

Charleston Southern University Graduate Council

Annual Report 2025-2026

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

The *GRADUATE COUNCIL* membership consists of the Directors of Graduate Studies in all areas offering graduate degrees, the 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 a 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 subcommittee 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.

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Graduate Membership for all faculty is defined in the following ways:

FULL MEMBERSHIP

To be eligible for full membership on the Graduate Faculty, a faculty member must meet the following criteria:

1. Earned the terminal degree or its evident equivalent in scholarly maturity and productivity
2. Completed a minimum of three years of college teaching experience, at least one of which must be subsequent to the receipt of the terminal degree
3. Be elected by the Graduate Council upon the recommendation of
 - a. the Department Chair
 - b. the Director of Graduate Studies in the appropriate area
 - c. the appropriate Academic Dean, and
 - d. the Vice President for Academic Affairs
4. Be reappointed at five-year intervals, with reappointment requiring evidence of productivity in the areas of teaching, scholarship, and service, and
5. Have taught graduate courses at Charleston Southern University or another regionally accredited university/college within three years of appointment.
6. Doctoral faculty members teach only in the Ed.D. or the planned Physical Therapy program.

ASSOCIATE MEMBERSHIP

To be eligible for associate membership in the graduate faculty, a faculty member must meet the following criteria:

1. Completed at least two years of graduate work in the major field or its evident equivalent in scholarly maturity and productivity; professional experience and licensure for two years may count as equivalency for scholarship in professional and clinical fields.
2. Have at least two years of college teaching experience or hold a terminal degree in lieu thereof, or have at least two years of professional experience and licensure in professional and clinical fields.
3. Be elected by the Graduate Council upon the recommendation of
 - a. The Department Chair
 - b. the Director of Graduate Studies in the appropriate area
 - c. the appropriate Academic Dean, and

- d. the Vice President for Academic Affairs.
4. Be reappointed at three-year intervals, with reappointment requiring evidence of scholarly productivity.

AFFILIATE MEMBERSHIP

Affiliate members are those who are appointed to teach on a course-by-course basis. These members must possess a minimum of a Master's degree and demonstrate successful experience in their fields in order to be appointed. There are two levels of Affiliate: Provisional, for 1 year; and "Continuing" (formerly full affiliate), approved for 3 years.

Graduate faculty criteria are further defined in The Faculty Handbook as follows: Graduate programs are designated as one of two categories:

- Research Intensive (to include the Ed.D.), or
- Professional Preparation (DPT)

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

GRADUATE FACULTY

- Primarily 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. The coursework taken is aligned with the course content in the EdD program of study.
- Faculty will be required to demonstrate research/scholarship for continuing appointment at this level of graduate faculty; for the EdD faculty, the minimum 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.

MEMBERSHIP OF THE GRADUATE COUNCIL, 2025-2026

Voting Members:

- Dr. Krista Allison, EdD Program Chair
- Dr. Renae Bomar, Athletic Training Program Director
- Dr. Marc Embler, Vice President of Academic Affairs, Dean of CAPS
- Dr. Tonya Houston, College of Education
- Dr. Peter Jenkins, MS in Biology Program Director
- Dr. Marcy Jorgenson, Nursing
- Dr. Yu-Ju (Joseph) Lin, Computer Science Director

- Dr. Gary Metts, Director of Criminal Justice Graduate Program
- Dr. Chrissy Ortiz, College of Business
- Dr. Maxwell Rollins, Assistant Dean for Business Graduate Programs, Nielsen College of Business
- Dr. Justin Goebel, Physician Assistant Program Director, Chair
- Dr. Tankersley, Physical Therapy Program Director
- Dr. Angela Weaver, Clinical Counseling Department Chair

Ex Officio members:

