

**Charleston Southern University
Graduate Council
Annual Report 2020-21**

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, 2020-21

Voting Members:

Dr. Vicki Ball, Nursing
Dr. Rob Doan, Assistant Dean, Education
Dr. Marc Embler, Assoc. VPAA CSU Online, CAPS
Dr. Peter Jenkins, Biology
Dr. Joseph Lin, Computer Science
Dr. Gary Metts, Criminal Justice
Dr. Chrissy Ortiz, Business
Dr. Maxwell Rollins, Business
Prof. Gabrielle Poole, Physician Assistant
Dr. Brian Smith, Athletic Training
Dr. Dr. Kathy Sobolewski, Education
Dr. Elizabeth Wofford, Clinical Counseling

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

Ex Officio members:

Dr. Jackie Fish, Vice President for Academic Affairs
Ms. Amanda Baron, Registrar
Academic Deans (including: Drs. Ashby, Fernandez, Kuykendall, Palmer, Meier, and Shipe).
Mr. Nick Ballenger, Enrollment/Admissions
Ms. Christina Bruno, Enrollment/Admissions

Actions Taken by the Graduate Council in the 2020-2021 Academic Year

A) MEETINGS:

In response to the COVID 19 crisis, all meetings were held virtually via the Zoom online-meeting platform. The committee met in September and October, 2020, and in January, February, March and April in 2021, for a total of 7 meetings. Additionally, a final email vote was held to allow further time for the curriculum revision of the Doctorate of Physical Therapy program (see notes below).

B) ADMINISTRATIVE, POLICY, PROCEDURE, AND PROTOCOL

September Meeting:

The Council considered for a while the definition and designation of terminal degrees, especially in light of EdD credentials used in non-Education disciplines and the JD. The Council decided that, as a check and balance, it was good not to cede all review of credentials to Academic Council but rather to challenge terminal degree determinations when appropriate to do so.

January Meeting:

Review of Graduate Assistant approval system. Approvals now made by area dean, not by the Grad Council Chair.

C) APPROVAL OF NEW GRADUATE FACULTY

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

Biology:

Xiangdong Bi, PhD

Business:

Ben Levan, PhD (Full)

Mark Crawford, JD/MBA (Full) (all courses are Business Law)

CAPS:

Melvin Sinclair

Dianne Dinkel

Clinical Counseling:

Melissa Rosenberg, PhD

Computer Science:

Joseph Lin

Criminal Justice:

Gary Metts

Education:

Julie Fernandez, EdD.

Nursing:

Susan "Vicki" Ball

Andreea Meier

Physician Assistant:

Gabrielle Poole, MPAS

Scott Wade, EdD, MPAS

Skylar Stewart-Clark, PhD, PA-C

Physical Therapy:

Jennifaye V. Brown, PhD, DPT

Jacob Thorp, DHS, MPT

Kevin Brueilly, PhD

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

Athletic Training:

Emilie N. Miley, DAT

Biology:

Lawton Roberts, PhD

Business:

Russell Spears, DBA

Counseling/Psychology:

Alexis Green

Christina Sinisi

Criminal Justice:

Prof. Alan Fix

Kathleen Love, DBA

Mark Wise, JD

Education:

Joey Beeson, EdD

Nursing:

Marcille Jorgenson

Physical Therapy:

James Downs

Matt Geary, DPT (submitted for full membership, but *lacks required degree/experience* and approved at Associate level) (later removed; see notes below).

Jonathan Goodwin, PhD (Associate)

Public Health:

Christine Palmer

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

Business:

Juan Castro, PhD

Rachel Wagner, MBA

Computer Science:

Valerie Sessions, PhD

Nursing:

Jennifer Schlette, MSN

The following faculty were removed from graduate faculty in 2020-21:

Athletic Training:

De La Garza, Bertha

Business:

Harrison Carter

Robert Kneuper

Theodore Lu

Larry Smith

William Ventura

Computer Science:

Oluleye Babatunde

Nursing:

Julia Delcours

Physical Therapy:

Matt Geary, DPT

Psychology:

Susan Jones

D) LEVEL 1 CHANGES

I: CATALOG CHANGES AND COURSE REVISIONS

BIOLOGY:

- BIOL 551--Biological Independent Research: “Current course set-up has course structured as a (1-3 variable credit offering), but this has led to confusion in bookkeeping efforts on several fronts so we are breaking out each credit option (1 credit, 2 credits, 3 credits, and adding a 4 credit option) as individual courses.” Change 551 from 1-3 to 1 hour. Add “1 credit” to course title.

BUSINESS:

Please note the following prerequisite changes:

<i>Course</i>	<i>Listed Prerequisites</i>	<i>Proposal</i>	<i>Rationale</i>
BUSI610	503 or MRKT310, MGMT 310	Delete both	No longer required
BUSI648	BUSI610 / 625 / 635	Delete 610	BUSI610 not required for HCMT
BUSI650	610 / 615 / 625 / 635	Change to: Should be: BUSI625, BUSI635, and BUSI648 (or permission of Director of Graduate Programs	BUSI610 not required for HCMT; BUSI615 is now BUSI648; BUSI648 is not required for MBA-Supply Chain, so those students will need BUSI648 prereq waived. I want to keep these three for all other students
BUSI611	BUSI503 / MGMT310	Delete both	No longer required
BUSI612	BUSI503 / MGMT310	Delete both	No longer required
BUSI641	BUSI505 or ECON211&212 AND BUSI504 or ECON 224	Add BUSI513	BUSI513 is the new prerequisite course number
BUSI625	ACCT210 & 211 or BUSI508	Add BUSI512	BUSI512 is the new prerequisite course number
BUSI635	Busi625 & BUSI305 or BUSI506	Add BUSI512	BUSI512 is the new prerequisite course number

- BUSI 659--Financial Planning: Revise to include aspects of lifestyle, life planning, goal setting, and decision making. Change title to BUSI 585: Capstone in Family Financial Management. See new Certificate.
- BUSI 546--Advanced Investments. Revised to include providing alternative investment approaches to include giving and generosity. Revise number and title to BUSI 583: Investing for Growth and Generosity. See new Certificate.

CLINICAL COUNSELING:

- Note: All “PSYC” courses in the Counseling program will be changed to COUN.
- Per Counseling Accreditation body requests, course descriptions were refined to reflect only a Counseling focus. When the program was created, it used many words common to both psychology and counseling, but as CACREP only accredits clinical mental health counseling programs, it was necessary to revise wording to reflect this. The wording accurately reflects the content as it already stands and does not represent any change in content.
- PSYC 502:
 - **Original Description:** 3 hours) Prerequisites: Admission to the MS program. A study of psychopathology, abnormal psychology, abnormal behavior, etiological theories and treatment of abnormal behavior; assessment strategies designed to promote healthy human functioning and diagnosis of individual psychiatric disorders as defined by classification systems such as the

- Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD); knowledge of cultural biases associated with classification systems; assessment strategies that focus on organizational/community/social justice advocacy dynamics as they impact human development, wellness, and perpetuation of psychiatric disorders as listed in the various classification systems. Note: This course cannot be challenged.
- **New Description:** (3 hours) Prerequisites: Admission to the MS program. A study of psychopathology, abnormal psychology, abnormal behavior, etiological theories and treatment of abnormal behavior; assessment strategies designed to promote healthy human functioning and diagnosis of individual psychiatric disorders as defined by classification systems such as the Diagnostic and Statistical Manual (DSM) and the International Classification of Diseases (ICD); knowledge of cultural biases associated with classification systems; assessment strategies that focus on organizational/community/social justice advocacy dynamics as they impact human development, wellness, and perpetuation of psychiatric disorders as listed in the various classification systems. Note: This course cannot be challenged.
 - PSYC 503
 - **Original Description:** (3 hours) Prerequisites: Admission to the MS program. A study of the contribution of social psychology to understanding human behavior; emphasis is on theory and research in major areas such as attitude, perception and attribution, attraction, altruism and group behavior. A study of societal changes and trends, human roles, societal subgroups, social mores, interaction patterns and differing lifestyles. The study of culture from ecological, contextual, multicultural and social justice perspectives; evidenced based strategies for working with diverse groups (related to but not limited to age, race, culture, ethnicity, disability, sexual orientation, gender, class, religion/spirituality). Note: This course cannot be challenged.
 - **New Description:** (3 hours) Prerequisites: Admission to the MS in Clinical Counseling program. This course provides an examination of cultural and ethnic variables in human nature and their effect on the counseling process. Specific focus will be placed on the nature and function of culture, cultural variables in the context of the human experience, universal and culture specific aspects of the counseling process, barriers to effective cross cultural counseling, specific ethnic and cultural considerations, and methods of intellectual training. The study of culture from ecological, contextual, multicultural and social justice perspectives; evidenced based strategies for working with diverse groups (related to but not limited to age, race, culture, ethnicity, disability, sexual orientation, gender, class, religion/spirituality). Note: This course cannot be challenged.
 - PSYC 504
 - **Original Description:** (3 hours) Prerequisites: Admission to the MS Program. The exploration of seminal theories of human development, including Freud, Erikson, Piaget, Gibson, and the Information Processing perspective. Students will learn the distinguishing features of the different theoretical perspectives and evaluate how these theories influence practice in applied settings. Including, but not limited to understanding the nature and needs of individuals at all developmental levels, maturational and structural theories of human development; strategies to deal with developmental processes and transitions; environmental, contextual and multicultural factors that contribute to healthy human development. The course will examine the impact of poverty and wealth on human development. Note: This course cannot be challenged.
 - **New Description** (3 hours) Prerequisites: Admission to the MS Clinical Counseling Program. This course is designed to provide an overview of life span development for those preparing to establish careers as clinical mental health counselors. Childhood, adolescent, and adult development will be explored through the study of major theories. Students will learn the distinguishing features of the different theoretical perspectives and evaluate how these theories influence practice in counseling settings. Including, but not limited to understanding the nature and needs of individuals at all developmental levels, maturational and structural theories of human development; strategies to deal with developmental processes and transitions; environmental, contextual and multicultural factors that contribute to healthy human development. This course will attempt to merge theory, practice, and faith and integrate critical thinking concepts associated with developmental factors in human development. Note: This course cannot be challenged.
 - PSYC 506
 - **Original Description:** Prerequisites: Admission to the MS Program. A study of understanding the professional roles and functions, professional goals and objectives, professional organizations and

- associations, professional history and trends, ethical and legal standards, professional preparation standards, professional credentialing and public policy processes including system advocacy strategies on behalf of the profession, clients, and the communities that counselors serve. Students will learn about the APA Code of Ethics associated with both treatment and research in the discipline. Students will be provided with information to help make informed ethical decisions in their profession. Note: This course cannot be challenged.
- **Changes:**
 - Changing course name to Ethical Issues in Counseling,
 - **Course description updated to the following:** Prerequisites: Admission to the MS Clinical Counseling Program. A study of understanding the professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, professional credentialing and public policy processes including system advocacy strategies on behalf of the counseling profession, clients, and the communities that counselors serve. Students will learn about the ACA Code of Ethics associated with both treatment and research in the discipline. Students will be provided with information and decision making models, including the primary model used by the ACA, to help make informed ethical decisions in their professional settings. Note: This course cannot be challenged.
- PSYC 535
 - 3 hours) Prerequisites: Admission to the MS program and PSYC 512. The study of vocational/career development theories and lifestyle and career decision-making models; career assessment instruments and techniques; occupational and related educational systems; career development program planning; resources and evaluation; career and leisure counseling processes/techniques; guidance, and education the application of social justice theories to people's vocational/career development. Note: This course cannot be challenged.
 - **New Description* Remove prereq**
 - (3 hours) Prerequisites: Admission to the MS Clinical Counseling program. This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues. This course includes the study of vocational/career development theories and lifestyle and career decision-making models; career assessment instruments and techniques; occupational and related educational systems; career development program planning; resources and evaluation; career counseling processes/techniques; guidance, and education the application of career counseling in a variety of settings. Note: This course cannot be challenged.
 - PSYC 542
 - (3 hours) Acceptance to the Master's in Counseling 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. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Acceptance to the MS in Clinical Counseling 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, and treatment paradigms. Note: This course cannot be challenged.
 - PSYC 545
 - (3 hours) Prerequisites: Admission to the MS program. 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. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS Clinical Counseling program. This is an experiential skills training course that introduces the application of basic counseling skills 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 techniques. This course will include a focus on treatment planning, record keeping, and the counseling process from intake to termination. Note: This course cannot be challenged.
- PSYC 605
 - (3 hours) Prerequisites: Acceptance to the Master's in Counseling program, and PSYC 505, & PSYC 502. 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. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Acceptance to the MS Clinical Counseling program, and COUN 505, & COUN 502. This course includes an overview of the concepts and principles of trauma and crisis counseling and working with various types of trauma that clients may experience. Topics will include the neurobiological basis of trauma, 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 complex trauma. Note: This course cannot be challenged.
 - PSYC 625
 - (3 hours) Prerequisites: Admission to the MS program and PSYC 520. A study of the theoretical and historical basis for, as well as knowledge of cultural biases associated with: assessment techniques; testing methods; knowledge of various types of tests and evaluation strategies that result in knowledgeable selection, administration, interpretation; and the use of assessment/evaluation instruments and techniques that foster social justice among diverse client populations. Topics of study will also include the establishment of the reliability and validity of test instruments and an examination of their psychometric properties. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS program and COUN 520. A study of the theoretical and historical basis for, as well as knowledge of cultural biases associated with assessment techniques commonly used in counseling settings; testing methods; knowledge of various types of tests and evaluation strategies that result in knowledgeable selection, administration, interpretation; and the use of assessment/evaluation instruments and techniques allow counselors to quickly gather relevant information to best inform their treatments. Topics of study will also include the establishment of the reliability and validity of test instruments and an examination of their psychometric properties. Note: This course cannot be challenged.
 - PSYC 650
 - (3 hours) Prerequisites: Admission to the MS program and PSYC 545. An emphasis on the assessment and treatment of mental disorders as defined by the DSM and ICD; assessment, evidenced-based treatments and current scientific literature will be examined. This is an experiential skills training course that will provide students will role-playing experience in the application of assessment and treatment approaches for individuals with mental health diagnoses. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS program and COUN 545. An emphasis on the assessment and treatment of mental disorders as defined by the DSM-5, evidenced-based treatments and current scientific literature will be examined. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. This course covers steps in delineation and presentation of client patterns and issues, differential diagnosing, and decision- making procedures for recommending appropriate treatment options for clients. Students become familiar with these of DSM-5 and multiaxial [hierarchical] diagnosis, as well as alternative conceptualizations and approaches, such as family systems assessment. Note: This course cannot be challenged.

- PSYC 665
 - (3 hours) Prerequisites: Admission to the MS Program and approval by Internship Director. One academic term of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy (at least three semester hours per academic term in a counseling and/or related human service setting with 150 hours of supervised field training). The internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g. licensed professional counselor, social worker, marriage and family therapist, school psychologist, psychologist, or physician with a specialty in psychiatry). Note: This course cannot be challenged.
 - **New Description**
 - This course is designed to provide a supportive, structured learning environment for acquiring clinical experience with volunteer clients. Practicum builds on the foundation provided by academic and experiential coursework, life experiences, and personal values. It allows students to develop a meaningful framework for the application of counseling skills. This practicum involves supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using video-recorded client sessions. Must complete a minimum of 100 clock hours, including at least 40 client contact hours. The internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals and approved by the Clinical Coordinator. Note: This course cannot be challenged.
- PSYC 670
 - (3 hours) Prerequisites: Admission to the MS program, approval by Internship Director and PSYC 665. One academic term of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy (at least three semester hours per academic term in a counseling and/or related human service setting with 300 hours of supervised field training). The internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g. licensed professional counselor, social worker, marriage and family therapist, school psychologist, psychologist, or physician with a specialty in psychiatry). Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS program, approval by Clinical Coordinator and COUN 665. This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. Internship builds on the foundation provided by academic and experiential coursework, life experiences, and personal values. It allows students to develop a meaningful framework for the application of counseling skills. A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals and approved by the Clinical Coordinator. Note: This course cannot be challenged.
- PSYC 675
 - (3 hours) Prerequisites: Admission to the MS program, approval by Internship Director and PSYC 670. One academic term of supervised field placement experiences that focus on issues related to the promotion of mental health, human development, wellness, cultural competence, and social justice advocacy (at least three semester hours per academic term in a counseling and/or related human service setting with 300 hours of supervised field training). The internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals (e.g. licensed professional counselor, social worker, marriage and family therapist, school psychologist, psychologist, or physician with a specialty in psychiatry). Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS program, approval by Clinical Coordinator and COUN 665 and COUN 670. This course is designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. Internship builds on the foundation provided

