**Charleston Southern University**

**Graduate Council**

**Annual Report 2018-19**

As noted in the *Faculty Handbook*, the following constitutes the description and roll of the CSU Graduate Council:

The *GRADUATE COUNCIL* membership consists of the Directors of Graduate Studies in all areas offering graduate degrees, Vice President for Academic Affairs, and faculty from areas offering graduate program emphases as determined by the formula 1-150 students = 1 representative and 151+ students = 2 representatives. The Registrar serves as permanent *Ex Officio* member. With the exception of the Registrar all voting members of the Council must hold Full Membership on the Graduate Faculty. Members at large are appointed for rotating five (5) year terms by the Vice President for Academic Affairs. The Graduate Council is chaired by the Assistant Vice President for Academic Affairs for Graduate Programs, Accreditation and Retention. The responsibilities of the Graduate Council include the following:

a. determining policies of admission to Graduate Studies

b. considering and approving graduate programs submitted to the Council through its curriculum sub-committee by the various departments/schools

c. electing members of the Graduate Faculty upon recommendation by the various department chairs offering graduate instruction

d. approving new courses (and deleting courses) for graduate credit, and

e. acting upon any other concerns affecting graduate programs.

The Graduate Council constitutes the academic policy-making body of the Graduate Faculty, provided that its actions are consistent with the stated purposes and policies of the University set by the Trustees.

Membership of the Graduate Council, 2018-19

Voting Members:

Dr. Vicki Ball, Nursing

Dr. Jackie Fish, Vice President for Academic Affairs

Dr. Marc Embler, Asst. VPAA CSU Online, CAPS

Dr. Peter Jenkins, Biology

Dr. William Librizzi, Psychology

Dr. Joseph Lin, Computer Science

Dr. Gary Metts, Criminal Justice

Dr. Rob Doan, Education

Dr. Maxwell Rollins, Business

Prof. Gabrielle Poole, Physician's Assistant

Prof. Mark Rieman, Business

Prof. Brian Smith, Athletic Training

Dr. Scott Yarbrough, Asst. VPAA, Director Graduate Studies, Chair

Ex Officio members:

Ms. Amanda Sisson, Registrar

Ms. L. Narie Gibson, Recorder

Academic Deans (including: Drs. Ashby, Fultz, Palmer, Meier, Metz, Shipe, Link)

Mr. Nick Ballenger, Enrollment/Admissions

Mr. Bryan Ayer as graduate enrollment officer

**Actions Taken by the Graduate Council in the 2017-2018 Academic Year**

**A) MEETINGS:**

The Graduate Council held six meetings in AY 18-19, meeting in September, October, November, January, March, and April; additionally a February “electronic meeting” was held to approve curriculum requests.

**B) ADMINISTRATIVE, POLICY, PROCEDURE, AND PROTOCOL**

November Meeting:

* **IRB: In consideration of whether CSU could adequately train faculty and graduate students to meet national IRB standards or whether the school needed to invest in a formalized training program, the chair appointed a sub-committee to examine the proposed training and ascertain whether it is satisfactory.**
* **3+2 Athletic Training Discussion: The presentation of the potential for a 3+2 MAT program at the Curriculum Committee meeting was likewise reviewed by the Grad Council. The consensus concluded that this program is comparable to other programs coming to the area, it will have great marketing potential and it could draw a high caliber of students.**

January Meeting:

* IRB: After consideration and examination of the class put together by the IRB Committee by the Grad Council sub-committee, the Council voted to use national CITI training going forward.
* Policy R-41-A update: The following sentence was added: “All curriculum will need to be approved by the Graduate Council, although a program may be approved without complete and finalized course development.”
* Policy R-35 update: The following sentence was added: “Qualified students admitted to the 3 + 2 Athletic Training program are exempt from the policy and held to the program’s admission requirements.”

March Meeting:

* Second Master’s Degree: The Council considered whether there should be an overall policy for students seeking a second degree at the graduate level in a similar field. The council did not pass a policy as of yet but did agree that the restrictions on allowed transfer credits listed under each discipline in the Graduate Catalog would apply. Students returning could add a new emphasis or qualifications of coursework but not a new degree.
* Research and Professional Preparation Graduate Faculty Tracks: In due consideration of the response made by the SACSCOC visiting team in evaluation of CSU’s Ed.D., the Graduate Council affirms that graduate programs (and thus their attendant faculty) will be classified under two categories: Research Intensive or Professional Preparation. As suggested for the *Faculty Handbook:*

**GRADUATE PROGRAMS**:

Graduate Programs will be designated as one of two categories:

***Research Intensive*** (to include the Ed.D.) or ***Professional Preparation***.

Deans will consult with the VPAA on the designation appropriate for their programs.

**GRADUATE FACULTY**

* Professional Preparation track: Graduate courses count as regular load; professional backgrounds and experience are weighed along with research and development.
* Research Intensive Track: Graduate courses count as 4/3rds load. This is the primary track designated for full time faculty teaching in the EdD program.
  + Appointment to this track is determined by academic credentials and information on the CV providing evidence of research, scholarship, and/or related scholarly activity. Coursework taken is aligned with course content in the program of study.
  + Faculty will be required to demonstrate research/scholarship for continuing appointment as this level of graduate faculty; for the EdD faculty the minimum annual requirement includes submission of an IRB proposal or grant application AND submission of a manuscript to a peer reviewed academic journal. This requirement will be evaluated on an annual basis for continuing classification as Research Intensive faculty.

DOCTORATE OF EDUCATION (Ed.D.)

The Ed.D. faculty are defined as Research Intensive Graduate Faculty. Other graduate faculty may teach in the EdD program, but EdD is the primary assignment for EdD Faculty.

