

GRADUATE COUNCIL MEMBERSHIP 2014-2015

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|----------------------|---------------------------------|---------------------------------|
| Samuel Adu-Poku | Art | CCA&C Grad Program Director |
| Paul Louth | Dana School of Music | CCA&C CGS Committee |
| Ou Hu | Economics | CLASS CGS Committee |
| Dolores Sisco | American Studies | CLASS Grad Program Director |
| Bob Beebe | EFRTL | Education At-large |
| Lauren Cummins | Teacher Education | Education Grad Program Director |
| Rich VanVoorhis | School Psychology | Education CGS Committee |
| John Hazy | Criminal Justice | HHS CGS Committee |
| Valerie O'Dell | Nursing | HHS Graduate Program Director |
| Marty Cala | Mechanical & Indust Engineering | STEM CGS Committee |
| Mark Womble | Biology | STEM Grad Program Director |
| Patrick Bateman | Management | WCBA Grad Program Director |
| Doori Song | Marketing | WCBA CGS Committee |
| Sarah Preziosa Chill | Fall Student Representative | |
| Benjamin Shade | Spring Student Representative | |

Graduate Council Chair: Marty Cala
Graduate Council Secretary: John Hazy
Graduate Curriculum Committee Chair: Samuel Adu-Poku
Assistantship Allocation Chair : John Hazy
Exceptions Chair: Sal Sanders
Grievance Committee Chair: Dolores Sisco
Graduate Assistant Recruitment & Retention Chair: Lauren Cummins
Policy Committee Chair: Rich VanVoorhis

Graduate Curriculum Committee Chair—Samuel Adu-Poku, Art
membership: M. Kathleen Cripe, Teacher Education
Patrick Bateman, Management
John Hazy, Criminal Justice
Faramarz Mossayebi, Electrical & Computer Engineering
Yogesh Uppal, Economics

Exceptions Committee Chair—Sal Sanders
membership: Marty Cala, Mechanical & Indust Engineering (Graduate Council Chair)
Rich VanVoorhis, School Psychology (Graduate Policy Committee Chair)
Samuel Adu-Poku, Art (Graduate Curriculum Committee Chair)

Grievance Committee Chair—Dolores Sisco, American Studies
membership: John Hazy, Criminal Justice

Graduate School Student Advisory Board:
Olivia Conner-WCBA (fall term)
Justin Page-WCBA (spring term)
Susan Rashid -STEM
Vaseffa Fennick -HHS
Ben Shade-BCOE
Sarah Preziosa Chill-CCA&C (fall term)
Jake Kucek- CCA&C (spring term)
Tyler Powell-CLASS (fall term)
Sean Blucker-Class (spring term)

GRADUATE FACULTY MEMBERSHIP

REGULAR MEMBERS approved 2014-15

Abdurrahman Arslanyilmaz
Snjezana Balaz
Jennifer Behney
Christopher Bellas
Azadeh Block
Ewelina Boczkowska
Martin Cala
Susan Clutter
Michael Crescimanno
Lauren Cummins
Rebecca Curnalia
Stephen Flora
David Griswold
Karen Kaiser Lee
Peter Kimosop
Hae-Jong Lee
George McCloud
Richard Lee Rogers
Christina Saenger
Darlene Unger
Melinda Wolford
Jennie Wood

Graduate Council Policy Changes:

The Board of Trustees changed the name of the School of Graduate Studies and Research to the College of Graduate Studies.

Adjunct, Designated, Associate faculty status terms were changed from a two-year term to a five-year term. Associate status is no longer renewable.

Members of Regular Graduate Faculty will be required to complete IRB training in Human Subjects.

Students must submit an acceptable iThenticate report at the time of submission to the College of Graduate Studies.

A change was made to the Thesis/Dissertation committee procedure. Students are asked to initiate an online form as soon as thesis committee is identified.

YSU was added to the list of universities that have agreed to the “Resolution Regarding Graduate Scholars, Fellows, Trainers and Assistants” The intent of the resolution is to provide a frame work for the acceptance of GA offers. Offers made and accepted by April 15th are considered binding unless a written release is accepted.

The Graduate Assistantship appointment dates were set to align with the resolution of Graduate Scholars, Fellows, Trainers and Assistants as well as support recruiting efforts. All renewals for Graduate Assistantship and Teaching Assistants will now be renewed by January 1, for the upcoming fall and spring appointments. New Graduate Assistant appointments must be received by May 1. After that date, the redistribution of funds will be allocated by the Assistantship Allocation committee.