- by academic and experiential coursework, life experiences, and personal values. It allows students to develop a meaningful framework for the application of counseling skills. A minimum of 300 clock hours of supervised experiences in which counseling services are provided, including 120 client contact hours. Required supervision on-site and in-class. The internship experience (commensurate with program goals and state licensure requirements) shall be completed under the clinical supervision of appropriately credentialed professionals and approved by the Clinical Coordinator. Note: This course cannot be challenged.
- PSYC 538
 - (3 hours) Prerequisites: Admission to the MS program. A focused examination of the theories associated with family therapy. In particular, attention will be given to the unique assessment and counseling process with couples and families. Students will learn a variety of therapeutic approaches for working with families as well as with the relational dyad. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS program. A study of the family unit as it relates to well-being. An emphasis will be placed on theories for understanding family dynamics and conducting therapy with couples and families. In particular, attention will be given to the unique assessment and counseling process with couples and families. Students will learn a variety of therapeutic approaches for working with families as well as with the relational dyad. Note: This course cannot be challenged.
 - PSYC 541
 - (3 hours) Prerequisites: Admission to the MS program and three Graduate PSYC hours. A study of the history of the treatment of substance abuse; diagnostic criteria for substances of abuse; the neurobiology and physiology of addictive behaviors; assessment of individuals with substance abuse problems and major counseling and psychotherapy techniques for individuals with substance abuse problems. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS program and three Graduate COUN hours. A study of the history of the treatment of substance abuse; diagnostic criteria for substances of abuse; the neurobiology and physiology of addictive behaviors; assessment of individuals with substance abuse problems and major counseling techniques for individuals with substance abuse problems. Note: This course cannot be challenged.
 - PSYC 639
 - (3 hours) Prerequisites: Admission to the MS Program, PSYC 537 and PSYC 538. 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 step parenting. Note: This course cannot be challenged.
 - **New Description**
 - (3 hours) Prerequisites: Admission to the MS Program. 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 also provides 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 step parenting. Note: This course cannot be challenged.

CAPS:

The following course revisions were made:

Course	Title	Original Description	Updated Description
MSOM 600	Graduate Writing and Research	(3 hours) This course provides students an opportunity to establish or advance key skills and understandings needed for success in graduate studies. Students will be introduced to research methodology using peer-reviewed research, APA, and effective application strategies. Research writing and proper paper formatting will be emphasized to assist students in developing clear, concise communication.	This course provides students an opportunity to establish or advance key skills and understandings needed for success in graduate studies. Students will be introduced to research methodology using peer-reviewed research, APA, and effective application strategies. Research writing and proper paper formatting will be emphasized to assist students in developing clear, concise communication. The course will also help students navigate Blackboard Learn and effectively utilize the learning assets provided in the degree program.
MSOM 601	Critical Thinking and Problem Solving	(3 hours) This course introduces new graduate students to strategies for academic success as it relates to thinking. Topics include Graduate School tools and competencies and written and verbal communication skills. This course introduces the conceptual, analytical, and practical foundations of problem-based learning. This will be done in the context of problem definition, research and information utilization, critical thinking, written and verbal communication skills, negotiation skills, and stakeholder communication skills. Problem-based learning will be framed in the context of the alignment of societal, organizational, and personal values.	This course introduces students to strategies for academic, professional, and personal success related to critical thinking and problem-solving. Students will be presented different reasoning, logic, and argument strategies that will help them distinguish the validity of emotional and rational claims. Conceptual, analytical, and practical foundations of problem-based application strategies will be applied through the context of problem definition, research, information utilization, critical thinking, and communication. A focus on how the use of language, definitive words, and social media can impact critical thinking will be reviewed.
MSOM 602	Servant Leadership	(3 hours) This course serves to provide students with a foundation in Christian Leadership talents, strengths and skills as it relates to the "servant leader." Included in this course would be an investigation of how the individual plays a role in his or her own management or leadership styles. Students	This course serves to provide students with a foundation in leadership talents, strengths, and skills. Included in this course is an investigation of how the individual plays a role in his or her own management or leadership styles. Students will analyze and apply leadership principles found in high performing organizations. These principles focus on serving customers, serving employees, serving investors, and being a "serving corporate citizen." Finally, students will develop and implement strategies by applying

		would complete a personal profile assessment; develop a research paper in the area of leadership or management related to a comparison between the servant leader/manager and their own leadership/management style. Finally, students will develop strategies for how to implement the 10 characteristics of the “Servant Leader” into business, community and professional outcomes.	servant leadership principles, into business, community, and professional situations.
MSOM 605	Talent Management	(3 hours) Talent is often overlooked when determining who can or cannot perform a job. This course examines how to assess and measure talent and then manage that talent to the fullest. A comprehensive review of talent assessment will be provided throughout the course. Developing measurements for assessment, implementing a talent based organization and creating a talent centered organization are essential constructs of this course. Students will learn how to put a strong group of individuals together to ensure a positive business outcome. This course will be based on both group activities and individual assessment and will utilize case studies and application scenarios as part of the critical thinking and implementation process.	(3 hours) Talent is often overlooked when determining who can or cannot perform a job. This course examines how to assess and measure talent and then manage that talent to the fullest. A comprehensive review of talent assessment will be provided throughout the course. Developing measurements for assessment, implementing a talent based organization and creating a talent centered organization are essential constructs of this course. Students will learn how to put a strong group of individuals together to ensure a positive business outcome. This course will be based on individual assessment and will utilize case studies and application scenarios as part of the critical thinking and implementation process.
MSOM 607	Managerial Innovation Strategies	(3 hours) This course will examine the innovative linkages, collaboration and partnership building systems and techniques that impact the management of any new and emerging business. A	(3 hours) This course will examine the innovative linkages, collaboration and partnership building systems and techniques that impact the management of any new and emerging business. The use of social websites that contribute to these innovative strategies will be considered an essential part of this course. An examination of

		concentration on the use of social websites that contribute to these innovative strategies will be considered an essential part of this course. An examination of the collection of ideas that not only influence change but enables the development of partnerships and collaborative elements that enhance customer service, product development and/or enhance measurable innovative outcomes for all businesses.	the collection of ideas that not only influence change but enables the development of partnerships and collaborative elements that enhance customer service, product development and/or enhance measurable innovative outcomes for all businesses. The course will also explore the potential for innovation to make a more significant, positive contribution to emerging economies, social service, and sustainability.
MSOM 612	Strategies for Managerial Sustainability - Capstone	(3 hours) Prerequisites: MSOM 601, MSOM 602, MSOM 603, MSOM 604, MSOM 605, MSOM 606, MSOM 607, MSOM 608, MSOM 609, MSOM 610, and MSOM 611. The focus of this course is the role of the leader/manager as an ethical strategist for sustainable and responsible business practices that embrace the organization and its broader communities. Students will examine sustainability from multiple perspectives to inform responsible strategies of growth, innovation and change. Emphasis will be placed on how strategic decisions impact business outcomes and the lives of those individuals who work within organizations. This course will include a major business project related to strategic thinking and planning.	(3 hours) Prerequisites: MSOM 601, MSOM 602, MSOM 603, MSOM 604, MSOM 605, MSOM 606, MSOM 607, MSOM 608, MSOM 609, MSOM 610, and MSOM 611. The focus of this course is the role of the leader/manager as a strategist for developing effective, sustainable, and responsible organizational practices. Students will examine organizational sustainability from the perspective of three seminal books on the topic. These sources will provide multiple perspectives to inform responsible strategies of growth, innovation, and change. Emphasis will be placed on how strategic decisions impact organizational sustainability and the lives of the leaders and individuals who work within organizations. The concepts will also be connected to how the student can apply these principles personally. The course utilizes Idea Sharing - Discussion Forums, Concept Application - Short Answer Questions, and Personal Application Journals - Conversations with the Professor.
MSOM 622	Data Mining and Business Technology	(3 hours) Prerequisite: MSOM 606. In this course, students will learn about organizational reliance on data that comes from technology and	Students will review and analyze critical support systems that are used in analytical decision making. Students will learn about databases, data mapping and data warehousing within the framework of business analysis and decision making. Students will learn about descriptive and

