



UNIVERSITY OF SOUTH CAROLINA  
GRADUATE COUNCIL MINUTES  
June 12, 2006

The Graduate Council met on Monday, June 12, 2006, at noon in Byrnes 311. The meeting officially began after lunch at 12:35.

**Graduate Council Members Present:** Anne Bezuidenhout, Kenneth Campbell, Christine Ebert, Gregory Hand, Barry Markovsky, Manton Matthews, DeAnne Messias, William Rivers, Richard Schulz, Wendy Valerio, and Irma Van Scoy.

**Council Members Absent:** Lucile Charlebois, Naomi Farber, Joshua Gold, Brian Habing, Jim O'Connor, and Nancy Zimmerman.

**Graduate School Representatives Present:** Karen David, Judith Giblin James, Dale Moore, and Aileen Trainer.

**Visitors:** Cheryl Addy, Janice Edwards, Lillian Smith, Ken Stevenson, and Marlene Wilson.

**Note: These minutes will become final on September 28, 2006, if not challenged.**

1. **CHAIR'S REMARKS:** In the absence of Nancy Zimmerman and Brian Habing, Richard Schulz requested that the meeting convene.
2. **APPROVAL OF THE APRIL 24, 2006, MINUTES:** Approved as presented.
3. **REPORT OF THE GRADUATE DEAN: (CHRISTINE EBERT)**
  - Distribution of commemorative 100<sup>th</sup>-year mugs filled with 100 M&Ms to mark the centenary of The Graduate School.
  - More names are needed to fill out the ballot for new council members next year.
  - Graduate Faculty Meetings will be reinstated. Please suggest "hot button" issues to attract a good turnout.
  - The Graduate School will again provide a health insurance benefit for graduate assistants of \$225: \$100 in fall; \$125 in spring and summer.
4. **REPORT OF THE SCIENCE, MATH, AND RELATED PROFESSIONAL PROGRAMS COMMITTEE (RICHARD SCHULZ) (APPROVAL OF THE FOLLOWING PROPOSALS)**
  - SCHOOL OF MEDICINE
  - Genetic Counseling Program

- Curriculum and *Bulletin* Change: Genetic Counseling Master's Program

**New Wording (underlined):**

Genetic counselors are specialized health professionals who counsel individuals and families about genetic disease and birth defects. Counselors have initial contact with families and act as case managers and liaisons to the health care team throughout the evaluation process. Genetic counselors work with patients from varied sociocultural and educational backgrounds to obtain family histories, assess psychosocial status, explain the ramifications of disorders, and provide support to assist in adjustment to the physical and emotional challenges of genetic diagnosis.  
[Remainder of paragraph unchanged.]

The USC genetic counseling program began in 1985. One of 30 programs in the United States, it was the first program in the southeastern region. [Remainder of paragraph unchanged.]

Six to eight students are accepted each year from an applicant pool of approximately 80. Since 1985, more than 125 genetic counselors have graduated from the program. [Remainder of paragraph unchanged.]

**Curriculum**

[Changes begin in second sentence.] The curriculum includes 57 credit hours. Of these, 43 hours are devoted to classroom study, the majority of which are designed specifically for the genetic counseling program. The program is interdisciplinary in that students take courses with other graduate students in biomedical science and biology. [Remainder of paragraph unchanged.]

**Clinical Rotation Facilities**

[Deletion in final sentence.] OMIT: and gains experience in cancer genetics and Huntington's Disease clinics

List: Delete "William S. Hall Psychiatric Institute, Columbia, S.C."

Add at bottom: Fullerton Genetics Center, Asheville, N.C.  
Emory University, Atlanta, G.A.

**Application Information**

[Change Web page URL.] <http://geneticcounseling.med.sc.edu>.  
[Effective Term: Fall 2006]

- New Course Proposal: HGEN 704  
**HGEN 704—The Genetic Counseling Process.** (3) (Coreq: HGEN 701) Introduction to counseling skills utilized in genetic counseling via reading, discussion, clinical observation, and role plays.  
**[Approved pending letter of concurrence from the College of Education. Effective Term: Fall 2006. Waive 30-day waiting period.]**

#### Biomedical Sciences Program

- Curriculum and *Bulletin* Change: Biomedical Sciences Program—Establishment of a Biomedical Neuroscience Track  
**New Wording (underlined):**

[First Paragraph] Designed to train students for careers in teaching and research, the doctoral program in biomedical science is an interdisciplinary program with participation of the basic medical science Departments of Pharmacology, Physiology & Neuroscience, Cell & Developmental Biology and Anatomy, and Pathology and Microbiology. [Remainder of paragraph unchanged.]