The language requirement for international students with a Graduate Assistantship was modified to drop the second, written language test for Graduate Assistants.

The tuition remission policy was revised to allow Graduate Assistants with a spring only contract to receive summer tuition remission.

An external evaluation agency review will determine the academic equivalent of an international degree to a U.S. 4-year bachelor's degree to proceed with the admissions review.

Non-U.S. Transcript/Academic Credential Requirements for all College of Graduate Studies Applicants

Any applicant (including U.S. citizens) who attended a non-U.S. educational institution for 24 semester hours or less must provide a sealed certified/attested official transcript to the College of Graduate Studies.*

Any applicant (including U.S. citizens) who attended non-U.S. educational institutions for more than 24 semester hours or who earned a Bachelor's degree (or its equivalent) or Master's degree (or its equivalent) from a non-U.S. institution or where English was not the language of instruction is required to submit to YSU:

- an official course-by-course evaluation of each certified/attested non-U.S. transcript with Grade Point Average (GPA) equated to a 4.0 scale
- an official English translation of the transcript if the transcript is not in English via an approved evaluation agency

International students attending a non-U.S. institution who apply for admission to the College of Graduate Studies prior to the completion of all bachelor's degree coursework and the awarding of the bachelor's degree will also need to request an evaluation of the final transcript as soon as all grades are posted. Proof of degree is required for admission to the College of Graduate Studies.

The official transcript evaluation with a copy of the certified/attested transcript must be sent directly from a National Association of Credential Evaluation Services (NACES) approved agency to:

Youngstown State University
College of Graduate Studies
1 University Plaza
Youngstown, OH 44555

Preferred evaluation agencies are:

- Educational Credentials Evaluators (ECE) (www.ece.org)
- Josef Silny & Associates, Inc. (www.jsilny.com)
- World Education Services (WES) (www.wes.org)

YSU will accept an evaluation from another NACES approved evaluator if that evaluator requires a certified/attested official transcript from the institution attended for the evaluation. For a list of NACES members, please visit www.naces.org.

Youngstown State University has no affiliation with the preferred evaluators. However, these evaluators are known to provide fast and accurate services to applicants.

*If a study abroad student provides an official transcript from a regionally accredited U.S. school of record that documents the study abroad courses, no additional transcript is required.

TRANSFER CREDITS GRADUATE CERTIFICATE AND DEGREE PROGRAMS

The following guidelines indicate the maximum credit hours of graduate work completed at other accredited institutions that may be applied toward a graduate certificate or degree at YSU, provided the student earned a grade of A or B in such courses:

- Up to 3 semester hours (4 quarter hours) for programs requiring 12-15 semester hours
- Up to 6 semester hours (8 quarter hours) for programs requiring 16-29 semester hours
- Up to 9 semester hours (12 quarter hours) for programs requiring 30 – 44 semester hours
- Up to 12 semester hours (16 quarter hours) for programs requiring 45-59 semester hours
- Up to 15 semester hours (20 quarter hours) for programs requiring 60-89 semester hours
- Up to 18 semester hours (24 quarter hours) for programs requiring 90 or more semester hours

Posthumous Degrees

A deceased student who was enrolled in an undergraduate, graduate or doctoral degree program at the University at the time of his/her death may be recommended for a posthumous degree by a faculty member, department chairperson, or dean of the appropriate college or academic unit. A recommendation must be in writing and proceed, respectively, for approval as follows: faculty member to chairperson, chairperson to Dean, Dean to Provost and Vice President of Academic Affairs. The Provost and Vice President of Academic Affairs will notify the Registrar if the recommendation is approved.

In order for a posthumous degree to be awarded, a student must be in good academic standing and have substantially completed the applicable degree requirements. Substantial completion means:

- For undergraduate degrees and master degrees without a thesis requirement, the student must be within one semester of completing all coursework and degree requirements.
- For doctoral programs and master degree programs with a thesis requirement, the student must be within one semester of completing all coursework and degree requirements; and the student must have completed a full draft of his/her thesis to the satisfaction of his/her thesis chairperson.

If approved, the appropriate Dean will notify the immediate family of the student who may choose to have the diploma presented at commencement or in a private ceremony. If the diploma will be presented at commencement, it will occur at the next feasible commencement.

Diplomas for posthumous degrees will be identified as “Awarded Posthumously.”

