

**Associate/Assistant Graduate Deans' Council**  
**Meeting Agenda 2.21.17**  
**Coker 110**

1. Welcome. Brief "reminder" introductions to facilitate face-to-name of attendees, and graduate role played in your unit.
2. GA hiring overview (especially for summer; IRS compliance).
3. Advising and Mentoring discussion.
4. Program of Study proposal (from University Advising Center – attached).
5. Solicitation of issues facing programs for discussion and/or requests for information/action that are best served by meetings rather than emails.
6. Future meetings. Proposed: (3<sup>rd</sup> Tuesdays of alternate months):
  - a. April 18 at 2:00 pm.
  - b. Beyond?
7. Good of the Order.

## Program of Study (Degree Requirements)

1. **Carolina Core** *(required)*
2. **College Requirements:** required of majors within the college
  - a. College foundation requirements
3. **Program Requirements:** required for the specific program, but not major courses
  - a. Cognate
  - b. Minor
  - c. Supporting Courses
  - d. Electives *(to reach required hours to graduate)*
4. **Major Requirements** *(required)*
  - a. Major Courses
  - b. Major Electives
  - c. Concentration
  - d. Thesis/Dissertation/Capstone

## Advising and Mentoring

**Advising:** Completing the paperwork and meeting deadlines from admission to graduation

**Mentoring:** Selection of courses and related experiences, as well as choosing conferences, meeting others who can help with a blossoming career, facilitating the transition from graduate school to the next stage....  
“To socialize students into the culture of the discipline, clarifying and reinforcing—principally by example—what’s expected of the professional scholar” (language used with Presidential Fellows—Heather Brandt).

Is it “Advising” or “Mentoring” and who holds the responsibility for:

1. Welcoming to the program.
2. Responding to concerns with progress to degree.
3. Identifying concerns with progress to degree (e.g., “right” courses in sequence; GPA, etc.).
4. Identifying resources for “personal” issues.
5. Choosing courses for any given semester.
6. Interpreting “regulations” (departmental, Graduate School, University; e.g., transfer credits, Special Enrollment requirements/limitations, enrollment in semester of graduation, other?).
7. Identifying possible future directions to go with this degree/certificate.
8. Identifying appropriate professional experiences to facilitate success now and in the desired future direction.
9. Career advice/guidance.
10. Learning about and preparing for a Qualifying Assessment.
11. Learning about and preparing for a Comprehensive Assessment.
12. Ensuring documentation is in order and approved for:
  - a. A committee for the Comprehensive Assessment.
  - b. A committee for the thesis/dissertation.
  - c. Evidence that the Qualifying Assessment has been successfully passed.
  - d. Evidence that the Comprehensive Assessment has been successfully passed.
  - e. Application for graduation has been submitted in order and in time.
13. Meeting the deadline for thesis/dissertation format check.

14. Meeting the deadline for thesis/dissertation defense.
15. Meeting the deadline for submitting the final document.
16. Finding and participating in “out of class” opportunities.
17. Developing the concept of what it means to cultivate expertise in the discipline—becoming a “Disciplinary Steward” “1) Preserve the best of the past; 2) Foster renewal and creativity; 3) Prepare and initiate the next generation (Chris Golde; Carnegie Foundation).