* + Since the EdD is a 12-month program, EdD faculty will be on a 12-month flexible schedule. The 4/3rds load = six 3 hour classes annually, which may be distributed as the Dean sees fit, with the understanding that at least one summer session will not have a course assigned
  + Maximum number of dissertations [per cohort] directed by an EdD Faculty is five for the initial cohort; subsequently, the maximum number is three, per cohort.
  + Number of additional dissertation committees by any graduate faculty is limited to three per cohort. Credit load is not awarded for committee membership but a stipend is provided.
* The number of dissertations that non-EdD faculty can direct will be determined by qualifications and research interests and evidence of successful dissertation committee membership, based on the recommendation of the Director of Graduate Program in Education, in consultation with the Dean, College of Education.
* The number of overall committees that non-EdD faculty can serve on will be determined by the qualifications and research interests and evidence of scholarship and/or research. The maximum number of committees assigned would be limited to three, per cohort.”

Note: other doctorate degree programs (including entry level clinician doctorates, such as the Doctorate of Physical Therapy) may be considered “Professional Preparation” programs even thought they are nominally “doctorates.”

**C) Approval of New Graduate Faculty**

The following faculty were approved or renewed at the Full Membership Level for 5 years:

* Dr. K. Ben Levan
* Dr. Kenneth Oh
* Dr. Mela Wyeth
* Dr. Jeff Yost
* Dr. Amy Albrecht
* Dr. Robert Doan
* Dr. Robin Franklin
* Dr. George Metz
* Dr. Melanie Murphy
* Dr. Christy Winchester
* Dr. Lauren Wills
* Dr. Rosette Rabess
* Dr. Eddie Maddox
* Dr. Cindy Dyson

The following faculty were approved or renewed at Associate Membership Level for 3 years:

* Dr. Virginia Baker
* Dr. Justin Grieves
* Dr. Justin Mitchell
* Dr. David Perry
* Dr. Lawton Roberts
* Dr. Kelly Green
* Dr. Anthony Smith
* Prof. Jerica Broadhead
* Prof. Teddy Blanchard
* Prof. Heather Chadwick
* Prof. David Britt
* Prof. Amanda Butler
* Prof. Tonya Houston
* Prof. Kathleen Williams
* Prof. Sara Dungan PA-C
* Dr. Skylar Stewart Clark
* Dr. Elizabeth Wofford
* Dr. Christine Palmer

The following adjunct or temporary faculty were approved or renewed at the Affiliate Membership Level for AY 18-19.

* Business
  + Carter, Harrison
  + Houghton, David
  + Quatro, Scott
  + Ventura, William
  + Robert Kneuper
  + Timothy Terrell
* CAPS
  + Babb, Danielle
  + Wilkes, Ted
  + Criminal Justice
  + Petersen, Robert
* Education
  + Baird, Marion W.
  + Bouknight, Frank
  + Diebold, Tamara
  + Huggins, Wayland G.
  + Karges-Bone, Linda
  + Levine, Glenda
  + McClanahan, Constance
  + Sobolewski, Kathy
  + Spencer, James
  + Thomerson, Gem
* Ed. Contract Courses
  + Allen, Barbara
  + Blanchard, Rick
  + Incorvia, Brandy
  + Mohr, Laura
  + Pinson, Ray
  + Poole, Carol
* Physician Assistant
  + Corvino, Michael
  + Overcash, Kristen
  + Walthall, Leon
* Nursing
  + Delcour, Julia

The following faculty (in some cases retired, former, or emeritus faculty) were removed from Graduate Faculty status:

* Dr. Reba Yarborough
* Dr. Arthur Jashienski
* Dr. Shawn Kwilinski
* Dr. Eric Terrill
* Dr. Guy Walker

**C) LEVEL 1 CHANGES**

**I: Catalog Changes and Course Revisions**

ATHLETIC TRAINING:

* ATPP 600: Change title to "Research and Evidence-Based Practice I" and revise description to "(3 hours) Prerequisites: ATPP 580 and 590. This course is the first in a sequence of evidence-based courses that will introduce the student to important concepts commonly used in evidence-based practice. This includes clinical question generation, literature search methods, ethical concerns, and commonly used outcome measures and properties in experimental and clinical research." Revisions made to match new CAATE standards.
* ATPP 670: Change title to "Research and Evidence-Based Practice II" and revise description to "(3 hours) Prerequisites: ATPP 650 and 660. This course is the second in the sequence of evidence-based courses that will discuss the role of research in the athletic training profession. Students will learn evidence-based practice skills that will enable them to conduct and evaluate existing literature to improve patient care. The intent is to provide students with the opportunity critique and discuss clinical research articles in a seminar format." Revisions made to match new CAATE standards.

BIOLOGY:

* BIOL 551, Biology Independent Research. Change credit hours from 3 to variable (1, 2, 3).

BUSINESS:

* BUSI 537: Entrepreneurial Finance. Add needed pre-reqs BUSI 625 and BUSI 635.
* BUSI 541: Change title from "Staffing" to "Talent Acquisition" as current in field.
* BUSI 625: Advanced Managerial Accounting. Add needed pre-reqs ACCT 210 and ACCT 211 or BUSI 508. Current prerequisites state BUSI 501 and BUSI 502, which are no longer taught. BUSI 508 is a single course that combines BUSI 501 and BUSI 502
* BUSI 615: Advanced Marketing Management. Add needed pre-reqs BUSI 610, 625 and 635.
* BUSI 635. Financial Management Practices. Add needed pre-reqs BUSI 625 and BUSI 305 (grade of B or higher) or BUSI 506.

COMPUTER SCIENCE:

The following changes for Computer Science Pre-Requisites are made so that students may be admitted and start working in some courses without having to delay until all pre-reqs are completed; pre-reqs are now assigned to the specific courses.

