**Minutes Approved by E-Vote on ( Date ) \_4/13/2020\_\_\_\_\_\_\_\_\_**

**YOUNGSTOWN STATE UNIVERSITY**

**College of Graduate Studies**

**Graduate Council Minutes**

**Wednesday, March 25, 2020**

**Remote Meeting via WebEx**

**Present Remotely Via WebEx:**

Mark Womble, Chair, Patrick J. Bateman, Christopher Bellas, Lauren Cummins, Kendra Fowler, Paul Louth, Christine McCullough, Valerie O’Dell, Tomi Ovaska, Matthew Paylo, Dolores Sisco, Virgil Solomon, Sal Sanders, Angie Urmson Jeffries

**Student Representatives**: Jonathan Cambouris and Errek Pham

Once a quorum had been met, Mark Womble called the meeting to order.

1. The February 26, 2020 Minutes were approved by E-Vote.
2. Graduate Faculty – Category 1

CLASS
Rebecca Barnhouse, English

A motion was made to approve the CLASS faculty application listed above for Category 1 membership. The application was recommended by the CGS committee. The motion was unanimously approved.

CCCA&C
Ewelina Boczkowski, Music
Randall Goldberg, Music
Hae-Jong Lee, Music
David Morgan, Music

A motion was made to approve ALL CCCA&C faculty applications listed above for the Category 1 membership. All applications were recommended by the CGS committee. The motion was unanimously approved.

1. Committee Reports
	1. Admission and Appeals Committee Chair: Dolores Sisco

The Committee has nothing to report at this time.

* 1. Graduate Curriculum Chair: Virgil Solomon

Virgil Solomon provided an overview of the Graduate Curriculum report from the Circulation Memo on March 13, 2020. Email Meeting.

The requested curriculum actions for Items 2019-20:80-96 were approved by the Graduate Curriculum Committee. A motion was made to accept this report, and it was unanimously approved. (See Graduate Curriculum Meeting Attachment #1)

* 1. Exceptions Chair: Sal Sanders

The following Exceptions Committee Report for March 2020 Graduate Council Meeting was submitted by Sal Sanders.

The Graduate Council Exceptions Committee approved a student's *Intent to Complete a Thesis* form requesting that a part-time faculty member with Category 2 graduate faculty status serve as the advisor for her thesis.

This exception was unanimously approved by the members of the Graduate Council Exceptions Committee.

* 1. Graduate Student Advisory Council: Jonathan Cambouris and Errek Pham

There is nothing new to report at this time. They last met to discuss the Diversity of Scholarship event that was canceled.

* 1. Grievance Chair: Christopher Bellas

There are no grievances to report.

1. Transition To Remote Learning – Issues/Concern from Academic Colleges

Reports from Faculty

Patrick Bateman had these questions:

At this time, is it still the plan to accept international students?

Sal Sanders responded that International students are still being admitted at this time. Nate Meyers, International Programs, is working towards recruiting students. There is not a large percentage of International students at YSU. In some specific programs, there is a large proportion of students, so it could impact individual programs more than overall enrollment.

Is there any discussion about the need to be more open with admission standards for fall programs? Will we likely have to waive standardize exams?

Sal Sanders reported that the GRE is now available for home testing but in limited countries. We may not have to change, as we currently use the standardized tests. We would still need to have an assessment of their ability to speak English.

Patrick Bateman suggested that unemployed people in our area could benefit from pursuing an MBA degree within the next year. Sal Sanders asked Patrick to draft some changes to be considered.

Valerie O’Dell, Professor of Nursing, commented that their graduate nursing students had to have their practicum experiences stopped due to the pandemic. They are working on different methods for them to complete their hours, which are required for their certification exams.

Jon Cambouris, Student Representative, shared his comments below:

What I find the most challenging aspect of being a Graduate Research Assistant during this time of COVID-19 quarantine, is the transition of our duties from being in-person to online. Like many graduate programs inside CLASS, duties required of Graduate Assistants, at least for the short term, are now focused on assisting our professors in merging their stationary materials to online platforms. I am now a Course Builder for my supervisory professor’s Blackboard courses, which include graduate-level coursework. This, in particular, brings up challenges in terms of grades and grading, especially regarding the organization and establishment of the Grade Center within Blackboard. I recalled in previous Graduate Council meetings, the ethical standards in place for GAs/TAs for grading their peer’s work. I thought it would be worth discussing if GAs could be provisionally authorized to manage organizational capabilities for Blackboard courses. For example, importing columns for tests 1-5 or assignments 1-3.