		business intelligence. They will study data that comes from analytical sources, such as Google Analytics and web information collected in data mining efforts. Course topics will include traffic analysis, A/B testing and using business intelligence to mine information about customers to make purposeful and meaningful decisions. Students will study the concepts of data warehousing and data visualization.	predictive analytics, analyze key concepts and techniques related to providing data in the form of information to key management, how to set up and run effective business experiments, and the role systems play in helping managers make important, effective decisions.
MSOM 640	Project Management as a Business Function	(3 hours) This course applies a business approach to project management and introduces the student to project integration and stakeholder management offered by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) and other resources. The course provides an overview of project management concepts to include a history of PMI and its growing popularity as a global industry standard for project management. The primary intent of the course is to expose students to the many challenging issues being faced internally and externally by businesses to select profitable projects and pitfalls to avoid. Key topics covered will include the need for effective processes and management agility, ethics, establishing a culture of communication, and superior stakeholder engagement.	N/A-Matches Course Catalog Description
MSOM 641	Managing a Project Schedule and Budget	(3 hours) This course addresses techniques and tools for planning, performing and controlling a	(3 hours) This course addresses techniques and tools for planning, performing and controlling a project in order to accomplish a project objective successfully. Students will use concepts from the

		<p>project in order to accomplish a project objective successfully. Students will use concepts from the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) and other resources to develop a project schedule, estimate cost, and develop a budget. In addition, students will become familiar with managing a project schedule and cost using Microsoft Project. In this course the student will learn to write a proper scope document, plan activities, schedule resources, apply basic project account and financial terms and control impacts brought on by schedule and cost changes.</p>	<p>Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) and other resources to develop a project schedule, estimate cost, and develop a budget. In addition, students will become familiar with managing a project schedule and cost using project-scheduling software. In this course, the student will learn to write a proper scope document, plan activities, schedule resources, apply basic project account and financial terms and control impacts brought on by schedule and cost changes.</p>
MSOM 643	Managing Project Human Resources and Procurement	<p>(3 hours) This course enables the student to gain an in-depth understanding of effective project human resources and procurement management as they are introduced to material offered by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide) and other resources. Major areas of study include human resource planning, acquiring the project team, developing the team, managing the project team, and identifying and procuring necessary project services and goods from outside vendors. The course combines theory and application to provide an up-to-date, practical learning opportunity that focuses on the needs of modern</p>	<p>This course enables the student to gain an in-depth understanding of effective project resources and procurement management as they are introduced to the material offered by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), Agile Practice Guide, and other resources. Major areas of study include human resource planning, acquiring the project team, developing the team, managing the project team, and identifying and procuring necessary project services and goods from outside vendors. The course combines theory and application to provide an up-to-date, practical learning opportunity that focuses on the emotional intelligence and leadership skills of modern managers and professionals in an age of global competition and rapid technological change. Agile, global, ethical, and biblical principles related to resource management activities are also explored and applied.</p>

		managers and professionals in an age of global competition and rapid technological change. Character and operational excellence principles related to management activities are also explored and applied.	
MSOM 653	Supply Chain Information Technology	(3 hours) This course serves to provide students a foundation in supply chain information technology management and how it relates to overall supply chain management. The use of information technology (IT) is considered a prerequisite for the effective control of today's complex supply chains. This course explores how key supply chain information is created, processed, and shared among the supply chain entities. Specific topics covered include transaction processing, logistics planning, order tracking, inventory management, scheduling, forecasting, delivery coordination, and major software packages. The course combines theory and application to provide an up-to-date, practical learning opportunity that focuses on the needs of modern managers and professionals in an age of global competition and rapid technological change. Character and operational excellence principles related to management activities are also explored and applied.	(3 hours) This course serves to provide students a foundation in supply chain logistics and information technology management and how it relates to overall supply chain management. The use of information technology (IT) is considered a prerequisite for the effective control of today's complex supply chains. This course will explore Supply Chain Logistics. Student attention is directed to the logistical mission confronted by various types of business organizations. Logistics is positioned as a value-adding process that achieves time and place synchronization of demand with operational fulfillment. Emphasis will be placed on challenges related to providing logistical support for procurement, manufacturing and marketing-distribution. This course will focus on supply chain strategy, logistics information systems, segmental positioning, order management and fulfillment, inventory, forecasting and collaborative planning. In addition we will focus on more operational issues relating to transportation, third party logistics, warehousing, materials handling, international logistics, and facility network design.

EDUCATION:

- EDUC 632: Computers—Advanced Applications. Change title to “Instructional Technology in the Elementary/Secondary School.” The new title “more accurately reflects the content of the course and skills needed for current instruction.”
- EDUC 622--Assessing and Addressing Student Needs. (3 hours) Classroom Assessment Methods is a three-hour. Web-based course on the development of assessments to inform classroom instruction and management. The course develops an understanding of the relationship between curriculum, standards, instruction, and assessment. In the course students review different forms of assessment and develop an understanding of the strengths and weaknesses of each format. Students gain experience in 1) selection of assessment formats based on curricular focus and student developmental levels; 2) development of assessments; and 3) decision-making based on the results of the assessments.

II: NEW COURSES

BIOLOGY:

- BIOL 522: Medical Microbiology. (3). Prerequisites: Admission to the MS Program and one undergraduate microbiology course. “This course covers basic aspects of medical microbiology, including bacterial metabolism, regulation, and replication. It focuses on infectious bacteria and the diseases they cause in humans. It also introduces lab techniques used in microbiology, epidemiology, and aspects of applied microbiology such as vaccines and antiviral drugs. This course cannot be challenged.”
- BIOL 552---Biological Independent Research (2 credits). In this two-credit research course, students will conduct and report individual research projects within the field of biology under the guidance of a graduate faculty member. The process in general will include an extensive literature review, laboratory or field experimentation, data gathering, and a research paper and/or oral presentation. Note, a maximum of six total credits of Biological Independent Research coursework may be applied toward the MS in Biology degree requirements. This course cannot be challenged.
- BIOL 553--Biological Independent Research (3 credits). In this three-credit research course, students will conduct and report individual research projects within the field of biology under the guidance of a graduate faculty member. The process in general will include an extensive literature review, laboratory or field experimentation, data gathering, and a research paper and/or oral presentation. Note, a maximum of six total credits of Biological Independent Research coursework may be applied toward the MS in Biology degree requirements. This course cannot be challenged.
- BIOL 554--Biological Independent Research (4 credit). In this four-credit research course, students will conduct and report individual research projects within the field of biology under the guidance of a graduate faculty member. The process in general will include an extensive literature review, laboratory or field experimentation, data gathering, and a research paper and/or oral presentation. Note, a maximum of six total credits of Biological Independent Research coursework may be applied toward the MS in Biology degree requirements. This course cannot be challenged.

BUSINESS:

- BUSI 581: Foundations of Biblical Wisdom in Personal Finance. (3). Pre: None. “This seven-week online course is created for students to gain knowledge of personal finance exploring financial matters and challenges. This course is an in-depth study of the Biblical view of making and managing money and possessions. The course coaches and trains in the application of planning tools and processes that lead to true financial freedom. The student will learn to be a faithful manager of the resources that God has entrusted to each of us. This course is a part of preparation for life in family, workplace, church, and community.”
- BUSI 582--Biblical Financial Health, Wisdom, and Stewardship. (3). Pre: None. This seven-week online course is an in-depth study of the Biblical view of financial health, wisdom, and stewardship. Students will understand the process of developing wisdom and its importance to financial health and stewardship. The Live, Give, Owe, Grow model will be added to the toolbox of students who will be counseling and leading their clients in an understanding of Biblical financial wisdom. Students will learn to be a faithful manager of the resources that God has entrusted and apply these techniques to guide and counsel others.
- BUSI 584-- Leadership, Discipleship, and Coaching. Pre: None. This seven-week online course is an in-depth study of the Biblical view of financial leadership, discipleship, and coaching. Students will understand the

process of developing coaching relationships and its importance to financial health and discipleship. Students will learn to be a faithful manager of the resources that God has entrusted and apply these techniques to guide and counsel others. 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.