[Second Paragraph] Departmental and research focus directors of the biomedical science graduate committee include the following:  
Richard Hunt, Director, Biomedical Sciences Graduate Program  
Wayne Carver, Cell & Developmental Biology and Anatomy  
Kim Creek, Pathology and Microbiology  
Marlene Wilson, Pharmacology, Physiology & Neuroscience

#### **Degree Requirements**

[Second Paragraph] The curriculum includes required core courses and elective graduate courses in the basic medical sciences and the area of specialization. [Remainder of paragraph unchanged.]

[Third Paragraph] Biomedical science graduate students may elect to do research in such current areas of interest as immunology, cell and molecular biology, neurobiology, oncology, microbiology, vision science, developmental biology, microcirculation, and receptor systems. Additional opportunities are available in cardiovascular, endocrine, and reproductive research. A detailed description of research activities of the biomedical science program may be found in the School of Medicine booklet “Medical Research” and at <http://pathmicro.med.sc.edu/graduate/depts.htm>.

[Fifth Paragraph] The Ph.D. in Biomedical Science requires a minimum of 62 credit hours beyond the baccalaureate and a minimum of 30 hours beyond the master's degree, including at least 12 credit hours of dissertation preparation. Course work includes 18 hours of a core curriculum and at least 9 elective credit hours in the area of specialization. The program offers two primary training tracks, one in cell and molecular biomedical science and one in biomedical neuroscience. Each training track offers a different core curriculum. [Remainder of paragraph unchanged.]

**Pharmacology, Physiology, and Neuroscience** [Change title of track]

**Associate Professors** [Add to list]

Janet Fisher, \*+Ph.D., University of North Carolina, 1994

**Assistant Professors** [Add to list]

Kelly L. Brown,+CRNA, M.S., Medical University of South Carolina, 1988

David D. Mott, \*+Ph.D., Duke University, 1991

Sarah M. Sweitzer, \*+ Ph.D., Dartmouth Medical School, 2001

**Pharmacology, Physiology, and Neuroscience (PHPH)** [Change title of track]

**Course Descriptions**

[Add] **730—Special Topics in Neuroanatomy.** (1-3) (Prereq: consent of instructor) Advanced study of selected topics in neuroanatomy.

**752A-I—Neuroscience Basics Modules.** (2) (Prereq: consent of instructor) Each module provides fundamentals of particular aspects of neurobiology, including neuroanatomy, neurophysiology, neurochemistry, molecular neurobiology, and neuropharmacology, of skills necessary for research in neurobiology-related disciplines.

**725A—Neuroscience Basics Module: Neuroanatomy.** (2) (Prereq: consent of instructor) Principles of neuroanatomy necessary for research in neurobiology-related disciplines.

**752B—Neuroscience Basics Module: Neurochemistry—Fundamental Concepts.** (2) (Prereq: consent of instructor) Principles required for understanding chemical and cellular processes in the nervous system.

**752C—Neuroscience Basics Module: Neurochemistry—Advanced Concepts.** (2) (Prereq: consent of instructor) In-depth analysis of neurochemical processes, signaling, and pathways in the nervous system.

**752D—Neuroscience Basics Module: Neurophysiology.** (2) (Prereq: consent of instructor) Principles required for

understanding neurophysiological processes and integrated nervous system functions.

**752E—Neuroscience Basics Module: Physiology for Neurobiologists.** (2) (Prereq: consent of instructor)

Principles of physiological processes and the nervous system control of such processes.

**752F—Neuroscience Basics Module:**

**Neuropharmacology.** (2) (Prereq: consent of instructor)

Principles of neuropharmacology and effects of drugs on the nervous system.

**752G—Neuroscience Basics Module: Molecular**

**Neurobiology.** (2) (Prereq: consent of instructor) Principles related to cellular and molecular control of neurobiological processes.

