



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES August 22, 2011

The Graduate Council met on Monday, August 22 at 2:00 p.m. in room 311 of the Byrnes Building.

Graduate Council members present: Dr. Cheryl Addy, Chair; Drs., Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Ann Johnson, Xinfeng Liu, Kartik Kalaiganam, Michelle Maher, Srihari Nelakuditi, Joe Quattro, Paul Solomon, Ercan Turk, Nancy Zimmerman, and Ms. Robynn Mackechnie

Graduate Council members excused: Dr. Lacy Ford

Graduate School representatives: Dr. Briana Timmerman, Dale Moore and Alison Mc Letchie

Provost Office representative: Dr. Kristia Finnigan

NOTE: These minutes will become final on September 26, 2011 if not challenged.

1. **Call to Order and Approval of Agenda** (Dr. Cheryl Addy)
2. **Approval of minutes** (Minutes of the May 23, 2011 meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://gradschool.sc.edu/gradcouncil/minutes.htm>]
3. **Report of the Chair** (Cheryl Addy)
 - Dr. Addy prompted all Council members to introduce themselves and welcomed new members.
 - Dr. Addy discussed the goals of The Graduate School as presented by Dr. Lacy Ford at the Dean's Meeting and Retreat. She asked Council members to consider how the Council could support these goals at both the Council and departmental level especially in reference to increasing the number of terminal degrees awarded and diversity of students. Other goals include:
 - Enhance PhD production
 - Service to students, faculty, staff and administration
 - Various initiatives:
 - Enhance Diversity – diversity task force
 - Enhance TA training – enlarged role of CTE
 - Expanded international presence

- Dr. Addy asked that the Academic Policy and Practices Committee consider reviewing the Graduate Resident Tuition Rate policy of June 25, 2011 to determine if the scope should be widen to include domestic students.
 - Dr. Addy proposed that the Academic Policy and Practices Committee revisit the recommendation calling for the creation of the category of Associate Membership to graduate faculty. This policy had been approved previously and sent to the Faculty Senate. Since there appeared to be no action from the Senate, Dr. Addy suggested that the Committee review the policy to see if further action is warranted.
4. **Report of the Dean of the Graduate School** (Lacy Ford)
 - No report
 5. **Report of the Secretary of the Graduate Council/Associate Dean** (Nancy Zimmerman)
 - Dr. Zimmerman reviewed the Committee Membership lists and reminded members of the specific duties of each committee. She asked that the Committees meet by the second week of each month. She also requested that the Committees establish their meeting schedule for the semester immediately after the Council.
 - Dr. Zimmerman advised that the Provost's Office was moving to a new *Bulletin* publication deadline and freeze date. The new publication deadline would be in December and the *Bulletin* freeze date would be March 1 so that students will have the new *Bulletin* available when registering for Fall classes. There is a phase in schedule for this change that will be distributed at the September meeting by Dr. Finnigan.
 6. **Report of the Graduate Student Association representative** (Robin Mackechnie)
 - Ms. Mackechnie advised that the Graduate Student Association (GSA) was having its first meeting of the semester on August 23, 2011. It also had plans to host a reception for Dr. Ford on August 31, 2011 (Council members were also invited), a graduate student financial literacy seminar and graduate student health summit.
 - Dr. Zimmerman asked that the GSA survey its membership for opinions and feedback about Dr. Ford's goals and any other issues important to students.
 7. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)
 - No report
 8. **Report of the Petitions and Appeals Committee** (Nancy Zimmerman)
 - The Committee has two new matters pending.
 9. **Report of the 500/600 Level Courses Committee** (Nancy Zimmerman)
 - No report.
 10. **Report of the Fellowship and Scholarship Committee** (Wayne Carver)
 - No report
 11. **Report of the Humanities. Social Sciences. Education, and Related Professional Programs Committee** (Deborah Brosdahl)
 - No report

12. Report of Science, Math, and Related Professional Programs Committee (John Grego)

- No report

13. Report of Other Committees

- No report

14. Old Business (Nancy Zimmerman)

- Dr. Zimmerman stated that the items listed below were administratively approved by her over the summer to meet critical accreditation or course rotation scheduling needs.
- [MUSC 734](#) – new suffix
- [NURS 769](#) – new suffix
- [SLIS 765](#) – course change proposal
- [Language, Literatures, & Cultures](#) – academic program actions

15. New Business

- None

16. Good of the Order

- None

17. Adjournment

- The meeting adjourned at 3:16 p.m.

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Barbara Blaney, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Aaron Marterer, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



GRADUATE COUNCIL MINUTES
September 26, 2011

The Graduate Council met on Monday, September 26, 2011 at 2:00 p.m. in room 311 of the Byrnes Building.

Graduate Council members present: Dr. Cheryl Addy, Chair; Drs., Deborah Brodahl, Subra Bulusu, , David Damofal, Lacy Ford, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Ann Johnson, Xinfeng Liu, Kartik Kalaiganam, Michelle Maher, Srihari Nelakuditi, Joe Quattro, Paul Solomon, Ercan Turk, Nancy Zimmerman; Robynn Mackechnie. GSA Representative

Graduate Council members absent: Dr. Michelle Maher, Wayne Carver

Graduate School Representatives: Dale Moore and Alison Mc Letchie

Provost Office Representative: Dr. Kristia Finnigan

NOTE: These minutes will become final on **October 24, 2011**, if not challenged.

1. **Call to Order and Approval of Agenda** (Cheryl Addy)

Dr. Addy called the meeting to order at 2:05 p.m. she requested that agenda item 11 (Report of the Sciences, Math, and Related Professional Programs Committee) be discussed before agenda item 10 because Dr. Brodahl indicated she would be late. Members approved the change.

2. **Approval of minutes** (Minutes of the [August 22, 2011](#) meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://gradschool.sc.edu/gradcouncil/minutes/>]

3. **Report of the Chair** (Cheryl Addy)

No report

4. **Report of the Interim Dean of The Graduate School** (Lacy Ford)

Dr. Ford introduced himself to the Council and apologized for his absence from the August meeting. He reminded the Council of the Provost's goals for graduate education:

- That the Graduate School continue to add value to the University's mission by improving its service to Colleges and Departments;
- To increase the University's emphasis on doctoral education, not just Ph.D.s but other type of terminal degrees; and
- Improving and enhancing diversity of the student body including, but not limited to, ethnicity.

Dr. Ford also indicated that funding for graduate travel grants and Presidential scholarship will remain at last year's level. He stated that the Provost was working to develop partnerships with the University's deans and other interested parties to find funds for new scholarships and more dissertation fellowships.

5. Report of the Associate Dean / Secretary of the Graduate Council
(Nancy Zimmerman)

- Dr. Zimmerman reviewed with the Council of the Provost memo dated September 9, 2011, "[Guidelines for Academic Courses](#)", that reiterated the standards all faculty with regard to preparation of syllabi and courses.

6. Report of the Graduate Student Association Representative (Robyn Mackechnie)

Ms. Mackechnie advised the Council of upcoming GSA events and issued an invitation to Council members:

- Financial Literacy Seminar – September 27, 2011;
- Fall Fun Night – October 14, 2011; and
- Health Insurance Summit – October 18, 2011.

7. Report of the Academic Policy and Practices Committee (Joseph Quattro)

Dr. Quattro advised that the Committee had set two items forward for consideration and once he received word on their status he would inform the Council.

- Dr. Addy reminded the Council that one of the items being considered was the Academic Policy Student Graduate Assistantships (ACAF 4.0) the discussion of which began at the May 2011 meeting in order to add some language with regard to due process, having performance standards and evaluations to prevent random termination of GAs. Dr. Zimmerman informed the Council that this recommendation be forwarded to the Office of the Provost for consideration and approval.
- Dr. Zimmerman advised the Council that the Provost Office requested that this recommendation along with all the ACAF policies be reviewed by herself, Dr. Ford, Elise Ahyi and Dale Moore submitted to the Office by September 1, 2011.

8. Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses (Nancy Zimmerman)

[Written report attached.](#)

9. Fellowships and Scholarships Committee (Wayne Carver)

- No report.

10. **Report of Science, Math, and Related Professional Programs Committee**
(John Grego)

HOSPITALITY, RETAIL, & SPORT MANAGEMENT

Master in Health Information Technology (MHIT)

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Master in Health Information Technology](#)

The College of Hospitality, Retail, and Sport Management proposes a new program designed to create a workforce of highly skilled IT experts and managers in healthcare.

The Masters in Health Information Technology (MHIT) is an interdisciplinary program with the Arnold School of Public Health. The Program is housed within the Integrated Information Technology (IIT) Program in the College of Hospitality, Retail and Sport Management. This professional degree program prepares students with expertise in management of both health care systems and information technology.

Students take a combined 36 credit hours of coursework from both the IIT Program and from the Arnold School of Public Health. Students take a core of five courses (15 credit hours), three from IIT and two from the Arnold Schools' Department of Health Services Policy and Management. Students then choose five elective courses (15 credit hours), including at least one for Integrated Information Technology and one from the Arnold School of Public Health, and complete an internship of six credit hours.

The required internship (6 credit hours) consists of a minimum of 300 hours of approved health information technology work experience to be completed during the summer. It also requires a research paper, which will be evaluated as the student's comprehensive assessment of program learning outcomes. The integration of work experience with academic research is designed to provide a structured format for students to reflect on their work experience and related it to content and theory learned across the program.

Courses are conducted online or in a traditional classroom setting offered in the evenings and weekends to fit the schedules of working professionals. Depending on their professional experience and interest, students can tailor their program to gain breadth and depth in either the health or information technology components. Students with undergraduate degrees or extensive professional experience in healthcare would take most of their electives in information technology, while students with undergraduate degrees or experience in information technology would take their electives for the health component.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 745 Telecommunications for Health Information Technology \(3\)](#)

Overview of telecommunication technologies as they apply to healthcare delivery, healthcare administration, and health information exchange.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 747 Management of Health Information Systems \(3\)](#)

Overview of health information technology, electronic health records (EHR), and health information exchange (HIE), current practices, trends, and issues in health information systems management, and privacy and security of health information.

[Effective: Fall 2012]

New Course Proposal:

[ITEC 748 Internship in Health Information Technology \(3\)](#)

Professional internship in health information technology. Positions assigned on an individual basis with emphasis on management decision making, oral and written communication skills, planning, and problem solving.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 752 Systems Analysis & Design for Health Applications \(3\)](#)

This course applies the principles of information systems analysis and design to health processes and applications. It looks at the analysis and logical design of business processes and management information systems focusing on the systems development life cycle; and techniques for logical system design.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 762 Health Information Technology Usability and Interface Design \(3\)](#)

Overview of the analysis, design, and usability of health information systems. Includes consideration of computer interfaces, Web portals, and patient portals.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 764 Project Management for Health Information \(3\)](#)

Application of project management software, technologies and practices to the design and implementation of real-world health information technology projects. Integrates IT knowledge and skills learned in earlier graduate courses and challenges graduate students to learn new technologies and to solve real business problems.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 770 Health IT Database Systems \(3\)](#)

This course is an introduction to the design, implementation, and management of database systems that form the foundation for health information systems.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 775 Large-Scale Health Information Systems \(3\)](#)

Design, implementation and operation of large-scale information systems for healthcare institutions. Includes EMRs, CPOE, e-prescribing, medication administration, CRM, and supply chain management.

[Effective: Fall 2012]

New Course Proposal:

APPROVED

[ITEC 776 Health Information Technology and Clinical Transformation \(3\)](#)

Implementation of electronic health records (EHR) and health information exchange with focus on clinical transformation, which is the most difficult and critical component of achieving improved clinical outcomes and efficiencies from EHRs.

[Effective: Fall 2012]

ARNOLD SCHOOL OF PUBLIC HEALTH
PharmD/MPH in General Public Health

APPROVED

Academic Program Actions:

[PharmD/MPH in General Public Health](#)

PharmD/MPH dual programs address the need for pharmacist who understand public health principles as well as direct patient care activities. The dual degree is considered desirable for persons seeking careers in local, state, and national agencies. Additionally, this dual degree option presents opportunities for individuals to excel professionally in practice settings such as hospitals and health systems, managed-care, community health settings, and county and state health agencies.

The PharmD degree currently requires a total of 8 elective course credit hours in the professional program curriculum. The South Carolina College of Pharmacy (SCCP) curriculum committee has approved the acceptance of any Master of Public Health courses (core or elective) for any or all of the 8 hours of required electives for the PharmD degree.

The Masters of Public Health (General) program requires a total of 42 credit hours, of which 15 hours are core courses, 15 hours are special interest in Public Health courses, 6 hours are electives, and 6 hours are practicum in a Public Health discipline. The Arnold School of Public Health curriculum committee has approved a total of 6 elective course hours from select SCCP courses that can be applied towards electives in the MPH program. The current approved list of SCCP Courses that may count for MPH elective credit include:

- SCCP 650: Introduction to Pharmacy Practice (2 credit hours)
- SCCP 680: Introduction to Drug Information (1 credit hour)
- SCCP 780: Outcomes Design and Assessment (3 credit hours)
- SCCP 850: Health Care Systems and Management (4 credit hours)

- SCCP 880: Advanced Drug Information (2 credit hours)
- SCCP 774: Pharmacy Political Advocacy (2 credit hours)
- SCCP 779: Advanced Self-care (2 credit hours)

In addition, PharmD students may be able to obtain 3 credit hours toward the 6 hours required for PUBH 798 Public Health Practicum. Credit will be granted if the student completes an advanced pharmacy practice experiential rotation (during the 4th professional year of the PharmD program) in an approved public health discipline site (examples may include but would not be limited to: AHEC, DHEC, Indian Health Services, and other Public Health service entities).

[Effective: Fall 2012]

DEPARTMENT OF EPIDEMIOLOGY & BIostatISTICS

APPROVED

New Course Proposal:

[EPID 769 Clinical Effectiveness \(3\)](#)

This course develops skills in the application of epidemiologic methods to clinical effectiveness research, defined as generating evidence to inform stakeholders about treatment options, and improve treatment safety, quality, efficiency and effectiveness.

[Effective: Spring 2012]

11. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee (Deborah Brosdahl)

COLLEGE OF ARTS AND SCIENCES

Art

APPROVED

Course Change Proposal:

From: [ARTS 710 Painting \(3\)](#)

May be repeated up to a maximum of 15 hours.

To: [ARTS 710 Painting \(3\)](#)

A multi-level graduate level painting class focusing on field work and studio practice through both individual tutorial and group exercises with a painting area faculty member. May be repeated up to a maximum of 15 hours.

[Effective: Spring 2012]

Course Change Proposal:

From: [ARTS 810 Painting \(3\)](#)

May be repeated up to a maximum of 18 hours.

Prerequisites: M.F.A. degree candidate status.

To: [ARTS 810 Painting \(3\)](#)

A multi-level graduate level painting class that includes both group seminar and individual tutorial under the direction of a painting area faculty member. The course will address student's individual initiatives in context of issues in the medium. May be repeated up to a maximum of 18 hours.

Prerequisites: M.F.A. degree status

[Effective: Spring 2012]

New Course Proposal:

[ARTS 795 Independent Study \(3\)](#)

Independent study for advanced graduate students in art studio. Approved independent study contract required for enrollment.

[Effective: Spring 2012]

COLLEGE OF EDUCATION***Instruction and Teacher Education*****APPROVED**

New Course Proposal:

[EDRD 815 Critique of Qualitative Research in Language and Literacy Education \(3\)](#)

A review and critique of qualitative perspectives on language and literacy research.

[Effective: Fall 2012]

COLLEGE OF HOSPITALITY, RETAIL, & SPORT MANAGEMENT**RETURNED TO DEPARTMENT FOR REVISIONS**

New Course Proposal:

[HRSM 787 Global Seminar in Hospitality, Retail, Sport & Technology Management \(3\)](#)

Interdisciplinary learning experience in order to apply major specific constructs in hospitality, retail, sport, and technology and current event issues in a study abroad context. Students will visit destinations and venues and interact with on sight management.

[Effective May 2012]

12. **Report of the Petitions and Appeals Committee** (Rhonda Jeffries)
Evangeline Nobles – Petition approved.
13. **Other Committee Reports**

No report

14. **Old Business**

None

15. **New Business**

None

16. **Good of the Order**

17. **Adjournment**

The meeting adjourned at 3:25 p.m.

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Barbara Blaney, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES October 24, 2011

The Graduate Council met on Monday October 24, 2011 at 2:00 p.m. in room 311 of the Byrnes Building.

Graduate Council members present: Dr. Cheryl Addy, Chair; Drs. Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Lacy Ford, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Ann Johnson, Xinfeng Liu, Kartik Kalaignanam, Srihari Nelakuditi, Joe Quattro, Paul Solomon, Nancy Zimmerman.

Graduate Council members absent: Drs. Michelle Maher, Ercan Turk

Graduate School Representatives: Dr. Briana Timmerman: Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie - absent

Provost Office Representative: Dr. Kristia Finnigan - excused

Guests: Drs. M. Hanif Chaudhry, Andrew Gowan, Brian Kaas, Norman Pedigo; Sara Easler, Christine La Cola

NOTE: These minutes will become final on November 29, 2011, if not challenged.

1. **Call to Order and Approval of Agenda** (Cheryl Addy)

Dr. Addy called the meeting to order at 2:03 p.m.

2. **Approval of minutes** (Minutes of the [September 26, 2011](#) meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://gradschool.sc.edu/gradcouncil/minutes/>]

3. **Report of the Chair** (Cheryl Addy)

No report

4. **Report of the Interim Dean of The Graduate School** (Lacy Ford)

- Dr. Ford announced a current job advertisement posting for another Associate Dean. He asked the Council to encourage any interested faculty to apply through [USC's employment](#) or Provost websites.
- Dr. Ford informed that he will be meeting over the month to 6 weeks with the Deans or designated representatives to discuss the perception of the Graduate School and strengthening strategies for graduate programs. Dr. Ford explained this is an effort on the Graduate School's part to increase communication with the Deans in hopes that the Graduate School and graduate programs can be more efficient and productive.