- Dr. Michael Wilder, Vice President for Academic Affairs
- Dr. Scott Yarbrough, Vice President of Student Success and Compliance
- Amanda Spratt (former Registrar), Brad Hammond (interim Registrar)
- Academic Deans
 - Dr. Todd Ashby, Dean of the College of Science and Mathematics
 - Dr. Susan (Vicki) Ball, Dean of the College of Nursing
 - Dr. Julie Fernandez, Dean of the College of Education
 - Dr. John Kuykendall, Dean of the College of Humanities and Social Sciences
 - Dr. David Palmer, Dean of the Nielsen College of Business
 - Dr. Ben Phillips, Dean of the College of Christian Sciences
 - Dr. Gabrielle Poole, Dean of the College of Health Science

Actions Taken by the Graduate Council in the 2024-2025 Academic Year

A. MEETINGS

The Graduate Council met in September, October, November, February, March (email format), April, and May (email format).

B. ADMINISTRATIVE POLICY, PROCEDURE, AND PROTOCOL

September Meeting

Administrative

- Dr. Yarbrough requested the Council to appoint / select, through volunteer nomination and subsequent approval, a new Chair. Dr. Jenkins volunteered to serve as Chair and the motion carried unanimously.
- The Council agreed to a standing meeting time on the third Thursday of each month at 3:00 p.m.

October Meeting - no administrative, policy, or protocol discussions/revisions to report.

November Meeting

Policy Review/Revisions:

- Policy R-35 was revised such that graduate enrollment in doctoral-level courses for qualified graduate candidates at Charleston Southern University will be permitted. Candidates will be permitted to take up to 6 hours of doctoral credits during the semester during which their degree will be conferred (3 credit hours per 7-week session). Participation in doctoral-level coursework is subject to approval by the Dean of the College of Education and the Graduate Program Director. Eligible courses will be identified each semester, and enrollment will be contingent upon available space and faculty approval.
- Additionally, undergraduate enrollment in select graduate-level courses for endorsements or master's credit will be permitted for qualified undergraduate candidates majoring in Education. These courses may apply toward a state endorsement or be credited toward a master's degree upon formal admission to a graduate program. Candidates will be allowed to take 6 hours of graduate credits per semester, 3 credit hours per 7-week session. To be eligible, candidates must be formally accepted into the College of Education, must have successfully completed a minimum of 90 undergraduate credit hours toward their degree program, and must maintain a minimum cumulative GPA of 3.0 or higher. Participation in graduate-level coursework is subject to approval by the Dean of the College of Education and the Graduate Program Director. Eligible courses will be identified each semester, and enrollment will be contingent upon available space and faculty approval.
- Lastly, qualified students admitted to the 3+2 Athletic Training or DPT 3+3 early assurance program are exempt from the policy and held to the program's admissions requirements. Approved majors in computer science are exempt from the policy; however, undergraduates are limited to 9 hours of graduate coursework while an undergraduate student and course prerequisites must be met.

February Meeting

Policy Review/Revisions:

- Policy R-47 was noted to be in need of updating as there are some errors and outdated information regarding adjunct compensation. Dr. Rollins and Dr. Kuykendall agreed to make the revisions, and present to the Deans and the Provost will approval of the edits,

March Meeting

Policy Review/Revisions:

- The updated Policy R-47 (discussed in February's meeting) was shared with the Council with the Deans and the Provost having previously approved of the edits.

April Meeting - no administrative, policy, or protocol discussions/revisions to report.

May Meeting - no administrative, policy, or protocol discussions/revisions to report.

C. LEVEL 1 CHANGES

REPORT ON LEVEL 1 ACTIONS - SEPTEMBER 2025

- I. New Course Approvals – none presented
- II. Catalog Changes and Course Revisions – none presented
- III. Course Deletions – none presented

REPORT ON LEVEL 1 ACTIONS – OCTOBER 2025

- I. New Course Approvals – none presented
- II. Catalog Changes and Course Revisions – none presented
- III. Course Deletions – none presented

REPORT ON LEVEL 1 ACTIONS – NOVEMBER 2025

- I. New Course Approvals – none presented
- II. Catalog Changes and Course Revisions

