



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL MINUTES

December 9, 2013

The Graduate Council met on Monday, December 9, 2013 at 2:00 P.M. in room 311 of the Byrnes Building.

Graduate Council members present: Dr. Paul Solomon, Chair; Drs. Matt Brown, Nancy Brown, Erik Drasgow, Stacy Fritz, Jerry Hilbish, J. Daniel Jenkins, Thomas Kramer, Julia Lopez-Robertson, DeAnne Messias, Terrance Weik, Brittany Walter (GSA).

Graduate Council members absent: Drs. Alexander Beecroft, Wayne Carver, David Darmofal, Minuette Floyd, Caroline Nagel, Elena Osokina, Tracey Weldon-Stewart

Graduate School Representatives: Dr. Jessica Elfenbein, Dr. Murray Mitchell, Dale Moore, and Teresa Smith

Provost Office Representative: Dr. Kristia Finnigan (Excused)

NOTE: *These minutes will become final on January 27, 2014, if not challenged.*

1. **Call to Order and Approval of Agenda** (Paul Solomon)

Dr. Solomon called the meeting to order at 2:00 P.M.

2. **Approval of Minutes for the meeting on [November 25, 2013](#).**

The minutes were reviewed electronically and approved by the Council. Minutes are on file at The Graduate School website at:

<http://app.gradschool.sc.edu/gradcouncil/minutes.asp>

3. **Report of the Chair** (Paul Solomon)

No report.

4. **Report of the Dean of The Graduate School** (Jessica Elfenbein reported for Lacy Ford who was excused)

Dr. Elfenbein announced that the Spring 2014 Presidential Fellowships will be selected from three rounds of nominations. The first deadline for nominations is January 10, the second deadline is January 31, and the final deadline is February 28. Thirty new Fellows will be selected. If there are any recently accepted doctoral or MFA students who qualify, this is an excellent recruiting opportunity for your department—this is a recruiting fellowship, so students must have been formally accepted, but not yet enrolled.

Graduate Student Day is Friday, April 11, and it coincides with Graduate Student Week. The opportunity is now open to students who want to make Graduate Student Day submissions on the Graduate School's website.

5. **Report of the Secretary of the Graduate Council / Associate Dean** (Murray Mitchell)

Dr. Mitchell thanked the Council for the hard work and participation during a very busy Fall semester. Due to the graduate bulletin deadline for submissions, there was an inordinate amount of curriculum submissions. Dr. Mitchell thanked each committee member and particularly each committee Chair for their service.

6. **Report of the Graduate Student Association Representative** (Brittany Walter)

No report

7. **Report of the Academic Policy and Practices Committee** (Stacy Fritz)

Dr. Fritz presented an outline to the Graduate Council illustrating proposed revisions to the Graduate Council Manual. The changes included a change in the charge to the Grievances Appeals and Petitions Committee, including operating principles and the revision of a form for Graduate Student use when presenting issues to the Committee. The Council approved in a previous meeting the committee name change from the Petitions and Appeals Committee to the Grievances, Appeals and Petitions Committee. In this meeting, Dr. Fritz petitioned the Council to approve the language change to the policy, revision of the form, and the inclusion of these changes in the Graduate Council Manual. The Graduate Council voted and **APPROVED** all.

Dr. Mitchell mentioned that this language will need to appear in three different venues; the Graduate Council Manual, the Graduate Director's Handbook and in the Graduate Bulletin. He asked the Council for their approval to allow him to regenerate the language to fit in the three different documents. The Graduate Council voted and **APPROVED**.

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

Dr. Mitchell petitioned the Council regarding the approval of Distance Education and Special Course submissions. He stated that over the past several years, the Associate Dean of the Graduate School has approved these submissions. Dr. Mitchell wanted to give Graduate Council an opportunity to revisit and consider the continuation of this process. The Graduate Council voted and **APPROVED**.

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

No report

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

No report

11. **Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (J. Daniel Jenkins)

Department of Philosophy

Academic Program Actions/Bulletin Change **APPROVED**
Philosophy PhD

To change bulletin language to: "The Graduate School now allows competency in appropriate research methods to serve in place of reading competency in a foreign language and to eliminate the PhD 'qualifying examination' requirement."

[Effective Fall 2014]

School of Music

Distance Education Delivery Proposal **APPROVED**
MUED 790 Principles of Music Education

To deliver this course in an online format.

[Effective Spring 2014]

College of Education

Course Change Proposal **APPROVED**
EDET 722 Instructional Design and Assessment

Change cross-list from AEET 722 to EDET A 722 and to eliminate prerequisite.