5. **Report of the Associate Dean / Secretary of the Graduate Council**
(Nancy Zimmerman)

- Dr. Zimmerman reminded the Council that the next Graduate Director's meeting is scheduled for November 16, 2011 at 1:30-3:30 p.m. in the Russell House Theatre. All Council members should attend.
- Dr. Zimmerman advised the master's comprehensive assessment colligation remains in progress with several programs still outstanding.
- Dr. Zimmerman urged "clean-up" by academic program liaisons of Special Topic courses for compliance with the new academic policies and for accurate importation into Banner.

6. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)

No report

7. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)

- Dr. Quattro provided an information packet ([Doctoral Committee membership charge](#)) approved by Graduate Council at the May 2011 meeting to clarify the changes in doctoral committee membership. Work continues on streamlining the committee composition and tracking to degree forms with further discussion to take place at the Graduate Directors meeting on November 16, 2011. Dr. Quattro indicated the Committee's initial review has focused on the following areas:
 - Program of Study
 - Committee congregation
 - Timelines/checklist for completion ([doctoral & Master's flow charts](#))
 Dr. Addy stated that the Policy and Practices committee's intent is to prepare enough concepts for further discussion at the Graduate Director's meeting on November 16, 2011, rather than a formal proposal.
- Dr. Addy reiterated the long standing policy that any master's degree requires a minimum of 30 graduate credit hours beyond a bachelor's degree, and any doctoral degree is 30 graduate hours beyond a master's degree, or at least 60 graduate hours past a baccalaureate degree, and referenced [USC policy ACAF 2.00](#).

- Dr. Zimmerman explained the interpretation of policy ACAF 2.00, for a post-bachelor's 60 hours Ph.D., has been that when a student utilizing 30 hours from an earned master's degree that the balance 30 hours must be unique to USC as per the Southern Association of Colleges and Schools (SACS) requirement states that half of the courses of the degree must be earned within the institution. Dr. Zimmerman elaborated that policy ACAF 2.00 as written is open for further interpretation and suggested that the transfer limits should be redefined for the Ph.D. degree by the following entry, in efforts to hold the integrity of the degree while still providing for variation in progress and applicant background:
 - Post-baccalaureate
 - Non-USC post-master's
 - USC post-master's
- Dr. Ford recommended strong reflection be given to the specific needs of individual programs and identify circumstances that may arise. He expanded that students should complete enough hours at USC that USC faculty can be comfortable in the integrity of awarding a USC Ph.D. degree while promoting timely completion of degree.
- Dr. Bulusu advised further clarification is also needed in policy ACAF 2.00 as it pertains to concurrent master's and Ph.D. enrollment.
- Dr. Addy responded stating that current policy mandates that a doctoral program must have at least 30 hours unique to the program relative to the degree and will not be a subject of problem for concurrent enrollment, in relation to the timeline of concurrent enrollment.
- Dr. Addy explained the Graduate School already has a clear policy for scaled transfer credit for the master's degree programs and then asked if the Ph.D. degree programs also need a scaled transfer credit policy.
- Dale Moore asked if there any other institutions have doctoral degree programs that are similar to USC's dual degree programs that allow (18 hours) shared credit. Dr. Addy agreed the committee would investigate.

8. **Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses** (Nancy Zimmerman)

500-600 Level course approvals:

EMCH 573 – new and DED

GEOG 542 - new

SOWK 677 - new and DED

9. **Fellowships and Scholarships Committee** (Wayne Carver)

- Dr. Carver advised the Council that the Fellowships and Scholarships Committee reviewed submissions for ABRCMS Travel grants, funding was provided by the South Carolina EPSCoR office, \$1,400 awards.
 - Odell Glenn from Chemical Engineering
 - Hema Kasisomayajula from Biological Sciences

- Dr. Carver indicated to the Council that the Fellowships and Scholarships Committee reviewed submissions for the Outstanding Thesis Award. After review, the following students received awards in the following three categories:
 - o Math, Physical Sciences and Engineering – Richard Kordus
 - o Humanities and Fine Arts – Sara St George
 - o ETD Master's Thesis – Josephine Iacarella

10. **Report of the Science, Math, and Related Professional Program Committee**
(John Grego)

COLLEGE OF ARTS AND SCIENCES

Mathematics

Course Change Proposal:

APPROVED

From: [MATH 741 Algebra III \(3\)](#)

Algebra III. (3) (Prereq: MATH 702) Theory of rings, modules, fields, bilinear forms, and advanced topics in matrix theory.

To: MATH 741 Algebra III (3)

Algebra III. (3) (Prereq: MATH 702) Theory of groups, rings, modules, fields and division rings, bilinear forms, advanced topics in matrix theory, and homological techniques.

[Effective Spring 2012]

Course Change Proposal:

APPROVED

From: [MATH 742 Algebra IV \(3\)](#)

Algebra IV, (3 each) (Prereq: MATH 702) Theory of rings, modules, field, bilinear forms, and advanced topics in matrix theory.

To: MATH 742 Representation theory. (3)
(prereq: MATH 702)

Representation and character theory of finite groups (especially the symmetric group) and/or the general linear group, Young tableaux, the Littlewood Richardson rule, and Schur functors.

[Effective Spring 2012]

COLLEGE OF ENGINEERING AND COMPUTING

Academic Program Action Proposal/Bulletin Change:

[Aerospace Engineering](#)**APPROVED**

The proposed Masters Degree Program in Aerospace Engineering will be in demand from engineers interested in pursuing a career in the expanding aerospace industry in South Carolina. The aerospace masters degree will attract both new engineering graduates as well as engineers already in the workforce. The degree will be available to both on-campus and off-campus students. The off-campus students will be instructed via the existing USC distance learning program, APOGEE. All courses offered on-campus will be video streamed for off-campus students.

The pool of off-campus students will primarily be SC residents working full-time in SC industries, but may also include students located nationally and internationally, as well as US citizens on overseas deployment. This masters program will also be desirable to current undergraduate mechanical, electrical, and chemical engineering students who are interested in acquiring skills needed for employment in the aerospace industry. USC already has an Accelerated Masters Degree program, where students with a GPA of 3.5/4.0 and above may take up to three graduate courses while pursuing their undergraduate degrees. This allows students to get the MS/ME degree within a year of their baccalaureate degree. Engineers having a masters degree should be better prepared for the challenging and higher paying jobs in the aerospace industry, plus more attractive to the aerospace companies.

Once fully developed, an annual program student enrollment of about 15-20 for in-class instruction and about 30-35 through distance education is anticipated. Based on the data reported by American Society for Engineering Education, Table 1 lists the 2010 enrollments at the US institutions offering Aerospace Engineering Programs. As previously noted, the data shows that no institution in South Carolina offers an Aerospace Engineering Degree program. The neighboring states of North Carolina and Georgia each have one institution with an Aerospace Degree Program.

[Effective Spring 2012]

Academic Program Action Proposal/Bulletin Change:

[Engineering Management: New Major](#)

APPROVED

Engineering managers supervise and lead teams of engineers and other technical personnel for product development, manufacturing and marketing, for the planning, design and construction of project components and structures, participate in the analyses for making economic decisions, optimize the utilization of available resources to meet project objectives, lead and/or participate in the negotiation teams for acquiring new projects and for undertaking various activities of ongoing projects at the local, state and international level. In addition to the technical knowledge and expertise in the related area of specialization, these activities require knowledge of economics, finance, marketing, human resources, contract and environmental law and other legal issues, environmental impact of the project, sustainability issues, public relations, etc.

Almost all undergraduate engineering programs in the United States concentrate mainly on the technical subjects in the area of specialization and include some university mandated material on arts and humanities. However, the topics listed above that are necessary for management are usually not covered in a typical undergraduate curriculum. Thus, a significant number of engineers who are called upon to fill the managerial roles in their organization as they attain seniority lack suitable training in management-related activities and learn by trial-and-error once they are on the job. As expected, this could have disastrous consequences for the organization as well as the morale of personnel involved. To provide training in this area, several educational institutions in the United States have started to offer a MS degree in Engineering Management in recent years.

[Effective Fall 2012]

Mechanical Engineering

NOTE: Omission from agenda. Course administratively approved by Dean of the Graduate School pending formal approval by Graduate Council at the November 28, 2011 meeting

New Course Proposal/Distance Education Delivery Proposal:

[EMCH 774 Radiation Damage](#)

Structural materials for nuclear application; Radiation interaction with matter; Microstructure evolution under irradiation; Material properties degradation under irradiation.

[Effective Spring 2012]

SCHOOL OF MEDICINE***Nurse Anesthesia*****APPROVED**

New Course Proposal:

[PHPH 773 Health Assessment \(3\)](#)

Preoperative assessment, intraoperative management and postoperative management of patients receiving anesthesia. Development of cognitive and psychomotor skills needed to perform an advanced health assessment for patients undergoing anesthesia.

[Effective Spring 2012]

11. **Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (Deborah Brosdahl)

COLLEGE OF ARTS AND SCIENCES***Political Science***

Academic Program Action Proposal:

[Ph.D. International Studies](#)**APPROVED**

At the request of the Department of Political Science, the College of Arts and Sciences proposes termination of the Doctor of Philosophy degree in International Studies.

While the Department of Political Science's request has been prompted by the most recent biennial review of program productivity by the SC Commission on Higher Education, that review is not the reason for the request. Given the reduction of resources in both faculty size/composition and graduate student funding over the past decade, the department has concluded that it cannot support two doctoral programs, the other being the Doctor of Philosophy in Political Science.

The Department of Political Science has not admitted students to the doctoral program in International Studies in nearly ten years. Departmental records indicate that all students who are likely to complete the degree have already done so. The department will communicate with any students who have left the program without completing the degree regarding the proposed termination and the last date for conferral of degrees (Summer 2014.)

The faculty who have taught in the doctoral program in International Studies continue to teach in the department's other graduate and undergraduate degree programs: the Doctor of Philosophy in Political Science, the Master of Arts in International Studies, the Bachelor of Arts in Political Science, and the Bachelor of Arts in International Studies. Doctoral students who are interested in comparative and international politics continue to have such courses available to them through the PhD in Political Science.

[Effective: Summer II 2014]

COLLEGE OF EDUCATION

Instruction and Teacher Education

Academic Program Action Proposal/Bulletin Change:

[EdD Curriculum and Instruction](#)

APPROVED

Termination is being sought because enrollments in the Ed.D. options in Early Childhood, Elementary, and Secondary Education have been consistently low in recent years. (Enrollment in the Ed.D. option in Curriculum Studies have been consistently strong and the degree and the Curriculum Studies option will remain.)

There are other doctoral degrees available for potential students with an interest in Early Childhood, Elementary, and Secondary Education including the current Ph.D. in Early Childhood Education and Ph.D.s appropriate for Elementary and Secondary Education. (Note: Instruction and Teacher Education is in the final stage of approval for the Ph.D. in Teaching and Learning which will replace the current Ph.D. in Elementary and the Ph.D. in Secondary Education.)

There are currently no students enrolled in the Ed.D. options in Early Childhood and Elementary. There are three students enrolled in the Ed.D. option in Secondary Education. These students are all in advanced stages in their program and the final termination date will provide them with ample time to complete the degree.

The termination of these options will not affect the employment of any faculty or staff. All faculty and staff serving these options have primary responsibility for other undergraduate and/or graduate degree programs with strong enrollments.

The distance education percentage for the Ed.D. that was recently calculated (88%) focused on the Ed.D. option in Curriculum Studies. Much less of the Early Childhood, Elementary, and Secondary options is available via distance education. Nevertheless, please note that any and all methods of delivery that may be approved for these three options are included in this termination request.

[Effective: Summer II 2012]

COLLEGE OF MASS COMMUNICATIONS AND INFORMATION STUDIES

School of Library and Information Science

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[SLIS J772 Strategic Intelligence for Information Professional \(3\)](#)

Principles and practices of information gathering and analysis of open source information, including competitive intelligence, environmental scanning, and issues management; information

evaluation and synthesis; role of strategic intelligence in modern organizations.

[Effective: Spring 2012]

GRADUATE SCHOOL

New Course Proposal:

APPROVED

[GRAD 802 The Graduate Student as Leader \(0-3\)](#)

Seminar examining topics related to professional development.

Pass/Fail grading. Not for degree credit.

[Effective: Spring 2012]

MOORE SCHOOL OF BUSINESS

Academic Program Action Proposal/Bulletin Change:

[IMBA](#)

APPROVED

The International MBA Program has been the subject of a three year review based on information gathered in the assessment process implemented by the Darla Moore School of Business, interviews and focus groups with prospective students, detailed interviews with corporations providing the internships and hiring graduates, and alumni of the program. The proposals made here are based on this review and the work of a multi-disciplinary committee chaired by Dr. Kendall Roth.

The ultimate objective and the general structure of the language tracks of the program are not changed by this proposal. Rather, improvement is offered in the following areas:

1. An increase in the commitment to foreign language education, and the reinstatement of on-campus language instruction during the first summer of the program, based on a need to provide higher language skills than testing of current students revealed are being achieved.
2. Creating flexibility in the foundation core courses/allowing students with stronger business backgrounds to take fewer basic courses and substitute some more advanced courses, while providing students without business basic courses the opportunity to take the appropriate courses. This is reflected in the list of courses from which the student takes six credit hours.
3. Deepening the understanding of the cross-cultural internship experience is achieved by changing the content of the course (now DMSB 706A) which deals with internship preparation to a course that examines the process of the internship from the perspective of critical thinking. The time spent on the internship is somewhat longer, based on input from corporate hosts who want longer internships.

4. Changing one of the initial foundation courses into a capstone course which allows integration of the entire curriculum, both academic and experiential.

In summary, the changes in the language track components are designed to make the program experience more effective in its constituent parts. The basic components remain the same but their treatment within the program is enhanced.

[Effective Summer I 2013]

Course Change Proposal:

APPROVED

From: [DMSB 700\(Suffixes: A,E,F,G,I,J,K,P,R,S\) Language Training in International Business I \(3\)](#)

Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department.

Cross-listed Course: FORL 700A, C, E, F, G, I, J, K, P, R, S 1-12 credits

To: DMSB 700(Suffixes: A, E,F,G,I,J,K,P,R,S) Language Training in International Business I (3)

Language and culture instruction to enable graduates to function in business in regions other than their native country. Not for graduate credit in a foreign language department

Cross-listed Course: FORL 700A, C, E, F, G, I, J, K, P, R, S

[Effective Summer I 2013]

Course Change Proposal:

APPROVED

From: [DMSB 703 \(Suffixes: A, C, E, F, G, I, J, K, P, R, S\) Language Training in International Business II \(6\)](#)

A continuation of DMSB/FORL 700 for practice in written and oral communication as may be required for students enrolled in the International Master of Business Studies program. Open to M.I.B.S. majors only. Not for major credit in a graduate program in the foreign language department.

Cross-listed Course: FORL 703A, C, E, F, G, I, J, K, P, R, S

To: DMSB 703 (Suffixes: A, C, E, F, G, I, J, K, P, R, S) Language Training in International Business II (3)

A continuation of DMSB/FORL 700 for practice in written and oral communication. Open to graduate business students only.

Not for major credit in a graduate program in the foreign language department.

Cross-listed Course: FORL 703 A, C, E, F, G, I, J, K, P, R, S

[Effective Summer I 2013]

Accelerated Masters of Business Administration

Academic Program Action Proposal/Bulletin Change:

APPROVED

[Accelerated Masters of Business Administration \(AMBA\)](#)

Given the intent of the global track to be phased out, the AMBA replaces and enhances the Moore School's ability to promote a traditional MBA in an accelerated format.

The University of South Carolina's flagship MBA program is the International Masters in Business Administration, or IMBA. The IMBA has two primary tracks: a Language Track where students spend the second semester of their first year learning one of seven different languages at an overseas partner institution, and a Global Track where students spend the second semester of their first year learning about practical aspects of doing business in overseas locations as well as taking a supervised two week overseas business survey trip. Both Language Track and Global Track students engage in summer internships and return to USC for their second year when they take traditional MBA elective courses in areas such as Marketing, Finance, Operations Management, Strategy, and International Business.

[Effective Summer I 2013]

Accounting

Course Change Proposal:

APPROVED

From: [ACCT 736 Information Technology Assurance, Control, and Security \(3\)](#)

Governance, control, and audit or information technology including the security, reliability, integrity, effectiveness, and efficiency of information systems in traditional and internet environments.

To: ACCT 736 Information Technology, Assurance, and Control (3)
Governance, control, and audit of information technology including issues related to fraud and other contemporary audit topics

[Effective Spring 2012]

International Business

New Course Proposal: **APPROVED**
[DMSB 706A Globalization, Culture and the Business Environment](#) (3)

This purpose of this course is to provide a *theoretico/framework for understanding* and a *physical context for experiencing* the historical, sociological, political, economic and cultural aspects of each IMBA residency region and its population within the context of globalization. Students then apply these frameworks and experiences toward developing a robust understanding of the opportunities and challenges associated with leading a 21st century global firm.

Corequisite: DMSB 706B

[Effective Summer I 2013]

New Course Proposal: **APPROVED**
[DMSB 741 Comparative Institutional Systems](#) (3)

Introduces conceptual perspectives for understanding dramatic economic events in the global economy; a comparative view of national institution-based systems.

Cross-listed: IBUS 707

[Effective Summer I 2013]

Course Change Proposal: **APPROVED**
From: [DMSB 706B Internship in International Business II](#) (6)

A continuation of the internship of DMSB 706A. A major report will be required. (Pass/Fail grading)

Prerequisites: DMSB 706A

To: DMSB 706B Internship in International Business (6)

Internship in International Business. (Pass/Fail grading)

Co-requisite: DMSB 706A

[Effective Summer I 2013]

Course Change Proposal:

APPROVED

From: [IBUS 707 Comparative Institutional Systems \(3\)](#)

Introduces conceptual perspectives for understanding dramatic economic events in the global economy; a comparative view of national institution-based systems.

To: IBUS 707 Comparative Institutional Systems (3)
Introduces conceptual perspectives for understanding dramatic economic events in the global economy; a comparative view of a national institution-based systems.