BUSINESS

- Remove prerequisite (BUSI 625 & BUSI 635) from BUSI 648 - Strategic Marketing

EDUCATION

- Remove prerequisite (EDUC 681) from EDUC 682 - Internship and Seminar II in Elementary School Administration and Supervision
- Remove prerequisite (EDUC 684) from EDUC 685 - Internship and Seminar II in Secondary School Administration and Supervision

- III. Course Deletions – none presented

REPORT ON LEVEL 1 ACTIONS - FEBRUARY 2026

- I. New Course Approvals

CRIMINAL JUSTICE

- CRIM 667 - The American Judicial System (3 credit hours) Provides an in-depth examination of the American judicial system with emphasis on the structure, function, and processes of local, state, and federal courts. This graduate-level course explores the historical foundations of the judiciary, judicial decision-making, court administration, and the roles of judges, prosecutors, defense attorneys, and other courtroom actors. Students will critically analyze constitutional principles, judicial ethics, due process, and the impact of judicial rulings on criminal justice policy and practice. Particular attention is given to contemporary challenges facing the courts, including case overload, sentencing disparities, judicial discretion, and public trust in the justice system. The course is designed to strengthen analytical, research, and professional writing skills essential for criminal justice leaders and practitioners.

- II. Catalog Changes and Course Revisions

BUSINESS

- Revision of course codes to more accurately reflect the discipline

- From ACCT 625 to BUSI 625 - Advanced Managerial Accounting
- From FINA 635 to BUSI 635 - Financial Management Practices
- From LEAD 607 to BUSI 607 - Fundamentals of Leadership
- From LEAD 609 to BUSI 609 - Principles and Practice of Servant Leadership
- From LEAD 619 to BUSI 619 - Power and Influence
- From LEAD 624 to BUSI 624 - Leadership Development
- From LEAD 634 to BUSI 634 - Leading Organizational Change and Transformation
- From LEAD 643 to BUSI 643 - Coaching and Mentoring
- From LEAD 644 to BUSI 644 - Leadership Dynamics and Decisions
- From HRMT 611 to BUSI 611 - Advanced Human Resource Management
- From HRMT 672 to BUSI 672 - Talent Acquisition
- From HRMT 673 to BUSI 673 - Employee Training and Development
- From HRMT 674 to BUSI 674 - Employee Compensation and Benefits
- From HRMT 675 to BUSI 675 - Human Resource Law and Ethics
- From HRMT 678 to BUSI 678 - HR Management SHRM Preparation
- From MGMT 610 to BUSI 610 - Managing with Excellence and Integrity
- From MGMT 612 to BUSI 612 - Advanced Organizational Behavior
- From MRKT648 to BUSI 648 - Strategic Marketing

III. Course Deletions – none presented

REPORT ON LEVEL 1 ACTIONS – MARCH 2026

- I. New Course Approvals – none presented
- II. Catalog Changes and Course Revisions

EDUCATION

- Changed the title of their program “Master of Education in Elementary & Secondary School Administration and Supervision” to “Master of Education in School Administration and Supervision PK – 12

HEALTH SCIENCES

- Change the title of COUN 637 - Theories of Family Counseling to “COUN 637 - Advanced Couples Counseling

III. Course Deletions – none presented

REPORT ON LEVEL 1 ACTIONS – APRIL 2026

- I. New Course Approvals

COMPUTER SCIENCE

- CSCI 512/412 - Applied Artificial Intelligence (3 credit hours lecture / 2 credit hours laboratory). The cross listed course (CSCI 412) was approved by Curriculum Committee. The graduate course (CSCI 512) was approved by Graduate Council. This course emphasizes the practical design, implementation, and deployment of artificial intelligence systems. Students develop data-driven applications using

contemporary AI frameworks, developing practical skills in machine learning workflows, neural networks, large language models, prompt engineering, retrieval-augmented generation (RAG), agent-based systems, and model evaluation. The course also addresses system integration in networked environments, APIs, cloud and edge deployment, and the security, reliability, and ethical considerations of AI systems. Through hands-on projects, students gain experience building, fine-tuning, and deploying AI solutions that operate effectively in real-world computing contexts.