* CSCI 515: Advanced Algorithms. Add pre-reqs CSCI 315 *or* 325*;* add CSCI 415.
* CSCI 531: Advanced Operating System. Add pre-reqs CSCI 315 *or* 325*;* add CSCI 431.
* CSCI 534: Human-Computer Interaction. Add pre-reqs CSCI 315 *or* 325*;* add CSCI 334 and MATH 213.
* CSCI 535: Advanced Computer Networks. Add pre-reqs CSCI 315 *or* 325.
* CSCI 540: Software Engineering Test and Maintenance. Add pre-reqs CSCI 315 *or* 325.
* CSCI 541: Distributed Database Systems. Add pre-reqs CSCI 315 *or* 325.
* CSCI 542: Data Mining. Add pre-reqs CSCI 315 *or* 325.
* CSCI 552: Network Penetrating, Testing, and Ethical Hacking. Add pre-reqs CSCI 315 *or* 325.
* CSCI 555: Compilers. Add pre-reqs CSCI 315 *or* 325*;* add CSCI 330.
* CSCI 560: Advanced Computer Architecture. Add pre-reqs CSCI 315 *or* 325*;* add CSCI 330.
* CSCI 590; Applied Cryptography. Add pre-reqs CSCI 315 *or* 325*;* add MATH 213.
* CSCI 635: Advanced Network Security Topics. Add pre-reqs CSCI 315 *or* 325.
* CSCI 640: Open Source Software Engineering. Add pre-reqs CSCI 315 *or* 325; add CSCI 540.

CRIMINAL JUSTICE:

* CRIM 610: Current Legal Issues in Criminal Justice. Revise title to "Current Legal Issues in Criminal Justice and Public Safety"; revised Learning Outcomes; no need to revise description.
* CRIM 620: Research Methods in Criminal Justice. Revise title to “Research Methods in Criminal Justice and Public Safety"; no need to revise description or outcomes since they are not CJ specific.
* CRIM 625: Criminal Justice Administration. Revise title to “and Public Safety"; revised outcomes; revised description: "Examined through this course is organizational theory and behavior of the criminal justice and public safety agencies. Principles of leadership and human resource management, organizational culture, organization and policy planning, budgeting, forecasting, and project implementation and evaluation is reviewed. Also explored is the evolution of administrative issues and problems in the criminal justice and public safety systems and impact of change in the external environment on agency operations."
* CRIM 625: Criminal Justice Administration. Remove pre-req of CRIM 601 (Introduction to Criminal Justice) and require no pre-reqs.
* CRIM 699: Ethics. Remove previous pre-reqs of CRIM 601, 610, 615, 620, and 625 and require no pre-reqs. Class is no longer used as a capstone for the program.

EDUCATION:

* Remove all pre-reqs to EDUC 601, 608, 611, 615, 616, 619, 622, 630, 632, 647. "The course sequence has changed and the pre-and-co-reqs are not needed in the above requested courses. The courses no longer need to be taught in sequence."
* EDUC 681: Internship and Seminar I in Elementary School Administration and Supervision. Delete co-req and add following pre-reqs: EDUC 601, 608, 615, 616, 630, 632, 645, 662.
* EDUC 684: Internship and Seminar I in Secondary School Administration and Supervision. Delete co-req EDUC 662 and add following pre-reqs: EDUC 601, 608, 615, 616, 630, 632, 645, 662.
* EDUC 682: Internship and Seminar II in Elementary School Administration and Supervision. Add pre-req EDUC 681 (Internship and Seminar I) to insure that students take course in proper progression.
* EDUC 685: Internship and Seminar II in Secondary School Administration and Supervision. Add pre-req of EDUC 684 ((Internship and Seminar I) to insure that students take course in proper progression.

PHYSICIAN ASSISTANT:

* MPAS 510: Outcomes and course outline revised to achieve outcomes in more realistic timeframe. Some previous course materials moved to new course. Course is now 1 hour instead of 2.

PSYCHOLOGY:

* Note that all following changes are made in order to comply with accreditation requirements for the Council for Accreditation for Counseling and Related Education Programs (CACREP).
* PSYC 537: Change title to “Theories of Marriage and Family Therapy” from Introduction to Family Dynamics” to better match CACREP accreditation requirements. No other changes being made.
* PSYC 545: Change title from "Clinical Counseling II: Advanced” to “Techniques of Counseling”; remove PSCY 540 from pre-reqs (still requires program admission); revise description to: "This is an experiential skills training course that introduces the application of basic counseling strategies and interventions with diverse populations. Students will also explore the particular interpersonal dynamics of helping relationships and develop self-awareness in the role of a counselor. This course will provide students with role playing experience in basic counseling skills and the application of a variety of counseling and psychotherapeutic techniques." Revisions made to better match accreditation requirements.
* PSYC 639: Change title from “Advanced Parent and Child Problems” to “Child and Adolescent Counseling”; revise description to: "The course is designed to assist students in training to identify mental health disorders as, classified in the DSM V that affect children and adolescents and write treatment plans that are based on developmentally appropriate cognitive, social, and emotional theories. This course is designed to meet course objectives as well as the professional standards specified by the Council for Accreditation on Counseling & Related Educational Programs (CACREP). This course also provides advanced training for students in assessing and treating parent-child problems encountered in marriage and family counseling. Special attention is given to understanding the psychology of parenthood and counseling strategies for helping parents deal with childhood problems like defiance, attention-deficits, anxiety, and compulsions, and with the special problems associated with single and stepparenting." No prereq changes. ." Revisions made to better match accreditation requirements.
* PSYC 650: Change title from “Clinical Counseling III: Psychopathology and Diagnosis” to “Psychopathology and Diagnosis." No other changes being made. Revisions made to better match accreditation requirements.

**II: New Courses**

BIOLOGY:

* BIOL 515, Zoonotic Diseases in Humans and Animals. (3). Pre-requisites – program admission. “Zoonotic Diseases in Humans and Animals is a three credit lecture graduate course designed to introduce students to major zoonotic diseases. Discussion will include disease presentations, epidemiology, diagnostics, and treatment/control protocols. In addition, public health implications will be examined and therefore this course would be applicable to students entering any health-related field, including human and veterinary practitioners. One of the key features of diseases shared by humans and animals is their potential rapid spread around the world due to a mobile population and the swift movement of trade around the globe. This course, as a result, will offer a global perspective as well. This course cannot be challenged.”

