



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