- II. Catalog Changes and Course Revisions – none presented
- III. Course Deletions – none presented

REPORT ON LEVEL 1 ACTIONS – MAY 2026

- I. New Course Approvals – none presented
- II. Catalog Changes and Course Revisions

PHYSICIAN ASSISTANT

- Revised course content and course description for MPAS 601 - The Graduate Project-II. This is the second course in a two-course sequence designed to advance students' ability to apply evidence-based medicine, clinical reasoning, and guideline-informed decision-making to problems relevant to physician assistant practice. Building on the clinically relevant topics and concepts developed in Graduate Project-I, students collaborate in groups to synthesize current medical literature and clinical practice guidelines into an evidence-based clinical pathway or decision algorithm. Through structured literature review, risk stratification, and applied clinical reasoning, students translate evidence into practical tools that support patient-centered care and entry-level PA clinical practice. The course culminates in a recorded group capstone presentation of the completed project.

This course also incorporates Grand Rounds Case Presentations and Objective Structured Clinical Examinations (OSCEs) for clinical-year students to showcase advanced clinical reasoning, patient assessment skills, and professional communication. These activities allow students to integrate knowledge acquired throughout the didactic and clinical phases of the program.

Prerequisites: Successful completion of MPAS 600, The Graduate Project-I.

Note: This course cannot be challenged.

- Reordered course sequence and course descriptions for MPAS 510, MPAS 511, & MPAS 512.

MPAS 510 The Path to Becoming a PA-I

COURSE DESCRIPTION

This 12-week virtual, asynchronous course in Unit 2 of the spring semester is the first in a three-course series designed to support students' transition into the PA profession. The course introduces foundational concepts in professional identity formation, including ethical and legal responsibilities, credentialing and regulatory frameworks, interprofessional collaboration, and provider wellness. Students also explore the

evolving role of the PA within healthcare systems and receive a fundamental overview of public health principles relevant to clinical practice.

Prerequisite: Successful completion of Unit 1 of the didactic year.

Note: This course cannot be challenged.

MPAS 511 The Path to Becoming a PA-II

COURSE DESCRIPTION

This 12-week virtual, asynchronous course in Unit 3 of the summer semester is the second in a three-course series designed to expand students' understanding of the PA role in population health and community-based practice. The course emphasizes prevention, health equity, and patient-centered communication across diverse populations. Students examine social and structural influences on health and the PA's responsibilities in advocacy, safety, and reporting within healthcare and public health systems.

Prerequisite: Successful completion of Units 1 and 2 of the didactic year.

Note: This course cannot be challenged.

MPAS 512 The Path to Becoming a PA-III

COURSE DESCRIPTION

This 12-week hybrid course in Unit 4 of the fall semester is the third in a three-course series designed to prepare students for transition to clinical education and entry into professional practice. The course emphasizes systems-based practice, healthcare delivery and documentation, quality improvement, and the use of informatics in patient care. Students further develop competencies in patient-centered care across the lifespan and integrate professional skills necessary for effective performance in clinical training.

Prerequisites: Successful completion of Units 1, 2, and 3 of the didactic year.

Note: This course cannot be challenged.