**752H—Neuroscience Basics Module: Quantitative**

**Methods in Neurobiology.** (2) (Prereq: consent of instructor) Principles for quantifying changes related to neurobiological research.

**752I—Neuroscience Basics Seminar.** (2) (Rereq: consent of instructor) Novel topics in neurobiology offered as the field progresses. May be repeated for up to 6 hours of credit.

**753A-F Neurobiology of Disease Modules.** (2) (Prereq: consent of instructor) Team-taught modules integrate the clinical, basic, technical, and ethical issues surrounding a specific neurobiological disease. Modules focus on research-oriented and literature-based approaches to the molecular, cellular, systems, and translational levels of the disease.

**753A—Stress, Anxiety Disorders, and the Amygdala.**

(2) (Prereq: consent of instructor) Team-taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of anxiety. Research-oriented and literature-based approaches integrate the molecular, cellular, systems, and translational levels of stress, the amygdala, and anxiety disorders.

**753B—Stress, Depression, and the Hippocampus.** (2)

(Prereq: consent of instructor) Team-taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of depression. Research-oriented approach integrates the molecular, cellular, systems, and translational levels of stress, the hippocampus, and depression.

**753C—Degenerative Diseases of Old Age.** (2) (Prereq:

consent of instructor) Team-taught modules integrate the clinical, basic, technical, and social issues surrounding the neurodegenerative diseases associated with aging.

Research-oriented approaches integrate the molecular, cellular, systems, and translational levels of disorders such as Parkinsons, Alzheimers, and stroke.

**753D—Chronic Pain and Analgesia.** (2) (Prereq: consent of instructor) Team-taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of pain. Research-oriented and literature-based approaches integrate the molecular, cellular, systems, and translational basis of chronic pain and its treatments.

**753E—Schizophrenia, Prefrontal Cortex and Executive Function.** (2) (Prereq: consent of instructor) Team-taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of disorders of cognition such as schizophrenia. Research-oriented approaches integrate the molecular, cellular, systems, and translational aspects of prefrontal cortex control of executive function and its role in schizophrenia.

**753F—Epilepsy.** (2) (Prereq: consent of instructor) Team-taught modules integrate the clinical, basic, technical, and social issues surrounding the neurobiological basis of epilepsy. Research-oriented and literature-based approaches integrate the molecular, cellular, systems, and translational levels of seizure disorders and their treatment.  
**[Effective Term: Fall 2006]**

ARNOLD SCHOOL OF PUBLIC HEALTH  
 Office of Academic Affairs

- Curriculum and *Bulletin* Changes: Certificate of Graduate Study in Public Health

**New Wording (underlined):**

[Degrees Offered, 2<sup>nd</sup> paragraph] The Certificate of Graduate Study in School Health Education is administered by the Department of Health Promotion, Education, and Behavior. The Certificate of Graduate Study in Public Health is administered by the Office of Academic Affairs.

[Office of Academic Affairs, 1<sup>st</sup> paragraph] Administration of the Master of Public Health in Public Health-General (M.P.H. in P.H.-G.), Master of Public Health in Physical Activity and Public Health (M.P.H. in P.A./P.H.), and the Doctor of Medicine/Master of Public Health (M.D./M.P.H.) degree programs and the Certificate of Graduate Study in Public Health (C.G.S.P.H.) are housed in the Office of Academic Affairs.

## **Programs Overview**

### **The Certificate of Graduate Study in Public Health**

(C.G.S.P.H.). Applicants to the Certificate of Graduate Study in Public Health must have, at a minimum, a bachelor's degree. While students currently enrolled in master of public health degree programs are not eligible for the CGSPH program, students working on other graduate degree programs are eligible.

Requirements include:

- Baccalaureate degree from an accredited college or university with a minimum GPA of 3.0 on a 4.0 scale.
- Baccalaureate degree transcripts required
- Completed USC Application Form and fee
- Letter of intent describing your interest in the Certificate and specific career goals
- Curriculum Vitae/Resume
- Two letters of recommendation

## **Program Requirements for Degree Programs**

### **Certificate of Graduate Study in Public Health (CGSPH)**

The Arnold School of Public Health offers an 18-hour Certificate of Graduate Study in Public Health (CGSPH) for those who are interested in public health, but who are not interested in or whose career trajectories do not require an MPH. The purposes of the Certificate are twofold:

1. The CGSPH offers students working in other degree programs academic training in the fundamental concepts of public health.
2. The CGSPH provides a life-long learning opportunity on the foundations of core public health concepts for practitioners who do not wish to seek a public health degree.