CURRICULUM COMMITTEE REPORT 2014-15

New Graduate Courses 2014-15

2014-15: 9 GERO 7094 Selected Topics. An examination of contemporary topics in the field of gerontology. Examples of subject areas that may be covered: Nutrition, Pharmacology, Legal, etc. variable credit 1-3 hours may be repeated for up to 6 credit hours. 1-3 s.h. (Add 6900-level course)

2014-15: 14 HPES 6900 Basic Athletic Training Laboratory. This laboratory course is an introduction to psychomotor skills associated with sports and fitness injury recognition, evaluation and management. The course emphasizes the development of competency in essential entry-level athletic training skills. Topics include injury and illness assessment skills, injury prevention techniques, and prophylactic bracing, taping and support techniques. Prereq.: Admitted to the program. 1 s.h. (Add 6900-level course)

2014-15:15 HPES 6905 Psychosocial Aspects of Athletic Injuries. This course examines issues related to the psychological impact and sociological factors related to exercise, injury, and illness, inactivity and rehabilitation

following sports injury. Particular emphasis is placed on developing strategies for identifying problems, intervening, and making referrals for commonly encountered injuries and illnesses. Prereq.: Admitted to the program. 2 s.h. (Add 6900-level course)

2014-15:16 HPES 6910 Clinical Practicum I. Introduction to basic clinical experience working in a CAATE approved setting. Prereq.: Admitted to the program. 4 s.h. (Add 6900-level course)

2014-15:17 HPES 6915 Evaluation and Management of Lower Extremity Injuries. The primary focus is to present a systematic process for accurately evaluating lower extremity musculoskeletal injuries and illnesses commonly seen in the physically active population. This course focuses on the athletic training competencies and proficiencies associated with lower extremity injury assessment and evaluation, risk management and injury prevention, and the acute care of injuries and illnesses. Prereq.: Admitted to the program. 4s.h. (Add 6900-level course)

2014-15:18 HPES 6920 Therapeutic Modalities. This course focuses on the use of therapeutic modalities in the treatment and rehabilitation of the injured athlete. The course will present the physiological and mechanical modalities. Students will investigate the current literature on the safe and effective application of various modalities and their appropriate integration into a well-designed rehabilitation program. Prereq.: HPES 6900. 4 s.h. (Add 6900-level course)

2014-15:19 HPES 6925 Evaluation and Management of Upper Extremity Injuries. This course is designed to continue with the development of the injury evaluation process, injury mechanisms associated with common sports injuries, and increased recognition of pathologies associated with a physically active population. Instruction and experience are directed toward the athletic training competencies and proficiencies associated with the upper extremity, hand, and neck recognition, assessment, and evaluation, risk management and injury prevention and implications for acute care. Prereq.: HPES 6915. 4 s.h. (Add 6900-level course)

2014-15:20 HPES 6930 Clinical Practicum II. Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereq.: HPES 6910. 4 s.h. (Add 6900-level course)

2014-15:21 HPES 6935 Athletic Training Organization and Administration. This course is a requirement for students in athletic training. It deals primarily with the administrative competencies necessary to accomplish the successful day-to-day operation of an athletic training program and facility. Prereq.: HPES 6900, HPES 6910. 3 s.h. (Add 6900-level course)

2014-15:22 HPES 6940 Therapeutic Exercise. A study of the indications, contraindications, physiological effects, special programs, and resistance methods that are used in the prevention and rehabilitation of athletic injuries. The focus of this course is to develop the cognitive competencies necessary for the safe, effective, and evidenced-based application of therapeutic rehabilitation techniques in a physically active patient population. Prereq.: HPES 6920, 6925. 4 s.h. (Add 6900-level course)

2014-15:23 HPES 6945 General Medical Conditions. Many conditions that beset athletes, performers, and other patients and not musculoskeletal in nature. The athletic trainer must be cognizant of these — and well versed in their diagnosis and management — in order to be fully equipped to administer proper and comprehensive healthcare. Prereq.: HPES 6925. 3 s.h. (Add 6900-level course)

2014-15:24 HPES 6950 Evidence-Based Practice/Research. This course will introduce the research process in athletic training. Coursework will address the conception and methodological procedures of designing and pursuing research. The importance of pursuing quality research will be stressed and the procedures necessary to complete this process will be presented. Students will develop skills and a knowledge base that will aid them while conducting and critically reviewing research Prereq.: HPES 6930. 3 s.h. (Add 6900-level course)

