**YOUNGSTOWN STATE UNIVERSITY**

**Graduate Council Meeting Minutes**

**October 25, 2023**

**TEAMS @ 4:00 pm**

Attending: Kendra Fowler, Paul Louth, Jake Protivnak, Constantin (Virgil) Solomon, Sal Sanders, Angie Urmson Jeffries, Linda Hulburt Blosser Graduate Student Advisory Committee: Carlie Geyer, Judin Balella, and Vincent Hepola

Doug Genna, Chair, called the Graduate Council Meeting to order when the required faculty signed in.

1. The September 24, 2023, meeting of Graduate Council Minutes has been approved by the Graduate Council faculty. (8 Approve, 1 Approve with edit, 0 Abstain)

2. Committee Chair reports

a. Admission and Appeals Committee Chair: J. Paul Louth

The Admission Appeals Committee completed the review of an MBA (Master of Business Administration) academic suspension appeal. The program was in support and the Committee granted the appeal.

b. Graduate Curriculum Chair: Virgil Solomon

The Graduate Curriculum Committee reviewed the October 2023 items and approved all of the items. We have items we approved for the program change in Chemistry 4+ 1, and in the Civil Engineering program.We had a few admission requirements we reviewed these items. Everything is fine from our perspective. Virgil thanked Angie Urmson Jeffries for her help.

c. Exceptions Chair: Sal Sanders

Sal Sanders reported the Committee has not received any new exceptions this month.

d. Grievance Chair: Christopher Bellas

Christopher has nothing to report today.

e. GSAC –Carlie Geyer, CCAS

Carlie Geyer is glad to be at the Graduate Council meeting and has nothing to report.

3. Item tabled until update from HR: Discussion of adding childbirth leave to the Graduate Assistant leave policy - Doug Genna

Sal Sanders has not received anything from Human Resources and sent a reminder email asking them to review this document.

4. Dual/Advanced Standing/4+1 – Sal Sanders

The current language is students can take a maximum of nine semester hours of graduate coursework that can count toward both a bachelor’s and master’s degree in approved programs. In some programs, an added three hours of graduate coursework is available as an undergraduate and used exclusively for graduate credit.

Sal Sanders reported that he and Angie Urmson Jeffries were looking at the policies

and the limits that our students can take.

Sal said we have always had a policy that allowed undergraduate students to take courses for graduate credit. As we are starting to get more advanced standing/4+1 programs, what should the limit be? We do not want to have students completing an entire graduate degree while they are undergraduate students. Should there be a maximum?

Sal believes there are concerns, and he would like to clarify the policy. We do not a clear upper limit right now, and we would like to have a policy that states a limit.

There is also a concern with finances because iundergraduate students pay undergraduate fees for gradute courses.Students are billed by the student type, not by the course.

Sal suggested we should just change it to allow a maximum of (12) twelve hours,

with only (9) nine hours which can be dual counted in approved programs.

The question was raised: What happens if you have a swing course, but the student decides to take the undergraduate version and then goes to the graduate program. Angie confirmed the student must know what classes you are using for dual enrollment; they are in the system and coded with a different CRN for them.

If you have a swing class, and if they are taking it for graduate credit, you must give them more substantial work to justify the graduate credit.

Another choice would be to have a special topics course at the graduate level and let them take one of those. You could add a graduate project and let them substitute out in their curriculums and let them graduate with the special topics course in its place.

5. Dean Sanders’s comments

Sal Sanders sent out an email to all graduate faculty members to addressing

requiring publications to graduate with a graduate degree. Sal received a complaint from a student doing their thesis and then being informed that if they do not get accepted for publication, they are not able to defend their thesis.We cannot have unwritten graduation requirements for programs, The requirements need to be clear to the students up front, so they know this challenge ahead of time. Requiring publication could add extra time to complete degree requirements.

Douglas Genna asked for any added comments or questions before adjourning early.