COMPUTER SCIENCE:

- CSCI 650--Fieldwork. (1). Pre: Approval from Graduate Director or Chair. The Fieldwork course recognizes professional internship experience that is directly relevant to the MS in Computer Science curriculum. Internships must provide meaningful, intentional experiential education opportunities and should allow graduate students to apply knowledge, theories, and skills in computer science. This course provides industrial, community, or volunteer experience in the U.S. The internship experience must be approved before registration, occur during the academic term of enrollment, and include a minimum of 38 hours.

PHYSICAL THERAPY:

*Note: the extensive revisions to this new program (occurring before students are even admitted) occurred because the Program Director decided that CAPTE accreditation required extensive faculty oversight of the curriculum; since he submitted the course of study to Graduate Council before the faculty had an opportunity to entirely review the program, he allowed them to review and thus in this one academic year we have the submission of the new program, many courses, and then revision of some courses and deletion of others. **The following are the final approved new courses:***

- DPTE 680 - Administration for Physical Therapists (3 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. This course is designed to study of the impact of health care industry trends and issues upon the development and operations of physical therapy services. Instructors will share guidelines to apply planning, organizing, and marketing and financing principles to the establish physical therapy clinical practice arrangements. The course also includes methods to assess staff performance and standards relevant to the medico-legal, ethical, and quality control aspects of physical therapy services. Finally, this course will teach students about various physical therapy topics including healthcare structure, insurance, and health informatics. Note: This course cannot be challenged.
- DPTE 710 - Principles & Values in Physical Therapy (3 hours) This course teaches students foundational information and skills essential to the practice of physical therapy. Three major themes are covered: 1) Program, institutional, and healthcare policies and procedures including professionalism, emergency procedures, and HIPAA regulations; 2) Concepts inherent to the profession including its history, APTA core values, and Code of Ethics; and 3) The relationship of how cultural competency and psychosocial patient characteristics impact the practice of physical therapy. Strategies for effective learning, interpersonal communication, and team building are covered throughout the term. Note: This course cannot be challenged.
- DPTE 711 - Gross Anatomy (5 hours) This course provides an overview of human anatomy predominantly through guided human cadaver dissection. Additional learning experiences will be conducted via lecture to expand on functional anatomical concepts. Content learned in this course will contribute to a physical therapy student's mastery of identification and relationship of anatomical structures. Anatomical topics will predominantly focus on muscles, joints, bones, cardiovascular structures, and peripheral nervous systems with exploration into other body systems and regions as appropriate. Note: This course cannot be challenged.
- DPTE 712 - Screening & Examination (3 hours) This course is designed to develop the fundamental knowledge, psychomotor skills and behaviors needed in patient care for physical therapy practice as it relates to understanding the framework for patient care management across systems and performing a screen and basic examination skills. Student engagement and proficiency requires assessment of person, task, and environment in order to safely execute the patient care screen and basic examination skills. Note: This course cannot be challenged.
- DPTE 713 – Physiology (3 hours) This course reinforces the fundamental physiologic principles underlying the structure and function of the cells, tissues organs which make up the major organ systems of the human body, and the interconnectivity within and between these organ systems. This course will present these principles at

the cellular, organ, tissue, and systems level in the context of both health and pathologies/disease with a particular emphasis on the latter. Clinical correlations relevant to the practice of physical therapy will be emphasized. Note: This course cannot be challenged.

- DPTE 720 - Applied Kinesiology (3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course is an overview of kinesiology and biomechanics from a clinical perspective. The principles and theories of human motion, typically kinematics and kinetics, are presented to develop analytical skills necessary to assess normal and abnormal movement. Additionally, unique characteristics of biological tissues will be analyzed to understand their influence on movement. Introductory laboratory activities are used to develop these skills and provide clinical applications of the didactic course content. Note: This course cannot be challenged.
- DPTE 721 - ICE I with Service Learning (2 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course will prepare students to begin their clinical coursework and facilitate understanding of the physical therapy profession and its integration into the current health care system. Students will learn about various settings and patient populations a physical therapist might treat, documentation and communication standards for the physical therapy professional, and how the principles of service integrate into physical therapy practice and leadership through the lens of the APTA Core Values and ethical standards. Finally, students will complete the first in a series of Integrated Clinical Experiences with a live patient to put previously learned examination skills and concepts into practice. Note: This course cannot be challenged.
- DPTE 722 - Foundations of Research (3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This foundations course is intended to provide the learner the opportunity to develop skills and knowledge related to scientific methods, research design, and basic statistics that are pervasive in physical therapy literature. The course is also intended to prepare physical therapy students with the skills to obtain, analyze, synthesize, and integrate trustworthy evidence into clinical practice as educated consumers. Emphasis will be placed on instruction in these research and appraisal skills in the context of contemporary physical therapy literature. The interrelationship of best available research findings with evidence-based practice strategies will be emphasized. Note: This course cannot be challenged.
- DPTE 723 – Neuroanatomy (3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course is designed to prepare the physical therapy student to apply basic neuroanatomy and neurophysiology principles to patient populations. Emphasis placed on the structural and functional organization of the central and peripheral nervous system. From this understanding, connections between neural structures that form the sensory, motor and homeostatic systems are discussed to generate human movement. Clinical correlations relevant to the practice of physical therapy are applied. Note: This course cannot be challenged.
- DPTE 724 - Mobility & Function (3 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course is designed to apply the fundamental knowledge and develop the psychomotor skills and behaviors needed in patient care for physical therapy practice as it relates to patient care management across systems and performing a screen, basic examination skills, positioning, and mobility tasks under different functional contexts across a variety of diagnoses. Student engagement and proficiency requires assessment of person, task, and environment in order to safely execute the patient care screen, basic examination skills and patient care interventions for positioning and mobility. Note: This course cannot be challenged.
- DPTE 725 - Concepts of Diagnostic Imaging (1 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. The topics of instruction include the foundational principles, procedures, and interpretation of diagnostic imaging commonly encountered in physical therapy practice. Focus is placed on the imaging methods of plain film radiography, myelograms, CT scans, magnetic resonance imaging and nuclear medicine as they relate to the musculoskeletal, neuromuscular, and cardiovascular, gastrointestinal, and reproductive systems. Note: This course cannot be challenged.
- DPTE 726 – Pharmacology (2 hours) Prerequisites: Successful completion of previous Summer term, Year I, CSU PT classes. This course introduces the principles of pharmacology, pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease. Implications of pharmacological interventions will be addressed, including recognition of adverse drug effects in patients. Note: This course cannot be challenged.

- DPTE 730 - Motor Control & Motor Learning (2 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. Theories of motor control, motor learning, motor planning, and neuroplasticity are introduced and linked to fundamental core concepts of how neuroanatomical systems communicate via the central and peripheral nervous system to produce and control human movement. The course provides experiences in clinical applications of these concepts. Note: This course cannot be challenged.
- DPTE 731 - Health Promotion & Wellness (2 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. The course addresses performing a health risk assessment, fitness and exercise examination, and body composition analysis as well as interpreting the results for the well individual and special populations with and without impairments. This course involves how the physical therapist should incorporate health informatics and disease prevention to promote health, wellness, and fitness in young and elderly individuals. Basic nutrition needs for health and wellness are addressed. Note: This course cannot be challenged.
- DPTE 732 - Musculoskeletal I: Examination (4 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. This course serves to introduce and expand musculoskeletal topics for first year DPT students. These topics will predominantly focus on screening, examination, evaluation, and clinical decision making in patients with musculoskeletal impairments. Additional topics include musculoskeletal impairments associated with common orthopedic pathologies, functional outcome measures, and patient centered goals. This course utilizes foundational concepts from gross anatomy, applied kinesiology, and screening and examination courses. Student mastery of previous coursework is expected. Note: This course cannot be challenged.
- DPTE 733 - Neuromuscular I (4 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. Didactic: Application and integration of knowledge acquired in neuroscience and motor control, learning, and planning as well as of neuroplasticity. This content is synthesized to determine how pathophysiology contributes to subsequent impairment resulting in movement dysfunction in acquired brain injury diagnoses predominantly seen throughout the lifespan that are not chronic or degenerative in nature. Application (Laboratory Component): Evaluation, treatment, and management of adults with neurologic impairment using a systems approach to include motor development theory, task analysis and evidence-based practice as foundations for developing proficiency in executing evaluation, treatment and management of impairments. Therapeutic interventions applicable to the treatment of neurologic diagnoses are introduced. Note: This course cannot be challenged.
- DPTE 734 - Hospital-Based Care (2 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. Didactic: This course addresses the role of the physical therapist within the hospital practice environment, including the role that the hospital plays in the community of health care, common administrative structures, and common care payment systems for insured and uninsured persons. The practice of physical therapy utilizing previously instructed content will now integrate clinical knowledge, tests and measures, interpretation of physiologic status, lab values and available imaging will be incorporated into practice decision-making. Purposes and concerns with lines/leads involved in this setting are introduced. Interprofessional practice and discharge planning for the best patient outcomes are explored. Application (Laboratory Component): Evaluation, treatment, and management of persons across the lifespan taking into consideration the clinical decision-making that occurs in the hospital system. Note: This course cannot be challenged.
- DPTE 735 - Seminar I (1 hours) Prerequisites: Successful completion of previous Fall term, Year I, CSU PT classes. This course is designed to assess student comprehension of all materials covered during the first year of the DPT curriculum. This first course, in a two-part series, provides an opportunity for students to integrate previous course content and contemporary evidence to effectively examine patients across the lifespan commonly seen in physical therapy practice. The course includes a comprehensive written and an Objective Structured Clinical Examination (OSCE), each including concepts spanning the entire first year of the curriculum. Note: This course cannot be challenged.
- DPTE 810 - Special Populations across the Lifespan (5 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. This course entails assessment of the pediatric and geriatric population in normal/abnormal development of the aging process, as well as the creation of a plan of care to address impairments and functional limitations associated with conditions frequently encountered by physical therapists.