2014-15:25 HPES 6960 Clinical Practicum III. Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field

experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor Prereq.: HPES 6930. 4 s.h. (Add 6900-level course)

2014-15:26 HPES 6965 Advanced Perspectives. This is a capstone educational experience focusing on current topics in the Athletic Training Profession and career development issues. Prereq.: HPES 6945. 2s.h. (Add 6900-level course)

2014-15:27 HPES 6970 Pharmacology. This course serves as an introduction to pharmacology for students pursuing careers in Athletic Training. The molecular world of pharmaceutical processes and cellular biochemical determinants of therapeutic interventions will be explored. An understanding of the fundamental principles of therapies for various conditions will be discussed. Constraints placed on athletes in the performance • environment, and correct protocols with medication management for athletes will be discussed. Prereq.: HPES 6945, 6950. 3s.h. (Add 6900-level course)

2014-15:28 HPES 6975 Advanced Seminar. This course is designed to explore the identification and treatment of athletic injuries. The information and skills are intended for those students with a relatively high level of sophistication in sports medicine. This course is a writing intensive and research orientated upper division course. Prereq.: HPES 6935, 6950. 3 s.h. (Add 6900-level course)

2014-15:29 HPES 6980 Clinical Practicum IV. Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal leaning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Athletic training students are required to be involved in clinical education and field experiences in order to gain entry-level proficiencies in the profession. Prereq.: HPES 6960. 4 s.h. (Add 6900-level course)

2014-15:30 HPES 6985 Capstone Project I. This course will develop skills and a knowledge base that will aid the student while conducting and critically reviewing research in athletic training. Coursework will address the design of research in athletic training. The importance of pursuing quality research in athletic training will be stressed and the procedures necessary to complete this process will be presented. Prereq.: HPES 6930 and HPES 6935. 2s.h. (Add 6900-level course)

2014-15:31 HPES 6990 Capstone Project II. This course will develop skills and a knowledge base that will aid the student while conducting and critically reviewing research in athletic training. Coursework will focus on developing the skills needed to critically synthesize material with accepted practice, and prepare professional presentations using acquired data and an appropriate statistical analysis. The importance of pursuing quality research in athletic training will be stressed and the procedures necessary to complete this process will be presented Prereq.: HPES 6950, 6985. 2 s.h. (Add 6900-level course)

2014-15:32 MPH 6909. Public Health Research and Evaluation. Students will critically review journal articles, create research questions, conduct comprehensive literature reviews, employ quantitative and qualitative research methods that fall within institutional review board parameters, develop and execute a data analysis plan. Culmination of coursework will be individual oral presentation and mock journal article. Prereq: Graduate standing; MPH 6903 and 6904. 3 s.h. (Add 6900-level course)

2014-15: 39 BIOL 6906 Ecosystems Field Ecology. Students will learn about destination ecosystems, including associated organisms, interactions, physical, chemical, climatic conditions, culture, and human impacts. Students must be in good health, hike, swim, and handle primitive conditions. Course may be taken more than once with different destination ecosystems. This course involves travel expenses in addition to lab fees. Prereq: permission of instructor. 4 s.h. (Add 6900-level course)

2014-15: 40 BIOL 6909 The Human Microbiome. This course covers microbial communities and their interactions associated with the human host. Scientific literature on the identity and roles of microbes associated with the human gut, oral cavity, skin, genital-urinary tract and respiratory system will be reviewed, presented, and discussed. Pre-requisites: One of the following courses: undergraduate microbiology, physiology, biochemistry, immunology, or molecular biology. 3 sh. (Add 6900-level course)

2014-15: 57 MATH 6957 Partial Differential Equations. An introduction to partial differential equations (PDE) and their applications. The classification of the basic types of linear partial differential equations, development of how boundary and initial conditions affect solutions, exploration, and application of solution techniques for PDEs and explosions in orthogonal functions will be presented. Prereq: MATH 3705 and 3720 or equivalent . 3 s.h. (Add 6900-level course)

2014-15:71 FOUN 8113 Theories of Inquiry. Perspectives for critical analysis, investigation of ways of knowing, and an examination of criteria that have been used successfully for negotiating status and justifying claims within contested domains of inquiry. Prereq.: EDAD/FOUN 8104 & EDAD/FOUN 8111.3 s.h. Cross listed with EDAD 8113 (Add new 6900 or higher level course)