III. Course Deletions – none presented

D. LEVEL 2 CHANGES

REPORT ON LEVEL 2 ACTIONS - SEPTEMBER 2025

- No level 2 actions brought to Council

REPORT ON LEVEL 2 ACTIONS - OCTOBER 2025

EDUCATION

- Add Program: Master of Education in Special Education

Explanation of Proposed Change

- The Master of Education in Special Education: Multi-Categorical K-12 will provide opportunities for teacher candidates and current general education teachers to support special education students (K-12) in public and private schools. Candidates will explore the characteristics of learning, intellectual and emotional disabilities, methods, and procedures; social, emotional, and behavioral support; assessments; legal and ethical responsibilities; and have opportunities to apply the skills and knowledge in a practicum environment. The M.Ed. in Special Education: Multi-Categorical K-12 program prepares candidates to meet the needs of students with learning, behavioral, emotional, mental, and/or physical disabilities in grades K-12. Using current research and best practices, candidates will be immersed in practical, hands-on experiences developing and implementing curriculum, providing accommodations and modifications, and constructing individualized goals and education programs. This program will include both instructive and practical components of academic work. The special education course emphasis will require 33 graduate credits for completion. The program will take candidates two years to complete all the courses and will provide candidates two pathways. One pathway is designed for candidates successfully accepted into the College of Education. These candidates will begin the program during their senior year at Charleston Southern and complete it the following year while working. The second pathway is designed for currently licensed South Carolina educators. While the second pathway will take two years, the course sequence reflects candidates bringing additional teaching experience to the learning environment.

It is the goal of the College of Education at CSU to provide an opportunity for all future and current teachers in the school setting to further their education careers. To go along with the other M.Ed. emphasis disciplines (including M.Ed. Elementary and Secondary Administration and Supervision, M.Ed. in Teacher Leadership, and M.Ed. in Physical Education and Sport Coaching) the M.Ed. in Special Education emphasis will provide this opportunity for future and current general education teachers as well as school administrators to expand their knowledge base on the needs of exceptional children in public and private schools. This program has developed in response to the overwhelming need for certified special education teachers in South Carolina. Recent data from the Center for Educator Recruitment, Retention, and Advancement (CERRA) reports that South Carolina public schools hired 1,024 new special education teachers for the 2024-2025 school year. When the school year began, CERRA reported that an additional 239 positions remained unfilled. Local public-school districts have expressed a desire for qualified candidates earning their initial teacher certification and for continued professional development opportunities and licensures for practicing educators.

Impact of Proposed Change

- The proposed Master of Education in Special Education: Multi-Categorical K-12 program will provide an increased number of opportunities for candidates within the College of Education to expand their knowledge base and seek additional educational qualifications and licenses. The College of Education does not offer a pathway to becoming a special education teacher at this time.
- Classes previously voted on and approved are listed below.

Course List

Course Code	Course Name	Credit Hours	Major Program	Currently Offered at CSU
SPED 600	Introduction to Exceptional Learners/ Special Education	3	X	No
SPED 601	Characteristics of Learning Disabilities	3	X	No
SPED 602	Characteristics of Intellectual Disabilities	3	X	No
SPED 603	Characteristics of Emotional Disabilities	3	X	No
SPED 604	Methods/Procedures for Learning Disabilities	3	X	No
SPED 605	Methods/Procedures for Intellectual Disabilities	3	X	No
SPED 606	Methods/Procedures for Emotional Disabilities	3	X	No
SPED 607	Social, Emotional, Behavioral Support for Individuals with Exceptionalities	3	X	No
SPED 608	Assessment of Exceptional Learners	3	X	No
SPED 609	Legal and Ethical Responsibilities for Teachers of Individuals with Exceptionalities	3	X	No
SPED 610	Practicum in Instruction for Exceptional Learners	3	X	No
Total Hours		33		

CLINICAL COUNSELING

- Approval of curriculum for Clinical Counseling PhD program previously approved in February 2025

Explanation of Proposed Change

- In February 2025 the PhD in Counselor Education and Supervision was approved with curriculum specifics and syllabi to be developed later. The following items were presented and approved to that end.

- A summary of the course progression and prerequisites is shown below.