The meeting was adjourned at 4:35 p.m.

Respectfully,

Linda Hulburt Blosser,

**Linda A. Hulburt Blosser, Academic Ops Specialist2**

**Youngstown State University,**

**College of Graduate Studies, Coffelt Hall**

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**Attachment #1**

College of Graduate Council Meeting, 10/25/2023

# *DUAL Credit Enrollment*

Undergraduate students can take graduate-level courses applying for a master’s and bachelor’s degree.

Students obtain the **Application by Undergraduate to Enroll in a Graduate Course for Dual Credit**form from the College of Graduate Studies or they can download the form below.

[DUAL Credit Enrollment Form](https://ysu.edu/sites/default/files/academics/graduate_studies/Dual_Credit_Form_10_23.pdf)\*

The student then needs to have the Graduate Program Director, or the Department Chair complete their section of the form and return it to Graduate Studies. Once approved by Graduate Studies, they will send the form to our department to process. Once this is completed, we will notify the student and the College of Graduate Studies.

**Attachments #2**

**Exceptions Committee Report to Graduate Council for October 2023 from Sal Sanders:**

Exceptions Committee Report to Graduate Council for October 2023 Committee Membership: Dr. Sal Sanders, Chairperson Dr. Virgil Solomon Dr. Doug Genna No requests for exceptions were received by this committee since those described in our last report. Report sent by Sal Sanders on 10/25/23 ///

**Attachment #3**

**Graduate Curriculum Committee Meeting Minutes**

**October 16-October 23, 2023**

**Email Meeting**

Members Participating: Virgil Solomon (chair), Daniel Ayana, Christopher Bellas, Joseph Carucci, M. Kathleen Cripe, Ying Wang, Judin Balella (student representative), Colleen Richardson (student representative)

Agenda: October 16, 2023, circulation memo

New Business:

Requested Action:

***The following items were approved:***

Master of Science in Chemistry. Addition of a Combined Bachelor’s/Master’s Program option. Program change.

Master of Science in Engineering in Civil and Environmental Engineering. Addition of a Combined Bachelor’s/Master’s Program option. Admission change.

Doctor of Educational Leadership. Addition of Higher Education concentration. Changes to Health and Human Services concentration requirements. Addition of writing exam to admission requirements.

Higher Education Leadership and Administration Graduate Certificate. New Certificate Program.

ALCS 6905 Social Gerontology. Change of course prefix GERO.

ALCS 6906 Perspectives in Gerontology. Change of course prefix GERO.

COUN 6973 Group Counseling Theory and Practice. Change of prerequisite. (Informational Item.)

ECON 6900 Statistical Problems. Course deactivation. (Informational item).

ECON 5809 Current Problems in Money, Banking, and Financial Markets. Course deactivation. (Informational item).

ECON 5831 Labor Markets and the Economics of Unions. Course deactivation. (Informational item).

ECON 5843 Economics of Poverty, Transfers and Discrimination. Course deactivation. (Informational item).

ECON 5853 Applied Econometrics. Course deactivation. (Informational item).

ECON 6900 Statistical Problems. Course deactivation. (Informational item).

ECON 6904 Quantitative Methods for Economics. Course deactivation. (Informational item).

FIN 6902 Financial Accounting and Finance for Decision Making. Course deactivation. (Informational item).

FIN 6912 Financial Statement Analysis. Course deactivation. (Informational item).

EDAD 7070A Clinical Experience in Higher Education. Higher Education Internship is an intensive, 120 hour (about 5 days) supervised internship designed to expand students’ professional skills, awareness, reflective abilities, and capacity for leadership. The internship is completed under the mentorship of an accomplished on-site administrator with a university supervisor. The internship involves the completion of a Higher Education Change Project keyed to a series of competencies aligned with the Professional Competency Areas for Student Affairs Educators as adopted by both NASPA (Student Affairs Administrators in Higher Education) and ACPA (College Student Educators International). Candidates take part actively in a Virtual Clinical Learning Community and share their clinical experiences with other administrative candidates at geographically dispersed and demographically diverse institutions. Finally, they develop a Comprehensive Competency Report that they can elect to fashion into Administrative Portfolios documenting his clinical activities and the administrative and leadership lessons learned. d. 1. 1 s.h. (Add a new 7000 level course.)