Earning the Certificate involves a focused learning experience in the fundamentals of public health in which candidates must complete three fundamental courses of the core public health disciplines and three elective public health courses consistent with the student's background and interests.

Curriculum requirements for degrees housed in the Office of Academic Affairs are listed below.

### **Public Health Core Courses:**

Biostatistics (BIOS 700)

Epidemiology (EPID 700)

Environmental Health Sciences (ENHS 660)

Health Promotion, Education, and Behavior (HPEB 700)

Health Services Policy and Management (HSPM 700)

**Certificate of Graduate Study in Public Health (CGSPH)**

Public Health Core (9 hours)

Electives (9 hours)

**[Effective Term: Spring 2007]**

**5. REPORT OF THE HUMANITIES, SOCIAL SCIENCES, EDUCATION, AND RELATED PROFESSIONAL PROGRAMS COMMITTEE: WENDY VALERIO**  
(APPROVAL OF THE FOLLOWING PROPOSALS)

COLLEGE OF EDUCATION

Instruction and Teacher Education

- Curriculum and *Bulletin* Change Proposal: Ed.D. in Curriculum and Instruction

**New Wording (underlined); Deletions (in angle brackets < >):**

**Curriculum in Instruction (Ed.D.)**

**Curriculum Studies Emphasis**

The Ed.D. in Curriculum and Instruction with emphasis in Curriculum Studies stressed the importance of core and diverse curriculum issues and prepares comprehensive curriculum practitioners for university professorships, district-level curriculum administration, and school-level instructional and leadership positions. The program emphasizes concerns for equity and social justice, self-knowledge, cultural issues, and human growth and development through a praxiological (theory/practice) approach to diversity education. The program provides an in-depth understanding of the history, concepts, current techniques, strategies, and issues of diversity in school, institutional, and community settings and facilitates self-reflection on cultural presuppositions as a prerequisite for engaging in diversity education.

<The Ed.D. degree is intended for leaders and/or potential leaders in the private and public schools from kindergarten through the 12<sup>th</sup> grade, as well as in postsecondary, with options in curriculum studies and early childhood, elementary, and secondary education.>

<The curriculum studies option requires a minimum of 60 hours beyond the master's degree or its equivalent and a minimum of five years of work experience related to the area of study. A minimum of 39 hours must be earned in the Ed.D. program at the University of South Carolina.>

<In addition to The Graduate School application requirements, applicants for the Ed.D. in Curriculum Studies must complete the EDLP application supplement.>

**1. Total hours required:** 60 hours beyond the master's degree, the last 30 of which must be completed no more than eight years prior to graduation. A minimum of 39 hours must be earned in the Ed.D. program at the University of South Carolina.

**3. Program of Study:** [Remainder of paragraph unchanged.]

- Curriculum & Instruction—minimum of 15 hours  
(Curriculum 6-9 hours; Instruction 6-9 hours)
- Curriculum & Diversity—minimum of 12 hours
- Cognate—minimum of 9 hours
- Research—minimum of 12 hours
- EDCS 899—minimum of 12 hours

### Early Childhood, Elementary, & Secondary Education Emphases

**3. Program of Study:** [Remainder of paragraph unchanged.]

- Research: minimum of 12 hours
- Specialization: minimum of 24 hours
- EDTE 899: 12 hours (EDRM 897 may be substituted for 3 hours)

**[Effective Term: Fall 2006]**

#### Educational Leadership and Policies

- Curriculum and *Bulletin* Change Proposal: Ph.D. in Educational Administration

**New Wording (underlined):**

**Area 1.** 33 hours of courses leading to superintendency certification or its equivalent.

**A.** Educational Administration courses (21 hours)

[Remainder of section unchanged.]