1. Concerns about recent policy changes approved by the Academic Senate Executive Committee such as the Credit/No Credit Option

Sal Sanders explained that other schools have gone to this as we are switched to this online transition trying to give a student an option of taking courses for credit. No Credit still counting those towards their major and some of the rationale for this. He believes this is a good option for students given having to deal with the transitioning off campus for some students, and other factors like losing their jobs. All these things might be impacting performance and allowing another option seems to be a good choice.

He would propose that it be limited to the same number of hours that we have now for C grades. It would be six hours for most of the Master's programs, but allow more hours of C grades to be counted. This was well supported by the graduate faculty. Students will need to be advised before making this decision. Right now this is for the Spring 2020 semester but could be extended to Summer 2020.

1. Concerns about any issues related to Teaching Assistants and Graduate Assistants

Some specific challenges were discussed. Sal recommended that for any IT issues, they should contact the IT Service Desk for technical support and questions about Blackboard. Sal Sanders also offered his assistance with any issues they may be having. While there may be some situations yet to be resolved, the response was that the transition for online teaching assistants was going very well.

Another challenge was not being allowed on campus to work in the labs for research to complete their thesis. The University policy is very clear on this issue.

Sal Sanders - Additional Comments

Sal requested feedback on a situation where a thesis advisor passed away, and it is now late in the semester. Another person will be functioning as the advisor and they would sign approving the completed thesis. The student is about to graduate and the question is how to handle the signature page.

Out of respect to this advisor and the work he has done with the student, Sal would like to have this faculty’s name remain, but with the designation of “deceased” after the name. The Graduate Council members agreed this was a reasonable solution.

This WebEx meeting was adjourned at 4:37 pm

Respectfully submitted,

Linda A. Hulburt Blosser

Administrative Assistant

The College of Graduate Studies

**Attachment #1**

Graduate Curriculum Committee Meeting Minutes

March 13-23, 2020

Email Meeting

Members Participating: Virgil Solomon (chair), Daniel Ayana, Christopher Bellas, M. Kathleen Cripe, Christine McCullough, Faramarz Mossayebi, Ying Wang, Student Reps.: Brian Duricy, Errek Pham

Members Excused: None

Agenda: March 13, 2020 circulation packet –2019-20:80-96

New Business:

### The following items were approved:

### 2019-20:80 MGT 6975 *Strategic Management*. With an emphasis on problems of executive management, decision making, and administrative action, participants will develop strategic thinking capabilities through an examination of the design, implementation, and evaluation of business strategy and policy. Must be taken concurrently with MGT 6976. Minimum 3.0 GPA. Prereq.: FIN 6923, MGT 6930, MGT 6944, MKGT 6975. 3 s.h. (Change of prerequisite and semester hours.)

### 2019-20:81 MKTG 6949 *International Marketing Management*. (Delete a graduate course.)

### 2019-20:82 MKTG 6968I *Special Topics in Marketing Effective Data Interpretation and Reporting*. (Delete a graduate course.)

### 2019-20:83 MKTG 6968K *ST Strategies for Exec Success*. (Delete a graduate course.)

### 2019-20:84 Graduate Certificate in Data Analytics (Addition of a new graduate certificate.)

### 2019-20:85 CHEM 5831 *Inorganic Chemistry Laboratory*. (Delete a graduate course.)

### 2019-20:86 CHEM 5831L *Inorganic Chemistry Laboratory*. Preparation of typical inorganic compounds and their characterization. Six hours lab-discussion. Prereq. or Corequ.: CHEM 3729 and CHEM 3739. 2 s.h. (Addition of a new swing course.)

### 2019-20:87 DATX 5801 *Data Management*. This course covers the basic concepts of database systems and emphasizes the real-world database applications relevant to the management of data in an organization environment. The topics include (not limited to) database environment, database development, relational database management systems, SQL/NoSQL data management language, data normalization, data warehousing, and internet database environment. Credit will not be given for both DATX 5801 and CSIS 3722. 3 s.h. (Addition of a new swing course.)