BUSINESS:

* BUSI 609: Principles and Practice of Servant Leadership. (3) Pre: None. "Principles and Practice of Servant Leadership is designed to provide aspiring organizational leaders with an immersive academic experience in the theory and practice of servant leadership. The course will emphasize the roots of servant leadership and compare and contrast secular and biblical servant leadership."
* BUSI 643: Coaching and Mentoring. (3) Pre: None. This course helps students understand the role of leadership and why a good leader must be a good coach. Students will explore core values of an effective coach: people, performance, and process. Students will describe and demonstrate the skills of coaching. Students will conduct an effective coaching session and develop an informational coaching presentation in partnership with colleagues.

CRIMINAL JUSTICE:

* CRIM 687: Emergency Management. (3). Pre: None. "This course provides an overview of the principles and practices of emergency management at the local, state, national and international levels; discusses intergovernmental and intragovernmental relationships important to emergency operations; provides an overview of the US emergency management system, including related laws, policies, and programs; presents the concepts of preparedness, mitigation, response and recovery; and, provides students with the resources necessary to critically assess research, media reports, popular culture, and political rhetoric related to disasters. This course will discuss best practices and proper methodologies for emergency managers as well as ways that students can develop skills and capabilities important to future employers as they seek individuals in this rapidly expanding and multi-faceted professional arena. It will include some lecture, class discussion, reading assignments, internet-based assignments, and video presentations."
* CRIM 690: Public Safety Capstone. (3). Pre: Permission of Director. "This course focuses on the integration of knowledge, skills and abilities learned in the program through a Public Safety capstone project. This course should be taken during the last semester of the program. The course will involve the student proposing a plan for public safety managers to handle a catastrophic event occurring in a community. The student will define the scope of the event and utilize concepts of disaster response as examined in prior program coursework from a public safety management perspective."

EDUCATION:

* \*EDUC 640: Curriculum, Design, Implementation and Evaluation. This course was previously in the catalog and is being brought back into it; there are no changes. \*Creation of this course finalizes the courses required for the MED in Teacher Leadership approved in the March 2019 meeting.
* EDUC 655: Literacy Leaders: Family and Community Partnerships. (3). Pre: None. "This course will examine theoretical, pedagogical, and research issues on the topic of family and community engagement in literacy, developing strong partnerships with families, and improving literacy opportunities through grant writing. Additionally, participants will study significant theoretical and historic perspectives on family literacy that have influenced the development of programs and policy. Participants will examine different approaches and programs to family literacy within their community, as well."
* EDUC 656: Literature as Instructional Tools. (3). Pre: None. "In this course, students will examine current literature for children and adolescents and the role it plays in 21st century standards-driven classrooms. The course will increase students’ awareness in recent trends in children’s and YA literature and provide instruction on interdisciplinary integration, including STEAM (science, technology, engineering, art, and mathematics). Course topics will include: current literary works; trends, issues, and controversies in children’s and YA literature; critical evaluation of children’s and YA literature; and uses of children’s literature in the pre-K-12 grades."
* EDUC 657: The Language and Literacy Connection. (3). Pre: None. "This course will examine the attainment of oral language and vocabulary development, and the natural connections tied to literacy achievement in grades Pre-K-12. The role of language in reading, writing, speaking, and listening will impact a student’s performance in school, and these effects will transfer over into adulthood. Topics will include theories of language development, language development stages, speech and language processing, activities that foster language and vocabulary development, language and vocabulary assessments and interventions, and English language learners."
* EDUC 658: Principles of Coaching Literacy. (3) Pre: None. "This course is designed to continue the learning of South Carolina’s literacy coaches by exploring and using guiding principles for literacy coaches for instructional improvement and increased student achievement within districts and schools. Course participants will define guiding principles for literacy coaching as requiring specialized knowledge, work with teachers as the focus of coaching time, maintain collaborative relationships, provide coaching that supports students’ reading achievement, is intentional and opportunistic, and evolve as a literacy leader within the school."
* EDUC 659. Action Research in Literacy Coaching. (3). Pre: None. "This course is designed to continue the learning of South Carolina’s literacy coaches by exploring and using guiding principles for literacy coaches for instructional improvement and increased student achievement within districts and schools. Course participants will define guiding principles for literacy coaching as requiring specialized knowledge, work with teachers as the focus of coaching time, maintain collaborative relationships, provide coaching that supports students’ reading achievement, is intentional and opportunistic, and evolve as a literacy leader within the school."
* EDUC 660: Professional Leadership and Mentoring. (3). Pre: None. "The course will provide participants the opportunity to develop leadership capacity through the role of the master teacher. Techniques for effective consultation, mentoring, and coaching will be addressed along with specific strategies for professional collaboration. Peer mentoring skills will be developed through coaching activities while practicing various teaching strategies."
* EDUC 663: Practicum in Teacher Leadership. (3). Pre: None. "Students work with district curriculum leaders or persons in similar leadership roles to develop or review curriculum materials, analyze assessment and evaluation results, design implementation strategies, and/or assist in professional development sessions for teachers and administrators. Intended for both experienced teachers and administrators."
* Note: the following courses are in support of the proposed Level II MED Emphasis in Physical Education and Sport Coaching:
* HPES 620: Organization and Administration. (3). Pre: None. This intent of this course is to assist the graduate student in understanding the roles and responsibilities of an administrator either in education or athletics through theoretical and practical lenses. Components of this course will assist future leaders, directors, and managers in establishing a guiding philosophy for problem solving and handling day to day operations of the business of education or athletics.
* HPES 650: Sport Law and Ethics. (3). Pre: None. "This course introduces the legal doctrines, major statutes, standards, and case law that establish legal responsibilities, rights, privileges, and controls related to the fields of physical education and sport. Students will investigate case law involving negligence and tort law, risk management constitutional law and sport and education legislation."
* HPES 651: Contemporary Issues in Sport and Physical Education. (3). Pre: none. This course is designed to identify a range of contemporary issues impacting upon the purpose, place and role of physical education and school sport. Students will critique current research and literature to help consolidate their understanding of both theory and practice.
* HPES 670: Strength and Conditioning Programming. (3) Pre: None. This course presents advanced strength training and conditioning theory and practice. Designed primarily for students' specializing in strength and conditioning, the course explores advanced periodization models and their utilization, mastery and analysis of fundamental exercises and lifts, plyometric programming, ergogenic aids (identification, legal implications, nutritional alternatives,) facility design, and special population needs.
* HPES 671: Sports Psychology. (3). Pre: None. Professionals and students of applied sport psychology are concerned with identifying psychological techniques that may be applied to sport to improve the performance and enhance the personal growth of athletes. This course is designed to familiarize you with an array of psychological skills or mental training techniques that have been used successfully by athletes and coaches in their pursuit of peak performance.
* HPES 678: Biomechanics of Human Movement. (3). Pre: None. This course outlines the fundamental concepts related to assessment and modification of athlete's capacities, including talent identification and profiling. Applied anatomy provides the theoretical framework for valid and reliable assessment and evidence-based modification of an athlete's body structure and physical capacity. Applied biomechanics explains how sport technique may be analyzed and the resulting information used to improve athletic performance.
* HPES 679: Motor Learning and Development. (3). Pre: None. This course provides understanding to the complex phenomenon of human movement and how people learn. It is designed to build an enhanced foundation for assessing performance, providing effective instruction and designing practice, and training experiences to achieve optimal skill acquisition and performance. It is applicable for future practitioners in kinesiology, physical education, dance, and coaching.
* HPES 680: Measurement and Evaluation. (3). Pre: None. This course lays the foundation of testing and data analysis and the methods of interpreting the results and drawing conclusions in physical education and sport pedagogy. Upgraded standards and guidelines for individual, group, team, and program evaluation are introduced and applied in real-world settings and scenarios.
* HPES 681: Skill Acquisition and Development. (3). Pre: None. Students in this course will acquire skills and knowledge in the theories related to skill acquisition and skill development related to sport performance in a variety of settings. Coaches and teachers will plan developmentally appropriate teaching and training methodologies for group instruction and individual skill development instruction in multiple settings and skill levels.

