



# The Graduate School

UNIVERSITY OF SOUTH CAROLINA

## GRADUATE COUNCIL AGENDA April 22, 2013

**To:** Graduate Council

Dr. Joseph Quattro, Chair; Drs. Subra Bulusu, Wayne Carver, Erik Drasgow, Minuette Floyd, Stacy Fritz, Edward Gatzke, Michael Hodgson, J. Daniel Jenkins, Kartik Kalaignanam, DeAnne Messias, Murray Mitchell, Lauren Sklaroff, Paul Solomon, Ercan Turk, Adela Vraciu, Lee Walker (substituting for David Darmofal), Terrance Weik, Tracey Weldon-Stewart; John Knox, GSA Representative

**CC:** President Harris Pastides, Provost Michael Amiridis, Dr. Kristia Finnigan, Deans, Department Chairs, Graduate Directors and Graduate Program Administrators

**From:** Dr. Lacy Ford, Vice Provost and Dean of Graduate Studies

The Graduate Council will meet on Monday, April 22, 2013 at 2:00 PM in the Byrnes Building, Room 311 with the following items on the agenda:

1. **Call to Order and Approval of Agenda** (Joseph Quattro)
2. **Approval of the Minutes** ([March 25, 2013 Minutes](http://app.gradschool.sc.edu/gradcouncil/minutes.asp)) Approved actions by Graduate Council become effective 30 days after posting. A copy is available on The Graduate School website at: <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>
3. **Report of the Chair** (Joseph Quattro)
4. **Report of the Dean of Graduate Studies** (Lacy Ford)
5. **Report of the Secretary of the Graduate Council / Associate Dean** (Murray Mitchell)
6. **Report of the Graduate Student Association Representative** (John Knox is excused)
7. **Report of the Academic Policy and Practices Committee** (Paul Solomon)

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

***Distance Education Delivery***

[EDRD 651 Introduction to Teaching Media Library](#) (3) Pending  
[Effective Term: Summer II 2013]

[SOCY 350 Sociology of Juvenile Delinquency](#) (3) Approved  
[Effective Term: Fall 2013]

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

10. **Report of Science, Math, and Related Professional Programs Committee** (Ed Gatzke)

***Physics and Astronomy***

New Course Proposal

[PHYS 731 Extragalactic Astrophysics](#)

Extragalactic astrophysics, including nearby and distant galaxies, active galaxies, galaxy clusters, large-scale structure, galaxy formation/evolution, scale structure, galaxy formation/evolution, basics of cosmology, cosmic radiation backgrounds, and observational constraints on cosmological models.

PHYS 731 will be one of the elective 700-level courses that our graduate students need to take in order to complete their course requirements for the PhD program. The current astrophysics graduate students have expressed a need for a broad course in extragalactic astrophysics and observational cosmology, since it relates closely to their research interests and would be an important part of their training in astrophysics. Currently, we do not officially have an advanced course in astrophysics other than courses that were taught previously as PHYS 755G or PHYS 755A.

[Effective Term: Summer II 2013]

***Arnold School of Public Health***

Course Change Proposal

[EPID 800 Epidemiologic Methods II](#)

Change course description/content

We are proposing to change the course description and content of Epid 800, Epidemiologic Methods II. The changes reflect updates to Epid 800 that are consistent with the latest resources and advanced methods in the field of epidemiology.

[Effective Term: Spring 2014]

***College of Nursing***

Course Change Proposal  
[NURS J 793 Advanced Practice Practicum for Emphasis Area: Primary Care](#)  
Change credit hours

This change is necessary to comply with CCNE (Commission on Nursing Education) and NONPF (National Organization of Nurse Practitioner Faculty) requirements so that students can complete the necessary clinical hours for advanced practice (minimum 240 hours in this course) in order to sit for the National Certification Exam as Advanced Practice Nurse.

[Effective Term: Fall 2013]

**11. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee** (Tracey Weldon-Stewart)

**SCHOOL OF JOURNALISM AND MASS COMMUNICATIONS**

**New Course Proposal** (Tabled)

[JOUR 789 Selected Readings and Research](#)

Selected readings course designed to facilitate student's specialized research interest.

This course would bring our graduate course offerings in line with many other graduate programs on campus. Our graduate program currently does not offer a readings course.

