



The Graduate School

UNIVERSITY OF SOUTH CAROLINA

GRADUATE COUNCIL AGENDA April 23, 2012

AGENDA

To: Graduate Council

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; Robynn Mackechnie, 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

RE: Graduate Council Meeting Agenda for April 23, 2012

The Graduate Council will meet on Monday, April 23, 2012 at 2:00 PM in Room 311 Byrnes. The following items will be on the agenda:

1. **Call to Order and Approval of Agenda** (Cheryl Addy)
2. **Approval of minutes** (Minutes of the March 26, 2012) Approved actions by Graduate Council become effective 30 days after posting [Copy on file at The Graduate School; also posted on The Graduate School website at <http://app.gradschool.sc.edu/gradcouncil/minutes.asp>] as per policy.
3. **Report of the Chair** (Cheryl Addy)
4. **Report of the Dean of Graduate Studies** (Lacy Ford)
5. **Report of the Secretary of the Graduate Council / Associate Dean** (Nancy Zimmerman)
 - Graduate Council Election

- Final Meeting – May 28 at 11:30 am with lunch, welcomes and farewells
6. **Report of the Graduate Student Association Representative** (Robynn Mackechnie)
 7. **Report of the Academic Policy and Practices Committee** (Joseph Quattro)
[April 18, 2012 meeting minutes](#)
 8. **Report of the 500/600 Level Courses Committee** (Nancy Zimmerman)
500-600 Level course approvals:

DED approvals:
NURS 803
 9. **Fellowships and Scholarships Committee** (Wayne Carver)
 10. **Report of Science, Math, and Related Professional Programs Committee** (John Grego)

ARNOLD SCHOOL OF PUBLIC HEALTH
Epidemiology and Biostatistics

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

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]

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]

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]

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]

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]

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]

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

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

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]

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]

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]

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]

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]

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

COLLEGE OF ARTS AND SCIENCES
English

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]

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]

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]

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

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]

New Course Proposal:

[HIST 788 Space Place and Historical Memory \(3\)](#)

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

[Effective Term: Fall 2012]

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

[Effective Term: Fall 2012]

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

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

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

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

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 Cockey'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]

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]

COLLEGE OF SOCIAL WORK

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 for credit when the topics covered
or subject matter is different.

[Effective Term: Fall 2012]

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]

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]

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]

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]

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

13. Other Committee Reports

14. Old Business

ACAF 4.0 – policy update

15. New Business

16. Good of the Order

17. Adjournment