2014-15:72 EDAD 8113 Theories of Inquiry. Perspectives for critical analysis, investigation of ways of knowing, and an examination of criteria that have been used successfully for negotiating status and justifying claims within contested domains of inquiry. Prereq.: EDAD/FOUN 8104 & EDAD/FOUN 8111.3 s.h. Cross listed with FOUN 8113 (Add new 6900 or higher level course)

2014-15: 74 FOUN 8111 Advanced Research Design and Statistics. An in-depth treatment of the major correlational, experimental, and quasi-experimental research designs and associated statistical analyses, including the design and analysis of surveys and factor analytic techniques. Experience in data analysis using SPSS or other statistical packages. Prereq.: EDAD/FOUN 8104. 3 s.h. Cross listed with EDAD 8111 (Add new 6900 or higher level course)

2014-15:75 EDAD 8111 Advanced Research Design and Statistics. An in-depth treatment of the major correlational, experimental, and quasi-experimental research designs and associated statistical analyses, including the design and analysis of surveys and factor analytic techniques. Experience in data analysis using SPSS or other statistical packages. Prereq.: EDAD/FOUN 8104. 3 s.h. Cross listed with FOUN 8111 (Add new 6900 or higher level course)

2014-15:84 EDAD 8130 Learning Processes and the Instructional Leader. A study of current theories and research in the areas of cognition and learning, development and motivation that underlay approaches to teaching in any context. 3 s.h. (Add new 6900 or higher level course)

Changes in Graduate and Swing Courses 2014-15

2014-15: 1 SPED 6915 *Classroom Management and Crisis Intervention for Learners with Severe Emotional and Behavior Disorders*. Behavior analysis, behavior management, instruction, curriculum and program development for youth with severe emotional and/or behavior disorders. Advanced behavior change interventions and a practicum consisting of work in the field with emotionally and/or behaviorally disturbed youth required. Prereq.: Successful completion of SPED 6909. 3 s.h. (Change in prerequisite)

2014-15: 2 SPED 6927 *Curriculum Design, Adaptations and Resources for Learners with Mild/Moderate Exceptional Learning Needs*. Knowledge of curriculum terminology approaches and models, content, and design to provide and enhance access to the general curriculum for students with exceptional learning needs. Course focuses on the skills to select and implement curricular adaptations for learners with exceptional learning needs within the general education classroom. Prereq.: Successful completion of SPED 6906. 3 s.h. (Change in prerequisite)

2014-15: 3 SPED 6930 *Instructional Methodologies for Learners with Mild/Moderate and Moderate/Intensive Exceptional Learning Needs*. This course is designed to provide candidate with the opportunity to research, study, apply and analyze instructional strategies and delivery systems in the four major content areas. The candidates will use the referenced strategies to both support and promote single subject and cross-curricular high quality instruction for candidates with special needs. Prereq.: Successful completion of SPED 6914, 2927, 2928, 6929. 3 s.h. (Change in prerequisite)

2014-15: 4 SPED 7077 *Leadership in Special Education*. The course focuses on leadership, administration, and supervision of a broad range of programs and services for students with exceptionalities (students with disabilities). Topics include review of theoretical foundations, historical and sociological issues as these relate to education for special populations, as well as in-depth study of federal and state legal issues, differentiated programming and procedures, student identification and placement, individualized education plans, due process, least restrictive environment, and program monitoring and evaluation. Prereq.: None. 3 s.h. (Change in prerequisite)

2014-15: 5 CMST 6980 *Applied Research Methods*. Introduction to and application of qualitative research methods relevant to business communication settings. 3 s.h. (Change in course description).

2014-15: 35 BIOL 6901 *Computational Bioinformatics*. Project-based learning course with a focus on using a Linux environment and a script language such as PERL for processing large genomic datasets. Relational databases such as MySQL and BioPERL will also be covered for genomic data analysis and display. Two hours of combined lecture and lab per week. Pre-req: BIOL 6900 or permission of instructor. 2 s.h. (Change in course number and title)

2014-15:36 COUN 7005 *Internship in Student Affairs and College Counseling*. This course will provide a weekly supervision and 600 hours of supervised field experience for student affairs and college counseling students. The internship supervision is designed to promote the integration of theory and practitioner experiences for students in a higher education setting and to help students prepare for the transition to a professional student affairs position following completion of the degree. Prereq: COUN 6900, 6962, 7004, and 7026. Special Approval required. 6 s.h. (Change in course hours and prerequisite)