Cross-listed Course: DMSB 741

[Effective Summer I 2013]

Management

Course Change Proposal:

APPROVED

From: [DMSB 723 Leadership and Ethical Leader Behavior](#)
(1-5)

Development and assessment of leadership skills in organization, including ethical leader decision making.

To: DMSB 723 Leading Teams and Organizations (2)
Provides an in-depth understanding of principles of leadership and organizational behavior. Topics include: leadership style/self awareness, worker motivation and attitudes. Individual decision-making, team processes, conflict management organizational culture, and change management.

[Effective Summer I 2013]

New Course Proposal:

APPROVED

[DMSB 750 Capstone Experience](#) (3)

Capstone experience course for the IMBA and AMBA programs will develop Integration and application of prior functional coursework (e.g, marketing finance operations etc,) to address simulated but realistic strategic business issues. Working within cross functional teams students will also further refine critical leadership and interpersonal skills.

[Effective Summer I 2013]

New Course Proposal:

APPROVED

[DMSB 740 Management of Human Capital](#) (2)

Provides the general manager with an overview of theory, research, and practice in the formal management of an organization's human capital. Topics include: strategic alignment of human capital talent acquisition (planning, recruiting, interviewing), effective compensation/ incentive system design, performance management, and global talent management issues.

[Effective Summer I 2013]

COLLEGE OF HOTEL, RESTAURANT, & TOURISM

New Course Proposal:

APPROVED

[HRSM 787 Global Seminar in Hospitality, Retail, Sport & Technology Management](#) (3)

This is an interdisciplinary learning experience where students apply major specific constructs and current trends in hospitality, retail, sport and technology management in a study abroad context. Students will visit destinations and venues where they will interact with on site management.

Prerequisites: None. This course is for HRSM graduate students only and requires permission of the departmental graduate director

This course may be repeated twice for credit.

[Effective May 2012]

SCHOOL OF MUSIC

New Course Proposal:

APPROVED

[MUSC 777 Advanced Vocal Pedagogy](#) (3)

Advanced study of the anatomy and function of the singing voice with application to the diagnosis and correction of problems in singing.

Prerequisite: MUSC 577 or consent of instructor

[Effective Spring 2012]

11. **Report of the Petitions and Appeals Committee** (Rhonda Jeffries)

No report

12. **Other Committee Reports**

No report

13. **Old Business**

None

14. **New Business**

- Dr. Zimmerman distributed the [Integrated Academic Program Planning Calendar](#) on Kristia Finnigan's behalf. The Provost has mandated that the *Bulletin* be available to students in March for fall registration reference. Dr. Zimmerman summarized the new Academic Planning Calendar through the following points:
 - All proposals will need approval by November to qualify into the March publication of the following academic year bulletin.
 - The academic planning cycle will be from January through November rather than August through May.
 - There will only be one bulletin, the frozen bulletin in March rather than a revolving bulletin.
 - The bulletin will change only once a year.
 - It is recommended that departments should add a 500/ 600 or 700/800 level Special Topics course, if one does not exist already, to have an umbrella course during this transition as an emergency course.
 - There is a transition time line to phase in the new academic planning calendar.

15. **Good of the Order**

None

16. **Adjournment**

The meeting adjourned at 3:55 p.m.

Nancy Zimmerman, Secretary

cc:
 President Harris Pastides
 Vice Provost & Dean of Graduate Studies Lacy Ford
 Provost Michael Amiridis
 Deans

Department Chairs

Graduate Directors

Barbara Blaney, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES November 28, 2011

The Graduate Council met on Monday November 28, 2011 at 2:00 p.m. in room 311 of the Byrnes Building.

Graduate Council members present: Dr. Cheryl Addy, Chair; Drs. Subra Bulusu, Wayne Carver, Lacy Ford, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Ann Johnson, Xinfeng Liu, Joe Quattro, Paul Solomon, Ercan Turk, Nancy Zimmerman.

Graduate Council members absent: Drs. Deborah Brosdahl, David Damofal, Michelle Maher, and Srihari Nelakuditi

Graduate School Representatives: Dr. Briana Timmerman, Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie - present

Provost Office Representative: Dr. Kristia Finnigan - present

Guests: Dr. Lee Van Horn

NOTE: These minutes will become final on January 18, 2012, if not challenged.

1. **Call to Order and Approval of Agenda** (Cheryl Addy)

Dr. Addy called the meeting to order at 2:00 p.m.

2. **Approval of minutes** (Minutes of the [October 24, 2011](#) meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://gradschool.sc.edu/gradcouncil/minutes.htm/>]

3. **Report of the Chair** (Cheryl Addy)

- Dr. Addy announced that Drs. Ford and Addy are co-chairs for the search committee for the second Associate Dean's position at the Graduate School. Eight applications have been received for the position and are under review.

4. **Report of the Interim Dean of The Graduate School** (Lacy Ford)

No report

5. **Report of the Associate Dean / Secretary of the Graduate Council**
(Nancy Zimmerman)

No report

6. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)

- Ms. Mackechnie announced the last Graduate Student Association Newsletter for the Fall semester has been posted online (<http://www.sa.sc.edu/sg/files/2011/10/gsa-newsletter-november-december-2011.pdf>)
- Ms. Mackechnie informed the Council of an upcoming position letter concerning Graduate and Teaching Assistantships on the matters of:
 - Flexibility to work outside the University
 Dr. Addy responded that the change proposed by the Graduate Students is currently contrary to policy ACAF 4.00(<http://www.sc.edu/policies/acaf400.pdf>). The current policy states that full-time graduate assistants are not allowed to work outside the University. She also reported that the Graduate Council endorsed a revision of ACAF 4.0 that would place responsibility for monitoring and evaluating graduate assistance with the unit funding the assistantship, not the Graduate School. An additional purpose of the revision is to assure students due process and the setting of clear performance expectations.

Dr. Ford announced that any issues concerning graduate assistantships, except for the Presidential fellowship and those administered by the Graduate School, should be handled directly by the issuing department because the funding originates from the department. Student issues and complaints should first be brought to the attention of the program's graduate director, then the chair, and finally the dean or associate dean of that college.

7. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)

- Dr. Quattro provided that the committee has been discussing suggestions for streamlining (or making more transparent) progression through the doctoral program. Discussed suggestions were brought before the Graduate Director's meeting on November 16, 2011, by Dr. Addy. These include:
 - Extending the completion period from eight to ten years (to be in line with peer institutions and other programs within the University, and to reduce the number of credit hours that require revalidation)
 - Discussions on the 50% credit rule for transfer students or students who have the MS and have enrolled in a PhD program
 - Thoughts about committee membership, especially a more liberal set of rules for faculty sitting on interdisciplinary committees outside of their tenure homes
 Dr. Quattro interluded the following two points arose from the Director's meeting by Dr. Ford and attendees. These topics will be further discussed at the future Policy and Practices meeting:
 - What is the qualifying exam and its purpose?

- To change create a firmer understanding of the doctoral admission to candidacy and review a change in policy that would align candidacy with ABD status.

Dr. Addy described her understanding of qualifying exams and doctoral admission to candidacy. She noted that these descriptions can differ by department and that a survey of doctoral programs may be needed. Dr. Addy stated the policy needs to be flexible enough to cover the diversity existing across the University. She also advised that the committee not only discuss what defines a qualifying exam or admission to candidacy but discuss labels for these steps within the doctoral degree process.

Dr. Zimmerman offered several options for changing the admission to candidacy and qualifying exam policies. These included:

- Admission to candidacy can be altered to 'post comp' rather than 'post qualifying' as seen in many other peer institutions
- Uncoupling the program of study from the admission to candidacy requirement
- Removing the qualifying exam requirement from the Graduate School but allowing the requirement to remain if within each department

Dr. Lacy commented that the policy being created should be meaningful internally but also with the outside world. Departments should, if they are not doing so already, align with their peer disciplines nationally. He elaborated that we are not trying force a discipline into a definition that would be outside the norm for that discipline but still any requirement must be meaningful to each discipline. He agreed with Dr. Addy that a survey of program requirements might be useful.

8. **Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses** (Nancy Zimmerman)

Faculty Senate Committee on Curricula and Courses met on Friday, November 11, 2011.

500-600 Level course approvals:

ANTH 600 [ENG 680 and LING 600] – new and cross-listing

ENG 680 [ANTH 600 and LING 600] – cross-listing and description

LING 600 [ANTH 600 and ENG 680] – cross-listing and description

CHEM 541 – prerequisite/corequisite

CEM 542 – prerequisite

SPTA 501 – new

SPTA 530 – change course number to 320 and prerequisite

MUED 551 – new

MUED 552 – new

MUED 533 – prerequisite

MUED 534 – prerequisite

The next meeting of the Committee on Curricula and Courses will be held January 13, 2011, at 1:00 PM in Byrnes 311.

DED approvals:

Spring 2012

EDTE J713 Action Research Capstone Seminar (3)

EDHE J737 Legal Aspects of Higher Education (3)

9. **Fellowships and Scholarships Committee** (Wayne Carver)
No report
10. **Report of the Science, Math, and Related Professional Program Committee** (John Grego)
No report
11. **Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (Paul Solomon)

COLLEGE OF ARTS AND SCIENCES***Psychology***

Academic Program Action Proposal/Bulletin Change:

APPROVED[AOE QMP change for Experimental Psychology](#)

The current proposal provides a rationale for the development of a formal graduate Area of Emphasis (AOE) in Quantitative Methods in Psychology for the Experimental Psychology Doctoral Program. The program would serve to strengthen the USC Psychology Department and the greater University of South Carolina in several important ways. It should be noted an area of emphasis already exists, but there are no curricular requirements attached to it.

First, advanced methodology is extremely important in the behavioral sciences and has recently been shown increasing attention by several fields in the behavioral sciences, particularly psychology. A seminal American Psychologist article on the graduate training practices for statistics and methodology in Psychology highlighted the lack of training programs and underutilization of advanced methodologies (Aiken, West, & Millsap, 2009). This publication has served to motivate the field to place increasing emphasis on the development of doctoral programs' statistical training. The unique statistical and methodological challenges in behavioral sciences research along with the field's growing interest in advanced methods is a significant justification for developing a formalized AOE option in the Experimental Doctoral Program in the Psychology Department at the University of South Carolina.

An AOE would enhance the research mission of the program and department. It would attract quantitative faculty and quantitatively oriented graduate students to the department. Because sophisticated quantitative methods are a key component of many research papers and grant applications in

the social sciences, the training provided under this AOE would support the research productivity of our students and the faculty they work for.

Additionally, a quantitative AOE will help to attract the highest level graduate students to our program and make them more competitive when they reach the job market. Given the growing interest in advanced quantitative methods in psychology and lack of existing adequate training programs the value of psychologists with quantitative skills has increased. Students with formally designated quantitative specialty training would be more competitive for academic and clinical positions. This is especially true for experimental psychologists who frequently utilize specialized technology requiring specialized analytic techniques.

[Effective: Spring 2012]

Academic Program Action Proposal/Bulletin Change:

APPROVED

[AOE QMP new for Clinical-Community Psychology](#)

The current proposal provides a rationale for the development of a formal graduate Area of Emphasis (AOE) in Quantitative Methods in Psychology for the Clinical-Community Psychology Doctoral Program. The program would serve to strengthen the USC Psychology Department and the greater University of South Carolina in several important ways.

First, advanced methodology is extremely important in the behavioral sciences and has recently been shown increasing attention by several fields in the behavioral sciences, particularly psychology. A seminal American Psychologist article on the graduate training practices for statistics and methodology in Psychology highlighted the lack of training programs and underutilization of advanced methodologies (Aiken, West, & Millsap, 2009). This publication has served to motivate the field to place increasing emphasis on the development of doctoral programs' statistical training. The unique statistical and methodological challenges in behavioral sciences research along with the field's growing interest in advanced methods is a significant justification for developing a formalized AOE option in the Clinical-Community Doctoral Program in the Psychology Department at the University of South Carolina.

An AOE would enhance the research mission of the program and department. It would attract quantitative faculty and quantitatively oriented graduate students to the department. Because sophisticated quantitative methods are a key component of many research papers and grant applications in

the social sciences, the training provided under this AOE would support the research productivity of our students and the faculty they work for.

[Effective: Spring 2012]

Academic Program Action Proposal/Bulletin Change:

APPROVED

[AOE QMP new for School Psychology](#)

The current proposal provides a rationale for the development of a formal) in Quantitative Methods in Psychology in the School Psychology Doctoral Degree Program. The AOE would serve to strengthen the USC Psychology Department and the greater University of South Carolina in several important ways.

First, advanced methodology is extremely important in the behavioral sciences and has recently been shown increasing attention by several fields in the behavioral sciences, particularly psychology. A seminal American Psychologist article on the graduate training practices for statistics and methodology in Psychology highlighted the lack of training programs and underutilization of advanced methodologies (Aiken, West, & Millsap, 2009). This publication has served to motivate the field to place increasing emphasis on the development of doctoral programs' statistical training. The unique statistical and methodological challenges in behavioral sciences research along with the field's growing interest in advanced methods is a significant justification for developing a formalized AOE option in the School Psychology Doctoral Program in the Psychology Department at the University of South Carolina.

An AOE would enhance the research mission of the program and department. It would attract quantitative faculty and quantitatively oriented graduate students to the department. Because sophisticated quantitative methods are a key component of many research papers and grant applications in the social sciences, the training provided under this AOE would support the research productivity of our students and the faculty they work for.

[Effective: Spring 2012]

Academic Program Action Proposal/Bulletin Change:

APPROVED

Experimental Psychology removal of 4 Concentrations

- a. Cognitive Psychology
- b. Cognitive Neuroscience
- c. Behavioral Neuroscience
- d. Developmental Psychology

The Ph.D. program in Experimental Program has listed a total of five areas of emphasis in the *Graduate Bulletin*. We would like to delete four of those areas --namely Behavioral Neuroscience, Cognitive Psychology, Cognitive Neuroscience and Developmental Psychology. When we originally used the term area of emphasis, we were doing so to describe areas of expertise in our faculty and thus areas in which we can provide excellent research training. Since that time, areas of emphasis/concentrations has come to mean a set of courses and we do not wish to specify a specific set of courses in any of these areas. It would make our program too rigid and detract from the inherently interdisciplinary nature of training in our field. We will remove all mention of areas of emphasis from our website, Graduate Handbook and of course the *Graduate Bulletin*.

There will be/has been another set of forms for the area of emphasis in Quantitative Psychology which will specify a set of courses.

[Effective: Spring 2012]

Course Change Proposal:

APPROVED

Psychology removal of 18 courses

- a. PSYC 704 Group Dynamics
- b. PSYC 713 Survey of Psychoeducational Tests and Assessment
- c. PSYC 717 Survey of Personality Theories
- d. PSYC 720 Psychological Intervention with Children and Families
- e. PSYC 721 Developmental Psychopathology and Resilience
- f. PSYC 728 Laboratory in Community Study
- g. PSYC 733 Neuropsychological Syndromes in Childhood
- h. PSYC 735 Survey of Psychopharmacology
- i. PSYC 743 Theory and Practice of Mental Health Consultation II
- j. PSYC 750 Psychology of Women
- k. PSYC 780 Behavior Therapy
- l. PSYC 781 Behavior Therapy Practicum: Adults
- m. PSYC 791 College Teaching of Psychology II
- n. PSYC 826 Family Psychotherapy

- o. PSYC 834 Experimental Psychopathology
- p. PSYC 836 Seminar in Psychopharmacology
- q. PSYC 837 Psychological Test Construction
- r. PSYC 842 Seminar in Mental Retardation

The Department of Psychology requests removal of these courses from the *graduate bulletin* as they have been inactive for approximately 10 years and are not required courses for the department's graduate curriculum.

[Effective: Spring 2012]

History

Academic Program Action Proposal/Bulletin Change:

APPROVED

[HIST Two concentration changes](#)

- a. Add: History of Science, Technology and Environment
- b. Add: Latin America
- c. Delete: Ancient world, and Medieval world

We wish to add two new concentrations to the PhD in History for the class enrolling in the fall of 2012: 'Latin America' and 'History of Science, Identity and Economic Development' concentration and we believe that creating a specific concentration in these two areas will better serve our students' interest, both in the program here and on the job market.

Latin America is a vibrant field in the discipline of history, and a field in which there are a large number of jobs. Since 2006 we have hired two new faculty who regularly teach graduate seminars in the field, and many of our students do Latin American history as their second or third field (it is one of the most common non-US second and third fields). However when students take a comprehensive exam following course work in this area cannot officially label it as such, since we do not offer this concentration. Our regular rotation is to offer at least three Latin American courses every four semesters, so students would be able to fulfill the major field requirement for four reading courses within 5 semesters. Students could also take a course outside the department. We believe we have the faculty numbers and student interest to offer a rigorous and diverse (from the 18th to 20th centuries and from the Caribbean to the Andes) field in Latin American history.

The History of Science, Technology, and the Environment is the fastest growing segment of the history department. Since 2004 four new faculty have been hired; there are five faculty

in the department in this area. Since this is a fairly specific subdiscipline (with its own discrete, professional societies and fully-fledged departments at a number of universities) we feel it needs to be declared a concentration and not operate as a variant of the "Culture, Identity and Economic Development" concentration, in order to attract top-notch students to our program. There are currently several students working on history of STE topics in our program and graduate seminars are regularly offered.

We would also like to add an MA concentration in History of Science, Technology, and the Environment for the same reasons.

[Effective: Fall 2012]

Academic Program Action Proposal/Bulletin Change:

APPROVED

[HIST 899 increase to 18 credits](#)

The changes to our PhD program requested here are driven by our self-assessment. Over the past two years we have examined the challenges our students face completing their degrees, and we have found that while nearly all students find writing a dissertation demanding, ours are also unusually tested by the extent and scheduling of their coursework and comprehensive exams, as well as by the difficulty of writing a master's thesis while taking courses en route to the PhD. Therefore, we propose to make the following change to the program in the interest of reducing time to degree (prior to admission to candidacy). These changes have been carefully crafted to avoid any reduction in the rigor of the program. These changes bring our program in line with other highly-ranked PhD-granting institutions in history, such as Princeton, Harvard, UC Berkeley, Wisconsin, and Michigan.