Content includes data interpretation from age-specific outcome measures and the planning of age-appropriate and patient/family-centered interventions that is inclusive of the social determinants of health across the continuum of care. Note: This course cannot be challenged.

- DPTE 811 - Exercise Prescription (4 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. This course is designed to introduce and expand a wide array of therapeutic interventions including targeted exercises, rehabilitation procedures, gait retraining, post-surgical protocols, and joint mobilizations. This course is a continuation of the musculoskeletal curriculum building on the foundations of Musculoskeletal I: Examination and incorporating concepts from Neuromuscular I. Topics covered in this class will predominantly be focused on providing safe and effective interventions in patients with musculoskeletal and neurological impairments across all health care settings. Students will be expected to synthesize previous mastered examination concepts to design, implement and teach a variety of rehabilitation protocols to improve limitations and activities in patients. Note: This course cannot be challenged.
- DPTE 812 - Biophysical Agents (2 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. This course provides instruction on the physiological effects, mechanical operation, and appropriate application of superficial and deep thermal agents; hydrotherapy; compression; traction; electrical stimulation; biofeedback; and other emerging technologies. Note: This course cannot be challenged.
- DPTE 813 - Disabilities Management (2 hours) Prerequisites: Successful completion of previous Spring term, Year I, CSU PT classes. The course covers recommendation, prescription and management of functional support systems that enhances client independence with functional mobility. Using a systems approach, impairments are identified and prioritized, client goals and social determinants of health are considered, and evidence-based practice is utilized to assure that the optimal functional support system meets the needs of the client. Interprofessional collaboration will be introduced. Content covers rehabilitative functional supports for clients with neurological, genetic and/or orthopedic disorders and concepts related to accessibility and ergonomic modifications. Note: This course cannot be challenged.
- DPTE 820 - ICE II (1 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. This course is a continuation of integrated clinical experiences and is intended to prepare students full-time clinical experiences. Students will integrate knowledge, skills, and behaviors into an Integrated Clinical Experiences with a live patient as well as assume the role of teacher/mentor for a first year DPT student. Note: This course cannot be challenged.
- DPTE 821 - Evidence-Based Practice I (3 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. Participation in Evidence-Based Practice I learning experiences are intended to assist the student develop a greater understanding of the process used to formulate evidence supporting physical therapy practice. Students will search and critique the literature concerning a research problem, identify and practice methodology suitable to conduct an experiment or gather information to address the research problem, and consider translation of the results to clinical practice under supervision of the faculty primary investigator. Note: This course cannot be challenged.
- DPTE 822 - Musculoskeletal II: Evaluation & Intervention (5 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. This course is a culmination of the musculoskeletal curriculum building on the foundations of Musculoskeletal I: Examination and Exercise Prescription. This course is designed to emphasize clinical reasoning skills to enhance physical therapy practice based on current best practice knowledge. Students will be expected differentially diagnose a variety of musculoskeletal pathologies and create a full plan of care for targeted rehabilitation in the physical therapy setting and create plans of care that transition beyond the clinical setting. Students will be expected to expand musculoskeletal interventions to include manipulation, high-velocity low-amplitude thrust, and dry needling techniques to best address impairments across a spectrum of patients with a variety of musculoskeletal and non-musculoskeletal based co-morbidities. Note: This course cannot be challenged.
- DPTE 823 - Neuromuscular II (5 hours) Prerequisites: Successful completion of previous Summer term, Year II, CSU PT classes. Didactic: Application and integration of knowledge acquired in neuroanatomy and motor control & motor learning as well as of neuroplasticity. This content is synthesized to determine how pathophysiology contributes to subsequent impairment resulting in movement dysfunction associated with neurologic diagnoses and impairments not covered in DPTE 733, primarily consisting of vestibular disorders,

spinal cord injury and degenerative and chronic diseases of upper and lower motor neuron origin. Application (Laboratory Component): Evaluation, treatment and management of adults with neurologic impairment using a systems approach to include motor development theory, task analysis and evidence-based practice as foundations for developing proficiency in executing evaluation, treatment and management of impairments that are degenerative and chronic in nature. Various treatment interventions previously learned are modified, built upon and applied to this diagnostic group of acquired brain and spinal cord injury based on impairment. Note: This course cannot be challenged.

- DPTE 830 - Clinical Experience I (2 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. A 2-week full-time clinical education experience to develop physical therapy management skills in an ambulatory setting. Note: This course cannot be challenged.
- DPTE 831 – Cardiopulmonary (3 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course is designed to prepare entry level physical therapists to 1) recognize patients who are at risk for cardiopulmonary disease secondary to the presence of well recognized cardiac disease risk factors and 2) acquire as clear an understanding of the cardiopulmonary involvement in patients who do have recognized cardiopulmonary disease in order to safely and effectively manage this patient population. These goals will be achieved by teaching the students 1) about the recognized comorbidities and risk factors for cardiopulmonary disease, 2) about medical tests including blood tests (serum enzymes and cardiac biomarkers), surgical interventions, imaging studies (echocardiograms, CT scans, positron emission tomography scans (PET) and MRI scans, Holter monitors/ECG and stress testing which provide information about the impact of cardiopulmonary disease on the function of this organ system and 3) “real time” assessments including chart review), physical examination, cardiopulmonary functional assessment (heart rate, blood pressure, oxygen saturation, etc.), and activity assessment. Goals 1 & 2 are designed to provide any physical therapist with the ability to define the cardiopulmonary status of any patient using available information and physical assessment of the patient. The combination of goals 1,2 and 3 is designed to maximize the understanding a physical therapist has of the cardiopulmonary status of a patient with known cardiopulmonary disease, thus allowing the crafting of an optimal and focused treatment plan that is both safe and effective. Laboratory sessions will focus on learning specific physical assessment and intervention techniques essential for optimizing the management of patients with cardiopulmonary diseases. Note: This course cannot be challenged.
- DPTE 832 - Evidence-Based Practice II (3 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. Participation in learning experiences intended to assist the student draw conclusions from systematically acquired data intended to answer a research question relevant to contemporary physical therapy practice. Students will develop data analysis and interpretation skills, ascertain the clinical relevance of their findings, identify barriers to translation of the results to clinical practice, and disseminate their work in a public forum under supervision of the faculty primary investigator. Note: This course cannot be challenged.
- DPTE 833 - Complex Medical Diagnoses (5 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course addresses the often complex and complicated pathology and pathophysiology of diagnostic groups commonly treated by physical therapists to include complex medical patients with the chronic disease profile of hypertension, hypercholesterolemia and/or diabetes mellitus related to the classification of diagnoses in the metabolic syndrome group, oncology, pelvic floor, vestibular/concussion, chronic pain, organ transplantation, co-morbidities associated with vascular diseases and blood disorders, renal dysfunction and dialysis, and adults with mental disabilities. Content contains use of specialty evaluation tools, screens and outcome measures to assess impairment and guide clinical decision-making for treatment intervention and referrals across the lifespan and the continuum of care. Note: This course cannot be challenged.
- DPTE 834 – Integumentary (2 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course provides the learner with the principles of prevention, evaluation, and treatment of integumentary practice as may be encountered by the physical therapist, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention). The common diseases and conditions of the integumentary system are discussed. Treatment interventions include debridement, dressing types and mechanical assist. The processes of documentation and clinical decision making are practiced. Foundational concepts for the examination and treatment of lymphedema are also addressed. Note: This course cannot be challenged.