2014-15: 37 COUN 7009 *School Counseling Internship*. Supervised internship in approved school counseling programs. May be repeated. For counseling majors. Prereq: COUN 7002. Special Approval required. 6 s.h. (Change in course hours and prerequisite)

2014-15:41 MGT 6944 *Managing Business Processes*. Participants will learn techniques and develop capabilities that will facilitate the management of business processes through the examination of product design and selection, plant layout, aggregated planning, scheduling and quality control. Prereq.: MGT 6926 or MGT 6916. 2 s.h. (Change in prerequisite)

2014-15: 42 MGT 6975 *Strategic Management*. With an emphasis on problems of executive management, decision making, and administrative action, participants will develop strategic thinking capabilities through an examination of the design, implementation, and evaluation of business strategy and policy. Prereq.: FIN 6923, MGT 6930, MGT 6944, MKTG 6975 or FIN 6921, MGT 6900, MGT 6921, MKTG 6942. Must be taken concurrently with MGT 6976. 2 s.h. (Change in prerequisite)

2014-15: 43 MKTG 6975 *Applied Marketing Strategy*. Through applied learning experiences, students develop abilities to analyze markets, plan, design and implement effective marketing strategies in the areas of product, promotion, pricing, and distribution. Emphasis is on the integration of the marketing function with other business activities. Prereq.: MKTG 6943 or MKTG 6900. 2 s.h. (Change in prerequisite)

2014-15: 44 FIN 6923 *Corporate Financial Management*. Participants will develop a working knowledge of corporate financial issues and apply analytical tools to make better corporate financial decisions. Participants will be capable of making decisions relating to capital budgeting, capital structure, dividend policy, acquisitions and buyouts in order to maximize firm, shareholder and investor value. Prereq.: FIN 6902 or (FIN 6901 and ACCT 6901). 2 s.h. (Change in prerequisite)

2014-15: 52 BIOL 6935 *Advanced Physiology: Regulatory Mechanisms*. Examination of advanced human physiology through a detailed study of selected body systems. Systems examined may include the musculoskeletal, gastrointestinal, metabolic and thermoregulatory. Three hours lecture. Prereq.: BIOL 3730 or equivalent. 3 s.h. (Change in course title, description and course hours)

2014-15: 53 BIOL 6935L *Advanced Physiology: Regulatory Mechanisms Laboratory*. The experimental approach to the examination of advanced human physiology through a detailed study of selected body systems. Systems examined may include the musculoskeletal, gastrointestinal, metabolic and thermoregulatory. Three hours lab. Prereq.: BIOL 6935 or concurrent enrollment in BIOL 6935. 3 s.h. (Change in course title, description, prerequisite and course hours)

2014-15:38 COUN 7010 *Clinical Mental Health Counseling Internship*. Supervised internship in approved community agencies offering counseling and other mental health services. May be repeated. For counseling majors. Prereq: COUN 7002. Special Approval required. 6 s.h.. (Change in prerequisite and course hours)

2014-15: 59 CJFS 5814 *Practice and Ethics in Forensic Science*. Overview of the forensic science discipline as it relates to the criminal justice system, including discussion of legal aspects, constitutional considerations, expert testimony, the role of the expert witness, and ethical standards and dilemmas. Also includes discussion of current events and the evolution and future of the forensic sciences. Prereq.: CJFS 3714 and CJFS 3714L. 3 s.h. (Change in course title and description)

2014-15: 62 ECON 6970 *Economics Internship*. The practical application of economic knowledge and statistical skills in the workplace. Students assist participating professionals in various kinds of industrial, financial, and public service organizations. By permit only. Prereq: 6912 and 6922. 3 s.h. (Change in prerequisite and course hours)

2014-15:67 MATH 6948 *Linear Models*. A study of linear statistical models of the relationship between analysis of variance and regression and the assumptions underlying the analysis of variance. Prereq.: MATH 3720 Linear Algebra and Matrix Theory and either MATH/STAT 5844 or 6944, or permission of graduate coordinator. 3 s.h. (Change in course title and description)

2014-15: 80 MGT 6945 *Business Process Integration*. This course examines the forces driving enterprise integration as well as the management decisions associated with the design and implementation of enterprise systems. Students successfully completing this course will have a thorough understanding of enterprise integration as well as practical experience configuring and using SAP/ERP, the leading enterprise resource planning system. Prereq: FIN 6902. 2 s.h. (Change in course hours and prerequisite)

