than once; i.e., credits earned for one certificate may not apply to any other certificate.

C. Move the following text to be included under “Application/Admission/Adding Degrees” section of the graduate catalog:

*Allowable transfer credits for graduate certificate candidates.* Graduate course credit from another university may be transferred to an Ohio University certificate, after approval by the certificate coordinator, the associate dean, and the Graduate College. Transfer credits may not exceed the following thresholds:

- i. If the certificate is an *interdisciplinary certificate* requiring a minimum of 14 credit hours, no more than 3.25 credits (and no more than 1 graduate course) may be used on a transfer basis to the Ohio University certificate.
- ii. If the certificate is a *specialized certificate* requiring a minimum of 9 credits hours, no more than 2.25 credits (and no more than 1 graduate course) may be used on a transfer basis to the Ohio University certificate.
- iii. If the certificate is a *specialized stackable certificate* requiring a minimum of 9 credits hours, no more than 2.25 credits (and no more than 1 graduate course) may be used on a transfer basis to the Ohio University certificate.



## Appendix D

### **ISSUE: Graduate Theses/Dissertation Advising**

**STORY:** I sat in on the dissertation defense of a Ph.D. student here who had been making slow academic progress due to a lack of strong advising by her chair. She came to seek me out as she was terrified she would not complete her degree. Her dissertation chair, according to the student, was verbally abusive and demeaning and her confidence in her own abilities had taken a severe beating. Because of her story, I invited graduate students to an exit interview to see how we might better support their academic work. But her story is not unusual, so I wonder what other schools do in cases where a student is not working well with an advisor or wants to switch advisors. Or what to do if the advisor behaves this way to all the advisees. What recourse do students/administration have to limit senior faculty from being advisors to graduate student theses and dissertations?

### **SOLUTIONS:**

- At my previous institution, students could change advisors with no fault. Meaning, they could tell the head of grad research, I want to change advisors. Sign the forms and be done.
- We also instituted group advisorship so that the student did not have one person lording over them. There were workshops on choosing an advisor which helped students select the most appropriate not just the most senior advisor.
- We have a very toxic faculty member who is often removed from committees for their undermining of students--usually female. One of the things that I have had to defend is the students' rights to remove a committee member with the simple re-doing of paperwork. The faculty member in question tried to have that changed by forcing the students to put into WRITING why faculty are removed. I immediately told the Chair that this was not only unacceptable but potentially actionable, especially if students were forced to write about emotional abuse and that until the Chair consulted the legal department I would not allow this to go forward. Subsequently, the faculty member backed down but in the meantime, I helped rewrite the language of the handbook to firm up our policy on this point. These cases actually reveal the soft spots in policy.
- In my department students can change with no issues, in fact students are assigned a provisional advisor coming into the program--most of the time that appointment stands but it is technically on a test basis for the first year and folks can and do change--sometimes for interpersonal reasons and sometimes because the project may change and the initial advisor doesn't make the most sense anymore. I know students in my program who have changed, even after the first year with mostly no issues. Sometimes the initial person stays on the committee (if appropriate/desirable), sometimes not.
- My alma mater has a process-oriented thesis and dissertation support group that is run through the Student Counseling Center. Interested students are screened by the facilitator, a PhD clinical psychologist, for appropriateness before joining the group. The group is helpful as it has a professional facilitator and peer support. When issues of "fit" with the committee chair or members come up in group, students can receive information on University policies and peer support and encouragement.
- Also, a student manual with sections addressing policies and procedures for changing Chairs/members would also be a true gift to future students.

## Appendix E

### **Introduction: HKBU-OU joint program**

**Summary: The E.W. Scripps School of Journalism seeks approval for an arrangement with Hong Kong Baptist University that would allow students at HBKU to earn a second master's degree in journalism at Ohio University. This would require a waiver of two rules, explained at the bottom of this request.**

Hong Kong Baptist University (HKBU) is a publicly funded university located in Hong Kong. It was ranked among the top 50 universities in Asia in the Times Higher Education Asia university rankings in 2015. The university has around 11,000 students, out of which 25% are international students. School of Communication at HKBU consists of three departments; department of film, department of communication studies, and Department of Journalism. The school offers Master's degrees in Communication (MA), International Journalism Studies (MA), Media Management (MSocSc), and Producing for Film, Television, and new media. For full-time students, the duration of all four Master's program is 12 months.

The proposed OU-HKBU Master's program offers a one-year full-time degree opportunity at Scripps School of Journalism after master's students at HKBU in International Journalism Studies, Communication, and Media Management complete one year of education at HKBU. Students will be responsible for paying their full tuition fee and cover their expenses.

The faculty of the E.W. Scripps School support this arrangement because there is very little overlap between the MS degrees of the E.W. Scripps School and HBKU. The master's degree at HBKU provides students with practical journalism skills. The master's degree at the E.W. Scripps School assumes that the incoming students already have practical journalism skills; thus it is focused on understanding theories and models of mass communication, understanding rigorous research methods, and on doing original research.

HKBU and Ohio University have engaged in collaborative relationships at different levels in the past. According to Dr. Thomas Shostak, who retired as the Ohio University Dean of Lifelong Learning in 2007, there was a collaborative program between OU and HKBU that started in 1984, and lasted for around 20 years. Students could earn an associate's degree in individualized studies (AIS), as well as a bachelor's degree in specialized studies (BSS). Three key majors for the program were Psychology, Communication, and Economics. At OU, the Division of Lifelong Learning conducted the program and at

HKBU, the School of Continuing Education coordinated the program. The program also involved professor exchange between OU and HKBU. Dr. Anne Cooper Chen and Professor Sandra Haggerty from Scripps School of Journalism taught classes at HKBU as part of the joint program. The program was discontinued primarily due to competition from British and Australian Universities offering educational programs in Hong Kong.

In recent years, Professors from HKBU have taken part in the SUSI (Study of US Institute) program at Scripps School of Journalism. A research delegation from Scripps College of Communication attended a research event in Hong Kong in November 2015, and Dr. Yusuf Kalyango, faculty member at Scripps School of Journalism at Ohio University, is currently spending his sabbatical teaching at HKBU.

The proposed OU-HKBU joint master's program provide us an opportunity to revive an old relationship and to create synergies that will benefit both HKBU and OU. HKBU will benefit from the research oriented master's education at Scripps School of Journalism, whereas for Ohio University, the program will provide an opportunity to re-engage with a fast developing educational market.

#### **Specific issues for Graduate Council Discussion**

1. Request for approval for changing the maximum number of MS-level transfer credits allowed to 14, from 8. This will help make the program more attractive to HKBU students. It will also enhance the possibility of completing the program within one year.
2. Many students applying for the program would have finished their one-year master's degree at HKBU. We request the approval of graduate council to grant credit transfer after degree completion.