- DPTE 835 - Seminar II (2 hours) Prerequisites: Successful completion of previous Fall term, Year II, CSU PT classes. This course is designed to assess student comprehension of all materials covered throughout the entire didactic DPT curriculum. This second course, in a two-part series, provides an opportunity for students to integrate previous course content and contemporary evidence to effectively examine, evaluate, and treat patients across the lifespan commonly seen in physical therapy practice. Students are also provided a guided review of previously covered classroom material based on current information about content and format of the National Physical Therapist Examination (NPTE). The summative assessment of this course is a comprehensive written and an Objective Structured Clinical Examination (OSCE), each including concepts spanning the entire didactic curriculum. Note: This course cannot be challenged.
- DPTE 910 - Clinical Experience II (10 hours) Prerequisites: Successful completion of previous Spring term, Year II, CSU PT classes. A 10-week full-time clinical education experience to develop physical therapy management skills of patients in one of three possible settings: inpatient, outpatient or specialized clinical setting of the students choosing. Note: This course cannot be challenged.
- DPTE 911 - Clinical Experience III (10 hours) Prerequisites: Successful completion of DPTE 910. A 10-week full-time clinical education experience to develop physical therapy management skills of patients in one of three possible settings: inpatient, outpatient or specialized clinical setting of the students choosing. Note: This course cannot be challenged.
- DPTE 920 - Clinical Experience IV (10 hours) Prerequisites: Successful completion of DPTE 911. A 10-week full-time clinical education experience to develop physical therapy management skills of patients in one of three possible settings: inpatient, outpatient or specialized clinical setting of the students choosing. Note: This course cannot be challenged.
- DPTE 921 - Diakonia: Commission for Service (1 hours) Prerequisites: Successful completion of previous Summer, Year III, CSU DPT classes. This 1-week summative course is a culmination of all didactic learning and clinical education experiences throughout the DPT curriculum. Diakonia is the Greek word for Deacon, translated ministry or service. Students reflect on how they have and will continue to exemplify Christian principles through evidence-based clinical care while serving their community and profession. The threshold for success, in this course, is the completion of a standardized practice examination to prepare students for the NPTE. In addition, students share a “game changing” patient to whom they provided care during one of their clinical experiences. Finally, students provide the program and university feedback for quality improvement for future DPT students. Note: This course cannot be challenged.

EDUCATION:

- EDUC 599-- Graduate Orientation Seminar. (0). Participation in Graduate College Orientation is required of all entering students. This introduction to the graduate programs is designed to equip new students with the information necessary to ensure success in the CSU programs. Orientation will focus on University resources and program resources available to the Charleston Southern graduate student, time management skills, academic policies and procedures, and other requirements specific to their graduate program. The course objective is to acquaint new graduate students with program requirements, computer and library resources, and other services available at Charleston Southern University. As a part of the orientation, students will review and sign a Statement of Academic Integrity, and review standards of plagiarism and intellectual property and become familiar with style guides for various academics writing styles and notation formats. Students will also be familiarized with on-line course-enrichment tools utilized in CSU courses.
- The following courses are for the new M.ED Special Ed emphasis: note there are no pre-reqs. See Level 2 requests.
- SPED 600. Introduction to Exceptional Learners/ Special Ed. (3) Course Description: This course provides an overview of special education and the characteristics of exceptional learners. Candidates are introduced to special education laws and their implications for identification and eligibility, service delivery options, and the Individualized Education Program (IEP). In addition, the use of technology, collaborative practices, and transition planning requirements are examined. Candidates will also reflect on their dispositions and motivations to teach and explore basic philosophies, professionalism, and legal and ethical ramifications in education.

- SPED 601. Characteristics of Learning Disabilities (3). This course is designed to increase awareness of learning disabilities from several viewpoints and theoretical perspectives. While the course emphasizes understanding the issues surrounding the field of learning disabilities, it also examines assessment and remediation of learning problems. Topics range from legislation pertaining to learning disabilities to providing services to individuals with learning disabilities.
- SPED 602. Characteristics of Intellectual Disabilities (3). Course Description: This course introduces students to the history of intellectual disability and severe disabilities. Students will critically examine current definitions of intellectual disability and practices in medical diagnosis of intellectual disability. They will study the biological, educational, social, and behavioral factors contributing to intellectual delays. Students will consider current and historical educational practices for individuals with intellectual disability and explore contemporary ethical, social, and educational issues that affect the lives of individuals with this label across the lifespan.
- SPED 603. Characteristics of Emotional Disabilities. (3) Course Description: This course covers theories and specific conditions in the area of emotional and behavior disabilities. Participants will study the impact of learning and behavioral differences on academic and social/emotional performances. Diversity within student populations is addressed throughout the course. Experiential, observational, interactive strategies, and technological advances are used to facilitate course outcomes.
- SPED 604. Methods and Procedures for Learning Disabilities (3). Course Description: This course focuses on current best practices in curriculum and methods for students with learning disabilities. Specific strategies for teaching students with learning disabilities, general strategies for working with diverse groups of students in inclusive settings, and methods for adapting the general education curriculum to include students with learning disabilities are addressed.
- SPED 605. Methods and Procedures for Intellectual Disabilities (3). Course Description: This course provides educators with interventions to address the comprehensive needs of students with intellectual disabilities in various settings. Emphasizes the application of evidence-based practices for teaching students with intellectual disabilities in the general and functional curriculum. Includes analysis and application of programs and services, legislation, research, inclusive education, transition services, and instructional supports for persons with intellectual disabilities.
- SPED 606. Methods and Procedures for Emotional Disabilities. (3). Course Description: This course provides knowledge of instruction programming to improve outcomes for students with emotional/behavioral disabilities across all grade levels by focusing on evidence-based strategies/methods, issues and supports needed for success in general and special education environments, and the affective, social, and academic needs of students.
- SPED 607. Social, Emotional, Behavioral Support for Individuals with Exceptionalities (3). Course Description: This course provides a critical analysis of behavior management theories, evidence-based disciplinary practices, and applications that foster an environment conducive to learning. Course emphasizes identification, analysis, etiology, and intervention strategies for the management, prevention, and pre-correction of inappropriate behaviors exhibited by students with disabilities, with an emphasis on positive behavior supports (PBS). Research of legal and ethical practices included.
- SPED 608. Assessment of Exceptional Learners (3). Course Description: This course will provide students with a strong conceptual and empirical foundation in learning disability research and eligibility and assessment procedures with consideration of legal and ethical issues. In addition, evidence-based interventions for reading, writing, and math learning disabilities will be reviewed. Students will be provided with extensive experiences in administering and interpreting standardized academic tests, integrating this data within a comprehensive assessment battery, and communicating assessment results and recommendations both orally and as part of written assignments.
- SPED 609. Legal and Ethical Responsibilities for Teachers of Individuals with Exceptionalities (3). Course Description: This course is to teach students how to be advocates for children who receive assistance through special education. Candidates will demonstrate in-depth understanding of students' and parents' legal rights and responsibilities regarding special education. Federal laws regarding special education and state laws specific to each student will be discussed. The Council for Exceptional Children's Code of Ethics will be examined and discussed.
- SPED 610. Practicum in Instruction for Exceptional Learners (3). Course Description: Supervised field experience requiring a minimum of 60 hours of special education services provided to early childhood to high school students with disabilities in the chosen concentration area. Related seminars address timely issues in special education; integrating research-based practices in the classroom; and community resources.

III: PROGRAM REVISION

BUSINESS:

- Revision to MBA—Emphasis in Health Care Management. 2 new classes are added to choices. Students may now choose HCMT 620: Leadership and Management in Healthcare Organizations or BUSI 610: Managing with Excellence and Integrity; additionally they may choose HCMT 625 as before or choose MSOM 611: Project Management.