2014-15:81 MGT 6946 *Supply Chain Management*. This course covers a number of supply-chain related topics including: Inventory Models (consumption-based planning), Advanced Purchasing exercises, MRP, and Repetitive Manufacturing. Prereq.: MGT 6944 2 s.h. (Change in course hours and prerequisite)

2014-15:64 FOUN 8104 *Research Strategies in Educational Administration*. An examination of major research methodologies and a preview of the different paradigms and assumptions that underlie controlled disciplined inquiries. Techniques associated with particular methodologies in educational administration will be introduced, and their strengths and weaknesses will be analyzed. 3 s.h. Prereq.: None. (Change in prerequisite and description)

2014-15:65 FOUN 8112 *Qualitative Research for Educators*. Consideration of traditional and evolving qualitative methods and literature that apply to doctoral study of problems in teaching, school leadership, and school change. 3 s.h. Prereq.: None. (Change in prerequisite)

2014-15:86 TCED 6936 *Curriculum, Assessment, and Instruction to Improve Learning*. Focus on the instructional design process from a practical perspective. Emphasis on planning the curriculum to include content analysis, learning objectives, instructional strategies, and measurement of student achievement. 3 s.h. (Change to course title and description)

2014-15:87 TCED 6922 *Principles of Instruction*. Differentiated instruction is a teaching philosophy that provides consideration for all students. Rather than promoting the traditional 'one size fits all' teaching model. Students will explore the research, determine effective instructional practices and develop teaching materials and

activities with regard to content, process and assessment. This instructional framework is designed to meet the needs of diverse student abilities, ensuring that all students can learn. Prereq.: None. 3 s.h. (Change to course description)

2014-15:93 MPH 6908 *Public Health Practice and Issues*. In an organizational setting, the following topics will be explored: informatics and communication, diversity and cultural proficiency, ethics, and biology. These topics are emerging public health issues, which will be applied in a practice setting. Prereq.: Graduate standing and MPH 6901. 3 s.h. (Change to prerequisite)

2014-15:95 SCWK 7008 *Social Work and the DSM*. This course examines social work practice in mental health and chemical dependency with an emphasis on the DSM and ICD. Application of assessment is through a bio-psycho-social-spiritual perspective with a focus on current practices. Prereq.: concurrent with SCWK 7009 (Change to course title and description)

Deleted Graduate Courses 2014-15

2014-15:6 PHYT 8931 *Specialty Applications* (Drop 8900-level course)

2014-15:70 FOUN 8110 *Theories of Inquiry*. Perspectives for critical analysis, investigation of ways of knowing, and an examination of criteria that have been used successfully for negotiating status and justifying claims within contested domains of inquiry. Prereq.: Doctoral admission and FOUN 6901. 3 s.h. Pg. 221 (Drop a 6900 or higher level course)

2014-15:73 FOUN 8114 *Advanced Research Design and Statistics*. An in-depth treatment of the major correlational, experimental, and quasi-experimental research designs and associated statistical analyses, including the design and analysis of surveys and factor analytic techniques. Experience in data analysis using SPSS or other statistical packages. Prereq.: FOUN 8110. 3 s.h. Pg. 221 (Drop a 6900 or higher level course)

2014-15:83 EDAD 8100 *Professional Skill Development Seminar*. A doctoral student induction program, which includes intensive writing, research, and technology strands. The purpose is to assess the student's abilities as a doctoral student and begin the appropriate strategies necessary for successful completion of the doctoral program. Prereq.: Admission to the doctoral program. 3 s.h. Pg. 212 (Drop a 6900 or higher level course)

Undergraduate Courses Approved for Swing Credit 2014-15

2014-15:63 GEOL 4810/5810. *Groundwater Resource Evaluation*. Geologic and hydrologic interpretation of groundwater data with emphasis on regional groundwater resources, groundwater management, groundwater supplies, and design and construction of water wells. Junior/Senior Standing. 3 s.h. (Add new swing 5800 level course)

2014-15:91 CHEN 5854 *Corrosion Engineering*. Introduction to causes and forms of corrosion, corrosion rate calculations, electrode potentials, electrochemistry, corrosion testing, and effects of corrosion on mechanical properties. Theory and use of corrosion inhibition methods. Prereq.: Junior, Senior, or Graduate Student Standing. 3 s.h. (Add new 5800 or higher level course)

New Graduate Programs 2014-15

- 2014-15: 13 New Program – PDP for the degree – Master of Athletic Training (Approved with understanding Biology course will come later)
- 2014-15: 34 Program Action-Mathematics and Statistics. Establishment of 4 +1 BS/MS Program in Mathematics
- 2014-15: 56 Program Action-Mathematics and Statistics. New Graduate Certificate in Mathematics
- 2014-15: 58 Program Action-Accounting and Finance. PDP for master of Accountancy (MAcc) Graduate Certificate in Mathematics.
- 2014-15:77 Program Action-English. New Graduate Certificate in the Teaching of Literature.
- 2014-15:78 Program Action-English. New Graduate Certificate in English.
- 2014-15:94 Program Action-Economics. New Graduate Certificate in Economics.