EDAD 7070B Clinical Experience in Higher Education. Higher Education Internship is an intensive, 120 hours (about 5 days), over three 7-week sessions, supervised internship designed to expand students’ professional skills, awareness, reflective abilities, and capacity for leadership. The internship is completed under the mentorship of an accomplished on-site administrator with a university supervisor. The internship involves the completion of a Higher Education Change Project keyed to a series of competencies aligned with the Professional Competency Areas for Student Affairs Educators as adopted by both NASPA (Student Affairs Administrators in Higher Education) and ACPA (College Student Educators International). Candidates take part actively in a Virtual Clinical Learning Community and share their clinical experiences with other administrative candidates at geographically dispersed and demographically diverse institutions. Finally, they develop a Comprehensive Competency Report that they can elect to fashion into Administrative Portfolios documenting her or his clinical activities and the administrative and leadership lessons learned. 1 s.h. (Add a new 7000 level course.)

EDAD 8105 Research Methods for the Practitioner. Research Methods for the Practitioner is an essential course designed for educators, administrators, and research practitioners looking to enhance their research competency. The course is focused on providing practitioners with knowledge, skills, and resources to apply research-based practices in educational contexts. This course will enable students to think critically about research processes, develop a better understanding of scholarly research literature, and enhance their research literacy. By taking this course, students will gain insights into how research is conducted, evaluated, and used to inform decision making within their field. The course emphasizes practical application and hands-on experience, enabling students to develop a research plan, conduct data collection, and analyze and interpret research findings. As such, this course is an essential resource for practitioners looking to improve their research skills and contribute to evidence-based practices within their educational contexts. 3 s.h. (Add a new 8000 level course.)

EDAD 8114 Applied Case Study Methodology. A course designed to acquaint students with qualitative inquiry. Focuses on philosophical and historical roots of investigation in institutional and social settings, with an emphasis on qualitative research method, techniques of exploring data, guided practice, and ethical and social issues. 3 s.h. (Add a new 8000 level course.)

EDAD 8115 Evidence, Research and Program Evaluation. Evidence, Research, and Data in Program Evaluation is designed for practitioners looking to enhance their understanding of Program Evaluation and Data Mining methods. Students will explore quantitative research design, sampling strategies, initial research category formation, and data coding methods. The course will also use statistical tools, such as regression analysis, to prove how data can be collected to form statistically significant conclusions. Throughout the course, students will examine a variety of case studies from the field of education to supply practical applications for the topics covered. By the course's end, students will be equipped with applied research methods that can be used when engaging with stakeholders or evaluating programs within their own organization. 3 s.h. (Add a new 8000 level course.)

EDAD 8126 Legal Issues in Higher Education. This course explores legal issues and principles that guide the administration of higher education. Students will examine significant issues and trends, past and present, in higher education law to understand the legal environment in which colleges and universities work. Topics will include academic freedom, student rights (including Title IX), and student conduct. 3 s.h. (Add a new 8000 level course.)

EDAD 8141 History of Higher Education. A course that examines the historical development of post-secondary education in the United States. The purpose of the course is to show how higher educational institutions have been used and situated throughout American history with special attention given to finding the historical context and source of the promise and problems associated with contemporary American higher education. 3 s.h. (Add a new 8000 level course.)

EDAD 8143 Higher Education Finance & Policy. This course examines the roles of the state and federal government, governing boards, local administrations, and other parties in shaping public policy in higher education. The course will also provide an overview of financial resource management at the institutional level, including the following: budgeting and planning for needs; cost and benefit analysis; public and private grants and gifts; and budget control strategies. 3 s.h. (Add a new 8000 level course.)