EDUCATION:

- Revision to all M.ED programs: EDUC 599 (see new courses) is now a requirement for all MED students.

D) LEVEL 2 CHANGES

BUSINESS:

I: Add Program: Certificate in Personal Financial Counseling

“The Certificate in Personal Financial Counseling provides professional counselor programs (i.e., CFPs, chaplains, psychological counselors, pastors, and others) the tools they need to guide them regarding personal finance and the counseling of others. The curriculum is developed at the master level and available for a certificate. Later, the courses may be used for continuing education units (CEUs) or an emphasis at the master level.”

“Rationale: Personal finance can be a root cause of many personal, family, and business problems. Properly trained counselors can lead their clients to resolution of these problems. Training in a biblically-based approach to financial priorities and planning for counselors will aid them in improving the lives of their clients.”

Curriculum for the 15 Credit Hour Certificate in Personal Financial Counseling:

- BUSI 581 — Foundations of Biblical Wisdom in Personal Finance (3 hours)
- BUSI 582 -- Biblical Financial Health, Wisdom, and Stewardship (3 hours)
- BUSI 583 — Investing for Growth and Generosity (3 hours)
- BUSI 584 — Financial Leadership, Discipleship, and Coaching (3 hours)
- BUSI 585 — Capstone in Family Financial Management (3 hours)
- (see Level 1 report for above classes, which are composed of some new and some revised courses)

EDUCATION:

I: Program Deletion: Delete the MED Emphasis in Literacy Coaching. One student enrolled who will be “taught through” sufficiently to be allowed to qualify for the state certification.

II: Add Program: M.ED. Emphasis in Special Education:

“The proposed Master of Education in Special Education- Multi-Categorical K-12 is a new emphasis in our Master of Education degree which aims to matriculate students in January 2022. The College of Education program will be offered residually. The program anticipates an initial enrollment of 10 students in the first cohort. In the second and third year, the capacity will grow to 15 students per cohort, and for the life of the program, it is expected to reach a capacity of 20 students per cohort. Students who have earned a bachelor's degree in any field and who meet the prerequisite requirements of the program will be eligible to apply for admission to the program.

The master's in special education: multi-categorical K-12 provides opportunities for current general education teachers to support special education students (K-12) in public and private schools. Students will explore the characteristics of learning; intellectual and emotional disabilities, methods, and procedures; social, emotional and behavior support; assessments; legal and ethical responsibilities; and have opportunities to apply the skills and knowledge in a practicum environment. The MEd in Special Education: Multi- Categorical K-12 program prepares candidates in meeting 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 in developing and implementing curriculum, providing accommodations and modifications, and constructing individualized goals.”

Courses (see Level 1 report for descriptions):

- SPED 600 Introduction to Exceptional Learners/Special Ed
- SPED 601 Characteristics of Learning Disabilities
- SPED 602 Characteristics of Intellectual Disabilities
- SPED 603 Characteristics of Emotional Disabilities
- SPED 604 Methods and Procedures for Learning Disabilities
- SPED 605 Methods and Procedures for Intellectual Disabilities
- SPED 606 Methods and Procedures for Emotional Disabilities
- SPED 607 Social, Emotional, Behavioral Support for Individuals with Exceptionalities
- SPED 608 Assessment of Exceptional Learners
- SPED 609 Legal and Ethical Responsibilities for Teachers of Individuals with Exceptionalities
- SPED 610 Practicum in Instruction for Exceptional Learners

PHYSICAL THERAPY:

I ADD NEW PROGRAM: Doctorate of Physical Therapy

Note: as indicated in the Level 1 actions listed above, extensive revisions were made to this new program (occurring before students are even admitted) because the Program Director decided that CAPTE accreditation required extensive faculty oversight of the curriculum. The following program was submitted to Graduate Council before the faculty had an opportunity to entirely review the program; he then allowed his faculty to review and revise the course, and thus in this one academic year we have the submission of the new program and the curriculum, and then the revision of many courses, further addition of courses, and deletion of others.

Rationale: “Based on an extensive market feasibility analysis completed by Hanover Research Co in April 2018, it was recommended that “Charleston Southern University should establish its doctor of physical therapy program on-campus.” The study forecasted a 10-year employment growth rate of 24% in South Carolina, with 150 new PT jobs available every year. For the Southeast region, the study projected 35% employment growth yielding nearly 65,000 PT positions by 2024. After receiving candidacy, CSU will be only the 4th South Carolina institution to offer a DPT degree, indicating market support for another physical therapy program.”

Effect on Students: “The Doctor of Physical Therapy program will admit 48 students in the initial cohort. The program is 31 months and will admit 48 students annually. The students in this program will be full-time CSU students and will have access to all CSU facilities including dining, library, and recreational services. In 2019, CSU expanded the HSB to 40,000 ft. that will support three cohorts of DPT students in current sessions. The 17,000 ft² of dedicated Physical Therapy Program space features a 900 ft² research lab, 2 teaching labs, 3 classrooms, 7 study areas that can also be used for problem-based learning, secure space for student records, and 17 private faculty offices.”

The Pro-forma was attached and reviewed (see appendix).

Course Descriptions under new courses.

Additional Information:

Identify any additional program requirements such as internships, summer coursework, unusual class schedules, etc.

The PT Program is 31 continuous months, including Summer. This includes 6 semesters of didactic course work, followed by three full-time clinical experiences, each 10 weeks in duration. Students also complete a 2-week full-time, integrated clinical experience at the beginning of semester six (Spring II).

Outline the projected enrollment in the proposed program for the first four years of offering. What data was used to arrive at the projections?

The Program will admit one cohort of 48 students every May. In April 2018, Hanover Research completed a market analysis to collect data that would assist in determining enrollment at CSU. The complete report is provided as attachment (Market Analysis). The study forecasted a 10-year employment growth rate of 24% in South Carolina,

with 150 new PT jobs available every year. For the Southeast region, the study projected 35% employment growth yielding nearly 65,000 PT positions by 2024. Hanover surveyed all 10 accredited and developing physical therapy programs within 225 miles of CSU and identified cohorts ranging from 28-64 students. Aggregate program data, 2012-2019, provided by Physical Therapy Centralized Application Service (PTCAS), identified an average application pool of 265 qualified students each year. The complete report is provided as attachment (Aggregate Program Data). This resulted in a mean of 45 students per cohort, nationally. CSU utilized these results of this analysis and current data from to establish our projected annual cohort size.

Identify projected faculty, facilities, and equipment needs for initiating the proposed program.

Financial resources and staff

CSU developed and approved a 10-year proforma that allows program needs and mission-related activities to be met. Included in the budget are 2 full-time administrative assistant positions, 11 FTE faculty to be employed by end of 1st academic year, and 4 graduate assistants per cohort, to provide research assistance for faculty.

Space

In 2019, CSU expanded the HSB to 40,000 ft² that will support 3 cohorts of DPT students in current sessions. The HSB is located near the library and home to the Physical Therapy, Public Health, and Physician Assistant Programs. The 17,000 ft² of dedicated Program space features a 900 ft² research lab, 2 teaching labs, 3 classrooms, 7 study areas that can also be used for problem-based learning, secure space for student records, and 17 private faculty offices. Adjacent to the HSB is a simulation Lab for planned interprofessional education with other students.

Equipment and Materials

The program plans to purchase an adequate supply of updated equipment that will be used during lecture, lab, and to maintain research agendas. A list of teaching and research equipment is provided as an attachment (Wish List). The program has already purchased a 3D1 High Speed Force Treadmill to be used for data collection.

Technology

The PT Program will use student lab fees to purchase iPads for each student to assist with research and learning.

“If library or IT impact analyses are required, attach them; additionally, attach an e-mail or other communication from Institutional Effectiveness acknowledging programmatic development of assessment.”

The development of this physical therapy program will not have a significant impact on either the library or IT due to current library holdings for similar programs (Kinesiology, Physician Assistants, Athletic Training, and Nursing). Supporting documentation including in this proposal.

Appendix:

1. Pro-Forma budget plan for the Doctorate of Physical Therapy.
2. List of approved graduate faculty.

Submitted by

Dr. Scott D. Yarbrough	Chair, Graduate Council
Amanda Baron	Registrar