Program Changes—Graduate Programs 2014-15

- 2014-15: 7 Program Action-Economics. Program will replace FIN 6921 with the two courses FIN 6902 and FIN 6923 (Change in degree requirements)
- 2014-15: 8 Program Action-Physical Therapy. Total hours required for degree will change to 97-109 credits. This is due to the removal PHTY 8931 (4- credit course) from the curriculum. (Change in degree requirements)
- 2014-15: 10 Program Action-Gerontology. Remove requirement on "a satisfactory score on the Graduate Record Exam" (Change in Admission Requirements)
- 2014-15: 11 Program Action-Gerontology. Remove requirement of "Minimum of 9 credit hours of aging-related coursework at the undergraduate or graduate level" (Change in Admission Requirements)
- 2014-15: 12 Program Action-Master of Public Health. Addition of MPH 6909 to core courses and decrease of elective hours from 12 to 9. (Change in degree requirements)
- 2014-15: 33 Program Action-Geological and Environmental Sciences. Change in Degree name from Environmental Studies to Environmental Science. (Change in Degree Name)
- 2014-15: 51 Program Action-History. "Students may only take their comprehensive exams if they are in Good Standing with the Graduate School" (Change in Degree Requirements)
- 2014-15: 54 Program Action-Interdisciplinary Communications. Change in GPA requirement for admission to 2.7 and the GRE will not be required. (Change in Admission Requirements)
- 2014-15: 55 Program Action-Physical Therapy. Increasing the GPA requirement for admission to 3.2. (Change in Admission Requirements)
- 2014-15: 66 Program Action-Nursing. Require current registered nurse license and a minimum of one year professional work experience. (Change in Admission Requirements)
- 2014-15:76 Program Action-English. In addition to theory, language, discourse or writing courses required, students must take at least two literature courses from a list of approved courses, as well as one of these courses: English 6900, Methods of Literary Research or English 6901, Methods of Composition Research. (Change in Degree Requirements)

2014-15:79 Program Action-Enterprise Resource Planning Certificate. Change the requirements of the certificate to reflect the new course names, numbers, and credit hours resulting from the change in the MBA program (See attached)

2014-15:82 Program Action-EFRTL. Reduce number of semester hours from 69 to 61 by removing FOUN 8113, EDAD 8100 and reducing the number of teaching and learning electives from 9 s.h. to 6 s.h., and dissertation from 12 s.h. to 10 s.h. Then adding the following course: EDAD 8130 Learning Processes and the Instructional Leader (3 s.h.). (Change in program description and degree requirements.)

2014-15:85 Program Action-Teacher Education. Program changes reflect current needs of teachers in the classroom to effectively educate 21st century learners based on new CAEP accreditation standards. (Change in core requirements.)

2014-15:88 Program Action-Health Professions MHHS. Changes to the curriculum is primarily based on course changes in WCBA. The Physical Education Track is being deleted due to a lack of enrollment for greater than five years. (Change in program degree requirements.)

2014-15:89 Program Action-Health Professions MHHS. Changes to courses in MGT, FIN and MKTG required the program revision to reflect the most current courses being offered by WCBA. (Change in program certificate requirements.)

2014-15:90 Program Action-Master of Computer Science and Information Systems. Change in degree requirements to include a one-semester hour course CSCI 6997 for student to take during their first year of graduate study. Addition of this course increased the hours required for degree to 34 hours. CSCI 6901 is now required. The number of thesis hours required was increased from 3 to 6. (Change in Degree Requirements)

2014-15:92 Program Action-Master of Public Health. Change in degree requirements to align with CEPH accreditation regulations requiring a research course as well as specific generalist track courses since the CEOMPH program is a generalist track program.

Graduate Credit Dropped from a Swing Course 2014-15

None

The following programs suspended admission 2014-15

Master of Science in Applied Behavioral Analysis

Master of Science in Education – Educational Technology