1. We would like to offer direct admission to the PhD program, without requiring a MA as a condition of PhD admission or PhD degree conferral. Students could complete the MA by taking thesis credit and passing a defense of the MA thesis, but this will be eliminated as a requirement. This is to speed up time-to-degree. The program retains two research seminars, so there will be little or no reduction in the amount of research required prior to the dissertation phase of the program.

2. We will reduce the requirement for 48 hours in coursework (which includes HIST 799, 3 MA Thesis credits) to 42 hours in

coursework. This retains the current three field structure, but is designed to move students through their comprehensive exams by the end of the fifth semester. This is to speed up time-to-degree.

3. We will replace the reduction in coursework hours with an increase in dissertation hours (HIST 899) from 12 to 18. 60 total hours will continue to be required for the degree. This is to maintain the 60 hour degree requirement and shift students' emphasis to the dissertation. The overall quality of the dissertation in history is crucial for the academic job market. It matters far more than conference presentations, teaching experience or publications.

4. We will change our qualifying exam from the defense of the MA thesis to the submission of a seminar paper and its approval by the department's Graduate Committee. (Comprehensive exams remain the same in format). These papers can also be used for the assessment of the program, as they will become part of our records.

5. We want to 'clean up' the *bulletin* to make the requirements for our programs clearer to students. As it stands only some of the course requirements for the PhD are listed. This *bulletin* change offers a complete list of required coursework.

6. Changes have been made to the department description to reflect the new direct admission to the PhD as well as some new language about our admission policies that reflect current practice.

7. We also want eliminate long lists of courses in the MA bulletin description that remain 'on the books' but are not regularly offered.

[Effective: Fall 2012]

GRADUATE SCHOOL

Course Change Proposal:

APPROVED

From: [GRAD 800 The Graduate Student as Instructor \(1\)](#)

Workshop in teaching skills sponsored by The Graduate School to enhance teaching experiences for graduate students who are involved in formal or informal teaching.

Pass/Fail grading. Not for degree credit.

To: GRAD 800 The Graduate Student as Instructor (0-3) variable
Workshop in teaching skills sponsored by The Graduate School to enhance teaching experiences for graduate students who are involved in formal or informal teaching.
Pass/Fail grading. Not for degree credit. May be repeated up to 6 credits.

[Effective: Summer I 2011]

Course Change Proposal:

APPROVED

From: [GRAD 801 Graduate Student as Scholar \(1\)](#)

Seminar examining scholarly growth and professional productivity. Pass/Fail grading. Not for degree credit.

Prerequisites: Research project or permission of instructor.

To: GRAD 801 Graduate Student as Scholar (0-3) variable
Seminar examining scholarly growth and professional productivity. Pass/Fail grading. Not for degree credit. May be repeated up to 6 credits.

[Effective: Summer I 2011]

MOORE SCHOOL OF BUSINESS

International Business

Course Change Proposal:

APPROVED

From: [DMSB 711 Global Strategic Management I \(1.5\)](#)

Understanding strategic management in a global context.

To: DMSB 711 Global Strategic Management (2)

Understanding strategic management in a global context.

[Effective: Summer I 2013]

Course Change Proposal: **APPROVED**

From: [DMSB 714 International Management \(1-2\)](#)

Knowledge and skills for managing multinational corporations, dealing with different cultures, and leading a global workforce. Best practices in global management.

To: DMSB 714 Managing the Multinational Enterprise (3)

Knowledge and skills for managing multinational corporations, dealing with different cultures, and leading a global workforce. Best practices in global management.

[Effective: Summer I 2013]

SCHOOL OF MUSIC

Course Change Proposal: **APPROVED**

From: [MUSC 776 Current Topics in Piano Pedagogy \(2\)](#)

Topics in research, educational publishing, instruction in advanced keyboard skills, or course/curriculum development. Maybe repeated as topic varies.

To: MUSC 776 Special Topics in Piano Pedagogy (3)

Content varies by suffix and title. May be repeated as topic varies.

[Effective: Spring 2012]

12. **Report of the Petitions and Appeals Committee** (Rhonda Jeffries)

No report

13. **Other Committee Reports**

No report

14. **Old Business**

No report

15. **New Business**

No report

16. **Good of the Order**

December 5th's Graduate Council meeting will attempt to vote by e-mail rather than meeting in person. Please be diligent in checking your e-mail.

17. **Adjournment**

The meeting adjourned at 3:05 p.m.

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Barbara Blaney, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



GRADUATE COUNCIL MINUTES
December 5, 2011

The Graduate Council convened and voted electronically during the week of December 5, 2011. A quorum of positive votes was required for proposal approvals.

Graduate Council members: Dr. Cheryl Addy, Chair; Drs. Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Lacy Ford, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Ann Johnson, Xinfeng Liu, Kartik Kalaiganam, Michelle Maher, Srihari Nelakuditi, Joe Quattro, Paul Solomon, Ercan Turk Nancy Zimmerman.

Graduate School Representatives: Dr. Briana Timmerman: Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie

Provost Office Representative: Dr. Kristia Finnigan

NOTE: These minutes will become final on January 17, 2012, if not challenged.

1. **Approval of minutes** (Minutes of the [November 28, 2011](#) meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://gradschool.sc.edu/gradcouncil/minutes/>]
2. **Report of the Chair** (Cheryl Addy)
No report
3. **Report of the Interim Dean of The Graduate School** (Lacy Ford)
No report
4. **Report of the Associate Dean / Secretary of the Graduate Council** (Nancy Zimmerman)
No report

5. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)
No report
6. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)
No report
7. **Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses** (Nancy Zimmerman)
No report
8. **Fellowships and Scholarships Committee** (Wayne Carver)
No report
9. **Report of the Science, Math, and Related Professional Program Committee** (John Grego)

COLLEGE OF ENGINEERING AND COMPUTING

Mechanical Engineering

APPROVED

New Course Proposal/Distance Education Delivery Proposal:

[EMCH 774 Radiation Damage \(3\)](#)

Structural materials for nuclear application; Radiation interaction with matter; Microstructure evolution under irradiation; Material properties degradation under irradiation.

Prerequisite: EMCH 573 or Instructor's Pre-approval

[Effective: Spring 2012]

Academic Program Action Proposal/Bulletin Change:

APPROVED

[Aerospace Engineering](#)

The proposed Masters Degree Program in Aerospace Engineering will be in demand from engineers interested in pursuing a career in the expanding aerospace industry in South Carolina. The aerospace masters degree will attract both new engineering graduates as well as engineers already in the workforce. The degree will be available to both on-campus and off-campus students. The off-campus students will be instructed via the existing USC distance learning program, APOGEE. All courses offered on-campus will be video streamed for off-campus students.

The pool of off-campus students will primarily be SC residents working full-time in SC industries, but may also include students

located nationally and internationally, as well as US citizens on overseas deployment. This masters program will also be desirable to current undergraduate mechanical, electrical, and chemical engineering students who are interested in acquiring skills needed for employment in the aerospace industry. USC already has an Accelerated Masters Degree program, where students with a GPA of 3.5/4.0 and above may take up to three graduate courses while pursuing their undergraduate degrees. This allows students to get the MS/ME degree within a year of their baccalaureate degree. Engineers having a masters degree should be better prepared for the challenging and higher paying jobs in the aerospace industry, plus more attractive to the aerospace companies.

Once fully developed, an annual program student enrollment of about 15-20 for in-class instruction and about 30-35 through distance education is anticipated. Based on the data reported by American Society for Engineering Education, Table 1 lists the 2010 enrollments at the US institutions offering Aerospace Engineering Programs. As previously noted, the data shows that no institution in South Carolina offers an Aerospace Engineering Degree program. The neighboring states of North Carolina and Georgia each have one institution with an Aerospace Degree Program.

[Effective: Fall 2012]

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[EMCH 721 Aeroelasticity \(3\)](#)

Study the principles and applications of aircraft aeroelasticity with emphasis on aircraft structural dynamics, vibrations, unsteady aerodynamics, and interaction thereof.

Course Prerequisite: Instructor permission

[Effective: Fall 2012]

New Course Proposal/Distance Education Delivery Proposal:

[EMCH 743 Aircraft and Rocket Propulsion \(3\)](#) **APPROVED**

Introduction to aircraft and rocket engines with emphasis on the performance and characteristics of various types of propulsion

systems, including turbojet, turbofan, turboprop, ramjet, scramjet, and liquid and solid propellant rockets.

Course Prerequisites/Corequisite: EMCH 544 Compressible Flows

[Effective: Spring 2012]

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[EMCH 744 Aerodynamics & Flight Mechanics \(3\)](#)

Aerodynamics of wings and bodies in aircraft and the static and dynamic analysis of airplane flight mechanics. Topics include fundamentals of potential flows, thin airfoil theory, finite wing theory, laminar and turbulent boundary layers, trajectory analysis, and stability and control of an airplane.

[Effective: Fall 2012]

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[EMCH 777 Aerospace Structures II \(3\)](#)

Principles and applications of aerospace structures with emphasis on the construction and analysis of thin-wall monocoque and semi-monocoque wings and fuselages

Course Prerequisite/Corequisite: EMCH 577 Aerospace Structures I

[Effective: Spring 2012]

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[EMCH 785 Design of Composite Materials for Aerospace Structures \(3\)](#)

Property and performance requirements for aerospace structures. Design for stiffness, strength, durability, damage tolerance, and life at the lamina, laminate, and structural level (materials and analysis).

Course Prerequisite: Instructor Approval

[Effective: Fall 2012]

10. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee (Deborah Brosdahl)

SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS

Course Change Proposal:

APPROVED

From: [JOUR 810 Independent Research Project \(3\)](#)

Working closely with a faculty member, a student will design, and conduct a research project, with the objective of submitting the final report for publication or for presentation at an academic conference in the discipline.

To: JOUR 810 Independent Research Project (3-6) variable

Working closely with a faculty member, a student will design, and conduct a research project, with the objective of submitting the final report for publication or for presentation at an academic conference in the discipline.

May be repeated for a maximum of 6 credit hours

[Effective: Spring 2012]

SCHOOL OF MUSIC

Academic Program Action Proposal/Bulletin Change: **APPROVED**

[Music PhD 18 credit hours or less](#)

The music education faculty at USC have long desired to increase the number of hours in the Ph.D. in Music Education from 48 to 60 hours so that students could complete a wider variety of music education courses, receive better preparation in research methods, and be encouraged to complete more music courses in their areas of interest. (For instance, a choral conductor pursuing the Ph.D. in music education would have greater opportunities to take conducting and choral literature courses.) A survey of degree information from peer and aspirant peer institutions reveals that most of the institutions require completion of at least 60 hours for their Ph.D. programs in music education.

[Effective: Fall 2012]

Academic Program Action Proposal/Bulletin Change: **APPROVED**

[Six Master of Music degrees will be grouped into a single degree](#)

When most of the Master of Music degrees were established at USC decades ago, the National Association of Schools of Music (the accreditation body for college and university schools of music) favored degrees with distinctive titles that described their purpose. As a result, several Master of Music degrees with a variety of degree names were created and approved. The admission requirements and procedures for these degrees are similar, there is some common coursework among them, and the oral comprehensive exam at the end of the degree is common to all.

At the present time, the National Association of Schools of Music allows for "generic" Master of Music degrees comprising a variety of majors or concentrations. We, therefore, propose to gather the following degrees under the umbrella of a single Master of Music degree with a single major in music and a single CIP major code:

Master of Music in Composition
 Master of Music in Conducting
 Master of Music in Jazz Studies
 Master of Music in Music History
 Master of Music in Opera Theatre
 Master of Music in Piano Pedagogy

The six current majors will be coded as areas or emphasis or concentrations. The Master of Music in Performance and the Master of Music Education degrees will remain as distinct degrees with distinct CIP codes.

It should be noted that these changes affect only the nomenclature of the degrees. The curricula remain unchanged.

[Effective: Fall 2013]

11. Report of the Petitions and Appeals Committee (Rhonda Jeffries)

No report

12. Other Committee Reports

No report

13. Old Business

None

14. New Business

None

15. Good of the Order

None

16. Adjournment

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Barbara Blaney, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



GRADUATE COUNCIL MINUTES
January 23, 2012

The Graduate Council convened and voted electronically during the week of January 23, 2012. A quorum of positive votes was required for proposal approvals.

Graduate Council members: Dr. Cheryl Addy, Chair; Drs. Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Lacy Ford, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Kartik Kalaignanam, Michelle Maher, Srihari Nelakuditi, Joe Quattro, Lauren Sklaroff, Paul Solomon, Ercan Turk, Adela Vraciu, Nancy Zimmerman.

Graduate School Representatives: Dr. Briana Timmerman: Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie

Provost Office Representative: Dr. Kristia Finnigan

NOTE: These minutes will become final on February 29, 2012, if not challenged.

1. **Approval of minutes** (Minutes of the [November 28, 2011](#) and [December 5, 2011](#) meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://gradschool.sc.edu/gradcouncil/minutes.htm>
2. **Report of the Chair** (Cheryl Addy)
No report
3. **Report of the Dean of The Graduate School** (Lacy Ford)
No report
4. **Report of the Associate Dean / Secretary of the Graduate Council**
(Nancy Zimmerman)
No report

5. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)

No report

6. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)

No report

7. **Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses** (Nancy Zimmerman)

DED approvals:

Spring 2012

EDLP 755 Educational Policy Analysis (3)

8. **Fellowships and Scholarships Committee** (Wayne Carver)

No report

9. **Report of the Science, Math, and Related Professional Program Committee** (John Grego)

No report

10. **Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (Deborah Brosdahl)

COLLEGE OF EDUCATION

Educational Leadership & Policies

APPROVED

New Course Proposal:

[EDHE 851 Comparative Higher Education \(3\)](#)

Introduces students to the study of higher education in other countries, including policy and governance, finance, student life, the professoriate and related issues in comparative perspective. Includes a study abroad component with additional fees.

Course Prerequisite: Permission of Instructor

[Effective: Summer I 2012]

SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS

APPROVED

Academic Program Action Proposal/Bulletin Change:

[School of Journalism & Mass Communications PhD](#)

Removal of the foreign language requirement in the SJMC is justified based on the following:

Other peer academic institutions in the Southeast no longer mandate fulfillment of a foreign language requirement (including Univ. of GA, UNC Chapel Hill, Univ. of FL).

SPAN 615, the most commonly taken course for fulfilling the foreign language requirement is not available during any of the listed upcoming semesters. The department chair has indicated that the course is not scheduled to be taught in upcoming semesters due to cost restraints.

Other schools and colleges in the University have eliminated the foreign language requirement for doctoral students.

Changes to the SJMC doctoral curriculum allowing students to take two of the following three courses (J804, 806, or 807) instead of requiring all three as core requirements is justified based on the following:

A desire for more flexibility in doctoral coursework and the ability for students to better balance methods and topical courses.

Revisions to the SJMC doctoral curriculum eliminating three of the six credit hours of J810 and therefore decreasing the overall course load to 57 hours from 60 hours is justified based on the following:

We have more course hours than many peer doctoral programs. An analysis of our peer doctoral programs found that, overall, we provide less funding for students and require more course hours.

Current students are struggling to complete the required course work during the three- year period they receive funding from the SJMC.

Three credit of J810, which requires a student to independently complete a research project, will remain in the curriculum. Faculty did not see a need for a student to take 6 credits hours of this course based on the widespread expectation for research papers in existing courses

[Effective: Fall 2012]

MOORE BUSINESS SCHOOL

APPROVED

Academic Program Action Proposal/Bulletin Change:

[APA International Business Dual Program](#)

This Double (Dual) Degree program between the University of South Carolina, Darla Moore School of Business (USC) and ESCP Europe. The program is designed as a double / dual degree program, which allows students to pursue degrees at both institutions. Each institution confers its own degree for work done to meet the graduation standards of the program of that institution. The program will give selected students from both institutions the opportunity to acquire the Master of International Business (MIB) from USC and the Master in Management (MiM) from ESCP Europe, through the recognition of academic coursework, in accordance with all curriculum requirements of each respective institution.

The intended length of study for the double degree program shall be two years. Double degree students will spend two semesters at USC and two semesters at ESCP Europe. Students spend the first year at

their home institution and spend the second year at the host institution.

In order to be awarded both degrees, students have to meet the requirements of both degrees. All requirements for the University of South Carolina degree will be met by courses taken at the University of South Carolina.

Requirements for the MiM degree will be met by the courses taken at the University of South Carolina and courses taken at ESCP Paris. Each institution will be the sole judge of whether a student has completed the requirement for the degree that it awards.

In answering the question in the Academic Program Actions (APA) form, the question regarding credit hours may need explanation.

Students in the program take 30 credit hours at USC, all in the MIB program. These 30 credit hours satisfy the requirements for the MIB degree.

Students in the Master in Management program take a varying number of credit hours, depending on background and various specializations available. To receive the ESCP degree, students need to take at least 60 ECTS at ESCP (= 30 credit hours), equal to or greater than 50% of the total for both degrees.

In answering the question on delivery location, 100 % of the credit hours for the USC degree will be given via traditional face-to-face delivery at USC. Consequently, we have answered the question from the perspective of the two degrees, but the USC Department Chair is the signatory to the APA.

[Effective: Fall 2012]

11. Report of the Petitions and Appeals Committee (Rhonda Jeffries)

No report

12. Other Committee Reports

No report

13. Old Business

None

14. New Business

None

15. Good of the Order

None

16. Adjournment

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Aaron Marter, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



GRADUATE COUNCIL MINUTES
February 27, 2012

The Graduate Council met on Monday February 27, 2012 at 2:00 P.M. in room 311 of the Byrnes Building.

Graduate Council members: Dr. Cheryl Addy, Chair; Drs. Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, John Grego, Srihari Nelakuditi, Lauren Sklaroff, Paul Solomon, Ercan Turk, Adela Vraciu, Nancy Zimmerman.