[Effective Fall 2014]

New Course Proposal **APPROVED**
EDRD 824 Seminar in Language and Literacy Education (3)

Intensive study of a designated topic influencing theory and/or practice in language and literacy education.

[Effective Spring 2014]

Academic Program Actions/Bulletin Change **APPROVED**
Instruction and Teacher Education

To add a 12 hour concentration in Educational Technology to the Curriculum and Instruction EdD

[Effective Fall 2014]

Academic Program Actions/Bulletin Change **APPROVED**
Educational Psychology & Research

To change the PhD degree course descriptions to reflect the statistical and

measurement skills required to secure employment in the field. To change language to reflect that the EDRM Specialization requires a minimum of 60 hours of coursework requirement beyond the MEd in Education Psychology and Research and the EDPY Specialization requires 90 hours minimum beyond a Baccalaureate degree or 60 hours minimum beyond a Master's degree with the approval of an advisor.

[Effective Fall 2014]

Distance Education Delivery Proposal **APPROVED**
EDPY 707 Growth and Development Middle Childhood and Adolescence (3)
To meet the needs of teachers in several local school districts by providing this course via the internet

[Effective Summer II 2013]

Course Change Proposal and Bulletin Change **APPROVED**
EDPY 707 Growth and Development Middle Childhood and Adolescence (3)
Change the course title to Growth and Development: Adolescence and to change course description content.

[Effective Fall 2014]

Academic Program Actions/Bulletin Change **APPROVED**
EDFN change to EDFI
To change the bulletin language to reflect a program name change from Foundations of Education to Educational Foundations and Inquiry, therefore changing course designator from EDFN to EDFI. Course titles and descriptions remain unchanged.

Designators From:

EDFN 592 Historical Foundations of American Educational Thought
EDFN 643: Southern Educational History
EDFN 690: Independent Study
EDFN 722: Contemporary Education in Europe
EDFN 741: International and Comparative Education
EDFN 742: The School and the Social Order: Western Europe
EDFN 743: The School and the Social Order: The United States I
EDFN 744: Philosophy and Education
EDFN 749: The School in Modern Society
EDFN 799: Thesis Preparation
EDFN 843: The School and the Social Order: The United States II
EDFN 845: Seminar for Advanced Students in Foundations of Education
EDFN 847: Modern Philosophies of Education
EDFN 890: Independent Study
EDFN 899: Dissertation Preparation

To:

EDFI 592 Historical Foundations of American Educational Thought
EDFI 643: Southern Educational History
EDFI 690: Independent Study
EDFI 722: Contemporary Education in Europe
EDFI 741: International and Comparative Education
EDFI 742: The School and the Social Order: Western Europe
EDFI 743: The School and the Social Order: The United States I
EDFI 744: Philosophy and Education
EDFI 749: The School in Modern Society
EDFI 799: Thesis Preparation
EDFI 843: The School and the Social Order: The United States II
EDFI 845: Seminar for Advanced Students in Foundations of Education
EDFI 847: Modern Philosophies of Education
EDFI 890: Independent Study
EDFI 899: Dissertation Preparation

[Effective Fall 2014]

Course Change Proposal and Bulletin Change

APPROVED

EDRM 740 Qualitative Research in Education (3)

Change course designator, title and number.

From:

EDRM 740 Qualitative Research in Education. Qualitative research including naturalistic inquiry, participant observation, internship, educational history, oral history, visual sociology, and educational biography.

To:

EDFI 731 Qualitative Inquiry (3)

Qualitative research methods including naturalistic inquiry, participant observation, interviewing, focus groups, and document analysis.

[Effective Fall 2014]

Course Change Proposal and Bulletin Change

APPROVED

EDRM 842 Educational Biography (3)

Change course designator, title and number.

From:

EDRM 842 Educational Biography (3) Examination of biography as a form of educational research and scholarship.

To:

EDFI 832 Educational Biography (3) Examination of biography as a form of educational research and scholarship.

Prerequisite: EDFI 731 or equivalent

[Effective Fall 2014]

Academic Program Actions/Bulletin Change

APPROVED

Graduate Certificate in Qualitative Research

Requesting a new 18 hour Graduate Certificate program to address the demand in academia and practice for qualified qualitative research methodologists.

[Effective Fall 2014]

DISCUSSION:

Dr. Messias strongly recommended that facilitating communication between the College of Education and others offering Qualitative Research courses (for example, the College of Social Work, the College of Nursing and the Department of Anthropology) would be valuable in addressing some of the “silo” orientations of the university and might encourage and facilitate more interdisciplinary efforts.