PhD Counselor Education & Supervision

Course #	Course Title	Credit(s)	Start Date	Prerequisites
COUN 700	Residency I: Orientation	1	Fa 26	Acceptance to the CE&S program.
COUN 701	Qualitative Research Methodology	3	Sp 27	COUN 702
COUN 702	Advanced Research Design	3	Fa 26	Acceptance into the CE&S Program.
COUN 703	Leadership & Advocacy in Counselor Education	3	Fa 26	Acceptance to the CE&S program.
COUN 704	Supervision in Counselor Education	3	Sp 27	Acceptance into the CE&S Program.
COUN 705	Quantitative Research Methodology	3	Sp 27	COUN 702
COUN 706	Advanced Counseling Theory in Counselor Education	3	Fa 26	Acceptance into the CE&S Program.
COUN 707	Faith Integration & Spiritual Development	3	Su 27	Acceptance to the CE&S program.
COUN 708	Statistical Methods in Counselor Education	3	Su 27	COUN 701, 702, and 705
COUN 800	Residency II	1	Fa 27	Acceptance into the PhD in CES program.
COUN 801	Foundations of Dissertation Research	3	Su 27	COUN 701, 702, 705
COUN 802	Internship in Counselor Education	3	Fa 27	Approval by Program Director to progress to Internship.
COUN 803	Teaching in Counselor Education I	3	Fa 27	Acceptance to the CE&S Program
COUN 805	Teaching in Counselor Education II	3	Sp 28	COUN 803
COUN 900	Residency III	1	Fa 28	Acceptance into the PhD in CES program.
COUN 901	Dissertation Research	3	Su 27	COUN 801 full course sequence

- COUN 700 - Residency I: Orientation (1 credit hour)
 - COURSE DESCRIPTION: This required residency is an orientation for new students, which includes dissemination of the student handbook and discussion of program policies, ethical and professional obligations of students, personal growth expectations, and eligibility/requirements for licensure/certification and professional development at the doctoral level.

- COUN 701 - Qualitative Research Methodology (3 credit hours)
 - COURSE DESCRIPTION: This course provides students with a thorough understanding of qualitative research designs and data analysis techniques. Students will explore various qualitative approaches, including thematic analysis, grounded theory, phenomenology, and case studies. The course emphasizes practical applications of data analysis, guiding students through coding, categorizing, and interpreting qualitative data to draw meaningful conclusions.

- COUN 702 - Advanced Research Design (3 credit hours)
 - COURSE DESCRIPTION: This course immerses students in scholarly inquiry, guided by faculty mentorship. Students will explore research designs (quantitative, qualitative, mixed methods, and action research), data analysis techniques, sampling methods, and instrument design. The course also covers program evaluation, developing research proposals for IRB review, writing for peer-reviewed journals, preparing conference proposals, and securing funding. Christian thought, ethical considerations and culturally competent research practices are emphasized throughout.

- COUN 703 - Leadership & Advocacy in Counselor Education (3 credit hours)
 - COURSE DESCRIPTION: This course equips doctoral students to lead and advocate within the counseling profession. Students will explore leadership theories, accreditation processes, crisis management, leadership in professional organizations, and advocacy strategies, with an emphasis on social justice, diversity, and Christian perspectives in counseling. The course prepares students to advocate for clients and the profession at individual, system, and policy levels while integrating Christian values into leadership practices. Students will discuss the role of self-care strategies in advocacy and leadership.

- COUN 704 - Supervision in Counselor Education (3 credit hours)
 - COURSE DESCRIPTION: This course prepares doctoral students to become effective counselors and supervisors in diverse settings, integrating Christian principles into the supervision process. Students will explore the purposes, frameworks, and models of counseling supervision, with a focus on developing skills for individual, triadic, and group supervision modalities. The course emphasizes the use of technology in supervision and current trends in counseling services, counselor education, and supervision delivery. Students will engage in the assessment of supervisees' developmental levels and characteristics, while developing their personal supervision style grounded in theory, research, and Christian values. Ethical, legal, and administrative responsibilities, including evaluation, remediation, gatekeeping, and culturally sustaining practices, will be explored in depth, along with Christian perspectives on ethical decision-making and relational dynamics in supervision. Students will be equipped to integrate faith with practice to navigate the complexities of counseling supervision.