Graduate Council member absent: Drs. Edward Gatzke, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Kartik Kalagnanam, Michelle Maher, Joe Quattro, Lacy Ford

Graduate School Representatives: Dr. Jessica Elfenbein: Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie

Provost Office Representative: Dr. Kristia Finnigan

Guests: Dr. Karen French, Dr. John McDermott, Christine La Cola, and Sara Easler

NOTE: These minutes will become final on March 31, 2012, if not challenged.

1. **Approval of minutes** ([Minutes of the January 23, 2012 meeting](#)). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>]
2. **Report of the Chair** (Cheryl Addy)
 - Dr. Addy called the meeting to order at 2:03 P.M. On Dr. Ford's behalf, Dr. Addy welcomed and invited the new associate dean for the Graduate School, Dr. Elfenbein, to take a take a moment to introduce herself.
3. **Report of the Dean of The Graduate School** (Lacy Ford)

No report
4. **Report of the Associate Dean / Secretary of the Graduate Council** (Nancy Zimmerman)

- Dr. Zimmerman reintroduced the request to add a due process clause to the graduate assistant policy, [ACAF 4.0](#). Revisions to policy ACAF 4.0 were approved by Graduate Council in May 2011 ([May 23, 2011 minutes](#)) and forwarded to the Office of the Provost, but the recommendations made by the Graduate Council have not been incorporated into the policy. In addition, Dr. Zimmerman expressed the importance of adding a due process clause to the existing policy and would like to see the policy expanded further by also adding a formal grievance procedure for graduate assistants to it. She requested Council to review and submit any recommended changes to policy ACAF 4.0, including any suggestions for a grievance process.
- Dr. Addy encouraged ACAF 4.0 policy comments to be submitted before the next Academic Policy and Practices Committee meeting on March 13, 2012 to either Drs. Zimmerman, Addy or Quattro. Comments submitted after this date are still welcome.
- Robyn Mackechnie, GSA representative to Graduate Council, thanked the Council for looking into the grievance policy for ACAF 4.0.
 - Ms. Mackechnie first recommended that the policy require all students to receive a copy of the policy at the time of hire. Also a confirmation receipt of the policy by the student should be noted in the student's employment file as proof of policy distribution by the hiring department.
 - Ms. Mackechnie then recommended that the policy clarify the language of section D; "*discouraged* from having additional employment on or off campus *to either allow or forbid outside employment*. The current wording leaves room for interpretation and confusion for students and programs on a student's right to work outside the University.
- Dr. Zimmerman also told Council of the need to review the newly adopted intellectual property policy because it makes only scant reference to the intellectual property of students, particularly work done in laboratories funded by a researcher or other entity and inclusion of research in graduate student thesis and dissertations.
- Dr. Zimmerman reminded Council members that [Graduate Student Day](#) will be held Tuesday, March 27, 2012. Graduate Council members traditionally participate as chief judges for the oral presentations at this event. If you are unable to fulfill this duty then please contact the organizer, Simone Gause, at sfgause@mailbox.sc.edu. Dr. Zimmerman reminded the GSA representative that student workers and judges will also be needed and asked for her assistance in helping Simone Gause locate student volunteers.
- .

5. Report of the Graduate Student Association Representative (Robyn Mackechnie)

- Ms. Mackechnie noted that the Graduate Student Association (GSA) had the opportunity, last week, to meet and discuss GSA issues with Dr. Elfenbein.
- Ms. Mackechnie communicated that the GSA is currently working on Graduate Student Appreciation Week and are working on a week's worth of activities. One of the collaborations will be with Healthy Carolina. More information will be forth coming.

6. Report of the Academic Policy and Practices Committee (Joseph Quattro)

- On Dr. Quattro's behalf, Dr. Addy disclosed a survey for doctoral programs will be distributed to doctoral departments to obtain a candid snap shot of current program requirements, especially how qualifying exams and comprehensive exams are conducted and to assess the definition of "candidacy" in the different disciplines. This survey will be distributed with the intent to collect accurate information only for the Committee to use in deliberations. Dr. Zimmerman noted that the information gathered from this survey will in particular support Dean Ford's interests in reviewing our policy on admission to candidacy. USC's admission to candidacy has been found to be much different than other university requirements. Dr. Zimmerman asked that departments and/or Graduate Directors cross-check completed surveys with the information found in the *Bulletin* so that the *Bulletin* reflects actual practice as required by the Provost's memo. This survey is designed to be a quick fill form and will also encompass a dissertation format question for future discussions of the Committee.

7. Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses (Nancy Zimmerman)

500-600 Level course approvals:

BIOL 510 – description

MSCI 510 – description

HPEB 553 - DED

DED approvals:

Summer II 2012

SLIS 744 Music Libraries and Information Services (3)

Dr. Addy stated that the Academic Program Liaison (APL) Committee is looking into the electronic submission process for curriculum changes. She noted that already a recommendation was made for a designated 3 level submission process for graduate, undergraduate, and 500/600 level rather than just the current 2 level undergraduate/graduate submission process. It will not change the approval process but rather it will simplify the submission process. More information concerning these initiatives will be provided at future meetings.

8. Fellowships and Scholarships Committee (Wayne Carver)

- Dr. Carver noted the Fellowship and Scholarship Committee has met and made recommendations for several recruiting awards as outlined below. The next deadline for nominations from Graduate Directors is February 29.

Presidential Diversity Doctoral Fellowship:

Marissa Miller, Psychology (University of Maryland)

Maria Brietzke, Health Promotion Education and Behavior (Oral Roberts/ University of Texas)

Presidential Doctoral Recruiting Fellowship

Brandon Boesch, Philosophy (Benedictine College)

Cristin Chall, Philosophy (Howard University/ Virginia Tech)

Nora Douglas, Marine Science (Duke)

Andrew Fields, Biology (South Hampton/ California State)
 Brittan Gentry, Philosophy (Houghton College)
 David Harmel, Political Science (University of Florida)
 Emily McDowell, Mathematics (University of Pennsylvania)
 Nicole Moore, Geological Science (University of Nebraska/ Western Washington)
 Mohammed Palejwala, Psychology (Amherst)
 David Stonecypher, Computer Science and Engineering (University of South Carolina)
 Marissa Tremblay, Geological Science (Barnard College)

Presidential MFA Fellowship

Heather Bowlan (University of Pittsburgh/ University of London)
 Andrew Valencia (Stanford)

Cecil Scott Trustee Recruiting Fellowship

Michelle Abraczinskas, Clinical Community Psychology (University North Florida/ UNC-Charlotte)
 Michael Brachfeld, School Psychology (University of Michigan)

9. **Report of the Science, Math, and Related Professional Program Committee**
 (John Grego)

- No report

10. **Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (Deborah Brosdahl)

MOORE SCHOOL OF BUSINESS

Economics

Academic Program Action Proposal/Bulletin Change:

APPROVED

[ECON Part 1: PhD and MA](#)

- Ph.D. in Economics
- MA in Economics

The Economics Department has not done a revision of its Ph.D. course numbers and titles in over 25 years. It is now necessary for the following reasons:

- 1) We wish to be in conformity with the rest of the Moore School, where Masters Level courses are numbered 700-799 and Ph.D. courses are numbered 800- 899. Currently, our MA and Ph.D. courses are almost all in the 700- 799 range.
- 2) We think it is necessary to revise some titles to conform to modern language, better convey course content, and to satisfy accrediting bodies.
- 3) We are deleting courses that are no longer taught.

Together, these changes will make our catalog more efficient at describing the offerings of the Economics Department and will facilitate Moore School graduate students' course selection.

Course Change Proposal:

APPROVED[ECON Part 2: Course Number Changes](#)

The following courses are changing course numbers only. The titles and all else stay the same.

Title	Old Course Number	New Course Number	Cross-listed
International Trade Theory	703	860	
International Money Economics	704	862	
Applied Macroeconomics	727	712	
Applied Microeconomics	728	711	
Urban Economics	731	885	
Mathematical Economics	734	816	
Economics of Education	750	875	
Monetary Theory	789	824	
Welfare Economics	790	818	
Experimental Research Methods	892	855	MGSC 892

[Effective Term: Fall 2013]

Course Change Proposal:

APPROVED[ECON Part 3: Course Number and Name Changes](#)

From:		To:		Cross-listed	Prerequisite
Course Number	Course Title	Course Number	Course Title		
ECON 701	Advanced Money and Banking	ECON 825	Money and Banking		
ECON 705	Economic Development	same	Economic Growth and Development		
ECON 706	Regional Economic Development	ECON 841	Economic Development		
ECON 707	Evolution of Economic Theory and Method	ECON 817	History of Economic Thought		
ECON 710	Special Topics in Economic History	ECON 843	Economic History		
ECON 715	Industrial Economics	ECON 865	Industrial Organization		
ECON 733	Location Theory and Regional Science	ECON 886	Location Theory		
ECON 746	Topics in Industrial Organization and Public Policy	ECON 866	Topics in Industrial Organization		
ECON 751	Advanced Labor Economics	ECON 870	Labor Economics I		
ECON 759	Manpower Economics	ECON 872	Labor Economics II		
ECON 762	Advanced Public Finance	ECON 880	Public Finance I		
ECON 763	Advanced Public Finance II	ECON 882	Public Finance II		
ECON 771	Special Topics in Microeconomics	ECON 815	Topics in Microeconomics		

ECON 772	Special Topics in Macroeconomics		ECON 823	Topics in Macroeconomics		
ECON 777	Seminar in Economic Growth and Development		ECON 840	Economic Growth		
ECON 779	Special Topics: Selected Readings and Research		ECON 898	Special Topics in Economics		
ECON 784	Health Economics		ECON 850	same	HSPM 712	
ECON 785	Advanced Macroeconomic Theory I		ECON 821	Macroeconomic Theory I		
ECON 786	Advanced Microeconomic Theory I		ECON 811	Microeconomic Theory I		
ECON 787	Advanced Macroeconomic Theory II		ECON 822	Macroeconomic Theory II		ECON 785 or equivalent
ECON 788	Advanced Microeconomic Theory II		ECON 812	Microeconomic Theory II		ECON 786
ECON 795	Econometrics and Regression I		ECON 831	same	MGSC 795	ECON 792 or equivalent
ECON 797	Sampling Techniques		ECON 891	same	MGSC 797	ECON 692 or equivalent
ECON 892	Experimental Research Methods		ECON 855	same	MGSC 892	
ECON 895	Econometrics and Regression II		ECON 832	same	MGSC 895	ECON 795

[Effective Term: Fall 2013]

Course Change Proposal:

APPROVED

[ECON Part 4: Courses to Delete](#)

- a. ECON 700: Survey of Economic Analysis
- b. ECON 709: Economic Development of the United States
- c. ECON 711: European Economic Development
- d. ECON 730: Investment in Human Capital
- e. ECON 732: Economic Problems of the City
- f. ECON 745: The State and Economic Life
 - 1) Cross-listed: POLI 758
- g. ECON 761: Public Expenditure Criteria
- h. ECON 774: The Firm and Its Environment
 - 1) Cross-listed: MGMT 774
- i. ECON 780: Special Topics: Readings and Research

[Effective Term: Fall 2013]

New Course Proposal:

APPROVED

[ECON 814 Game Theory \(3\)](#)

This course teaches the fundamentals of game theory and strategic interaction. Concepts of normal and extensive form games, Nash Equilibrium, and subgame perfect equilibrium are defined and used to show how outcomes are achieved between two or more parties.

[Effective Term: Fall 2013]

Academic Program Actions Proposal/Bulletin Change:

APPROVED

[International Business Dual Program with Koc University](#)

This Double (Dual) Degree program is a course of study at the University of South Carolina, Darla Moore School of Business (USC) and Koc University, Istanbul, Turkey. The program is designed as a double / dual degree program, which allows students to pursue degrees at both institutions. The program will give selected students from both institutions the opportunity to acquire the Master of International Business (MIB) from USC and the Master of International Management (MIM) from Koc University, in accordance with all curriculum requirements of each respective institution.

The intended length of study for the double degree program shall be two years. Double degree students will spend two semesters at USC and two semesters at ESCP Europe. Students spend the first year at Koc University and spend their second year at the University of South Carolina.

Each student who participates in the double degree program must apply to and be admitted to the University of South Carolina Graduate School following admission procedures in place at the University, and no student in the program may take courses at the University of South Carolina without being admitted. The University of South Carolina will have sole responsibility for determining if students in the program meet progression requirements of the Master of International Business program and will have the sole responsibility for determining whether or not students have met the requirements for awarding of the Master of International Business degree. The University of South Carolina may award the degree to students who have completed the requirements of the MIB program, even if they have not completed the degree requirements of the partner school. The agreement with Koc University does not provide for automatic transfer of credit for courses taken there, and none is envisaged.

In answering the question in the Academic Program Actions (APA) form, the question regarding credit hours may need explanation. Students in the program take 30 credit hours at USC, all in the MIB program. These 30 credit hours satisfy the requirements for the MIB degree.

In answering the question on delivery location, 100 % of the credit hours for the USC degree will be given via traditional face-to-face delivery at USC. Consequently, we have answered the question from the perspective of the two degrees, but the USC Department Chair is the signatory to the APA.

[Effective Term: Fall 2012]

COLLEGE OF ARTS AND SCIENCES***Psychology***

Course Change Proposal:

REMOVED FROM AGENDAFrom: [PSYC 824 Seminar in Quantitative Psychology \(3\)](#)

Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated with different topics.

To: PSYC 824 Seminar in Quantitative Psychology (3)

Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated with different topics.

Prerequisite or Corequisite: PSYC 710

[Effective Term: Fall 2012]

Philosophy

Course Change Proposal:

APPROVEDFrom: [PHIL 761 Special Topics in Philosophy \(3\)](#)

(no course description in bulletin)

To: **PHIL 761** Special Topics in Philosophy (3)**Delete Course**

[Effective Term: Fall 2012]

COLLEGE OF EDUCATION***Physical Education and Athletic Training***

Course Change Proposal:

APPROVEDFrom: [PEDU 730 Educational Psychology for Physical Education \(3\)](#)

The consideration of principles and concepts from the field of psychology which are particularly pertinent to the teaching of physical education and coaching. An illustration of how such concepts as motivation, individual differences, development and control of emotion, patterns of behavioral adjustment, efficiency of practice, reinforcement, and readiness may be applied to the mutual advantage of the teacher and the student.

To: PEDU 730 Psychosocial Aspects of Athletic Performance and Injury Rehabilitation (3)
The application of psychological principles from motivation, arousal regulation, individual differences and psychological skills for enhancing athletic performance and injury rehabilitation

[Effective Term: Summer I 2012]

Course Change Proposal:

APPROVED

From: [PEDU 731 Mechanisms of Motor Skill Performance \(3\)](#)
A study of theories and mechanisms involved in human movement. Focus is on analysis of principles and systems of gross motor control and learning.

To: PEDU 731 (3) -Motor Skill Learning -Study of sensory, motor and physical processes that underlie learning and performance of motor skills commonly performed in physical education, sport and dance.

[Effective Term: Summer I 2012]

Course Change Proposal:

APPROVED

From: [PEDU 829 Cognitive Factors in Motor Skill Acquisition \(3\)](#)
The study of cognitive and motor skills in children.
Prerequisites: PEDU 730 and either PSYCH 520 or PSYCH 712.

To: PEDU 829 Advanced Topics in Child and Adolescent Growth and Development (3)
An interdisciplinary study of individual (physical and psychological), environmental and task related variables as they relate to motor skill performance, physical activity participation and athlete development.

[Effective Term: Summer I 2012]

11. Report of the Petitions and Appeals Committee (Rhonda Jeffries)

No report

12. Other Committee Reports

No report

13. Old Business

- Dr. Bulusu inquired if the delivery length of course GRAD 800 could be reduced to one semester instead of the current two semester delivery. He noted many students have voiced complaints over the delivery length.
- Dr. Elfenbein responded that CTE has been charged by Vice Provost Ford with TA training and that CTE under the direction of Dr. Jed Lyons will be working on the new model for delivery of TA training. Dr. Elfenbein stated that Dr. Lyons is also taking a survey with graduate directors to assess what types of training the departments are currently providing, what types of training they would like to see provided, and what type of vehicle it should be, GRAD 800 or in something else.

14. New Business

- Dr. Zimmerman announced the call for new nominations for Graduate Council will be sent out the second week of March. Dr. Zimmerman also asked the Council to think about whether a policy should be made concerning Graduate Council member attendance.

15. Good of the Order

None

16. Adjournment

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Aaron Marter, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES March 26, 2012

The Graduate Council met on Monday March 26, 2012 at 2:00 P.M. in room 311 of the Byrnes Building.

Graduate Council members: Dr. Cheryl Addy, Chair; Drs., Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Edward Gatzke, John Grego, Rhonda Jeffries, J. Daniel Jenkins, Kartik Kalaignanam, Lauren Sklaroff, Paul Solomon, Adela Vraciu, Nancy Zimmerman.

Graduate Council member absent: Michael Hodgson, Michelle Maher, and Srihari Nelakuditi

Graduate School Representatives: Drs. Lacy Ford, and Jessica Elfenbein: Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie

Provost Office Representative: Dr. Kristia Finnigan

Guests: Drs. James Catroppo, Michelle Hardee, Jed Lyons, Martin Roth, Paul Yazel; Sara Easler

NOTE: These minutes will become final on April 30, 2012, if not challenged.

1. **Approval of minutes** (Minutes of the February 27, 2012 meeting). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>]
2. **Report of the Chair** (Cheryl Addy)
 - Dr. Addy called the meeting to order at 2:03 P.M.
 - Dr. Addy asked the Council to encourage themselves and their departments to attend the Graduate Directors meeting, held next Wednesday April 4th, at 2 P.M., in the Russell House Theater. The two Policies and Practices items on the Graduate Directors meeting agenda are discussion items and a large number of updates. Dr. Addy believes this will be a very substantive meeting and would like as much input as possible into the discussion.