Prerequisites/corequisites: Permission of instructor required.

[Effective Term: Summer I 2013]

**New Course Proposal** (Tabled)

[JOUR 747 Independent Study in Journalism and Mass Communications](#)

Independent study in an area of journalism and mass communications relevant to the student's professional and/or research goals.

The school's requirements for the PhD in Mass Communications as of Fall 2012 now require that all courses on the program of study must be at the 700-800 level. The only independent study course currently approved is at the 500 level. We would like to begin offering a higher level independent study course for both the master's and doctoral students in our programs. This parallels similar courses as offered by many graduate programs on campus.

[Effective Term: Summer I 2013]

**COLLEGE OF EDUCATION**

**Academic Program Actions**

[M.Ed. in Language and Literacy](#)

Program curriculum change

1. We are adding EDRD 650 (Teaching Reading with an Emphasis on Children's Literature) or EDSE 786 (Teaching Literature in Secondary Schools) to the required courses in reading for the M.Ed. in Language and Literacy. We believe it imperative that teachers who graduate with a degree in Language and Literacy have a strong background in children's and young adult literature.
2. We are adding EDRD 730 (Teaching Reading and Writing in the Content Areas). This course is a survey of the strategies and materials which facilitate students' reading and writing in the content areas and is a newly required course for the State Department of Education's Literacy Teacher certification.
3. We are creating a diversity cognate, i.e. three courses (9 hours) focused on and representative of the diverse groups of students served by K-12 teachers (who are the students in the M.Ed. program): (1) EDTE 779 (Multicultural Education, renamed and approved in 2012 as Equity Pedagogies in Teacher Education) provides a foundation in equity pedagogies and theoretical rationale for why they are necessary to support student learning across a range of marginalized/under-served groups;(2) EDRD 796 (Teaching Reading and Writing to ESOL Learners) focuses specifically on theory and practice necessary to meet the needs of English language learners; and (3) EDTE 776 (Educating African American Students) provides a knowledge base in historical and contemporary factors influencing the education of African American children emphasizing the skills and dispositions required for educators to provide equitable education for African American students. Together these three courses provide a strong background for teachers to better meet the needs of the most under-served students in our state and nation.

The diversity cognate also supports the mission of the ITE Department ("a commitment to understanding the perspectives of, and preparing educators to work effectively with, those who have been traditionally discriminated against, excluded, or marginalized locally, nationally, and internationally"), the mission of the College of Education (to prepare educators to have a sincere understanding and appreciation of diversity as we challenge ourselves and others to work for social justice"), as well as the new diversity standards of the International Reading Association, our SPA which focuses on ("the need to prepare teachers to build and engage their students in a curriculum that places value on the diversity that exists in our society, as featured in elements such as race, ethnicity, class, gender, religion, and language").

4. We will no longer offer EDRD 720 (Seminar in Language and Literacy), a class which students traditionally take during the last semester of their coursework where they prepare their comprehensive assessment. In lieu of this specific course, we will create a comprehensive assessment that students will construct in an on-going manner across their program of study. By not directly tying the comprehensive assessment to a particular course taken at the end of their program of study, we believe that our students will have an opportunity to synthesize the knowledge they are constructing as they go through their program rather than at the end of their program.

In addition, by creating a separate comprehensive assessment, we will more closely address the requirements of our SPA, the International Reading Association, which

emphasizes ongoing assessment of proficiencies in relationship to standards such as foundational knowledge, curriculum and instruction, assessment and evaluation, diversity, literate environments, and professional learning and leadership.

[Effective Term: Spring 2014]

## **COLLEGE OF ARTS AND SCIENCES**

### **Academic Program Actions**

#### Political Science, M.A.

Program curriculum change

This change is designed to provide a M.A. degree to doctoral students who enter the program without a M.A. degree. This M.A. degree is useful for doctoral students who wish to teach at local teaching colleges (during summers) while they are in pursuit of the Ph.D. degree. Because these potential M.A. candidates far exceed the 30 hour requirement for the M.A. in Political Science (thesis-track), we wish to forego the oral defense requirement. An oral defense is still required with the thesis-track M.A.

[Effective Term: Fall 2013]

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

13. **Other Committee Reports**

14. **Old Business**

15. **New Business**

16. **Good of the Order**

17. **Adjournment**