- COUN 705 - Quantitative Research Methodology (3 credit hours)

culturally responsive approaches to quantitative research design and analysis are emphasized. Best practices for publication and dissemination are also explored.

- COUN 800 - Residency II (1 credit hour)
 - COURSE DESCRIPTION: This required residency will include orientation to internship and faculty mentoring in the dissertation process.

- COUN 801 - Foundations of Dissertation Research (3 credit hours)
 - COURSE DESCRIPTION: This course guides doctoral students through the development and completion of their dissertation proposal while fostering their identity as researchers, scholars, and educators. Students will clarify a research focus, formulate problem and purpose statements, align research questions with appropriate theoretical frameworks, and design a study. They will begin drafting and refining their literature review, explore research funding opportunities, and construct a research plan that supports scholarly dissemination. Attention is also given to advanced research concepts, including action research and strategies for teaching research methods to master's-level students. Students will practice professional writing for publication, prepare conference proposals, and build components of their doctoral research portfolio. With guidance from faculty and collaboration with peers, students will form their dissertation committee, prepare for qualifying exams, finalize Chapters 1–3, and submit their proposal to the Institutional Review Board (IRB). Successful completion of this course marks progression to doctoral candidacy and readiness to defend the dissertation proposal. This course must be taken consecutively at least three times but may be repeated until the Dissertation Proposal is completed.

- COUN 802 - Internship in Counselor Education (3 credit hours)
 - COURSE DESCRIPTION: This course provides doctoral students with an immersive, hands-on learning experience totaling a minimum of 200 hours, which may include supervised counseling practice, supervision of counselors-in-training, teaching, leadership, and research. This course must be taken three times in sequence.

- COUN 803 - Teaching in Counselor Education I (3 credit hours)
 - COURSE DESCRIPTION: This course equips doctoral students with the skills to educate future counselors, integrating Christian principles of service and ethical practice. Students will explore adult learning theories, effective teaching methods, curriculum design, and the use of technology in counselor education. Emphasis is placed on a multicultural approach, while applying universal design to support all learners. The course covers assessment, professional dispositions, legal and ethical responsibilities, and mentoring. This course is taken in tandem with COUN 802, where students will complete teaching hours in a master's level counseling course under the supervision of faculty.

- COUN 805 - Teaching in Counselor Education II (3 credit hours)
 - COURSE DESCRIPTION: This course builds on foundational teaching methods to focus on experiential counseling skills. Doctoral students will learn how to effectively teach and assess micro counseling skills, emphasizing techniques such as active listening, empathy, and reflection. The course also covers principles of group theory and group counseling skills, preparing students to teach group counseling techniques and manage group dynamics in counselor education settings. This course is taken in tandem with COUN 802, where students will complete teaching hours in a master's level counseling course under the supervision of faculty.
- COUN 900 - Residency III (1 credit hour)
 - COURSE DESCRIPTION: This required residency will include a dissertation writing retreat.
- COUN 901 - Dissertation Research (3 credit hours)
 - COURSE DESCRIPTION: This is a sequential course where students conduct dissertation research, working closely with their dissertation committee. This course must be taken at least three times and can be repeated until the dissertation is completed. The dissertation defense, with committee approval, may occur during the third enrollment. Focus includes ethical and scholarly reporting of findings for academic and professional audiences.

REPORT ON LEVEL 2 ACTIONS - NOVEMBER 2025

NURSING

- Deletion of Post Masters Certificate in Nursing Education without Practicum and Post Masters Certificate with Practicum

Explanation of Proposed Change

- No students have been enrolled in either certificate seeking program since its inception.

REPORT ON LEVEL 2 ACTIONS – FEBRUARY 2026

- No level 2 actions brought to Council

REPORT ON LEVEL 2 ACTIONS – MARCH 2026

- No level 2 actions brought to Council

REPORT ON LEVEL 2 ACTIONS – APRIL 2026

- No level 2 actions brought to Council

REPORT ON LEVEL 2 ACTIONS – MAY 2026

- No level 2 actions brought to Council