EDAD 8144 Assessment and Evaluation in Higher Education. This course provides an overview of assessment practices to ensure accountability and inform continuous improvement. Emphasis will be placed on curriculum-based assessment of learning outcomes, measures to improve teaching and learning, and the use of formative and summative evaluation strategies in educational decision-making. 3 s.h. (Add a new 8000 level course.)

EDAD 8147 Diversity & Equity in Higher Education. This course is designed to engage students with a critical perspective regarding issues of diversity and equity across higher education. This course will cover the development and acceptance of critical theory in higher education as it applies to race/ethnicity, class, gender, sexuality and other expressions of diversity. 3 s.h. (Add a new 8000 level course.)

NURS 7049 Family Nurse Practitioner 2 Practicum. Change of prerequisite and semester hour. (Informational Item.)

NURS 7050 Family Nurse Practitioner 3 Practicum. Change of prerequisite and semester hour.

NURS 7051 Family Nurse Practitioner 4 Practicum. Change of prerequisite and semester hour.

SCWK 5826 Child Welfare and Case Planning. This course provides the knowledge, concepts, and skills needed for beginning level social work practice in public and child welfare settings. Major focus is on protecting at-risk children by strengthening, supporting and empowering families. 3 s.h. (Add a new swing level course.)

SCWK 5827 Child Welfare Permanency Planning. Provides the knowledge, concepts, and skills needed for beginning level social work practice in public child welfare settings. Major focus is on the developmental needs and permanency planning associated with at-risk children served by the child welfare system. 3 s.h. (Add a new swing level course.)

ACCT 6971 Regulation Theory Review and Practice. Course deactivation. (Informational item.)

ACCT 6972 Audit Theory Review and Practice. Course deactivation. (Informational item.)

ACCT 6973 Business Environment & Concepts Theory Review and Practice. Course deactivation. (Informational item.)

ACCT 6974 Financial Accounting Theory Review and Practice. Course deactivation. (Informational item.)

CMST 5852 Conflict Management and Negotiation. Change in short title to: Conflict Manage & Negotiation

CSCI 5801 Software Engineering. Change of prerequisite. (Informational item.)

CSCI 5870 Data Structures and Algorithms. Change of prerequisite. (Informational item.)

CSCI 6920 Theory and Practice of Information Systems. Change of prerequisite. (Informational item.)

CSCI 6950 Advanced Database Design and Administration. Change of prerequisite. (Informational item.)

CSCI 6952 Deep Learning. Change of prerequisite. (Informational item.)

CSCI 6951 Data Science and Machine Learning. Change of prerequisite. (Informational item.)

CSCI 6962 Server-Side Web Development and Programming. Change of prerequisite. (Informational item.)

CSCI 6970 Biometrics. Change of prerequisite. (Informational item.)

CSCI 6971 Cloud Computing and Big Data. Change of prerequisite. (Informational item.)

CSCI 6991 Data Engineering Capstone. Change of prerequisite. (Informational item.)

CSIS 5828 Computer Network Security. Change of prerequisite. (Informational item.)

MATH 5825 Advanced Linear Algebra. Course deactivation. (Informational item.)

MATH 5852 Real Analysis 2. Course deactivation. (Informational item.)

MATH 6955 Advanced Differential Equations. Change of prerequisite. (Informational Item.)

PHYT 8950 Therapeutic Exercise. It provides a wide variety of therapeutic exercises and integrates key principles of exercise physiology with clinical application to several movement impairment diagnoses. Engages in exercise prescription, progression, regression, and modification strategies, through lecture, discussion, and lab. Content will include synthesizing therapeutic exercise principles with patient specific factors related to the components of the ICF-model. Students will have an opportunity to design and carry-through exercise programs for a patient’s plan of care. 2 s.h. (Add a new 8900 level course.)

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