After more discussion, the Council agreed that there was no “violation” of any academic responsibilities as grounds for not approving this certificate proposal. Hence, the proposal was approved, but, the notion of encouraging and facilitating more dialogue among interested groups was endorsed. The Graduate School will work towards encouraging this dialogue for the current certificate and for future initiatives brought before the Council.

New Course Proposal

APPROVED

EDFI 730 Qualitative Epistemologies, Paradigms, & Theories (3)

Foundations of qualitative research including historical, philosophical, and theoretical perspectives. Examination of different qualitative approaches and associated methodological issues.

[Effective Spring 2014]

New Course Proposal

APPROVED

EDFI 833 Narrative Inquiry (3)

Exploration of the various forms of narrative inquiry as a distinct genre of qualitative research.

Prerequisite: EDFI 731 (or equivalent)

[Effective Spring 2014]

New Course Proposal

APPROVED

EDFI 834 Participatory Action Research (3)

Theoretical, methodological, and pedagogical orientations to participatory action research.

Prerequisites EDFI 731 (or equivalent)

[Effective Spring 2014]

New Course Proposal

APPROVED

EDFI 836 Ethnography and Education (3)

Historical, methodological, and theoretical orientations to ethnographic research.

Prerequisite: EDFI 731 (or equivalent)

[Effective Spring 2014]

Library and Information Science

Academic Program Actions/Bulletin Change

APPROVED

Specialist in Library and Information Science

To add a portfolio requirement similar to the MLIS requirement to assist in assessing student learning and reporting for SACS.

[Effective Fall 2014]

Academic Program Actions/Bulletin Change

APPROVED

Certificate of Advanced Graduate Study in Library and Information Science

To update policy Re: "D" grades and suspension and to add a portfolio requirement

[Effective Fall 2014]

Academic Program Actions/Bulletin Change

APPROVED

Master of Library and Information Science policy regarding "D" and suspension

To update policy regarding "D" grades and suspension from SLIS

[Effective Fall 2014]

12. Report of the Grievances, Appeals and Petitions Committee (Erik Drasgow)

Dr. Drasgow stated his appreciation for final approval of the Committee charge, and form adoption.

13. Other Committee Reports

No report

14. Old Business

No report

15. New Business

No report

16. Good of the Order

- Mr. Moore noted that there is not currently much assistance offered to programs creating Certificate programs to ensure that there is standardized information available to interested students.
- Dr. Mitchell agreed and suggested that providing such guidance would be a valuable service that The Graduate School will work to create and disseminate.
- Mr. Moore also commented on a concern with the endorsement of the elimination of a “qualifying exam” as a criterion for what has consistently been required by The Graduate School as verification of a student’s eligibility for candidacy.
- Dr. Mitchell clarified that the language of “qualifying exam” and “comprehensive assessment” have been used inconsistently to refer sometimes to different assessments and sometimes both terms have been used to refer to the same assessment. This misuse has been true in individual program documents and in documents produced by The Graduate School. He went on to separate these exams from the notion of “Admission to Candidacy.” He suggested that perhaps some confusion arises from the notion that programs use the “comprehensive assessment” as a means for students to “qualify” for “admission to candidacy.” He went on to offer these operational definitions:
 - Qualifying Assessment: An *optional* additional data point that occurs early in a graduate student’s academic career (usually in the first or second semester of enrollment), that provides potentially valuable information as programs make decisions on whether or not a student is likely to be successful in continued enrollment.
 - Comprehensive Assessment: A *required* evaluation of a student’s mastery of content that has both a written and an oral component that usually occurs toward the end of a student’s enrollment (after completing most if not all core coursework).
 - Admission to Candidacy: A definition that is provided by individual programs to their students that is consistent with the generally accepted practices of any given discipline. A student must be admitted to candidacy prior to being eligible to graduate.
- The next meeting of Graduate Council will be January 27, 2014 at 2:00 pm.

17. Adjournment

The meeting adjourned at 2:50 P.M.

Murray Mitchell, Secretary

cc:

President Harris Pastides

Vice Provost & Dean of Graduate Studies Lacy Ford

Provost Michael Amiridis

Deans

Department Chairs

Graduate Directors

Aaron Marterer, University Registrar

Jodie Morris, Office of the Registrar

Andrew Graves, Office of the Registrar

Nancy Floyd, Office of Institutional Assessment and Compliance