PHYSICIAN ASSISTANT:

* MPAS 590. Diagnostic Sciences. (1). Pre: None. This course is designed to provide a general overview of diagnostic studies and the science behind these studies…

PUBLIC HEALTH:

* Note: the following courses are in support of the level 2 program addition for a Healthcare Emphasis in the MBA. (\* - see approval of change from HEAL to HCMT by the Dean of the College of Business)
* \*HCMT 620: Leadership and Management in Healthcare Organizations. (3) Pre: None. "The course provides an overview of leadership and management in healthcare organizations. Topics include leadership styles and theories as it relates to the healthcare system, managing change in healthcare organizations, and healthcare reform."
* \*HCMT 621: Navigating the Healthcare System. (3) Pre: None. "The course includes a review of the current healthcare system and how it relates to management and administration. Students will learn about various healthcare topics, including healthcare structure, health insurance, comparative healthcare systems, and the future of healthcare."
* \*HCMT 622: Information Management in Healthcare. (3) Pre: None. "The course includes principles and application of information management in healthcare. The use of healthcare data and analytics will be reviewed as well as information systems."
* \*HCMT 623: Improving Healthcare Quality and Equity. (3) Pre: None. "The course provides an overview of quality in the healthcare system. Quality improvement concepts will be reviewed, along with risk management concerns. Healthcare quality will also be applied within the framework of population health and health equity."
* \*HCMT 624: Health Policy and Law. (3) Pre: None. "The course provides an overview of health policy and law. Hallmark health policies and laws will be reviewed, along with current trends in the field. The process of developing health policies and laws will be explored."
* \*HCMT 625: Healthcare Project Management. (3) Pre: None. "The course explores project management principles utilized in the healthcare system. Students will learn and apply the planning, implementation, and management processes of healthcare projects. Additional topics include marketing of healthcare projects and the role of a project manager."

PSYCHOLOGY:

* PSYC 512: Models of Integrative Therapy. (3) Pre: None. “This course will examine the history of religion and psychotherapy and current theories regarding the importance of spirituality to the life of psychotherapy clients. Five models of Christian integration will be explored including the levels of explanation view, the integration view, the Christian psychology view, the transformational psychology view and the biblical counseling view. This course will also explore how one’s theological and philosophical commitments impact integrative efforts. Concepts such as epistemology, biblical anthropology, imago dei, salvation history, sin, death, and Satan, and the nature of salvation will all be explored, with a focus on how personal commitments on these issues impact one’s perspective on the relationship between psychology and Christianity.”
* PSYC 542: Introduction to the Profession. (3). Pre: Admission to program. "This course is designed to introduce students to the field of counseling, its theoretical and philosophical bases, historical antecedents, ethical issues, professional elements, and an overview of current practice environments. Additionally, this course provides theoretical and applied information regarding community counseling services, staffing procedures, emergency services, and treatment paradigms." Rationale: This is added in order to comply with accreditation requirements for the Council for Accreditation for Counseling and Related Education Programs (CACREP).
* PSYC 605: Grief, Crisis, and Trauma. (3). Pre: Admission to program, and PSYC 502 and 505. "This course includes an overview of the concepts and principles of crisis counseling. Topics will include immediate response to crisis situations such as terrorism, natural disasters, and school-related disasters as well as longer term counseling models to address trauma related to intimate partner violence, sexual assault, child sexual abuse, and trauma related to military service. " Rationale: This is added in order to comply with accreditation requirements for the Council for Accreditation for Counseling and Related Education Programs (CACREP).
* PSYC 640: Counseling for Sexual Concerns. (3). Pre: Admission to program and PSYC 502 and 505. "Students will develop an understanding of sexual anatomy, the physiology of sexual function, and therapeutic applications for assessing, counseling, and referral procedures for clients who present with sexual concerns. Students will investigate various therapeutic approaches when dealing with sexual concerns. Students will explore how life experiences, sexual values, and beliefs about sexual behavior affect the therapeutic interaction and outcome. The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences." This is added in order to comply with accreditation requirements for the Council for Accreditation for Counseling and Related Education Programs (CACREP).