### 2019-20:88 DATX 5803 *Data Visualization*. Data visualization refers to the graphical representation of information revealed through data analysis. With the assistance of various visualization elements, we can present data in a clear and effective manner. More importantly, turning data into impactful images, we are able to gain valuable insights and intelligence that help improve our decision-making processes. This course introduces students to various types of visualization techniques like charts, tables, graphs, maps, infographics and dashboards. It emphasizes applying appropriate visualization techniques in uncovering information from data. Moreover, it will help students develop skills of data storytelling, i.e. effectively communicating actionable insights through the combination of data visualization and narratives. Prereq.: DATX 5801 or CSIS 3722. 3 s.h. (Addition of a new swing course.)

### 2019-20:89 DATX 5805 *Predictive Modeling Algorithms.* Predictive modeling (also referred to predictive analytics and machine learning) applies statistical techniques in analyzing data to predict outcomes. Through a hands-on approach, this course helps students develop basic skills in predictive analytics. Topics may include (not limited to) k-nearest neighbors, naïve-Bayes, linear and logistic regression models, time-series models, classification and regression trees, Principle Component/Factor Analysis, non-linear models, neural networks, random forests, and cluster analysis among others. Prereq.: DATX 5801 or CSIS 3722. 3 s.h. (Addition of a new swing course.)

### 2019-20:90 TCED 6940 *Foundations of STEM Education Theory to Practice*. Introduction to STEM education. Study of the history, foundation, and underlying principles of STEM education. Additional topics include: an inclusive mission engaging diversity in STEM education, STEM careers, and STEM as a part of the P-12 curriculum. Prereq.: None. 3 s.h. (Addition of a new 6900 level course.)

### 2019-20:91 TCED 6941 *Engineering and Technology Inquiry.* Introduction into principles of engineering and technology, with inquiry-based instruction using projects to solve engineering related problems, for the implementation in to P-12 classroom. Prereq.: TCED6940. 3 s.h. (Addition of a new 6900 level course.)

### 2019-20:92 TCED 6942 *Environmental Inquiry*. This course will focus on the fundamentals of environmental engineering as well as sustainable storm water management techniques and open channel flow hydraulics. The topics will include energy and material balances, ecosystems, sustainability, water quality regulations and standards, stream hydraulics, introduction to water supply and treatment and wastewater treatment and techniques of solid waste and hazardous waste management. Prereq.: TCED 6940. 3 s.h. (Addition of a new 6900 level course.)

### 2019-20:93 TCED 6943 *STEM Integration in the P-12 Classroom*. STEM integration in the P-12 Classroom explores theory and practices for teachers to incorporate STEM content and activities into their own classroom. Students will not only study these theories, they will design and implement STEM content into their own classroom. Prereq.: None. 3 s.h. (Addition of a new 6900 level course.)

### 2019-20:94 TCED 6944 *A Global Perspective*. Understanding of skills needed to compete in the global economy, and how STEM contributes to this. Focus on 21st century skills, persistence, inquiry, communications, creativity and collaboration. P-12 STEM project development. Prereq.: None. 3 s.h. (Addition of a new 6900 level course.)

### 2019-20:95 TCED 6945 *STEM Leadership*. Focus on implementation of a STEM program to prepare students with STEM skills for college and career success. Physical environment, necessary resources, administrative and community buy-in and support. Grant writing for STEM education. Prereq.: None. 3 s.h. (Addition of a new 6900 level course.)

### 2019-20:96 SPSY 6907 Psycho-Educational Assessment Practices in the Schools. This course is designed to provide an overview of the relevant concepts, principles and methods underlying the construction and interpretation of psychological and educational tests. Through lectures, discussion, and individual and group activities, students will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. In this course, candidates will gain knowledge of how psychological tests are built, what they can and cannot do, the conditions under which they should and should not be used, and how to evaluate their adequacy. This is important information for aspiring school psychologists, as the measurement of human behavior comprises an area of knowledge and skill that is fundamental to the field. At the conclusion of this course, students will be more knowledgeable about and an informed consumer of psychological tests. Prereq.: School Psychology Candidacy. 3 s.h. (Change to course title and prerequisite.)