- Dr. Addy noted that Drs. Finnigan, Zimmerman, and she are on a committee developing an electronic forms approval process for all courses and curriculum. This will be a fairly easy transition for graduate courses and curriculum because of what we have been doing through the Graduate School for some time now. Please watch out for this and there will be opportunities for input into that process and training as we get further along.
 - Dr. Addy said one of the open ended areas right now is what is submitted as a bulletin change is somewhat ambiguous in terms of what level of approval is required. We are talking about having a mechanism in this electronic approval process for tracking so that these requests do get into the bulletin appropriately. Also in discussion are what changes should require governance approval even if they are not technically curriculum changes such as changes in admission criteria, and comprehensive assessment for master's programs. These are items that we want to go through the approval processes but are not curriculum per se. This is not to make major changes in the governance's approval process but to simply to streamline the process we have so that it is clearer what is going on.

3. **Report of the Dean of The Graduate School** (Lacy Ford)

- Dr. Ford noted Graduate Student Day will be held on Tuesday, March 27th at the Russell House. It is our annual celebration and recognition for our graduate students.
- Dr. Ford relayed that we are also working closely with the Graduate Student Association to recognize them during Graduate Student Week which is a week away.
- Dr. Grego directed a question to Dean Ford concerning personnel transitions at the Graduate School. In response, Dean Ford stated that the VP for Human Resources, Chris Byrd, confirmed that as long as you are in a faculty slot there is no loss of benefits if you rotate out of an administrative position. Dr. Ford stated that as faculty we are all 9 month employees at core unless there was some other understanding or contractual arrangement, so there is not an interstitial loss of benefits. Dr. Grego requested directions to locating this stated University policy, by way of e-mail, for future reference purposes. Dr. Ford responded that he would be happy to research which authority Human Resources was drawing upon.

4. **Report of the Associate Dean / Secretary of the Graduate Council** (Nancy Zimmerman)

- Dr. Zimmerman thanked Council for agreeing to be judges for Graduate Student Day.
- Dr. Zimmerman informed the Council that a call for nominations for Graduate Council was sent out to the departments last week. The deadline for nominations is Friday, April 6th. At that time, an electronic ballot will be sent to the faculty. The newly elected members will be contacted and the public announcement of election results will be made. For those of you who are in the first year of their term please consider volunteering for Chair Elect elect, which means you will be Chair Elect next academic year and then Chair of Graduate Council your third year. Dr. Addy added

that to serve on Graduate Council you must be a part of regular faculty member, clinical and research faculty are not eligible.

5. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)

- Ms. Mackechnie announced the Graduate Student Association(GSA) will be holding elections later this week
- Ms. Mackechnie invited the Council to attend the Proclamation Celebration, on Monday April 2nd at 2 P.M. with Dr. Ford, in honor of the National Graduate and Professional Student Appreciation Week. All events occurring next week are posted in the [GSA newsletter](#).

6. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)

- On behalf of Dr. Quattro, Dr. Addy asked the Council to encourage as many of their colleagues to complete the [Doctoral Degree Requirement survey](#) as the Committee would like to obtain as close as a census and possible to make sure we are capturing the information. The results from this survey will be a source for discussion at the next Graduate Director's meeting.
- Dr. Addy began speaking on the topic of graduate assistantship(GA). This body made a set of recommendations for this topic a year or so ago and with the various transitions in the Provost office changes never got processed. But we are going back and expanding upon this policy. Dr. Addy thanked Ms. MacKechnie from the GSA on providing graduate students' input. Dr. Addy stated that a graduate assistantship should have adequate basic description of their responsibilities, including time expectations, in writing. Then once these descriptions are established there needs to be a policy reprimand if the GA is not doing their job appropriately in the context of that job description but also a process if GA's feel like they have been reprimanded or terminated inappropriately. So we are developing a grievance process for GA's. It basically will parallel with what already exists for other grievances, academic and nonacademic grievances. Communication should start at the unit level. One thing we are very clear about is that the Graduate School does not want to be the enforcement on this. It really should be driven at the unit level. The Graduate School should only be involved in very limited circumstances. Due to the varying structures of departments Dr. Addy recommended changing the language to indicate that it is up to the program to define whether their students can have outside employment but that they must have a policy and they cannot terminate a student unless they have a policy that prohibits outside employment.
 - Dr. Ford shared that the Provost Office is very interested in a formal grievance procedure and creating some process for the Graduate School that settle these issues short of the grievance procedure by having some sort of advocate position and better policies will help.
 - Dr. Ford also mentioned that the Provost Office is supportive of establishing some sort of minimum stipend. If departments want to have a no outside employment policy then they have to reach this minimum stipend. Having said this the Graduate School not only doesn't want to be in the enforcement position but can't be in this position because with the exception of the

Presidential Fellowship we are not providing any of the money. The money is coming all down from the deans of the colleges, chairs and out from there. So we will have to move towards and enforcement of this in a working conversation of the deans.

7. **Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses** (Nancy Zimmerman)

500-600 Level course approvals:

[SLIS 529- DED](#)

8. **Fellowships and Scholarships Committee** (Wayne Carver)

- Graduate Student Day winners will be announced shortly after Graduate Student Day.
 - Winners have been posted(<http://app.gradschool.sc.edu/gsd/winners.asp>)

9. **Report of the Science, Math, and Related Professional Program Committee** (John Grego)

SCHOOL OF MEDICINE
Biomedical Sciences

New Course Proposal:

APPROVED

[PATH 711 Introduction to General and Organ System Pathology \(3\)](#)

Basic principles of pathologic processes of disease in organs and tissues at the gross and microscopic level. A review of normal anatomy and histology essential to an understanding of processes and organs and tissues that were normal before the disease began.

[Effective Term: Spring 2013]

COLLEGE OF ENGINEERING AND COMPUTING

New Course Proposal:

APPROVED

[ENCP 789 Advanced Special Topics in Engineering and Computing \(0-3\)](#)

Special topics of an interdisciplinary nature for graduate students of engineering and computing. Course content varies and will be announced in the schedule of classes by suffix and title.

[Effective Term: Fall 2012]

ARNOLD SCHOOL OF PUBLIC HEALTH
Epidemiology & Biostatistics

New Course Proposal:

APPROVED[EPID 770 Social Epidemiology \(3\)](#)

Influence of social factors and the distribution of those factors on patterns of health and disease. Including individual-level examinations of the role of social determinants in producing health, as well as more macro-level examinations of patterns of social disparities in health status.

Prerequisite: EPID 700 or EPID 701 or equivalent

[Effective Term: Fall 2012]

10. **Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (Deborah Brosdahl)

MOORE SCHOOL OF BUSINESS
Management Science

New Course Proposal:

APPROVED[MGSC 778 Revenue Management \(3\)](#)

Concepts of forecasting demand, segmenting customers and allocating capacity or customizing price offers to distinct customer segments to maximize profits.

[Effective Term: Summer I 2012]

Economics

New Course Proposal:

APPROVED[ECON 848 Environmental Economics \(3\)](#)

Fundamentals of environmental and resource economics. Including concepts of pollution, instrument choice, management of renewable and non-renewable resources, and valuation techniques for environmental public goods.

Restricted to: Economics Ph.D. students

[Effective Term: Fall 2013]

International Business

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[IBUS 709 International Intellectual Property Management \(3\)](#)

Equip managers with the tools to identify intellectual property assets, manage asset development and implementation, and to create intellectual property strategies tailored to business objectives.

[Effective Term: Fall 2012]

New Course Proposal:

APPROVED

[IBUS 710 Global Stakeholder Management \(3\)](#)

Survey of the managerial, political, economic, sociological and psychological foundations of global stakeholder management and engagement through extant theory and case study examples of successful and failed stakeholder management strategies in various industries and multiple countries.

[Effective Term: Fall 2012]

Course Change Proposal:

APPROVED

From: [IBUS 808 Specialized Study in Global Market Planning \(3\)](#)

Provides a conceptual framework for the integration of market planning into the broader global strategic planning process, focusing particularly on new concepts and analytical techniques

Prerequisites: DMSB 702 or IBUS 717

To: **DELETE**

[Effective Term: Fall 2012]

New Course Proposal:

APPROVED

[IBUS 808 Current Research in International Business \(3\)](#)

Addresses current research issues in international business research

Prerequisites: DMSB 702 or IBUS 717

[Effective Term: Fall 2012]

COLLEGE OF ARTS AND SCIENCES
Psychology

Course Change Proposal:

APPROVED

From: [PSYC 824 Seminar in Quantitative Psychology \(3\)](#)

Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated with different topics.

To: PSYC 824 Special Topics in Quantitative Psychology (3)

Theoretical and empirical issues in an area of current interest in quantitative methods and quantitative psychology. May be repeated as content varies by title and suffix.

Prerequisite or Corequisite: PSYC 710

[Effective Term: Fall 2012]

COLLEGE OF MASS COMMUNICATIONS AND INFORMATION STUDIES
School of Library and Information Science

Course Change Proposal:

APPROVED

[25 SLIS Courses: Prerequisite Changes](#)

*Access summary of prerequisite change proposals [here](#).

[Effective Term: Fall 2012]

School of Journalism and Mass Communications

New Course Proposal:

APPROVED

[JOUR 775 Strategic Communication for Behavior & Social Change \(3\)](#)

Theories of persuasion, principles and best practices of strategic communication, as applied to health and cause communication campaigns. Recognize, and develop effective, persuasive communications for social and health topics.

Course Prerequisites: JOUR 715 or permission of instructor

[Effective Term: Fall 2012]

THE GRADUATE SCHOOL

New Course Proposal:

APPROVED

[GRAD 701 Teaching Assistant Development \(0\)](#)

An introduction to skills and strategies for graduate teaching and instructional assistants at the University of South Carolina.
(Pass/Fail grading)

[Effective Term: Fall 2012]

11. Report of the Petitions and Appeals Committee (Rhonda Jeffries)

No report

12. Other Committee Reports

No report

13. Old Business

No report

14. New Business

Dr. Elfenbein informed that the admission letter may change. Dr. Ford's name will appear as a the signature to the letter. I am happy to share the [draft of the new letter](#) and welcome feedback. Dr. Addy advised it to be helpful to look at this draft and compare it with the [current admission letter](#) to see what has been changed.

15. Good of the Order

None

16. Adjournment

The meeting adjourned at 3:22 P.M.

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Aaron Marter, University Registrar
Jodie Morris, Office of the Registrar
Gail Stephens, Office of the Registrar
Andrew Graves, Office of the Registrar
Nancy Floyd, Office of Institutional Assessment and Compliance



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES April 23, 2012

The Graduate Council met on Monday April 23, 2012 at 2:00 P.M. in room 311 of the Byrnes Building.

Graduate Council members: Dr. Cheryl Addy, Chair; Drs. Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Edward Gatzke, John Grego, J. Daniel Jenkins, Srihari Nelakuditi, Joe Quattro, Lauren Sklaroff, Paul Solomon, Ercan Turk, Adela Vraciu, and Nancy Zimmerman.

Graduate Council member absent: Drs. Michael Hodgson, Rhonda Jeffries, Kartik Kalaignanam, Michelle Maher

Graduate School Representatives: Dr. Jessica Elfenbein: Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie

Provost Office Representative: Dr. Kristia Finnigan

Guests: Drs. Nancy Brown, Beth Power-Costello, Nancy Freeman, Joan Herman, Miriam Johnson, Lee Walker

NOTE: These minutes will become final on May 28, 2012, if not challenged.

1. **Approval of minutes** ([Minutes of the March 26, 2012 meeting](#)). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>]
2. **Report of the Chair** (Cheryl Addy)
 - Dr. Addy called the meeting to order at 2:05 P.M.
3. **Report of the Dean of The Graduate School** (Lacy Ford, excused)

No report
4. **Report of the Associate Dean / Secretary of the Graduate Council** (Nancy Zimmerman)
 - **Graduate Council Election**

Dr. Zimmerman advised that the Graduate Council Election is ongoing. There are six nominations for three slots. The voting polls close on Friday, April 27th. She encouraged Council to encourage their colleagues to vote. Dr. Zimmerman also reported a need for volunteers for the appointment positions, in particular from the Humanities.

Usually, those nominees not elected can be appointed to the remaining positions. However, this year, we are losing more members from disciplines in the Humanities than we have on the ballot. This is especially critical to staff the various committees. Current Council members are encouraged to identify colleagues who might be willing to serve in an appointed position on Graduate Council.

- **Final Meeting – May 28 at 11:30 am with lunch, welcomes and farewells**

Dr. Zimmerman announced that the final meeting for Graduate Council will be at a different time than usual. It will be held at 11:30 because lunch will be provided. It is an important meeting because we will be welcoming new members and saying farewells to those ending their terms on Council. Dr. Zimmerman advised that a Chair Elect for next year will be elected at this meeting. Also, at the end of the meeting Dr. Addy, current chair will pass the gavel to Dr. Quattro, current Chair-elect, who will be Chair of Council for the next academic year. Criteria of Chair-elect is a first year Council member, willing to serve as chair-elect in 2012-13 and then chair of Council in 2013-14. Dr. Zimmerman requested that anyone interested in this position contact her so a slate can be presented.

5. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)

- On behalf of Council, Dr. Addy welcomed the newly elected Graduate Student Association Representative, John Knox. John Knox, doctoral candidate in English, took a moment to introduce himself to Council.
- Ms. Mackechnie recapped a week's worth of events for the National Graduate Student Appreciation Week, held on the first week of April.
- Ms. Mackechnie also reported that the GSA has one last scheduled meeting for the semester and new officers have been elected for the next academic year. New officers are:
 - President: Andrew Dorsey
 - Vice President: Cassidy Evans
 - Treasurer: Lauren Healey
 - Graduate Council Representative: John Knox

6. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)

- Dr. Quattro reviewed the [April 18, 2012 Policy and Practices meeting minutes](#). Two non-action items included revised language in the *Bulletin* to clarify that any doctoral program of study must include at least 30 unique graduate credit hours earned at USC (with at least one graded course) and a brief discussion of issues concerning formatting guidelines for dissertation with manuscript format.
- Upon the committee's recommendation, Council approved the recommendation to increase the maximum time to degree from eight years to ten years for doctoral programs. The maximum time to degree for masters programs remains at six years.

- At the request of Dean Ford to examine the current definition and requirements for candidacy and to look at policies that might be obsolete and/or hindering time to doctoral degree, including examination of the current policy on qualifying exams, the Committee reviewed comments from the Fall and Spring Graduate Directors' meetings, the input from the Graduate Director Task Force, and conducted and analyzed results of a survey concerning current program practices and makes the following recommendation for discussion and motion:
 - The qualifying exam be optional and its use be at the discretion of the individual programs;
 - That successful completion of both the written and oral components of the comprehensive exam plus a filed Program of Study (POS-G) be used to define candidacy; and
 - That the one year candidacy period be eliminated if the new definition of candidacy is recommended/approved.

After lengthy discussion the Council voted on the Committee's motion. Motion passed. Dr. Addy confirmed the voting results to: 9 approvals, 3 objections, and 1 abstention.

*Note on 5/21/12 Dean Ford: deferred immediate implementation of the Council's advice concerning the definition of candidacy for the PhD and the Graduate School policy regarding qualifying exams, reference memo attached at the end of these minutes.

7. Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses (Nancy Zimmerman)

500-600 Level course approvals:

DED approvals:

[NURS 803](#)

8. Fellowships and Scholarships Committee (Wayne Carver)

No report

9. Report of the Science, Math, and Related Professional Program Committee (John Grego)

ARNOLD SCHOOL OF PUBLIC HEALTH
Epidemiology and Biostatistics

APPROVED

New Course Proposal/Distance Education Delivery Proposal:

[BIOS 709 Basic Software for Public Health \(1\)](#)

Working with public health data using statistical software. Effective ways to store, clean, merge, and format public health data for analysis.

[Effective Term: Summer II 2012]

Health Services Policy and Management

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Health Services Policy and Management](#)

This form justifies the following proposed changes to the Health Services Policy and Management (HSPM) Master of Health Administration (MHA) Program curriculum:

1. Add one 3 hour course (HSPM775) Managerial Epidemiology in Healthcare
2. Add one 3 hour course (HSPM774) Quality Management in Healthcare
3. Delete the MHA requirement for BIOS700 and EPID700
4. Change HSPM797 Management Residency from 6 credit hours to 3 credit hours

These changes are proposed in order to comply with the requirements of the Commission on Accreditation of Healthcare Management Education (CAHME) noted in the November, 2011 site visit for the HSPM MHA degree as well as the June, 2011, action by the Council on Education for Public Health (CEPH) which reclassified MHA degrees in schools of public health as "other professional degrees" (like those in audiology and physical therapy). MHA degrees were previously subject to the same curricular criteria as MPH degrees. The Program must meet CEPH requirements for population health content as well as CAHME requirements. This partial relief from CEPH requirements will allow flexibility needed to address CAHME recommendations to "ensure that course content provides students with adequate knowledge of population health and status assessment knowledge" (taught somewhere in the curriculum and not necessarily course specific) and to "ensure that course content provides students with adequate knowledge of quality assessment for patient care improvement."

By proposing to delete the requirement for BIOS700 and EPID700, it is not the intent of the Program to eliminate important public health content, but rather to make content more relevant for managers (creating a course in managerial epidemiology and adding biostatistics content to HSPM716). However, by deleting two courses and adding back two others (keeping the program at 58 credit hours), the Program has no flexibility to add elective content identified as needed by CAHME, Program faculty, and students desiring to specialize in healthcare human resource management, healthcare marketing, healthcare accounting, or healthcare quality improvement. Therefore, the Program proposes to change the Management Residency (HSPM797) from 6 credit hours to 3 credit hours, thereby allowing one more 3 credit hour elective. The CAHME requirement for 32 contact hours for 14 weeks of management residency will remain unchanged. MHA programs at MUSC, UNC, and UAB (the USC program is routinely compared with these), allow only 3 credit hours for management residencies.

[Effective Term: Fall 2012]

APPROVED

Course Change Proposal:

From: [HSPM 716 Quantitative Methods for Health Administration \(3\)](#)

An introduction to quantitative methods and analytical techniques with application to health administration. The course includes the use of models and simulation for decision making and control in health administration.

Prerequisite: BIOS 700

To: HSPM 716 Quantitative Methods for Health Administration (3)

An introduction to quantitative methods and analytical techniques with application to health administration. The course includes the use of models and simulation for decision making and control in health administration.