**III: COURSE DELETIONS**

PSYCHOLOGY:

* PSYC 540: Clinical Counseling I: Basics. "This course is being deleted and being replaced by PSYC 541 to better align with accreditation requirements. It is a core curriculum requirement at this time, and after these course changes are approved we will be submitting a form to modify the core curriculum for the program to reflect these changes."

**IV: PROGRAM REVISION**

BUSINESS:

MBA:

* Add BUSI 609 and 643 as electives for the General Management and Leadership emphases
* Add BUSI 643 as elective for the Human Resource Management emphasis
* Remove BUSI 546 (Advanced Investments) from quasi-core and make approved elective
* Remove BUSI 642 (International Finance and Monetary Policy) from quasi-core and make approved elective
* Add BUSI 641 (International Business and Trade) to quasi-core
* The quasi-core consists of 4 courses; students must take at least one

MA OL:

* Add BUSI 609 and 643 as MA core electives
* Students are now required to choose between 4 to 7 courses (12-21 hours) in electives

MS in Human Resource Management:

* Add BUSI 643 to HRM electives
* Add BUSI 609 as HRM general elective

PHYSICIAN ASSISTANT:

* MPAS 510, Path to Becoming a PA I, decreased from a 2-credit hour course (17 weeks) to a 1-credit hour course (12 weeks). The course is now only in Unit II instead of Unit I and II and contains content relevant to PA accreditation standards. The PA program added Diagnostic Sciences to Unit I, which is a 1-credit hour course which serves as an introduction to labs and radiology. The total credit hours for the program remains at 99.

PSYCHOLOGY:

* Program name change from Master of Science in Counseling Psychology to Master of Science in Clinical Counseling to line up with accreditor expectations.
* Many courses have had name revisions even though numbers stayed the same
* PSYC 540 has been deleted and replaced by PSYC 542 as PSYC core curriculum
* PSYC 604 is being removed as PSYC core curriculum and replaced with PSYC 605, Grief, Crisis, and Trauma
* More elective options have been added.
* No change in overall required hours.

**D) LEVEL 2 CHANGES**

**BUSINESS:**

I: Add New Program: Emphasis in Healthcare Management MBA.

**"Purpose:** Healthcare Management (HCM) is one of the fastest growing and most lucrative fields in the country. The median annual salary for these professionals is $70,000 to $100,000 (www.bestschools.org, www.healthcare-management-degree.net). Students earning this degree work in different areas of healthcare which may include: nursing home administration, long-term care or assisted living management, hospital administration, department/floor management, or run small private practices. All of these roles require certain tools and skills that include, but are not limited to: leadership, management, marketing, healthcare law, finance, and information management.

“The number of healthcare management positions are growing at 26% which is faster than the national average job growth rate of 7% (www.bestschools.org). There is great demand for managers with these skills. Our goal is to train people to qualify for these positions and add excellent value to the firms where they work.

**“Target audience:** Mid-level healthcare managers with a commitment to improving their skillset and value to the firm. These learners need the advanced business education incorporated in a MBA."

MBA Core (21 credit hours, in place):

* BUSI 610: Managing with Excellence and Integrity
* BUSI 615: Advanced Marketing Management
* BUSI 620: Contemporary Business Law and the Legal Environment
* BUSI 623: Business Ethics from a Christian Worldview
* BUSI 625: Advanced Managerial Accounting
* BUSI 635: Financial Management Practices
* BUSI 650: Strategic Planning and Analysis

MBA Quasi-Core (Choose 1, 3 credit hours):

* HEAL622: Information Management in Healthcare (recommended for HEAL)

Or

* BUSI 522: Macroeconomic Policy in a Global Economy
* BUSI 546: Advanced Investments
* BUSI 552: Advanced Managerial Economics
* BUSI 614: Information Systems Concepts

HCM Emphasis (Choose 3, 9 credit hours):

* HEAL 621: Navigating the Healthcare System
* HEAL 625: Healthcare Project Management
* HEAL 624: Health Policy and Law
* HEAL 620: Leadership and Management in Healthcare Organizations
* HEAL 623: Improving Healthcare Quality and Equity
* HEAL 622: Information Management in Healthcare

II: Add New Program: MBA Emphasis in Supply Chain Management at CSU

**Purpose:** "An MBA with an emphasis in Supply Chain Management will equip students to meet the rising demand for qualified managers to face the fierce competition in today’s global markets. Managers need the skills to meet the heightened expectations of customers by their ability to invest in and focus on their supply chains. Students earning this degree will benefit from learning how to reduce costs and improve service levels. Students learn efficient strategies for procuring raw materials and other inventory from one or more factories, shipping the materials to intermediate warehouses, and eventually to the end users, either retailers or customers. In addition, this degree prepares students to manage information, finances, resources, and logistics both internally and externally. Organizations in virtually every industry rely on supply chains in their daily operations. "

**"Target audience:** Mid-level managers with a commitment to improving their skillset and value to the firm. These learners need the advanced business education incorporated in a MBA."

MBA Core (21 credit hours, in place):

* BUSI610: Managing with Excellence and Integrity
* BUSI615: Advanced Marketing Management
* BUSI620: Contemporary Business Law and the Legal Environment
* BUSI623: Business Ethics from a Christian Worldview
* BUSI625: Advanced Managerial Accounting
* BUSI635: Financial Management Practices
* BUSI650: Strategic Planning and Analysis

MBA Quasi-Core (Choose 1, 3 credit hours):

* MSOM653: Supply Chain Information Technology (recommended)
* HCMT 622: Information Management in Healthcare
* BUSI 522: Macroeconomic Policy in a Global Economy
* BUSI 641: International Business & Trade
* BUSI 552: Advanced Managerial Economics
* BUSI 614: Information Systems Concepts

Supply Emphasis (Choose 3, 9 credit hours):

* MSOM650: Strategic Procurement
* MSOM651: Transportation and Distribution Management
* MSOM632: Product and Service Delivery Management
* MSOM653: Supply Chain Information Technology

**CRIMINAL JUSTICE:**

I: Add New Program: MS in Public Safety Management

**MS in Public Safety Management**

36 Hours

***Management Core Requirements*** (12 hours):

* MSOM 601 Critical Thinking
* MSOM 602 Servant Leadership
* MSOM 603 Making Ethical Management Decisions
* MSOM 609 21st Century HR Management

***Management Electives*** (6 hours from the list below):

* MSOM 610 Managing Diverse Cultures
* MSOM 611 Project Management
* MSOM 622 Data Mining
* MSOM 650 Strategic Procurement

***Public Safety Core Requirements*** (18 hours)

* CRIM 610 - Current Legal Issues in Criminal Justice: revised to "Current Legal Issues in Public Safety"
* CRIM 625 - Criminal Justice Administration: Revised to "Public Safety Administration"
* CRIM 620 - Research Methods in Criminal Justice: revised to “Research Methods in Criminal Justice and Public Safety”
* CRIM 687- Emergency Management (New Course; see Level 1 report)
* CRIM 699 – Ethics
* CRIM 690 - Capstone for Public Safety (New Course; see Level 1 report)

**EDUCATION:**

I: Add New Program: Master of Education in Elementary & Secondary School Administration and Supervision.

This new emphasis is made up entirely of courses already in the program; this proposed program would offer the students the opportunity to be certified in both grade areas by graduating with a MEd in both Elementary and Secondary School Administration and Supervision

All candidates seeking admission to the Master of Education in Elementary & Secondary School Administration and Supervision must meet the requirements listed below:

1. The candidate must meet all requirements for regular admission to the Master of Education Program as outlined in the *CSU Graduate Catalog* or official transcript submitted to verify Master’s Degree.
2. The candidate must present a valid South Carolina teaching certificate in Secondary (or middle) Education & Elementary Education.
3. The candidate must have completed Education 615 with a grade of “B” or better.
4. The candidate must have, at a minimum, two years successful school teaching experience. Also, the candidate must have three years of experience to attain certification, with at least one year being in grades K-6 & one year in grades 6-12.
5. The candidate must have completed all portions of the *Application for Admission to the Educational Administration Program* and all requirements listed above at least one semester prior to enrollment in Education 682 or 685.
6. If the candidate holds PK-12 teaching license, e.g., special education, physical education, art, etc. and wants to be licensed in both elementary and secondary administration, the candidate must complete one elementary (PK-8) and one secondary (grades 7-12) internship. A middle school placement can count for either an elementary or secondary internship depending on the candidate’s needs (the intern will need to be registered in the corresponding internship section at CSU, e.g. one at the elementary level and one at the secondary level to satisfy licensing protocols.

* **Education Core** (12 hours)
  + Education 601: Principles of Educational Research (3)
  + Education 608: Foundations, Issues and Trends in Education (3)
  + Education 632: Computers: Advanced Applications and Issues in Education (3)
  + Education 662: Issues and Perspectives on Managing a Diverse Student Population (3)
* **Professional Education** (18 hours)
  + Education 615: Educational Leadership I: Organizational Behaviors (3)
  + Education 616: Educational Leadership II: Human Resource and Finance Management (3)
  + Education 630: Legal and Ethical Environments of Public Schools (3)
  + Education 640: Curriculum Design, Implementation and Evaluation (3)
  + Education 645: Planning and Supervision of the Instructional Program (3)
  + Education 652: School and Community Support Services (3)
  + Specialty Studies (9 hours) Choose one of two tracks
  + Track 1
  + Education 684: Internship and Seminar I in Secondary School Administration and Supervision (3)
  + Education 682: Internship II in Elementary School Administration and Supervision (3)
  + Education 683: The Elementary School Principalship (3)

or

* + Track 2
  + Education 681: Internship and Seminar I in Elementary School Administration and Supervision (3)
  + Education 685: Internship II in Secondary School Administration and Supervision (3)
  + Education 686: The Secondary School

II: Remove Programs: Deletion of Emphases in Master of Education (M.Ed.) Program

As noted by the Graduate Director of Education:

"The level 2 changes we are proposing are directly related to our vision of the Graduate Programs in the College of Education. We would like to serve our community and prepare our students to be lifelong learners in their profession.

Our goal is to offer programs that directly meets the needs of our community and matches the expertise of our faculty. When reviewing the programs we have in the graduate catalog, we feel the following programs no longer either meet the need of the community or match the faculty expertise.”

The following emphases are eliminated:

* Delete "Elementary Education" emphasis in the M.Ed. Six students are currently enrolled who will be able to progress through the program until they are finished; no new students will be accepted as of 2/1/19.
* Delete "Elementary Education with Concentration in Instructional Design." No students have ever enrolled. No new students will be accepted as of 2/1/19.
* Delete "Elementary Education with Concentration in Literacy." No students have ever enrolled. No new students will be accepted as of 2/1/19.
* Delete "Gifted and Talented Endorsement." No students have ever enrolled. No new students will be accepted as of 2/1/19.
* Delete "Literacy Teacher Add-On." No students have ever enrolled. No new students will be accepted as of 2/1/19.
* Delete "Middle Level Add-On." No students have ever enrolled. No new students will be accepted as of 2/1/19.

III: Add New Program: Teacher Leadership Emphasis in the MED

* The Master of Education in Teacher Leadership program is designed primarily for South Carolina certified teachers who want to develop leadership skills that can impact and influence students and peers.
* The 30 credit hours (ten courses) are available face to face, online, and hybrid formats.
* Curriculum is structured to strengthen skills in assessment, curriculum and instruction, as well as professional leadership skills to meet the needs of diverse learners.
* Courses are taught by faculty with extensive teaching and leadership experience.

"This program places priority on your classroom and school as the focal points of course discussions, assignments, and assessments. This focus allows you to directly apply what you are learning to your teaching environment, in the classroom and beyond. This program will equip you to assume a variety of roles in education - from expert teacher, early career mentor, and instructional coach, to department chair, staff development leader, assessment coordinator, and curriculum coordinator."

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Leader |  |  | CR Hrs |
| Core |  | 15 hours |  |
| EDUC | 601 | Principles of Educational Research | 3 |
| EDUC | 608 | Foundations, Issues, and Trends in Education | 3 |
| EDUC | 632 | Computers: Adv. Applications in the Elem/Secondary School | 3 |
| EDUC | 645 | Planning and Supervision of the Instructional Program | 3 |
| EDUC | 662 | Issues, Perspectives, and Service for a Diverse Student Population | 3 |
| Teacher Leader |  | 15 hours |  |
| EDUC | 699 | Issues in Teacher Leadership | 3 |
| EDUC | 622 | Assessing and Addressing Student needs | 3 |
| EDUC | 640 | Curriculum, Design, Implementation and Evaluation | 3 |
| EDUC | 660 | Professional Leadership and Mentoring (new) | 3 |
| EDUC | 663 | Practicum in Teacher Leadership (new) (36 hours) | 3 |

IV: Add New Program: MEd in Physical Education and Sport Coaching

* The Master of Education in Physical Education and Sport Coaching program is designed primarily for physical education teachers and athletic coaches who want to further their knowledge to impact and influence students and peers.
* The 30 credit hours (ten courses) are available online.
* Curriculum is structured to strengthen skills in assessment, curriculum and instruction, as well as professional leadership skills to meet the needs of diverse learners.
* Courses are taught by faculty with extensive teaching and coaching experience.

"The role of physical education teachers and sport coaches is steadily changing. Youth league and scholastic level coaches are now facing the prospect of specialization in one sport including year-round skill development and games. College coaching has shown an increase in the need for specialized coaching practices, especially by newer coaches and assistant coaches, to develop particular aspects of players to fit in their role on the team. As the obesity epidemic continues to grow in America, the emphasis that physical education teachers place on skill development in fitness is also growing, as demonstrated in the SHAPE America National Standards and Grade-Level Outcomes.

“The master’s in physical education and sport pedagogy provides opportunities for current physical education teachers to enhance their skills in teaching and provides an avenue for new coaches to understand the new role sport coaches play in the development of young athletes. Students will explore sport law and ethics, strength and conditioning programming, and sport psychology, along with sport science and research related to teaching and coaching for all ages and skill levels."

|  |  |  |
| --- | --- | --- |
|  | **CORE 12 Hours** | Cr Hours |
| EDUC 601 | Foundations Of Research | 3 |
| HPES 620 | Organization And Administration | 3 |
| HPES 670 | Strength And Conditioning Programming 1 | 3 |
| HPES 671 | Sport Psychology | 3 |
|  | **Elective Courses (Choose 2, 6 Hours)** |  |
| HPES 650 | Sport Law & Ethics | 3 |
| HPES 651 | Current Issues And Trends In Athletics | 3 |
| BUS 607 | Fundamentals Of Leadership | 3 |
| BUS 624 | Leadership Development | 3 |
|  | **Cognate In Physical Education & Sport Coaching 12 Hours** |  |
| HPES 678 | Advanced Movement Analysis In Physical Education And Sport Coaching | 3 |
| HPES 679 | Advanced Motor Learning In Physical Education And Sport Coaching | 3 |
| HPES 680 | Evaluation And Assessment In Physical Education And Sport Coaching | 3 |
| HPES 681 | Skill Development In Physical Education And Sport Coaching | 3 |

V: Revise Program: MED in Elementary and Secondary School Administration and Supervision.

* Delete EDUC 640 and 652 (no longer offered)
* Reduces overall hours from 39 to 33

VI: Add New Program: Emphasis within the M.ED.: Literacy Coach

* The Master of Education in Literacy Coaching is designed primarily for South Carolina certified teachers who want to develop a higher level of teaching literacy that can impact and influence students and peers. Graduates from this program will have the skills to be Literacy Coaches in the schools.
* The 33 credit hours (eleven courses) are available face to face and hybrid formats.
* Curriculum is structured to strengthen skills in Coaching, literacy instruction, and community literacy as well as action research skills.
* Courses are taught by faculty with extensive teaching literacy experience.

This program places priority on your classroom and school as the focal points of course discussions, assignments, and assessments. This focus allows you to directly apply what you are learning to your school environment, in the classroom and beyond. This program will equip you to be literacy leaders in the classroom, school, and community.

|  |  |  |
| --- | --- | --- |
|  | 33 hours total |  |
|  | *15 hours MED core* |  |
| 601 | Principles of Educational Research | 3 |
| 608 | Foundations, Issues, and Trends in Education | 3 |
| 632 | Computers: Adv. Applications in the Elem/Secondary School | 3 |
| 645 | Planning and Supervision of the Instructional Program | 3 |
| 662 | Issues, Perspectives, and Service for a Diverse Student Population | 3 |
|  | *18 hours Literacy* |  |
| 622 | Assessing and Addressing Student Needs | 3 |
| 659 | Action Research in Coaching Literacy | 3 |
| 658 | Principles of Literacy Coaching | 3 |
| 657 | The Language and Literacy Connection | 3 |
| 656 | Literature as Instructional Tools | 3 |
| 655 | Literacy Leaders: Family and Community Partnerships | 3 |

Submitted by

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