**B.** 9 hours in an identified cognate area outside the Department of Educational Leadership and Policies. These courses are to be determined by the student's program advisory committee.

**C.** 3 hours of research (beyond master's level/introduction course)

**Note 1:** Students who have successfully completed a program leading to superintendency certification from another regionally

accredited institution may be given credit for up to 33 hours in Area 1, subject to approval of the Program Advisory Committee.

**Note 2:** Candidates pursuing a Ph.D. in CD-12 Educational Administration to attain professional goals not requiring educational administrator certification (i.e., professoriate, private school leader) are required to complete 69 hours beyond the master's. In these cases, courses that support the candidate's professional goals may be substituted in Area 1, subject to the approval of the Program Advisory Committee. Area 2: 9 hours of seminar courses including EDLP 807 Seminar in Educational Administration (3 and 6 hours chosen from the following: [Remainder of section unchanged.]

**Note 3:** Student's Program Advisory Committee may approve one alternative 600-level seminar as an elective.

**Area 3:** 9 hours of post-master's 700- and 800-level courses (not to include the cognate) within the field of education but outside the CD-12 Educational Administration Program. Must include a research course.

**5. Comprehensive examination:** The comprehensive examination for the Ph.D. degree includes a written examination of nine hours over two to three days, and a subsequent oral examination.

#### Educational Studies

- Course Change Proposals: EDPY 709, 751, 752, 835  
**EDPY 709—Motivation and School Learning.** (3) Change course number to **EDPY 785—Motivation and School Learning.**

#### **EDPY 751—Psychological Analysis of Instruction I.**

FROM:

A systematic survey of major learning theories relevant to classroom instruction. Broad general types of learning relevant to the educational process will be covered: signal learning, stimulus response learning, chaining, verbal association learning. Students will be expected to evaluate this material in light of instructional problems.

TO:

A systematic examination of major learning theories relevant to classroom instruction. Topics include reinforcement, categories of learning, information processing, cognitive

development, cultural symbols, observational learning, and motivational constructs.

**EDPY 752—Psychological Analysis of Instruction II.**

FROM:

(Prereq: EDPY 751) A survey of the basic determinants of human behavior relevant to the classroom. Major variables to be considered include teacher characteristics, motivation, individual difference, value systems, and cultural factors related to classroom learning. Each variable will be considered for its relevance to various instructional strategies and programs. Considerable attention will be given to current research literature.

TO:

(Prereq: EDPY 751) Critique of current studies on major learning theories and their applications, including conceptual frameworks and research methodologies.

**EDPY 835—Educational Psychology.**

FROM:

**EDPY 835—Educational Psychology.** (3) Advanced study of educational psychology with special emphasis on learning.

TO:

**EDPY 835—Research Methods Applied to Educational Psychology.** (3) (Prereq: EDPY 752, EDRM 711) Design and development of research methods for current issues in educational psychology.

**[Effective Term: Fall 2006]**

*[A new course proposal—FINA 772—from the Moore School of Business and two course change proposals—SLIS 770 and SLIS 776—from the School of Library and Information Science were returned to subcommittee.]*

**6. REPORT OF THE PETITIONS AND APPEALS COMMITTEE (NO REPORT)**

**7. REPORT OF THE 500/600 LEVEL COURSES COMMITTEE (JUDITH GIBLIN JAMES)**

Approval of new courses: BIOL 630 and ECIV 541.

Approval of prerequisite changes for ECIV 521, 524, 551, 556, 557, 558, 563, 570.

**8. OTHER COMMITTEE REPORTS (NONE)**

**9. OLD BUSINESS (NONE)**

10. **NEW BUSINESS** (RECOMMENDATION OF SUBCOMMITTEE TO EVALUATE GRADUATE SCHOOL FORMS AND DOCUMENTS AND A COMMITTEE ON THE CENTENNIAL CELEBRATION.)

11. **GOOD OF THE ORDER** (THANKS FROM THE DEAN FOR COUNCIL MEMBERS' TIME AND HARD WORK THIS YEAR.)

12. **ADJOURNMENT** (MEETING ADJOURNED AT 2:03 P.M.)

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ANTHONY EDWARDS, PH.D.

RECORDING SECRETARY

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CHRISTINE EBERT, PH.D.

SECRETARY