Prerequisite: HSPM 775 or BIOS 700

[Effective Term: Fall 2012]

APPROVED

Course Change Proposal:

From: [HSPM 718 Health Planning \(3\)](#)

Strategy and tactics of state, regional, institutional health services planning. Special attention to the role of marketing.

Prerequisites: BIOS 700

To: HSPM 718 Health Planning (3)

Strategy and tactics of state, regional, institutional health services planning. Special attention to the role of marketing.

Prerequisites: HSPM 775 or BIOS 700

[Effective Term: Fall 2012]

APPROVED

Course Change Proposal:

From: [HSPM 797 Management Residency \(3 or 6\)](#)

On-site management project in a health care setting.

Prerequisites: permission of instructor

Note: Pass-Fail grading

To: Management Residency (1-3 hours variable for a total of three hours)

On-site management project in a health care setting.

DELETE: Prerequisite

KEEP: Note: Pass-Fail grading

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[HSPM 774 Quality Management in Healthcare \(3\)](#)

Systems approach to quality management focusing on Six Sigma and Lean methods that can be directly applied in a healthcare setting. Group projects in local acute-care settings allow students to practice quality management skills.

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[HSPM 775 Managerial Epidemiology and Statistics in Healthcare \(3\)](#)

Principles and tools of epidemiology applied to decision-making in a health care environment. Knowledge and skills useful to health service managers related to statistics, population health management and assessment of medical care processes/outcomes are taught.

Prerequisite: HSPM 716 Quantitative Methods

[Effective Term: Fall 2012]

APPROVED

Public Health

New Course Proposal:

[PUBH 810 Ethics in Public Health Research and Practice \(1\)](#)

Foundations of public health ethics with application to practice and to responsible conduct of research in public health disciplines.

Enrollment restricted to: Doctoral students & post-docs, master's students by permission of instructor.

Excluded: Undergraduates

[Effective Term: Fall 2012]

COLLEGE OF ARTS AND SCIENCES

Statistics

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Eliminate STAT 798 Project Option](#)

The proposed change would eliminate the STAT 798 Project option from the MAS program. All students would be required to pass a

comprehensive exam based on required courses STAT 700-703. They also would be required to take at least 1 elective at the 700-level so that at least half of their credit hours would include 700-level courses.

The reason for this change is twofold. First, requiring all students to take comprehensive exams after completing the basic required courses forces students to review all the basic material before starting to choose electives. Second, faculty directed projects require many hours of faculty participation and as the MAS program grows, the faculty is not able to devote the number of hours needed to direct these projects. Eliminating the project option and having outside assessment through a comprehensive exam, currently the second option, is the practical solution to a growing student population, while forcing a review of basic material.

There are two parts to the comprehensive exam. One is applied in nature and is based on STAT 700-701; the other is more theoretical and is based on STAT 702-703. Students may take the parts separately upon finishing the required courses or together but must pass both parts in order to complete the MAS program and fulfill their outside assessment requirement.

[Effective Term: Fall 2012]

COLLEGE OF NURSING

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Nursing Certificate Concentration](#)

The purpose of this request is to change AOE names and delete an AOE in the graduate program of the College of Nursing so that the appropriate emphasis area name and role will be placed on the graduates' transcripts. The Commission on Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and National Council of State Boards of Nursing, in collaboration with other national nursing organizations, has released the LACE document which is a blueprint for changes to be made in licensure, accreditation, certification, and education throughout the United States. The purpose of the required changes is to standardize advanced practice nursing education, increase ease of movement from state to state, and standardize advanced practice role and population names. In order for our graduates to be eligible to sit for certification exams, their transcripts must contain the name of the population they are educated to care for and their practice role. To conform to these new accreditation requirements, the following changes are necessary.

Certificate of Graduate Study in Advanced Practice Nursing (School Code 235, Degree Code 10, Major Code 072)

1. Change AOE 053 title from Primary Care-Family Nurse Practitioner to "Primary Care Nurse Practitioner, Family

2. Change AOE 54 title from "Primary Care-Adult Nurse Practitioner" to "Primary Care Nurse Practitioner, Adult Gerontological"
3. Delete AOE 55, Primary Care-Gerontological Nurse Practitioner
4. Change AOE 56 title from "Primary Care-Pediatric Nurse Practitioner" to "Primary Care Nurse Practitioner, Pediatric"
5. Change AOE 57 title from "Acute Care Nurse Practitioner" to "Acute Adult Gerontological Nurse Practitioner"

[Effective Term: Fall 2012]

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Nursing Clinical MSN Concentration](#)

The purpose of this request is to change AOE names and delete an AOE in the graduate program of the College of Nursing so that the appropriate emphasis area name and role will be placed on the graduates' transcripts. The Commission on Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and National Council of State Boards of Nursing, in collaboration with other national nursing organizations, has released the LACE document which is a blueprint for changes to be made in licensure, accreditation, certification, and education throughout the United States. The purpose of the required changes is to standardize advanced practice nursing education, increase ease of movement from state to state, and standardize advanced practice role and population names. In order for our graduates to be eligible to sit for certification exams, their transcripts must contain the name of the population they are educated to care for and their practice role. To conform to these new accreditation requirements, the following changes are necessary.

Clinical Major (School Code 235, Degree Code 7J, Major Code 074)

-Change AOE 057 title "Acute Care Nurse Practitioner" to Acute Adult Gerontological Nurse Practitioner"

[Effective Term: Fall 2012]

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Nursing Health MSN Concentration](#)

The purpose of this request is to change AOE names and delete an AOE in the graduate program of the College of Nursing so that the appropriate emphasis area name and role will be placed on the graduates' transcripts. The Commission on Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and National Council of State Boards of Nursing, in collaboration with other national nursing organizations, has released the LACE document which is a blueprint for changes to be made in licensure, accreditation, certification, and education throughout the United States. The purpose of the required changes is to standardize advanced practice nursing education, increase ease of movement from state to state, and standardize advanced practice role and population names. In order for our graduates to be eligible to sit for

certification exams, their transcripts must contain the name of the population they are educated to care for and their practice role. To conform to these new accreditation requirements, the following changes are necessary.

Health Major (School Code 235, Degree Code 71, Major Code 076)

1. Delete AOE 052, Primary Care Practitioner
 2. Add AOE 53 Primary Care Nurse Practitioner, Family*
 3. Add AOE 55 Primary Care Nurse Practitioner, Adult Gerontological*
 4. Add AOE 56 Primary Care Nurse Practitioner, Pediatric*
- *Currently fall under AOE 052, Primary Care Practitioner

Effective Term: Fall 2012]

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Nursing DNP Concentration](#)

The purpose of this request is to change AOE names and delete an AOE in the graduate program of the College of Nursing so that the appropriate emphasis area name and role will be placed on the graduates' transcripts. The Commission on Collegiate Nursing Education, National Organization of Nurse Practitioner Faculties, and National Council of State Boards of Nursing, in collaboration with other national nursing organizations, has released the LACE document which is a blueprint for changes to be made in licensure, accreditation, certification, and education throughout the United States. The purpose of the required changes is to standardize advanced practice nursing education, increase ease of movement from state to state, and standardize advanced practice role and population names. In order for our graduates to be eligible to sit for certification exams, their transcripts must contain the name of the population they are educated to care for and their practice role. To conform to these new accreditation requirements, the following changes are necessary.

Doctor of Nursing Practice (School Code 235, Degree Code 9A, Major Code 86)

1. Change AOE 57 title from "Acute Care Nurse Practitioner" to Acute Adult Gerontological Nurse Practitioner"
2. Change AOE 80 title from "Primary Care Nurse Practitioner, Adult" to "Primary Care Nurse Practitioner, Adult Gerontological"
3. Delete AOE 81, Primary Care Nurse Practitioner, Gerontologic

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[NURS 897 DNP Project Preparation \(1-6\)](#)

Preparation of Practice Project for Doctor of Nursing Practice Students. May be repeated multiple times but only 6 credits may

appear on the program of study.

Prerequisites: NURS 819

[Effective Term: Fall 2013]

10. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee (Deborah Brosdahl)

COLLEGE OF ARTS AND SCIENCES

English

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[English adding major field "Children's Literature"](#)

The English department Graduate Program is adding "Children's Literature" to the list of available major fields for the Ph.D. degree, for both its standard-admission doctoral degree program and its direct admission doctoral degree program in English and American literature.

Children's and young adult literature is a vibrant, growing field of literary scholarship. Evidence of the field's ascent is apparent in the *PMLA*'s publication of a special section on the theories and methodologies of children's literature (*PMLA* 126, 1 [2011]), the American Antiquarian Society's creation of two new children's literature fellowships, and the popularity of the Children's Literature Association's journal as measured by frequency of article downloads via Project Muse (in 2010, ChLA's journals ranked 10th out of Project Muse's 405 publications).

The University of South Carolina's College of Arts & Sciences faculty includes a number of renowned and up-and-coming children's and young adult literature scholars, including Dianne Johnson, Professor of English; Daniela DiCecco, Associate Professor of French; and Sara L. Schwebel, Assistant Professor of English. Additionally, the University's Schools of Education and Library and Information Science include preeminent scholars in children's and young adult literature, for example, Michelle Martin, the current president of the Children's Literature Association, formerly an Associate Professor of English at Clemson and currently the Augusta Baker Chair in Childhood Literacy at USC's SUS. The range and depth of faculty engaged in children's and young adult literature research at USC enables the university to position itself as a leader in the field. Thomas Cooper's strong holdings in children's and young adult literature, including the Augusta Baker Collection of African-American Children's Literature and Folklore, moreover, support these efforts.

Importantly, very few U.S. universities, and even fewer R-1 institutions, have the capacity to grant doctoral degrees in English to students training in children's and young adult literature. Despite the tremendous growth of children's and young adult literature as a field of literary study, most graduate programs in children's and young adult literature remain institutionally housed in the applied schools of

library science and education. This gives the University of South Carolina a competitive recruiting advantage (our closest rivals would be the University of Florida, Illinois State, University of Pittsburgh, Rutgers-Camden, and Texas A&M-Commerce). The number of prospective graduate students seeking Ph.D. programs in children's and young adult literature, meanwhile, is growing. In recent years, English master's programs in children's and young adult literature have enjoyed considerable success; their top graduates seek admission to Ph.D. programs in English. By establishing a Ph.D. with a major field in Children's Literature, the University of South Carolina could effectively recruit these outstanding students, thereby strengthening the English department's doctoral pool and solidifying the University's reputation as a leader in the children's and young adult literature field.

(Note: Although "Children's Literature" remains the standard name for this field of study, the range of literature studied embraces both literature for children and the related category of young-adult literature.)

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[ENGL 762 Literary and Historical Approaches to Children's Literature \(3\)](#)

Critical approaches to literature written for children in a variety of historical periods and geographical regions.

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[ENGL 763 Literary and Historical Approaches to Young Adult Literature \(3\)](#)

Critical approaches to literature written for young adults in a variety of historical periods and geographical regions.

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[ENGL 862 Special Topics in Children's and Young Adult Literature \(3\)](#)

Special topics selected by instructor for specialized study. May be repeated as content varies by title and suffix.

[Effective Term: Fall 2012]

History**APPROVAL**

Academic Program Actions Proposal/Bulletin Change:

[MA in Public History](#)

In this curriculum revision, we propose to:

1. Eliminate the Archives track, while maintaining option for students to enroll in a dual degree program for an MA in History and an MLIS with the School of Library and Information Science. We do not have the faculty to teach this concentration any more, due to a retirement, and there is limited demand for these courses, which makes it difficult for them to receive adequate enrollment. We will stop officially admitting students next year (unofficially, we have already stopped-- none were admitted in either 2011 or 2012) and will stop awarding the degree for the archives concentration in two years (August 2014). However, it should still be possible to do the Main Public History degree (most likely with the Museums concentration) and the MLIS degree.
2. Offer two concentrations-- in Historic Preservation and Museums.
3. Reduce the credits required to 30 (from 33) to make the two MA degrees structurally similar and to allow public history students to take up to two courses outside their official program of study.
4. Add language to the bulletin about the degree's required internship.
5. Restructure the requirements to integrate the Main public history students with the history PhD students (who are usually in the same courses) more fully.
6. Add a new foundational course for the Historic Preservation concentration -- HIST 788 "Space, Place and Historical Memory."

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[HIST 788 Memory, History, and Space \(3\)](#)

A seminar in the historical study of buildings, the built environment, and cultural landscapes.

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[POLI 789 Master of International Studies Internship \(3-6\)](#)

Internships in various public, non-profit, and private organizations and agencies under joint supervision of agency personnel and departmental internship program director. (Pass-Fail Grading).

Prerequisites: contract approved by departmental internship program director

Enrollment restrictions: Restricted to: Master of International Studies students only

[Effective Term: Fall 2012]

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[International Studies](#)

The proposed revisions are intended to enhance the intellectual and professional value of the Master of International Studies (MAIS) Program by including an internship opportunity, expanding the role that electives in the construction of an individualized program of study, referencing the third field as permitting students to develop expertise in either comparative politics or area studies (whereby students can concentrate on a geographic region or area such as Latin America or Asia), and minimizing the thesis-track option. These proposed changes will somewhat streamline the program and reduce the number of required hours from 33 to 30.

A key benefit of the change is that it makes the program much more attractive, valuable, and competitive with the best programs like it in the nation by offering internships (creating internship opportunities is part of the broader effort of the Department to revitalize this Program). Another benefit is that the interdisciplinary nature of the Program is underscored by permitting the taking of up to three courses outside the department, and by allowing up to two of these courses to count toward the field requirements (with advisement approval). This change makes the comparative politics or area studies (whereby students can concentrate on a geographic region or area such as Latin America or Asia) even more attractive to students, as they will now have greater flexibility to fulfill field requirements. This greater flexibility in courses that fulfill field requirements will allow students to finish the Program in three semesters or less. This component has important implications for increasing enrollment in the MAIS program. The Program has traditionally attracted United States military officers in the Foreign Area Officers program, a program which is beginning to require that officers secure the degree in one calendar year (whereas it had traditionally been in eighteen months). This change will make us very competitive for this valuable set of students. Moreover, the program will de-emphasize the Master thesis as the primary degree path. Increasingly, MAIS students have chosen the non-degree option. We do not eliminate the thesis option, but we seek to emphasize the academic value of the course-based and or internship-based degree options. Finally, the reduction in the three credit hours from 33 to 30 results from the incorporation of non-political science elective hours into the field requirements.

[Effective Term: Fall 2012]

COLLEGE OF EDUCATION
Educational Studies

APPROVED

Course Change Proposal:

From: [EDEX 717 Research and Ethics in Behavior Analysis \(3\)](#)

Single case methodology and research; legal, ethical, and professional issues in behavior analysis.

To: EDEX 717 Ethics in Behavior Analysis (3)
Legal, ethical, and professional issues in behavior analysis.

[Effective Term: Summer I 2012]

Educational Leadership and Policies

APPROVED

Course Change Proposal:

From: [EDHE 835 Leadership in Higher Education \(3\)](#)

Leadership theory and practice as applied to programs, units, and institutions in higher education. Addresses leadership strategies, options, characteristics, traits, and styles.

Prerequisite: EDHE 730

To: EDHE 835 Leadership in Higher Education (3)
Leadership theory and practice as applied to programs, units, and institutions in higher education. Addresses leadership strategies, options, characteristics, traits, and styles.

DELETE: Prerequisite

[Effective Term: Summer I 2012]

Instruction and Teacher Education

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[EDEC 797 Seminar in Early Childhood Education](#)

1. The Early Childhood Education program faculty have determined through course evaluations, advising session feedback, and consideration of Accreditation Standard changes that the EDEC 797 Seminar should be changed from a required course to an elective. This class was originally conceptualized as an opportunity for program review, introduction of professional issues and preparation

for comprehensive exams. The course was offered, due to staffing limitations, less frequently than was most desirable for students and was sometimes a roadblock to graduation. There have also been changes to our Accreditation Standards which now require students to demonstrate a "high level of written communication skills." Previous Accreditation requirements were addressed by having students working on take-home assignments to demonstrate their mastery of content related to the 'Standards. The faculty did not feel they had an appropriate assessment of students demonstrating "on demand" writing to address the key Accreditation Standard identified above. Hence, we now provide review opportunities to students in personal consultation with their advisor. The EDEC 797 course will continue to be available to students as an elective if they need the extra assistance, and current issues content will be included within each of the courses in the program. Our revised format now allows more flexibility for students to take the comprehensive exam as needed and facilitates students graduating in a timely fashion. This revised approach also better meets the written communication expectations in the revised Accreditation Standards.

2. The 3 credits originally allotted for EDEC 797 will be added to related study hours to enable students to tailor their degree to their interests and career goals. Therefore, related study hours would increase from six to nine hours.

3. Required credit hours (36) will remain the same.

[Effective Term: Fall 2012]

COLLEGE OF MASS COMMUNICATION AND INFORMATION STUDIES
School of Library and Information Science

APPROVED

Academic Program Actions Proposal/Bulletin Change:
[Certificate in Library and Information Science](#)

The Certificate of Graduate Study has been in effect for many years at SLIS. While the certificate is currently a general certificate, most of the students enrolled in the certificate program are usually preparing for school library media certification or are interested in advanced study in children's and young adult literature and services. SLIS is requesting to add two Areas of Emphasis (AOE)/concentrations - one in school library media and another in children's and young adult literature - to the existing SLIS graduate certificate. The addition of these AOE/concentrations to the existing certificate is just a formalization of what already exists in practice. Many students in the certificate are already taking advantage of our significant school library media* and children's and YA offerings and faculty expertise, but do not receive the official AOE coding on their transcript - something this proposal intends to correct. This proposal will allow SLIS students, students in education, history, English, computer science, and other related field to select from all of the existing SLIS

courses at the appropriate 500 - 700 levels to not only have the certificate, but to also have the AOE/ concentration in children's and young adult literature or school library media coded on their transcript. Additionally, non-SLIS students may wish to use this certificate to meet doctoral program cognate requirements. Students will choose from the required number of courses in library and information science and may choose electives in a related discipline after consultation with an academic advisor.

As can be seen from the course and faculty listings below, SLIS is well positioned to offer this AOE/ concentration in children's and young adult literature with five full time faculty, 2 regular instructors, 6 regular adjuncts, and 13 existing courses already on the books at the 500 and 700 levels. An additional course, SLIS 718 History of Children's and Young Adult Literature, will be soon added to the curriculum. SLIS faculty has considerable recognition as experts in children's and young adult literature at the national and international levels. Faculty serve on boards, committees and as reviewers for multiple professional associations related to children's and young adult literature. For example, Dr. Michelle Martin holds the distinguished position as the Augusta Baker Chair in Childhood Literacy and is president of the Children's Literature Association, Dr. Nancy Zimmerman is elected to the prestigious 2013 Caldecott Award Committee charged with selecting the best picture book of the year, and Dr. Patricia Feehan is a noted storyteller. SLIS's program in children's and young adult services is ranked 8th nationally.

The school library media program is ranked 2nd nationally and is recognized for its curriculum and the national visibility and achievements of its faculty. For example, Drs. Donna Shannon, Karen Gavigan, and Nancy Zimmerman have served on the board of the American Association of School Librarians, with Dr. Zimmerman serving as the Association's President in 2002 and Drs. Shannon and Zimmerman have served on the reviewing committees of multiple top-level professional school library media journals. All have published research in the top school library media journals. Courses are already in place to meet the certification requirements in school library media of the SC Department of Education (SCDOE) so there is no need to add additional courses at this time. Additionally, SLIS has the resources to enable student study and success in these two areas. SLIS is home to Cocky's Reading Express (a SC children's literacy initiative with the USC Student Association (which could provide internships for interested students), the SC Center for Children, Books, and Literacy (SCCCBL), and is the prime materials contributor to the permanent children's and young adult collection at Thomas Cooper Library.

REGULAR faculty (5) teaching in the area of children and young adult literature/materials:

Michelle Martin - Professor and Augusta Baker Chair

Pat Feehan - Associate Professor

Karen Gavigan - Assistant Professor

Donna Shannon - Associate Professor

Nancy Zimmerman (currently on Caldecott Award Committee) -
Associate Professor

In addition, Geraldine Solomon and Elizabeth Miller are adjunct
instructors that supervise SLM internships.

**Existing SLIS courses for the AOE/concentration in Children's
and Young Adult Literature:**

*Except for Storytelling, the 500/600 level courses are taken mostly by
COE graduate students for certification and AB/GDP students*

SLIS 523 - Materials for Early Childhood

SLIS 525 - Materials for Children

SLIS 527- Materials for Adolescents

SLIS 600 - Storytelling

SLIS 751 - Libraries, Literacy, and Literature

SLIS 754 - Library Programming for Children and Young Adults

SLIS 759 - Materials for Early Childhood

SLIS 756 - Materials for Children

SLIS 757 - Young Adult Materials

SLIS 759 - Materials for Adolescents

SLIS 760 - Materials for Latino Youth

SLIS 796 - Independent Study

SLIS 797 - Special Topics

* Note: Students seeking School Library Media Certification must
meet all requirements of the School of Library and Information
Science for recommendation for certification as well as all
requirements of the SC

Department of Education for certification. Students may choose
courses in library and information science or in a related discipline
after consultation with an academic advisor.

[Effective Term: Fall 2012]

APPROVED

New Course Proposal:

[SLIS 718 History of Children's and Young Adult Literature\(3\)](#)

Historical overview of the literary content, illustration, and social
values of children's and young adult literature written in English.

Examines the influence of movements such as Romanticism,
Rationalism, and postmodernism, as well as changing trends over
time.

[Effective Term: Fall 2012]

Course Change Proposal:

From: [SOWK 768 Special Topics in Social Work \(3\)](#)

An in-depth study of selected issues and social concerns. Content varies by title and suffix. May be repeated for credit when the subject matter is different.

Note: May be repeated for credit when the topics covered or subject matter is different by title and suffix.

To: SOWK 768 Special Topics in Social Work (1-3)

An in-depth study of selected issues and social concerns. Content varies by title and suffix.

Note: May be repeated as content varies by title and suffix

[Effective Term: Fall 2012]

APPROVED

Academic Program Actions Proposal/Bulletin Change:

[Social Work with Military Members](#)

The wars in Afghanistan and Iraq have committed the United States to the longest sustained period of conflict in our history. By the beginning of 2010, more than two million military members had served one or more combat deployments and more than one million of these veterans had already left the military and become eligible for VA services. The current conflicts have also resulted in unprecedented deployment of National Guard and reserve personnel. There is a growing need for social workers to have up-to-date information about the problems and concerns of military service members, veterans, their families and their communities.

In all conflicts since the Civil War, the ratio of wounded to deaths has increased steadily. For example, from World War I to the conflict in Iraq, the ratio of wounded to deaths increased by 700%. This means that more individuals are returning with significant injuries that will impact the rest of their lives. In many cases, multiple traumas are present.

With the ending of the conflicts in Iraq and Afghanistan, there will be a need for human service professionals who are trained in the specific issues and problems associated with these conflicts. Social work with its focus on a strengths perspective is increasingly becoming part of the picture in military health and welfare. Whether in military, VA, or community practice, social workers will encounter individuals who served in these wars and their significant others. There has been substantial research done on the impact of war on the well-being of veterans and their families. In particular, Post-traumatic Stress Disorder and Traumatic Brain Injury, suicide, and substance abuse will continue to challenge the skills of social workers and other professionals who encounter individuals and family members affected by the signature problems for decades to come.

This graduate certificate program will provide the social worker with knowledge about the military and military culture, the values of duty, courage and selflessness associated with military service. Social work values embody a strengths perspective and The social worker will understand the impact of resilience on soldiers and family. They will gain extensive information about the signature injuries associated with different American conflicts and the behavioral health issues that are associated with them (e.g., aging, homelessness, substance abuse) and develop skills to work successfully in this specialized field. Special attention will also be given to the impact of war and deployment on marriage and family.

The certificate provides knowledge necessary to work successfully with these populations. The program will involve three specific military courses: Overview of Military Social Work, Military Mental Health and the Impact of Trauma, and Intervention Strategies in Military Mental Health and Combat Related Issues. Dynamics of Substance Abuse is also required. In addition, students will be required to take two electives to complete their program.

[Effective Term: Summer I 2013]

APPROVED

New Course Proposal/Distance Education Delivery Proposal:
[SOWK 737 Overview of Social Work Practice with the Military, Veterans, and their Families \(3\)](#)

Foundation knowledge for practice with military and their families including information about military culture, values. An overview of military knowledge and history essential for working with this population, information about problems unique to the military, and the identification of treatment and community resources.

[Effective Term: Summer I 2013]

APPROVED

New Course Proposal/Distance Education Delivery Proposal:
[SOWK 738 Military Mental Health and the Impact of Trauma \(3\)](#)

Designed to provide state-of-the art information about problems and disorders encounter by veterans and military personnel, including information about the signature injuries associated with current and past conflicts, as well as information about problems encountered in family life.

[Effective Term: Summer II 2012]

APPROVED

New Course Proposal:
[SOWK 739 Intervention Strategies in Military Behavioral Health \(3\)](#)

Knowledge about intervention strategies with military members, veterans of the military, and their families, including important

knowledge to help social workers interface effectively with other medical and behavioral health professionals.

[Effective Term: Fall 2013]

11. Report of the Petitions and Appeals Committee (Rhonda Jeffries)

No report

12. Other Committee Reports

No report

13. Old Business

Dr. Zimmerman informed Council that [ACAF 4.0 – policy update](#) request has been resent to Elise Ahyi, the Assistant Provost. No reply has been received.

14. New Business

Dr. Addy requested Dr. Zimmerman be excused from the remainder of the meeting. Dr. Addy then continued the meeting and advised that Dr. Grego had drafted a letter addressed to President Pastides. Dr. Grego explained that the letter is an appreciation letter for Dr. Zimmerman's contributions to Council. A copy of this letter will be sent to Council members via e-mail. Kindly review and forward any contributions to the letter to Dr. Grego.

15. Good of the Order

None

16. Adjournment

The meeting adjourned at 4:21 P.M.

Nancy Zimmerman, Secretary

cc:
 President Harris Pastides
 Vice Provost & Dean of Graduate Studies Lacy Ford
 Provost Michael Amiridis
 Deans
 Department Chairs
 Graduate Directors
 Aaron Marter, University Registrar
 Jodie Morris, Office of the Registrar
 Gail Stephens, Office of the Registrar
 Andrew Graves, Office of the Registrar
 Nancy Floyd, Office of Institutional Assessment and Compliance

From: FORD JR, LACY
Sent: Monday, May 21, 2012 10:47 PM
To: ADDY, CHERYL; ZIMMERMAN, NANCY
Cc: FINNIGAN, KRISTIA
Subject: Action re Grad Council Recommendations of April 23

To: The Graduate Council

Cheryl Addy, Chair

Nancy Zimmerman, Secretary

From: Lacy Ford, Vice Provost & Dean of Graduate Studies

Re: April 23 Action of Council re Report of the Academic Policy and Practices Committee

This memo constitutes my formal notification to the Graduate Council that as Dean of Graduate Studies I am going to defer immediate implementation of the Council's advice concerning the definition of candidacy for the PhD and the Graduate School policy regarding qualifying exams (as expressed bullet point # 3 in the Minutes of the Council's April 23 meeting).

I appreciate the work the Council has done in grappling with these difficult issues. I also recognize that a solid majority of the Graduate Council supported these policy recommendations, and I agree that the recommended policies would work well for a number of units/disciplines. However, I also recognize that a significant minority of Council voted against these recommendations or abstained. Moreover, a number of the academic units/disciplines currently approach the questions considered by Council from very different perspectives than those recommended by the Council's action and that their current practices may be in keeping with accepted national standards in their respective disciplines.

As a comprehensive research university, USC needs a set of policy and practices which can effectively serve the broad range of disciplines it envelopes. We must facilitate each and every discipline in its efforts to compete effectively on a national basis.

Therefore, in the coming months, the leadership of the Graduate School will engage in substantive conversations with those units whose current policies and practices differ significantly from those recommended by the Council's action of April 23. These conversations will seek to construct a Graduate School policy with respect to these matters that can embrace and accommodate the academic diversity of the University and also reflect our national standing as Carnegie Research I University.

I ask that the Chair or the Secretary forward this e-mail to all Council members as soon as possible.



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES May 21, 2012

The Graduate Council met on Monday May 21, 2012 at 11:30 A.M. in room 311 of the Byrnes Building.

Graduate Council members: Dr. Cheryl Addy, Chair; Drs., Deborah Brosdahl, Subra Bulusu, Wayne Carver, David Damofal, Edward Gatzke, John Grego, Michael Hodgson, Rhonda Jeffries, J. Daniel Jenkins, Kartik Kalaignanam, Michelle Maher, Srihari Nelakuditi, Joe Quattro, Lauren Sklaroff, Paul Solomon, and Ercan Turk, Adela Vraciu, Nancy Zimmerman.

Graduate Council member absent: Drs. Cheryl Addy, Kartik Kalaignanam, Michelle Maher, Lauren Sklaroff

Graduate School Representatives: Dr. Jessica Elfenbein: Dale Moore and Soo-Jee Yi

Graduate Student Representative: Robynn Mackechnie

Provost Office Representative: Dr. Kristia Finnigan

Guests: Drs. Erik Drasgow, Deanne Messias: John Knox

NOTE: These minutes will become final on June 20, 2012, if not challenged.

1. **Call to Order and Approval of Agenda** (Joseph Quattro)

Dr. Quattro called the meeting to order at 11:32 a.m.

2. **Approval of minutes** ([Minutes of the April 23, 2012 meeting](http://app.gradschool.sc.edu/gradcouncil/minutes.asp)). The minutes were reviewed electronically and approved by the Council. [A copy of Minutes are on file at The Graduate School; also posted on The Graduate School website at <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>

2. **Report of the Chair** (Cheryl Addy, excused)

3. **Report of the Dean of The Graduate School** (Lacy Ford, excused)

4. **Report of the Associate Dean / Secretary of the Graduate Council**

(Nancy Zimmerman)

Dr. Zimmerman announced the new members of Council for the 2012-2013 academic year:

New Members of Council:

Deanne Messias – Nursing
 Erik Drasgow – Educational Studies
 John Knox – Graduate Student Association Representative
 Stacy Fritz – Exercise Science and Physical Therapy
 Minuette Floyd – Art
 Tracey Weldon – English
 Terrance Weik - Anthropology

5. **Report of the Graduate Student Association Representative** (Robyn Mackechnie)

No report

6. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)

No report

7. **Report of the Committee on 500/600 Level Courses, Distance Education, and Special Courses** (Nancy Zimmerman)

500-600 Level course approvals:

BIOL 553 – new
 ENGL 616 – new
 PSYC 503 [=PHRM 513] – cross-listing and prerequisite
 ECIV 580 – new
 COMD 502 – prerequisite
 COMD 504 – prerequisite
 COMD 570 [=LING 570] – prerequisite
 LING 570 [=COMD 570] – prerequisite
 HPEB 540 [=PHAR 522, PHRM 626] – title, cross-listings and description
 HPEB 553 – prerequisite
 SOWK 668 – new
 ECHE 574 – new
 BIOL 541 [=CHEM 550] – title and description
 CHEM 550 [=BIOL 541] – title and description
 BIOL 541L [=CHEM 541L] – title
 CHEM 550L [=BIOL 541L] – title
 BIOL 662 – new
 PSYC 506 [=LING 567] – prerequisite
 LING 567 [=PSYC 506] – prerequisite
 STAT 512 – description
 STAT 513 – description
 WGST 621 [=HPEB 621] – new
 HPEB 621 [=WGST 621] – cross-listing
 ECON 510 – new

DED approvals:

[EDEC 740](#)

[EDHE 830](#)8. **Fellowships and Scholarships Committee** (Wayne Carver)

Summer Dissertation Awards:
 Iftheke Khan
 Alison McLetchie
 Jamie Boyle
 Jennifer Steiner
 Marwa (Amy) Foreman

9. **Report of the Science, Math, and Related Professional Program Committee**
 (John Grego)

ARNOLD SCHOOL OF PUBLIC HEALTH
Communication Sciences and Disorders

Course Change Proposal:

APPROVED

From: [COMD 700 Advanced Seminar in Speech and Disorders \(3\)](#)

Study of advanced alternative procedures for the evaluation and management of individuals with significant phonological disturbances.

To: COMD 700 Advanced Seminar in Speech and Disorders (3)
 Study of advanced alternative procedures for the evaluation and management of individuals with significant phonological disturbances.

Prerequisite: COMD 526 or equivalent coursework or permission of instructor

[Effective Term: Fall 2012]

Course Change Proposal:

APPROVED

From: [COMD 706 Language Disorders in Children \(3\)](#)

The neurophysiological and psychological bases of language disorders in children. Differential diagnostic and educational-rehabilitative procedures for treatment of language-impaired children.

Prerequisites: permission of instructor

To: COMD 706 Language Disorders in Children (3)
 The neurophysiological and psychological bases of language disorders in children. Differential diagnostic and educational-rehabilitative procedures for treatment of language-impaired children.

Prerequisites: COMO 507 and 570 or equivalent coursework or permission of instructor

[Effective Term: Fall 2012]

New Course Proposal/Distance Education Delivery Proposal:

APPROVED

[COMD 750 Introduction to Audiology and Aural Habilitation \(3\)](#)

Basic anatomy and psycho-physics of hearing, pathologies of hearing loss, introduction to identification procedures including hearing screening and pure-tone audiometry, impact of hearing loss on preschool and school-aged children, and educational, psychological, and medical aspects of auditory habilitation.

Prerequisite: COMD 507 and COMD 504 or permission of instructor

[Effective Term: Fall 2012]

10. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee (Deborah Brosdahl)

MOORE SCHOOL OF BUSINESS

New Course Proposal:

APPROVED

[BADM 790 Special Topics in Business \(1-6 variable\)](#)

Analysis of current topics, issues, and practices in business. May be repeated as content varies by title and suffix for a maximum of 9 credit hours per program of study.

[Effective Term: Fall 2012]

New Course Proposal:

APPROVED

[IBUS 708 International Business Legal Environments \(3\)](#)

Practical knowledge and skills to operate effectively and avoid unexpected losses when doing business in international markets under a foreign legal system.

[Effective Term: Fall 2012]

***NOTE: Council agreed that Dr. Zimmerman waive the thirty day effective date for proposals so the proposals make the Graduate Bulletin deadline.**

11. Report of the Petitions and Appeals Committee (Rhonda Jeffries)

No report

12. Other Committee Reports

No report

13. Old Business

No report

14. New Business chair-elect election; 2012-2013 Council meeting dates

Dr. Zimmerman informed the Council that they must formally vote on the Chair and Chair-Elect for the 2012-2013 term. The Council voted unanimously to elect Dr. Joseph Quattro as current Chair and Dr. Paul Solomon as new Chair-Elect.

The next Graduate Council meeting will be held on Monday, August 27, 2012 at 2:00 P.M., in Byrnes building room 311.

15. Good of the Order Recognition of outgoing members; “changing of the gavel”

The Graduate Council presented Dr. Zimmerman with a framed letter of acclimation and a small gift in appreciation of her service as Secretary of Graduate Council.

Dr. Zimmerman thanked the outgoing members for their service. She presented each of them with a gift. The outgoing members are:

Outgoing Members of Council:

Cheryl Addy - Epidemiology & Biostatistics

Deborah Brosdahl – Retail

John Grego – Statistics

Rhonda Jeffries – Instruction & Teaching Education

Srihari Nelakuditi – Computer Science & Engineering

Robynn Mackechnie – Graduate Student Association Representative

Michelle Maher – Education Leadership & Policies

16. Adjournment

The meeting adjourned at 11:55 A.M.

Nancy Zimmerman, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Aaron Marter, University Registrar

Jodie Morris, Office of the Registrar

Gail Stephens, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance