

GRADUATE COUNCIL MEMBERSHIP 2018-2019

|                    |                            |                                 |
|--------------------|----------------------------|---------------------------------|
| Samuel Adu-Poku    | Art                        | CCA&C Grad Program Director     |
| Paul Louth         | Dana School of Music       | CCA&C CGS Committee             |
| Laura Beadling     | English                    | CLASS CGS Committee             |
| Dolores Sisco      | American Studies           | CLASS Grad Program Director     |
| Lauren Cummins     | Teacher Education          | BCOE CGS Committee              |
| Matthew Paylo      | Counseling                 | BCOE Grad Program Director      |
| Christopher Bellas | Criminal Justice           | BCHHS CGS Committee             |
| Valerie O'Dell     | Nursing                    | BCHHS Graduate Program Director |
| Virgil Solomon     | Mech and Indus Engineering | STEM CGS Committee              |
| Mark Womble        | Biological Sciences        | STEM Grad Program Director      |
| Patrick J. Bateman | Management                 | WCBA Grad Program Director      |
| Kendra Fowler      | Marketing                  | WCBA CGS Committee              |

Graduate Council Chair: Mark Womble  
 Graduate Council Secretary: Samuel Adu-Poku  
 Graduate Curriculum Committee Chair: Virgil Solomon  
 Admission and Appeals Committee: Dolores Sisco  
 Assistantship Allocation Chair: Paul Louth  
 Exceptions Chair: Sal Sanders  
 Grievance Committee Chair: Dolores Sisco  
 Graduate Recruitment & Retention Chair: Doori Song  
 Policy Committee Chair: Matthew Paylo

Graduate Curriculum Committee Chair— Virgil Solomon, Mechanical Engineering  
 membership: Samuel Adu-Poku, Art  
 Daniel Ayana, History  
 M. Kathleen Cripe, Teacher Education  
 Christopher Bellas, Criminal Justice and Forensic Sciences  
 Faramarz Mossayebi, Electrical & Computer Engineering  
 Ying Wang, Marketing

Admission and Appeals Committee Chair-- Dolores Sisco  
 membership: Rebecca Curnalia, Communication  
 Marsha Huber, Accounting  
 Karen Larwin, Edu Leadership  
 Alina Lazar, Computer Science and Information Systems

Exceptions Committee  
 membership: Chair—Sal Sanders  
 Mark Womble, Biological Sciences (Graduate Council Chair)  
 Matthew Paylo, Counseling (Graduate Policy Committee Chair)  
 Virgil Solomon, Mechanical Engineering (Graduate Curriculum Committee Chair)

Admission and Appeals  
 membership: Chair— Dolores Sisco, American Studies  
 Rebecca Curnalia, Communications  
 Marsha Huber, Accounting and Finance  
 Karen Larwin, Educational Leadership  
 Alina Lazar, Computing and Information Systems

Policy Committee  
 membership: Chair— Matthew Paylo, Counseling  
 Jonathan Caguiat, Biological Sciences  
 Kelly Colwell, Respiratory Care

Patricia Hoyson, Nursing  
Ou Hu, Economics  
G. Jay Kerns, Mathematics  
Shalon Salters, Student Representative

Graduate Recruitment & Retention Chair-- Doori Song, Marketing  
membership: Sherri Harper Woods, Social Work  
Matthew Paylo, Counseling  
Shelley Blundell, Communication  
Lucas Hardy, PhD & Dolores Sisco, English  
Kendra Folwer, Marketing  
Student Representative: Shalon Salters

Graduate Studies Advisory Council:  
Alissa Geisse and Sahaj Bhattarai, STEM  
Noah Hochendoner, BCHHS  
Shalon Salters, BCOE  
Marissa Lyerly and Max Klauscher, CCA&C  
Ernie Barkett, CLASS  
Thomas Bakalar, WCBA

## **GRADUATE FACULTY MEMBERSHIP**

### **CATEGORY 1 MEMBERS approved 2018-19**

Martin Abraham  
Felicia Armstrong  
Jane Beese  
Jeffrey Buchanan  
Michael Butcher  
Alexis Byers  
Guang-Hwa Andy Chang,  
M. Kathleen Cripe  
Jeff Dick  
Adam Earnhardt  
Pam Epler  
Jaelyn Farris  
Francois Fowler  
Kendra Fowler  
Sherri Harper Woods  
John Jackson  
G. Jay Kerns  
Karen Larwin  
Brian Leskiw  
Frank Li  
Matthew Lindberg  
Susan Lisko  
Sherri Lovelace-Cameron  
Joe Lyons  
Eric MacDonald  
Xiangjia Min  
Valerie O'Dell

Martha Pallante  
Byung-Wook Park  
Nicole Pettitt  
Nicolette Powe  
Stephen Rodabaugh  
Jae Joong Ryu  
Pamela Schuster  
Michael Serra  
Stephanie Smith  
Thomas Smotzer  
Virgil Solomon  
Doori Song  
Jonathan Sperry  
Nina Stourman  
Sharon Stringer  
Jamal Tartir  
Kathryn Umble  
James Umble  
Daniel Van Dussen  
Richard VanVoorhis  
Nancy Wagner  
Timothy Wagner  
Gary Walker  
Ying Wang  
Mark Womble  
George Yates

## **GRADUATE COUNCIL POLICY CHANGES 2018-19**

### **Change to Graduate Council Sub-committee Chair requirement**

Graduate Faculty can now serve as chairs of sub-committees of Graduate Council. The chair of the sub-committee could attend the Graduate Council meeting to present a monthly report. In the event that there is nothing to report, an electronic report could be submitted.

### **Change to Automatic Category 1 status of President, Deans Provost and Associate Provosts**

The president, provost, all deans, and all associate provosts to be granted category II graduate status. If any of these individuals would like category 1 status, they would need to follow our current procedure/process (the process all faculty must follow to ascertain that designation).

### **Clarification of Category 2 Graduate Faculty**

Notification was sent to all category 2 graduate faculty to inform them that Category 1 status is needed to serve as a member of, or to chair a dissertation committee. Due to recent changes to this policy regarding Category 2 Faculty, it will be necessary to address the appointment process in one of two ways. One way would be for the dissertation advisor to appoint the faculty member as a member of the committee based on the faculty member's expertise. This would allow them to serve as a member of the dissertation committee regardless of the type of faculty status. However, the graduate faculty member cannot serve as chair. The second way is to have the graduate faculty go through the Category 1 application process.

### **Category 1 Graduate Faculty waive CITI Training Requirement**

Faculty applying for Category 1 Graduate Faculty status may request an exception from CITI training. To obtain this exception, the faculty person must acknowledge with their signature that they will NOT be performing research that involves human or animal subjects in any way, including surveys or observations of any kind. They must also attest that if their research interest changes to include these items, then CITI training must be completed prior to the start of any research activity.

### **Definition of Part-time and Full-time Hours**

The definitions of the following were changed to full-time- 6 hours and half-time- 3 hours. It was determined that the required hours for graduate assistantships and the Graduate College Premiere Scholarship would remain the same.

### **Ability to fast track Admission Requirements Changes**

An expedited approval process was approved to allow a program to make changes to their admission requirements.

### **Removal of the 1 year wait requirement for academically suspended students**

The council approved the removal of the 1 year wait requirement for academically suspended students to apply to another graduate program.

## **EXCEPTIONS COMMITTEE REPORT 2018-19**

The Graduate Council Exceptions Committee has unanimously agreed to grant an exception – waiving the GRE requirement for admission to the Environmental Sciences program for an applicant as requested by Dr. Felicia Armstrong.

The Graduate Council Exceptions Committee has unanimously agreed to grant an exception – permitting regular admission for an applicant whose undergraduate GPA was below the minimum requirement for the program (3.0). This exception was approved as requested by Dr. Lucas Hardy.

Request for an exception to the policy requiring a standardized test to be provisionally admitted to the College of Graduate Studies in a non-degree nursing program with a cumulative undergraduate GPA < 2.7. This exception was approved as requested by Dr. Nancy Wagner.

Request to waive the GRE requirement for an applicant was unanimously approved by the Graduate Council Exceptions Committee. This applicant was permitted to be admitted to the College of Graduate Studies - Adult Gerontology-Acute Care Nurse Practitioner option without taking the GRE, despite having a cumulative undergraduate GPA less than 2.7. This exception was approved as requested by Dr. Valerie O'Dell.

A request to waive the GRE requirement for an applicant is currently was denied by the Graduate Council Exceptions Committee. The applicant sought to be admitted to the College of Graduate Studies – Master of Social Work without taking the GRE, despite having a cumulative undergraduate GPA less than 2.7. The exception was requested by Dr. Sherri Harper Woods.

### **ADMISSION AND APPEALS COMMITTEE REPORT 2018-19**

The Admission and Appeals Committee approved a student academic suspension appeal. A MSW student was suspended for Not in Good Standing. The Social Work Program was consulted and supported the student returning and recommended reduced workload. .

The Admission and Appeals Committee approved a student academic suspension appeal. An Industrial Engineering student was suspended for Not in Good Standing. The Industrial Engineering Program director was consulted and supported the student returning with provisional status until prerequisites were completed.

The Admission and Appeals Committee denied a student academic suspension appeal. A Chemical Engineering student was suspended for Not in Good Standing. The Chemical Engineering Program Director was consulted and did not support the student returning.

The Admission and Appeals committee approved the reinstatement of 2 Graduate Scholarships

The Admission and Appeals Committee approved one non accredited institution from Pima Medical Institute based on work experience.

### **CURRICULUM COMMITTEE REPORT 2018-19**

#### **Admission Changes 2018-19**

**2018-19:21** Program Action. Master of Arts-Art Education (Change to admission requirements

**2018-19:42** Master of Business Administration (Change of admission requirements.)

**2018-19:43** Master of Art in Professional Communication (Change of admission requirements.)

**2018-19:48** Master of Public Health (Change of admission requirements.)

**2018-19:65** Master of Accountancy. Minor modifications to the admission requirements to clarify and make the admission decisions and process more efficient and more clear for prospective students and those evaluating prospective students.. (Change to admission requirements).

**2018-19:165** Master of Business Administration. Change to admission criteria to clarify and streamline admission decision process. (Change of admission requirements )

#### **New Graduate Courses 2018-19**

**2018-19:8** MAT 6901 *Emergency & Acute Care in Sports Medicine*. This course to prepare students to recognize, assess and treat patients with acute injuries and illnesses and provide appropriate medical referral. This course will include the initial exposure to selected educational competencies and clinical proficiencies focusing on emergency medical procedures (spine-board, splinting, environmental illness, shock, etc.). Prereq.: Admission to the MAT program. 3 s.h. (Add a new 6900 level course).

**2018-19:12** MAT 6972 *Radiology for Athletic Trainers*. This course to prepare athletic training students how to read and interpret radiology reports as they pertain to musculoskeletal and orthopedic injury. Further, this course will prepare athletic training students how to communicate with physicians verbally and through written correspondence. Prereq.: MAT 6915 and MAT 6925. 1 s.h. (Add a new 6900 level course).

**2018-19:14** MAT 6988 *Clinical Practicum 5*. Athletic Training students will continue to practice and hone their clinical skills in pharmacology, manual medicine, and radiology in the sports medicine field. Students will learn and identify these skills through direct immersion in the clinical environment. Students will work with a preceptor directly for this course. The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAATE. Prereq.: Admission to the Athletic Training Program. 3 s.h. (Add a new 6900 level course).

**2018-19:15** MAT 6995 *Clinical Practicum 6..* Athletic Training students will continue to practice and hone their clinical skills and knowledge as an entry-level athletic trainer. Students will learn and identify these skills through direct immersion in the clinical environment. Students will work with a preceptor directly for this course. The purpose of this course is to review and evaluate clinical proficiencies required by the National Athletic Trainers' Association for certification and our professional accreditation through CAATE. Prereq.: Admission to the Athletic Training Program. 3 s.h. (Add a new 6900 level course).

**2018-19:16** MAT 6998 *Acute Medical Emergency Procedures*. This course is designed to make the athletic training student aware of common medical procedures that they may see in their medical practice as an athletic trainer, and prepare them to act in the event that there is an on-field emergency or absence of emergency medical services. Prereq.: Admission to the Athletic Training Program. 2 s.h. (Add a new 6900 level course).

**2018-19:19** MAT 6955 *Performance and Health in Sports Medicine*. This course introduces Athletic Training students to how physical activity and nutrients may influence athletic performance and general health. Behavioral change theories as well as knowledge in referrals to other healthcare practitioners will also be discussed. 2 s.h. (New 6900 level course).

**2018-19:25** EDAD 6936 *Culturally Responsive Leadership*. This course examines culturally responsive pedagogy (CRP), which is a philosophy to facilitate student engagement and academic success by incorporating student cultures, experiences, and identities into the curriculum so that students and teachers can become co-creators of classroom knowledge. 3 s.h. (Add a new 6900 level course).

**2018-19:32** EDAD 7020 *Human Resource Leadership*. This course provides an in-depth examination of policies and practices designed to reconcile the interests of organizations (schools) and stakeholders (staff, faculty, and community). Topics include professional and staff development, equal employment, positions description, recruitment, selection, performance appraisal, removal, compensation, and emerging human resource issues. 3 s.h. (Add a new 6900 level course).

**2018-19:37** STAT 6911 *Short-Term Actuarial Mathematics 2*. A continuation of parametric statistical methods used in short-term actuarial mathematics through an introduction to credibility theory and ratemaking and reserving in casualty insurance. 3 s.h. Prereq.: STAT 6910. (Add a new 6900 level course).

**2018-19:50** ECON 6980 *Applied Time Series Analysis and Forecasting*. Covers essential tools for time series analysis and forecasting with emphasis on how to apply those tools to analyze and forecast economic and business data. Topics include ARMA models, Time Series Decomposition, Exponential Smoothing, GARCH, VAR models, and Cointegration. Prereq. ECON 2610 and ECON 3789 or ECON 3790 or ECON 6976 or STAT 5817. 3 s.h. (Add a new 6900 level course).

**2018-19:54** COUN 6920 *Orientation and Ethical Issues in Clinical Mental Health Counseling*. This course provides students with an introduction to the field of professional counseling and the foundations of community counseling. The course addresses the following topics: history, philosophy, cultural dynamics, advocacy, consultation, technology applications, and trends in professional and community counseling. The counseling profession's ethical standards are also addressed with an emphasis on the ACA code of ethics and counselor ethical decision-making processes. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:55** COUN 6940 *Human Growth and Development*. The goal of this course is to help students develop an understanding of the theories and concepts associated with human growth and development, specifically in regard to how they relate to counseling. Students will develop an understanding of development through life through a study of research and discussion of development theories. An understanding of the biosocial aspects of development specifically using Erikson's and other theories will occur. The application of this information will be stressed due to its crucial role in the development of determining normal versus abnormal as well as the utilization of appropriate treatment goals and plans. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:57** COUN 6995 *Trauma and Crisis Counseling*. This course features an overview of the impact of traumatic events and crises on individuals, families, and communities. Models and theories of intervention and response are addressed. The psychological impacts and needs of those who have experienced diverse trauma experiences will be examined (e.g., victims of child abuse, interpersonal partner violence, sexual assault). Contemporary issues associated with trauma and crisis counseling will be explored (e.g., crisis assessment, vicarious trauma and countertransference, cultural and legal/ethics issues related to trauma counseling). Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:63** COUN 7020 *Field Experience Supervision*. University faculty supervised internship experience in selected counseling-related settings. Students are supervised by the university-based supervisor during the internship field experience. Faculty provide regular weekly feedback on intern participation in field experience, conduct field-based supervision visits, and evaluate counseling skills delivered at the field site. Prereq.: COUN 7002, 7004, or 7007 (special approval required) Coreq.: COUN 7005, 7009 or 7010. 3 s.h. (Add a new 6900 level course).

**2018-19:68** ENGL 6947 *Proposal Writing*. Graduate level introduction to the structural, rhetorical, and linguistic aspects of professional proposals, with a focus on grant proposals. Students examine the role of proposals in serving the needs and interests of organizations and individuals. Requirements include writing one grant proposal for a client and one other type of proposal (e.g., a research project proposal or book prospectus). Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:69** ENGL 6948 *Healthcare Communication*. Graduate level introduction to how healthcare information is conveyed by healthcare researchers, providers, and writers, to experts and non-experts. Students examine how people find and use medical information in making healthcare decisions. Students consider issues of health literacy, research methods, ethics, public and private clinical communication, patient education, and visual design. Requirements include writing a report on a medical talk, a healthcare-related press release, and a client-based healthcare communication project. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:72** MAT 6908 *Functional Human Gross Anatomy*. The primary tool for learning gross anatomy is the human body. The laboratory dissections will present a regional approach (e.g., arm region, forearm region, etc.). General introductory and systemic anatomy topics (e.g., circulatory system, nervous system, etc.) will also be presented to help the student integrate the regional focus of the course into a broader anatomical perspective. The introductory section of the textbook is a good source of general information on systemic anatomy. Students are advised to read these chapters as early in the semester as possible, and to refer back to it as systemic anatomy topics are covered in lecture. Prereq.: Admission to the MAT program. 4 s.h. (Add a new 6900 level course).

**2018-19:73** MAT 6908L *Functional Human Gross Anatomy Lab*. Functional Human Gross Anatomy Lab. Prereq. Admission to the MAT program. 0 s.h. (Add a new 6900 level course).

**2018-19:81** PHYT 8935 *Epidemiology in Health Sciences*. The course will discuss various research designs and appropriate statistics germane to epidemiology. Common measures of effect will be discussed with appropriate interpretation of these effects. The student will be expected to implement their knowledge of the subject by designing or redesigning a study specific to epidemiological principles within their area of interest.. Prereq. Admission to DPT or PhD in Health Sciences Program. 3 s.h. (Add a new 8900 level course).

**2018-19:82** PHYT 8940 *Interdisciplinary Health Care Delivery*. Foundational knowledge and skills necessary for legal and ethical practice of pertinent healthcare disciplines (Physical, Occupational, and Speech Therapy, Dietetics, etc.). Emphasis is on legal principles and concepts; contract, business, and educational law; licensure and

state practice acts. Emphasis is placed on ethical theory and ethical decision making approaches; and professional code of ethics. Global study of the delivery of healthcare in a broad spectrum view is provided. Emphasis is on the societal, economic, legal/ethical and cultural factors that influence healthcare. Multidisciplinary views of healthcare are considered. Prereq.: Admission to DPT or PhD in Health Sciences Program. 3 s.h. (Add a new 8900 level course).

**2018-19:83** PHYT 8941 *Psychosocial & Cultural Aspects of Healthcare*. Investigation into the psychosocial and cultural issues related to a variety of common clinical pathologies. The dynamic impact of the interaction between the patient/client and persons involved in their healthcare, professionals and caregivers will be considered. Topics of interest include mental, physical, behavioral, and cultural issues across the lifespan. Cultural theory and its applications to clinical interactions will be examined and integrated. Topics include cultural assumptions and patterns of health-related activity related to: disability, socioeconomic status, age, gender, ethnicity/race, sexual orientation, and religion. Prereq.: Admission to DPT Program. 3 s.h. (Add a new 8900 level course).

**2018-19:90** NURS 8901 *Anatomy, Physiology and Pathophysiology for Nurse Anesthetists I*. An advanced study of the structure and function of the human body, with an emphasis on the neural, muscular and endocrine systems and pathophysiological conditions involving those systems. Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:91** NURS 8902 *Healthcare Biostatistics*. This course will cover principles of biostatistics in the context of public health applications. It will include the basic techniques for analyzing and investigating public health issues including disparities. Statistical package SPSS will be used. Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:92** NURS 8903 *Professional Role of Nurse Anesthesia Practice*. This course is an introduction to the professional role development of the nurse anesthetist. It is designed to introduce the student to the basic aspects of the nurse anesthetist as an anesthesia provider. This course examines wellness and work life balance and identifies issues related to substance abuse within the profession. Students will be introduced to the nurse anesthesia code of ethics, scope of practice, and standards of practice as set forth by the American Association of Nurse Anesthetists (AANA). Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:93** NURS 8904 *Chemistry, Biochemistry, and Physics for Nurse Anesthetists*. This course enables nurse anesthesia students to identify principles of chemistry, biochemistry, and physics in relation to anesthesia drug administration. The chemical composition of, and physiologic response to common anesthesia drugs are examined. Students will learn to predict the physiological response of drugs based on gas laws and the nature of fluids and vapors as they apply to anesthesia Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:94** NURS 8905 *Clinical Practicum I*. This practicum introduces students to the clinical setting, beginning with orientation to each of the clinical sites. Nurse anesthesia students are introduced to the construction and execution of an anesthesia care plan. Students will experience supervised participation in actual administration of anesthesia. Integrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. 120 clocked clinical hours. Graded S/U Prereq. Admission to DNP Nurse Anesthesia program. 1 s.h. (Add a new 8900 level course).

**2018-19:95** NURS 8906 *Pharmacology for Nurse Anesthetists II*. Provides an opportunity to focus on the advanced principles of anesthesia-related pharmacology. Focuses on anesthesia related uses and considerations with antihypertensives, alpha and beta adrenergic receptor agonist/antagonists, and anticoagulants. Presents in-depth material and discussions on the pharmacology of various drugs that contribute to pathological conditions such as malignant hyperthermia, asthma and congestive heart failure. Prereq.: Pharmacology for Nurse Anesthetists I. 1 s.h. (Add a new 8900 level course).

**2018-19:96** NURS 8907 *Anatomy, Physiology and Pathophysiology for Nurse Anesthetists II*. An advanced study of the structure and function of the human body, with an emphasis on the cardiovascular, respiratory, renal and hepatic systems as well as the pathological conditions involving those systems. Prereq.: NURS 8901. 3 s.h. (Add a new 8900 level course).

**2018-19:97** NURS 8908 *Advanced Health Assessment*. This course explores advanced health assessment utilizing an extensive health history and physical exam. The course focuses on developing refined health history taking, psychological assessment, and physical assessment skills across the lifespan. Emphasis is placed on detailed health history assessment, differentiation, interpretation, and documentation of normal and abnormal assessment findings. Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:98** NURS 8909 *Advanced Pathophysiology*. Normal physiologic functions and pathologic mechanisms are examined to prepare nurses for advanced practice roles. Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:99** NURS 8910 *Introduction to Clinical Anesthesia*. This course is an introduction to the professional role development and clinical anesthesia practice of the nurse anesthetist. It is designed to introduce the student to the basic aspects of the nurse anesthetist as an anesthesia provider. This introduction also includes orientation to the basic physical facility, equipment, fundamental pharmacology, anesthetic techniques, historical perspectives, and specialties in the field of anesthesia. Students will be introduced to the nurse anesthesia code of ethics, scope of practice, and standards of practice as set forth by the American Association of Nurse Anesthetists (AANA). Prereq.: Admission to DNP Nurse Anesthesia program. 1 s.h. (Add a new 8900 level course).



**2018-19:100** NURS 8911 *Clinical Practicum II*. Nurse anesthesia students construct and execute an anesthesia care plan with clinical faculty supervision and collaboration. Students experience slightly more independent participation in actual administration of anesthesia while still under direct supervision by clinical faculty. Determine theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Semester course; 150+ clocked clinical hours. One day per week. Graded S/U. Prereq.: NURS 8905 1 s.h. (Add a new 8900 level course).

**2018-19:101** NURS 8912 *Principles and Practice of Nurse Anesthesia*. This course is designed to introduce the student to concepts necessary to construct and recommend a safe and individualized anesthetic while distinguishing various ethical and multicultural issues. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments..Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:102** NURS 8913 *Principles of Anesthesia I*. Introduces the nurse anesthesia student to concepts necessary to formulate, execute, and revise a safe, individualized anesthetics. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Includes advanced respiratory and cardiovascular systems and anesthetic considerations and/or implications. Prereq.: Admission to DNP Nurse Anesthesia program. 3 s.h. (Add a new 8900 level course).

**2018-19:103** NURS 8914 *Clinical Practicum III*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. 300+ clocked hours. 3 full days per week in the operating room setting. Graded S/U. Prereq.: NURS 8911. 3 s.h. (Add a new 8900 level course).

**2018-19:104** NURS 8915 *Principles of Anesthesia II*. Introduces the nurse anesthesia student to concepts necessary to formulate, execute, and revise a safe, individualized anesthetics. Covers formulation of the anesthesia care plan, anesthetic techniques, prevention of complications, fluid management, monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Includes advanced assessment of the autonomic nervous system and obese patients, while connecting anesthetic implications for both. Prereq.: NURS 8913. 3 s.h. (Add a new 8900 level course).

**2018-19:105** NURS 8916 *Health Care Policy*. The primary focus of this course is to explore the leadership role of nurses in health policy development and implementation as well as the role of research in health care policy formation and planning. Special emphasis is placed on selected national and international health policy issues that form the socio-political and economic context of nursing care and practice. Ethical dimensions of public policy formulations and implementation are highlighted. Prereq.: None 3 s.h. (Add a new 8900 level course).

**2018-19:106** NURS 8917 *Evidence- Based Practice I*. This course focuses on critically analyzing and evaluating research evidence. Evidence-based practice concepts will be used. Methods of generating evidence through research are discussed Prereq.: NURS 8902 or equivalent. 3 s.h. (Add a new 8900 level course).

**2018-19:107** NURS 8918 *Clinical Practicum IV*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Semester course; 300+ clocked clinical hours. Graded S/U. Prereq.: NURS 8914 3 s.h. (Add a new 8900 level course).

**2018-19:108** NURS 8920 *Ultrasound and Radiology*. Nurse anesthesia students investigate the practice of ultrasound-guided, regional anesthesia while supporting the core concepts of ultrasound machine operation, needle guidance, and sonoanatomy. An in-depth breakdown of the essential strategies used to identify radiological and sonographic landmarks for locating and identifying target nerves and key anatomy structures is presented. Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:109** NURS 8921 *Evidence-Based Practice II*. This course focuses on identifying and evaluating current literature in order to identify evidence-based clinical practice recommendations. Methods for translating evidence-based knowledge to inform nursing clinical practice will be used. Prereq.: NURS 8917 3 s.h. (Add a new 8900 level course).

**2018-19:110** NURS 8922 *Clinical Practicum V*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Semester course; 300+ clocked clinical hours. Graded S/U. Prereq.: NURS 8918 3 s.h. (Add a new 8900 level course).

**2018-19:111** NURS 8923 *Principles of Anesthesia IV*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Semester course; 300+ clocked clinical hours. Graded S/U. Prereq.: NURS 8918 3 s.h. (Add a new 8900 level course).

**2018-19:112** NURS 8924 *Epidemiology*. Epidemiologic concepts of populations for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team. Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:113** NURS 8925 *Clinical Practicum VI*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Semester course; 450 clocked clinical hours. Graded S/U. 2 s.h. (Add a new 8900 level course).

**2018-19:114** NURS 8926 *Principles of Anesthesia V*. Nurse anesthesia students will successfully formulate, execute, and revise a safe, individualized anesthetic. They will recommend anesthetic techniques and determine methods to prevent anesthetic complications. Students will outline fluid administration, intraoperative monitoring and utilization of anesthesia equipment. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills in both simulated and actual operating room environments. Illustrates advanced concepts of patients from across the lifespan. Prereq.: NURS 8923 3 s.h. (Add a new 8900 level course).

**2018-19:115** NURS 8927 *DNP Scholarly Project I*. Focuses on identification of relevant clinical issues in anesthesiology with attendant formulation of critically applicable questions and examination of the relevant research evidence that addresses those questions. Students implement and evaluate a terminal project and disseminate the results through an oral and/or poster presentation, manuscript submission to a peer-reviewed journal or another appropriate medium. Prereq.: NURS 8921 3 s.h. (Add a new 8900 level course).

**2018-19:116** NURS 8928 *Healthcare Finance and Practice Management*. This course explores the role and examines healthcare finance and economics from the perspective of the advanced practice nurse. Emphasis is given to analysis and synthesis of practice behaviors specific to the development of the advanced practice role. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:117** NURS 8929 *Clinical Practicum VII*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility and supervised autonomy for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Semester course; 450+ clocked clinical hours. Graded S/U. Prereq.: NURS 8925. 4 s.h. (Add a new 8900 level course).

**2018-19:118** NURS 8930 *Ethics in Advanced Nursing Practice*. This course explores the philosophic basis and derived theories of ethics and their implications for advanced nursing practice. Using ethical principles, students will examine a variety of clinical, research and practice management dilemmas that arise in the provision of advanced practice nursing services to individuals, populations and communities. Cultural competence and transcultural nursing practices will also be explored. Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:119** NURS 8931 *DNP Scholarly Project II*. Focuses on identification of relevant clinical issues in anesthesiology with attendant formulation of critically applicable questions and examination of the relevant research evidence that addresses those questions. Students implement and evaluate a terminal project and disseminate the results through an oral and/or poster presentation, manuscript submission to a peer-reviewed journal or another appropriate medium. Prereq.: NURS 8927. 3 s.h. (Add a new 8900 level course).

**2018-19:120** NURS 8932 *Teaching, Curriculum and Evaluation Seminar*. This course examines the principles of teaching and learning applicable to the anesthesia didactic and clinical environment. Strategies are presented in teacher/learner communication, presentation development and strategies, curriculum designs and methods of evaluation pertinent to nurse anesthesia education. Prereq.: Admission to DNP Nurse Anesthesia program. 1 s.h. (Add a new 8900 level course).

**2018-19:121** NURS 8933 *Clinical Practicum VIII*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility and supervised autonomy for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Semester course; 450+ clocked clinical hours. Graded S/U. Prereq.: NURS 8929. 4 s.h. (Add a new 8900 level course).

**2018-19:122** NURS 8934 *Leadership and Collaboration for the DNP Nurse Anesthetist*. This course focuses on nursing leadership incorporating theory and research as it applies to the role of the Doctor of Nursing Practice in a variety of settings. The focus is developing advanced leadership and management skills, organizational effectiveness, power and influence skills, change management. Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:123** NURS 8935 *Clinical Practicum IX*. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes full responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum with full supervision and guidance. Semester course; 450+ clocked clinical hours. Graded S/U. Prereq.: NURS 8933 4 s.h. (Add a new 8900 level course).

**2018-19:124** NURS 8936 *Anesthesia Synthesis Comprehensive Review*. This advanced course provides an opportunity for third-year doctoral anesthesia students to integrate the principle anesthesia concepts learned to date. Anesthesia Synthesis is not solely a traditional “board review”. Instead, it includes the cerebral application of the concepts studied in previous courses. Graded S/U.. Prereq.: Admission to DNP Nurse Anesthesia program. 2 s.h. (Add a new 8900 level course).

**2018-19:126** EDAD 6901 *Instructional Leadership Beyond the Classroom*. Teacher leaders will lead both from within their own classrooms and beyond, therefore it will be important to equip candidates with the knowledge and skills that will assist them in any leadership situation they may face. Candidates will be introduced to the theory and practice of teacher leadership in order to assist in building teacher commitment, teacher efficacy, teaching competence, and instructional practices. There will be an additional emphasis on developing teacher leaders, specifically in the areas of adult learning principles, reflective practice, and professional learning communities. Candidates will be introduced to the importance of self-directed teacher professional development, taking on leadership roles at school, district, state, and national levels, as well as learning how to lead in both formal and informal ways. Prereq. None. 3 s.h. (Add a new 6900 level course).

**2018-19:127** EDAD 6903 *Building Capacity of Adult Learners*. Learning is an extended, intricate, and lifelong process. Adult learners have a unique way of learning, one that varies from learning done in primary grades. As such, teacher leaders will need to have strong command of adult learning principles to effectively collaborate with others and assist adults in their own professional development. A study of current theories and research in the areas of social cognition, human development, interpersonal relationships, group processes, and motivation will assist candidates in meeting the needs of the adults they will work with. This course will be particularly helpful to those who mentor, lead professional development sessions, serve on building or district leadership teams, and participate in professional learning communities. Prereq. None. 3 s.h. (Add a new 6900 level course).

**2018-19:128** EDAD 6905 *Culturally Responsive Teaching and Learning*. Educational leaders must practice professional, ethical values of equity, integrity, honesty, fairness, and dignity. The purpose of this course is to build candidate knowledge and skills in the area of culturally responsive leadership. Candidates will develop the ability to promote collaboration with faculty, administration, families, and community members and partners. This course will help candidates lead in culturally competent ways in order to make necessary changes in curriculum, culture, and school policies and practices. Additionally, candidates will learn how to assist others in providing individual learning opportunities for students where diverse perspectives are welcomed in addressing challenges.. Prereq. None. 3 s.h. (Add a new 6900 level course).

**2018-19:129** EDAD 6906 *Data-Coaching and Decision Making*. The purpose of this course is to provide candidates with the knowledge and skills to understand and utilize data to identify school improvement needs and make informed decisions in making change. Specifically, the course will provide opportunity for candidates to learn the nature of multiple data sources to identify patterns, trends, and improvement needs, conduct descriptive analysis, monitor and correct progress, and assist in developing high quality assessments. Candidates will experience authentic data-driven decision making by accessing state, district, school, and a variety of other relevant data resources to conduct descriptive and inferential analysis of trends and needs. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:142** SPED 6916 *Planning, Teaching, Accommodating and Assessing Learners with Mild-Intensive Exceptional Needs*. This course is designed to provide the candidate with knowledge of general and specialized curricula for students with exceptionalities. Based on each individual’s needs, the candidate will understand how to use rigorous content standards to plan, accommodate and assess the curricula across all content area. The candidate will grasp how to modify the general and specialized curricula to make them accessible and in alignment with the rigorous content standards for individuals with an exceptionality. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:143** SPED 6917 *Effective Instruction for Learners with Exceptional Needs*. This course is designed to provide the candidate with the knowledge about individuals with an exceptionality development and assessment data to inform decisions about effective instruction. Candidates will understand how to use explicit and systematic instructional strategies including active student engagement and motivation, differentiated instruction, flexible and small groups, specialized individualized instruction, self-regulated learning and meta-cognition strategies. The candidate will then use this knowledge to plan and guide instruction to meet the rigorous content goals for each individual with an exceptionality's academic and social-behavioral needs. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:148** SPED 6933 *Field-based Practicum with Moderate Intensive Exceptional Learners in Grades K-6*. Practicum experience, with moderate/intensive exceptional learners within grades K-6, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:149** SPED 6934 *Field-based Practicum with Moderate Intensive Exceptional Learners in Grades 7-12*. Practicum experience, with moderate/intensive exceptional learners within grades 7-12, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:151** TCED 6907 *Literacy for Digital Teaching and Learning*. Technology takes us out of a traditional form of literacy. Today, students are bombarded with tons of information and resources that effectively builds knowledge and skill for endless topics through the Internet. This course will explore the topic of digital literacy and support a knowledge-base that helps students in k-12 classrooms develop an ability to use digital technology to find information and critically evaluate that information's authority and relevance. Prereq.: None. 3 s.h. (Add a new 6900 level course).

**2018-19:152** TCED 6908 *Digital Learning Environments*. This course will provide students with learning experiences that explore what a classroom for digital learning looks and feels like. Students will be able to understand and be able to develop a variety of digital learning environments including; flipped class-times, blended learning environments, and online, distance education. Prereq.: None. 3 s.h. (Add a new 6900 level course.)

**2018-19:153** TCED 6910 *Leadership for the 21st-Century*. This course will provide students with the knowledge and skills to provide leadership, developing the skills needed to become agents of change. The student will learn to lead and create classrooms, schools, and community organization where innovation, creativity, and technology is used to support learning environments that are engaging, supportive, and transformational. Prereq.: None. 3 s.h. (Add a new 6900 level course.)

**2018-19:154** TCED 6911 *Coding for Educators*. Participants in this course will learn computational thinking, introductory computer programming, and technology integration for content courses. Participants will design three apps from start to finish, and leave the course with an instructional segment they can then implement into their curriculum. Prereq.: None. 3 s.h. (Add a new 6900 level course.)

**2018-19:155** TCED 6912 *Gaming for Educators*. Participants in this course will develop instructional practices that rely on video games, and gaming techniques. Video games will be evaluated for inquiry skills, narrative potential, and content delivery. Video games are uniquely positioned to support student learning, as they serve multiple purposes and can be very engaging. Prereq.: None. 3 s.h. (Add a new 6900 level course.)

**2018-19:167** EDAD 7019 *Special Education Law & Policy*. The concept of educational change, the role of school leaders including the importance of implementation in attaining outcomes intended when introducing new initiatives. Uses special education law as vehicle for exploring change in educational policy and practice. Reviews the rights of pre and elementary and secondary students with disabilities to a free and appropriate education through an examination of state and federal laws, regulations, guidance documents and judicial interpretations of the Individual with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Explores issues of eligibility and evaluation; IEP development and student placement in LRE settings; related, assistive technology, and transition services; student discipline and behavior management; means of conflict or dispute resolution including mediation and due process hearings; as well as remedies available to parents for non-compliance under IDEIA. Prereq.: Admission to the Educational Administration Program. 2 s.h. (Add a new 6900 level course).

**2018-19:172** NURS 6909 *Anesthesia Principles*. This course describes anesthesia equipment and hemodynamic monitoring in the operating room setting. It also explores the respiratory and cardiovascular systems and includes in depth assessment of the airway, lungs, heart, and vasculature. Evaluation of anesthesia considerations for patients who have pathological conditions of these systems will take place. Prereq.: Admission to the YSU MSN program, Nurse Anesthesia option. 2 s.h. (Add a new 6900 level course).

### **Deleted Graduate Courses 2018-19**

**2018-19:75** PHYT 8903 *Language, Culture, and Health*. (Deletion of a 8900 level course).

**2018-19:77** PHYT 8908 Legal and Ethical Issues. (Deletion of a 8900 level course).

**2018-19:80** PHYT 8928 *Healthcare Delivery*. (Deletion of a 8900 level course).

### **Changes to Graduate Courses 2018-19**

**2018-19:2** NURS 7026 *Infant, Child and Adolescent Health Lab*. Primary health care management of infants, children and adolescents in diverse settings. Emphasis on health promotion, illness prevention, disease detection, and identification and management of health problems and concerns from infancy through adolescence. Taken concurrently with NURS 7027 Prereq.: NURS 6902, NURS 6903, NURS 6904, NURS 7024 & NURS 7025. 3 s.h. (Change in prerequisites).

**2018-19:3** NURS 7027 *Infant, Child and Adolescent Health Practicum*. Application of concepts, theories and research from NURS 7026 in a variety of health care settings. Taken concurrently with NURS 7026. Prereq: NURS 6902, NURS 6903, NURS 6904, NURS 7024 & NURS 7025. 5 s.h. (Change in prerequisites).

**2018-19:4** NURS 7028 *Adult and Older Adult Health*. Primary health care management of young adults, adults, and older adults in diverse settings. Emphasizes health promotion, illness prevention, disease detection, and identification and management of health problems and concerns affecting young adults, adults, and older adults. Taken concurrently with NURS 7029. Prereq.: NURS 6902, NURS 6903, NURS 6904, NURS 7026 and NURS 7027. 3 s.h. (Change in prerequisites).

**2018-19:5** NURS 7029 *Adult and Older Adult Health Practicum*. Application of concepts, theories and research from NURS 7028 in a variety of health care settings. Taken concurrently with NURS 7028. Prereq: NURS 6902, NURS 6903, NURS 6904, NURS 7026 and NURS 7027. 5 s.h. (Change in prerequisites).

**2018-19:6** SCWK 5823 *Cultural Diversity in Practice*. Emphasis on understanding the experiences, beliefs, and inherent problems of racial and ethnic minority groups. Focuses also on populations distinguished by socioeconomic status, gender, age, sexual orientation, religion, and physical or mental disability. Application of theories, differential assessment, and intervention skills necessary for effective social work practice. Prereq.: None. 3 s.h. (Change in prerequisites).

**2018-19:9** MAT 6910 *Clinical Practicum I*. Introduction to basic clinical experience working in a CAATE approved setting. This course will be a 4-week immersive clinical education experience during the student's first semester. Prereq.: Admission to the MAT program. 1 s.h. (Change course description and semester hours).

**2018-19:10** MAT 6930 *Clinical Practicum 2*. Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experience providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereq.: MAT 6910. 2 s.h. (Change of semester hours).

**2018-19:11** MAT 6960 *Clinical Practicum 3*. Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision of an approved instructor. Prereq.: MAT 6930. 2 s.h. (Change of semester hours).

**2018-19:13** MAT 6980 *Clinical Practicum 4*. Involves both a clinical education experience which provides for integration of athletic training psychomotor, cognitive, and affective skills, and clinical proficiencies; and field experiences providing informal learning and practice and application of clinical proficiencies in a clinical environment under the supervision for an approved instructor. Athletic training students are required to be involved in clinical education and field experiences in order to gain entry-level proficiencies in the profession. Prereq.: MAT 6960. 1 s.h. (Change of semester hours).

**2018-19:17** ENGL 6943 *Technical Communication*. In-depth discussion of audience, format, document design, and corporate structure. Focus on refining skills and providing theoretical support for practical applications. Prereq.: None. 3 s.h. (Change of prerequisites).

**2018-19:20** PHYT 8904 *Integrated Clinical Education Experience*. Integrated first-time clinical education experience encompassing examination, evaluation, treatment, and documentation of patients in four distinct practice settings (Acute Care, Outpatient, Skilled Nursing, and Inpatient Rehabilitation). It is a full-time, 4-week experience based in a collaborative learning model in which a cohort of 3-4 DPT students will complete a 1-week rotation through each of the settings under the supervision and instruction of licensed physical therapists. Prereq.: All previous course work and permission of the DCE. CPR certification (American Heart Association), required inoculations, annual physical exam, proof of health insurance, and any other requirements as set forth by the affiliating clinical sites. 4 s.h. (Change in course description).

**2018-19:23** COUN 6900 : *Counseling Methods and Practice*. Methods and practices of professional counseling relative to relationship, goals, process, and documentation. Relevant ethical guidelines are stressed. Includes experiential skill training. For counseling majors or by permission of Department of Counseling. 3 s.h. (Change of prerequisite).

**2018-19:24** EDAD 6933 *Educational Leadership and Organizational Change*. This course reviews, examines, and critiques significant theories, research, and professional practice related to school leadership. This course reviews the main research, theories, and practices that have been proven to facilitate effective organizational leadership. Change theory and processes will be studied to acquire knowledge and skills that will aid the development, implementation, and evaluation of a continuous, responsive, sustainable, data-based school improvement process. This course examines the concept of educational change, the role of school leaders as agents of change, and alternative change models and strategies, including the importance in attaining outcomes intended when introducing new initiatives. 3 s.h. (change in course title and description).

**2018-19:26** EDAD 6947 *School Building Operations and Management*. Theories of leadership and schooling that provide future principals with guides for action and behavior will be presented. Theories that shape personal decision-making processes that build schools as learning communities will be presented. 3 s.h. (change in course title and description).

**2018-19:27** EDAD 6949 *Legal and Ethical Issues in Public Administration*. Reviews the legal foundation of schools and educational policy through the review of cases, statutes, and constitutional provisions affecting the operation of elementary and secondary schools in the United States and explores the relationship between legal, ethical, and political issues in public administration. Acquaints educators with professional norms and ethical as well as legal standards, and means of identifying, evaluating, and making legal and ethical decisions, and modeling such

behavior communicating and cultivating legal and ethical behavior in others. 3 s.h. (change in course description.)

**2018-19:28** EDAD 6952 *School Finance and Budget Planning Processes*. This course focuses on an analysis of school funding on a state and local level. School budgeting, site-based management, and school business practices are major topics. An action research project is part of the course requirement. 3 s.h. (change in course title and description).

**2018-19:29** EDAD 6954 *Community Engagement and Collaborative Partnerships*. Within this course, candidates will explore, study, examine, and practice skills, which illustrate the role strategic marketing can play in building community support for schools and their programs. Within this context, candidates enrolled in this course will develop leadership perspectives that support school community collaboration and partnerships. 3 s.h. (change in course title and description).

**2018-19:30** EDAD 7014 *Data Driven School Improvement and Program Evaluation*. This course examines the integral impact data-informed decision management has on educational accountability and the efficacy of program initiatives that facilitate standards for improvement in the classroom, building, and district level. Comprehensive data retrieval, analysis, and interpretation are invaluable to promote equitable and culturally responsive leaders who foster not only school improvement, but also a climate where accountability for students reaches further than academic performance. 3 s.h. (change in course title and description).

**2018-19:31** EDAD 7018 *School Discipline, Safety and Student Support Services: The Administration of Policies & Prevention*. Examines school discipline and youth problems that threaten student health, welfare, and safety and research-proven school programs for addressing such problems. Emphasizes the role of school leaders in developing and implementing comprehensive policies and student support programs. 3 s.h. (change in course title and description).

**2018-19:35** STAT 6905 *Long-Term Actuarial Mathematics 2*. A continuation of the study of long-term actuarial mathematics through the application of premium-calculation methodologies and reserving. 3 s.h. (change in course title and description).

**2018-19:36** STAT 6910 *Short-Term Actuarial Mathematics 1*. An introduction to the development of loss and severity models used in actuarial science and the statistical methods used to estimate the parameters of such models. Prereq.: STAT 6944. 3 s.h. (change in course title and description).

**2018-19:38** CJFS 6915 *Advanced Criminology*. A comprehensive analysis of the causes of crime from an interdisciplinary perspective. Major criminological theories are considered in light of contemporary empirical research. Prereq.: CJFS 3735 or equivalent or permission of the Graduate Coordinator. 3 s.h. (Change of prerequisite).

**2018-19:39** CJFS 6975 *Applied Police Correction Management*. Systematic examinations of the principles and practices of criminal justice organizations and the historical contexts of their implementation. Readings emphasize best practices, legal standards, and interdisciplinary cooperation affecting law enforcement and corrections, especially as they affect financial management, human resources, community relations, homeland security, and the treatment of vulnerable populations. Prereq.: None. 3 s.h. (Change of prerequisite).

**2018-19:40** CJFS 6985 *Grant Writing*. Insight into the methods, strategies, and techniques of grant writing, with emphasis on the proposal components and exploration of funding sources. Each student will exhibit competence in planning, developing, and evaluating a proposal as well as creating a draft of a grant proposal based on an actual request for proposals. Prereq.: None. 3 s.h. (Change of prerequisite and course description).

**2018-19:41** MPH 6906 *Policy and Environmental Health Sciences in Public Health*. This course provides and overview of public health policy, policy development, and advocacy. Environmental health issues serve as an example of the intersection between policy and science. Environmental health topics include air/water quality, food hygiene, sanitation, municipal/infectious/hazardous waste, vector-borne disease, occupational health, legal/risk issues, One Health, and global issues. Prereq.: Admission to the MPH program. 3 s.h. (Change of course title and description).



**2018-19:44** CMST 5852 *Conflict Management and Negotiation*. An in-depth analysis of the theories and variables influencing conflict management, resolution, and negotiation. Includes strategies and skills for mediation and arbitration. Prereq.: CMST 2600 or 6900. 3 s.h. (Change of prerequisite).

**2018-19:46** MATH 5860 *Numerical Analysis 1*. The theory and techniques of numerical computation. The solution of a single equation, interpolation methods, numerical differentiation and integration, direct methods for solving linear systems. Prereq.: MATH 3720 and CSIS 2610 and MATH 2673, 2673H, or 2686H 3 s.h. (change in course title and prerequisites.)

**2018-19:47** MATH 5861 *Numerical Analysis 2*. Numerical methods of initial-value problems, eigenvalue problems, iterative methods for linear and nonlinear systems of equations, and methods involving least squares, orthogonal polynomials, and fast Fourier transforms. Prereq.: Math 5860 or equivalent 3 s.h. (change in prerequisite).

**2018-19:51** CJFS 6940 *Statistical Techniques in Health and Human Services*. A consideration of the courses of statistical information in the human resource systems and the limits of such data, with primary emphasis upon multivariate statistics and their application to the field. Prereq.: None. 3 s.h. (Change of prerequisite).

**2018-19:52** CJFS 6942 *Research and Statistics in Health and Human Services*. A consolidated statistical and research course in human services to design and use qualitative and quantitative research, use and interpret descriptive and inferential statistics, and evaluate the research of others. Prereq.: None. 3 s.h. (Change of prerequisite).

**2018-19:56** COUN 6991 *Family Systems Counseling*. Systems theory as applied to family functioning. Major theoretical approaches to family counseling, including ethics and techniques, will be addressed. 3 s.h. (Change of course title).

**2018-19:58** COUN 7001 *Counseling Practicum 1*. Supervised individual counseling practice with volunteer clients. Focus upon process, clarification, and resolution of counselee goals and counselor self-awareness/evaluation. Students are required to attend a scheduled orientation in the Community Counseling Clinic prior to the first class. Prereq.: COUN 5898 or COUN 6961, COUN 6900, and COUN 6962. 3 s.h. (Change of prerequisite).

**2018-19:59** COUN 7004 *Practicum in Student Affairs*. This course will provide an orientation to the student services division, as well as offering students the opportunity to gain experience in a higher education setting. The program component will include individual and group supervision, as well as supervised field experience. Prereq.: Special approval required. 3 s.h. (Change of course title).

**2018-19:60** COUN 7005 *Internship in Student Affairs*. This course will provide a weekly supervision and 600 hours of supervised field experience for student affairs students. The internship supervision is designed to promote the integration of theory and practitioner experiences for students in a higher education setting and to help students prepare for the transition to a professional student affairs position following completion of the degree. Prereq.: COUN 6900, COUN 6962, COUN 7004, and COUN 7026. Special Approval required. Coreq.: COUN 7020. 3 s.h. (Change of course title, course description, addition of corequisite, change in semester hours.).

**2018-19:61** COUN 7009 *School Counseling Internship*. Supervised internship in approved school counseling programs. May be repeated. For counseling majors. Prereq.: COUN 7002. Special Approval required. Coreq.: COUN 7020. 3 s.h. (Addition of corequisite, change in semester hours.).

**2018-19:62** COUN 7010 *Clinical Mental Health Counseling Internship*. Supervised internship in approved community agencies offering counseling and other mental health services. May be repeated. For counseling majors. Prereq.: COUN 7002. Special Approval required. Coreq.: COUN 7020. 3 s.h. (Addition of corequisite, change in semester hours.).

**2018-19:64** COUN 7023 *College Student Development*. The purpose of this course is to provide an

introduction to the field of college student and human development across the life span. Students will be exposed to a range of human development theories and student characteristics that offer insight into the processes of student learning, growth, and development. Special focus will be directed toward understanding patterns of growth and change during the college years for different student subgroups and the implications of these changes for the practices of student affairs and college counseling. 3 s.h. (Change of course title)

**2018-19:65** COUN 7040 *Principles and Techniques in Counseling Supervision*. Theory and practice of counselor supervision. Includes practicum assignment in counselor education. For counseling majors only and by permission of Department of Counseling. Prereq.: COUN 7010. 3 s.h. (Change of course title)

**2018-19:78** PHYT 8916 *Critical Inquiry in Physical Therapy*. Student groups will analyze datasets and write up manuscripts for the methods, results and some discussion. Groups will peer review these written reports. Student groups will then revise the report and design a clinically-related project based on the findings of the project. Emphasis will be given to formal research proposals, clinical applications, and resources for project implementation. Prereq.: Admission to DPT or PhD in Health Sciences Program. 3 s.h. (Change of course title, course description, semester hours).

**2018-19:79** PHYT 8921 *Evidence Based Practice in Health Sciences*. This course will help the student develop skills needed to formulate and answer clinical questions including: use of technology to obtain information, evaluation and application of the information for decision making needed to answer questions. Examine the application of current literature to clinical decision-making. Emphasis on written research communication methods: scientific writing, documentation and literature reviews. Prereq.: Admission to DPT or PhD in Health Sciences Program. 1 s.h. (Change of course title, course description, prerequisite and semester hours).

**2018-19:85** NURS 7039 *Adult-Gero Acute Care 2*. Competencies (knowledge, advanced skills and professional behaviors) required to provide comprehensive and holistic care to a culturally diverse, acutely ill adult population (younga dykt-frail elderly) is emphasized. Clinical manifestations of and patient response to particular patient care problems (e.g. integumentary, infectious disease) with emphasis on physical assessment findings for determining differential diagnosis and planning of patient care needs, health promotion and health maintenance. Taken concurrently with NURS 7040. Prereq.: NURS 7037 3 s.h. (Change to course prerequisite).

**2018-19:86** NURS 7040 *Adult-Gero Acute Care 2 Practicum*. Practicum in an acute care facility aligned to and taken concurrently with NURS 7040. Emphasis is placed on quality improvement and patient safety initiatives, interdisciplinary professional collaboration and functioning within the health system. Prereq.: NURS 7038 4-6 s.h. (Change to course prerequisite and course type).

**2018-19:87** NURS 7041 *Adult-Gero Acute Care 3*. Focus on the integration of the role components delivered by the adult-gerontology nurse practitioner. Clinical manifestations of and patient response to particular patient care problems (i.e., endocrine, gastrointestinal, multisystem, trauma) with emphasis on physical assessment findings for determining a differential diagnosis and panning of patient care needs, health promotion and health maintenance. Emphasis on utilizing diagnostic reasoning, therapeutic interventions, pharmacological therapeutics, interdisciplinary treatment plans, consultation, referral, transitional care and research findings in the management and evaluation of culturally diverse acutely ill adult-gerontology patients. Taken concurrently with NURS 7042. Prereq.: NURS 7039 3 s.h. (Change to course prerequisite and CIP Code).

**2018-19:88** NURS 7042 *Adult-Gero Acute Care 3 Practicum*. Focus on the integration of the role components delivered by the adult-gerontology nurse practitioner. Clinical manifestations of and patient response to particular patient care problems (i.e., endocrine, gastrointestinal, multisystem, trauma) with emphasis on physical assessment findings for determining a differential diagnosis and panning of patient care needs, health promotion and health maintenance. Emphasis on utilizing diagnostic reasoning, therapeutic interventions, pharmacological therapeutics, interdisciplinary treatment plans, consultation, referral, transitional care and research findings in the management and evaluation of culturally diverse acutely ill adult-gerontology patients. Taken concurrently with NURS 7041. Prereq.: NURS 7040 4-6 s.h. (Change to course prerequisite, course type, CIP Code).

**2018-19:133** SPED 5810 *Introduction to Sign Language*. Deaf Culture, ASL, and English Sign Language differences will be discussed. Students will acquire basic proficiency in sign language. Prereq.: None. 3 s.h. (Change

of course type and prerequisite).

**2018-19:134** SPED 5828 *Education for Children and Youth with Emotional and Behavior Needs*. Instruction, curriculum and program development for youth who are identified with emotional disturbance and as a result are often in conflict with educational and social systems. Field hours required. Prereq.: BCOE Upper Division. 4 s.h. (Change of course description and prerequisite).

**2018-19:135** SPED 5835 *Classroom Management for Exceptional Children and Youth*. Development, implementation and evaluation of behavior management plans and strategies for students with exceptionalities in the classroom environment. Behavior management techniques to facilitate learning, self-management, and the development of social skills. Communicating effective management programs to parents, caregivers, teachers, and stakeholders. Field hours required. Prereq.: BCOE Upper Division. 4 s.h. (Change of course description and prerequisite).

**2018-19:136** SPED 5864 *Service Coordination, Collaboration, and Consultation for Students with Special Needs*. Methods and strategies for the cooperation and involvement of related services professionals, parents, and children in the coordination of comprehensive educational and service plans. Collaboration, communication skills and sensitivity to individual and cultural differences are stressed. Field hours required. Prereq.: BCOE Upper Division. 4 s.h. (Change of course description and prerequisite).

**2018-19:137** SPED 5866 *Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist*. Development of skills in referral and assessment techniques in the areas of mild/moderate and moderate/intensive disabilities. Informal and formal methods including observation, authentic assessments, standardized measures, interviewing. Referral, initial and subsequent evaluation, annual review concerns Prereq.: BCOE Upper Division. 3 s.h. (Change of prerequisite).

**2018-19:138** SPED 5868 *Mild Moderate Disabilities Practicum*. Development of skills in referral and assessment techniques in the areas of mild/moderate and moderate/intensive disabilities. Informal and formal methods including observation, authentic assessments, standardized measures, interviewing. Referral, initial and subsequent evaluation, annual review concerns Prereq.: BCOE Upper Division. 3 s.h. (Change of course description and prerequisite).

**2018-19:139** SPED 6900 *Issues, Trends & Ethical, Legal and Professional Guidelines in Special Education*. This course is designed to provide the candidate with an exploratory study of the issues, trends, as well as the ethical, legal and professional guidelines in special education Candidates will become familiar with legal policies and procedures as well as practice ethical guidelines as related to students with exceptionalities. Candidates will understand how to advocate for improves outcomes for learners with exceptionalities and their families as well as design and implement professional learning activities to increase their own practices. Prereq.: None. 3 s.h. (Change of course title, description and prerequisite).

**2018-19:140** SPED 6906 *Understanding and Addressing the Characteristics and Behaviors of Learners with Exceptional Needs*. This course is designed to provide the candidate with the knowledge and understanding of how individuals with exceptionalities grow and develop in an inclusive learning environment. Candidates will understand how multiple influences, including diversity, families, communities and individual differences shape an individual with an exceptionality's development and learning. The candidate will then use this knowledge to develop high-quality learning experiences based on strengths and needs. Prereq.: None. 3 s.h. (Change of course title, description and prerequisite).

**2018-19:141** SPED 6914 *Positive Behavior Supports Intervention Strategies to Support Social-Emotional Needs of All Learners*. This course is designed to address the social-emotional and behavioral needs of children with mild to intensive needs, including those needing intensive support due to disability or trauma. It provides education candidates with effective routines and procedures consistent with the science of Applied Behavior Analysis (ABA) to create a safe, caring, respectful and productive learning environment as well as a range of preventive and responsive practices. Candidates will apply specific tools grounded in the principles of ABA with ethical strategies being of particular focus. Candidate skills will be grounded in the ability to plan, implement and evaluate behavioral interventions and social skills programs within any special education service delivery model. Prereq.: None. 3 s.h. (Change of course title, description).

**2018-19:144** SPED 6928 *Transition to Adult Life*. This course is designed to provide candidates with best practices of the professional collaboration process to include specific models and strategies to improve the transition from school to adult life, including career readiness, community, and domestic skills for students with mild to intensive learning needs. Candidates will develop a team training model and evaluate evidence-based practices regarding the transition process for students. Individual strengths and characteristics will be considered to facilitate social, vocational, and daily living skills for all learners. Successful completion of field related assessment project is required. Prereq.: None. 3 s.h. (Change of course title, description)

**2018-19:145** SPED 6929 *Assessment of Exceptional Learners*. This course focuses on the educational assessment process for exceptional learners. Topics include state and federal regulations, data collection techniques, formative and summative assessment, and test interpretation. Importance of instructional alignment between objectives, assessment, and instructional strategies. Prereq.: SPED None. 3 s.h. (Change of course title, description)

**2018-19:146** SPED 6931 *Field-based Practicum with Exceptional Learners in Grades K-6*. Practicum experience, with mild/moderate exceptional learners within grades K-6, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required. Prereq.: None. 3 s.h. (Change of course title, course type, description)

**2018-19:147** SPED 6932 *Field-based Practicum on Inclusive Practices with Exceptional Learners in Grades 7-12*. Practicum experience, with mild/moderate exceptional learners in an inclusion classroom within grades 7-12, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth through effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction and identify transition services to meet learners' diverse needs. Field hrs. required. Prereq.:None. 3 s.h. (Change of course title, course type, description)

**2018-19:156** TERG 6922 *Organizing and Managing Diverse Literacy Environments*. An examination of the physical and social contexts of diverse literacy environments that integrate foundational knowledge, cultural and linguistic backgrounds, use of research-based instructional practices, curriculum materials, and assessment-based decision-making. Prereq.: None. 3 s.h. (Change of course description)

**2018-19:157** TERG 6923 *Literacy and Phonics Instruction*. An investigation of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts instruction. An examination and application of formal and informal assessment procedures as well as an investigation of the language learning needs of diverse populations.. Prereq.: None. 3 s.h. (Change of course title, course type and course description)

**2018-19:158** TERG 6924 *Content Literacy*. An investigational of research-based philosophies, principles, and best practice for applying content-specific concepts, vocabulary, and engagements while using the language arts and study skills in ensure comprehending. Prereq.: None. 3 s.h. (Change of course title, course type, prerequisite and course description)

**2018-19:159** TERG 6926 *Reading and Language Arts Assessment*. An examination and application of formal and informal assessment procedures in reading and language arts including the use of background information and discrete data. Data analysis, interpretation, and translations to instruction are applied. Prereq.: None. 3 s.h. (Change of course title, course type, prerequisite and course description)

**2018-19:160** TERG 6927 *Practicum Coaching for Effective Literacy Instruction*. An application of literacy coach practices in assessment-based decision-making, research-based instruction, and preparation and delivery of high-quality professional development using techniques for working with individual teachers in a coaching context and groups of teachers in whole-group PD settings. Prereq.: None. 3 s.h. (Change of course type, prerequisite and course description)

**2018-19:161** TERG 6928 *Practicum Case Study in Reading and Language Arts*. Application of previous course content involving supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate instructional practices and materials, maintaining tutoring logs, developing a student portfolio, evaluating results of instruction, and writing a case study report. Prereq.: None. 3 s.h. (Change of course type, and course description)

**2018-19:168** EDAD 7022 *Field Experience*. Completed in a school covered by teaching certificate or license. Second administrative clinical experience designed to highlight tasks. May be repeated for credit to fulfill program requirements, Prereq.: None. 1-4 s.h. (Change semester hours and course description).

**2018-19:169** CSCI 5840 *Automata Theory*. Abstract models of computers, and the languages they generate or recognize. Finite state automata and regular expressions; Context-free grammars and pushdown automata; Turing machines. Limits of each model, including decidability and undecidability of computing-related problems. Applications of these models to areas such as input validation, security, language design, and compilers. Prereq.: CSCI 3710. 3 s.h. (Change in course title, course description and prerequisite).

**2018-19:171** NURS 7025 *Family and Women's Health Practicum*. Application of concepts, theories and research from NURS 7024 in a variety of health care settings. Taken concurrently with NURS 7024. Prereq.: NURS 6903 (or concurrent), NURS 6902, NURS 6904. 2 s.h. (Change in semester hours).

**2018-19:173** NURS 6916 *Anesthesia Principles 2*. Introduction to anesthesia practice and techniques, including preoperative assessments, anesthesia drugs, care plan development and implementation, and safety issues. 3 s.h. (Change in course title, prerequisite and hours).

**2018-19:174** NURS 7002 *Nursing Science and Research 2*. Continuation of NURS 6901 focusing on design, instrumentation, data collection methods, data analysis and data interpretation. Prereq.: NURS 6901 and 6906. 3 s.h. (Change in course hours).

**2018-19:175** NURS 7003 *Role Development*. The examination of concepts, theories, and research related to advanced practice role development, teaching, learning, technology, evaluation strategies, leadership, program development, marketing skills, and health care delivery in community settings. To be taken concurrently with NURS 7004. Prereq.: NURS 7028 and 7041. 3 s.h. (Change in course description and prerequisite).

**2018-19:176** NURS 7004 *Role Development Practicum*. Application of concepts, theories, and research through practicum hours in a variety of settings. Prereq.: NURS 7029 and 7042. 2 s.h. (Change in course description, prerequisite and hours).

**2018-19:177** NURS 7011 *Anesthesia Principles 3*. Examines specific anesthetic techniques used in a variety of surgical procedures. Prereq.: NURS 6916. 5 s.h. (Change in course title and hours).

**2018-19:178** NURS 7012 *Anesthesia Principles 4*. Examines specific anesthetic techniques used in a variety of surgical procedures. Prereq.: NURS 7011. 6 s.h. (Change in course title and hours).

**2018-19:179** NURS 7016 *School Nurse Role*. Examination of concepts, theories, and research related to advanced practice role development, teaching, learning, technology, evaluation strategies, leadership, marketing skills, and health care delivery in school settings. Prereq.: NURS 7014 or enrollment in the school nurse licensure program. 3 s.h. (Change in prerequisite).

**2018-19:180** NURS 7017 *School Nurse Role Practicum*. Application of concepts, theories, and research from school nurse courses in a variety of settings. To be taken concurrently with NURS 7016. Prereq.: NURS 7014 or enrollment in the school nurse licensure program. 1-5 s.h. (Change in course description and prerequisite).

**2018-19:181** NURS 7018 *Nursing Curriculum Design*. Foundations of nursing curriculum with designs, development of frameworks, and identification of learning strategies to achieve nursing education learning competencies and outcomes. Prereq.: Enrollment in the MSN Nurse Education option or Post-graduate Nurse Education option. 3 s.h. (Change in prerequisite).

**2018-19:182** NURS 7021 *Nurse Educator Role*. Examination of concepts, theories and research related to advanced practice role development, teaching, learning, technology, evaluation strategies, leadership, marketing skills, and nursing education practice in academic and health care delivery settings. To be taken concurrently with NURS 7022. Prereq.: NURS 7018, 7019 and 7020. 4 s.h. (Change in course description).

**2018-19:183** NURS 7022 *Nurse Educator Role Practicum*. Field experience and application of concepts, theories, research findings, teaching strategies, learning, technology, evaluation strategies, leadership, and marketing skills from nursing education courses in a variety of nursing education and healthcare settings. This practicum will consist of 150 hours and to be taken with NURS 7021. Prereq.: NURS 7018, 7019 and 7020. 2 s.h. (Change in course description, prerequisite and hours).

**2018-19:184** NURS 7027 *Infant, Child and Adolescent Health Practicum*. Application of concepts, theories and research from NURS 7026 in a variety of health care settings. Taken concurrently with NURS 7026. Prereq.: NURS 6902, NURS 6903, NURS 6904, NURS 7024 & NURS 7025 2 s.h. (Change in course hours and prerequisite).

**2018-19:185** NURS 7029 *Adult and Older Adult Health Practicum*. Application of concepts, theories and research from NURS 7028 in a variety of health care settings. Taken concurrently with NURS 7028. Prereq.: NURS 6902, NURS 6903, NURS 6904, NURS 7026 and NURS 7027 2 s.h. (Change in prerequisite and hours).

**2018-19:186** NURS 7038 *Adult-Gero Acute Care 1 Practicum*. Practicum experience in an acute care facility. Emphasis is placed on the APRN-patient/family relationship collaborating with the health care team and health information technology. Aligned with and taken concurrently with NURS 7037. Prereq.: NURS 6902, NURS 6903 (or concurrent), NURS 6904. 2 s.h. (Change in course description and hours).

**2018-19:187** NURS 7040 *Adult-Gero Acute Care 2 Practicum*. Practicum in an acute care facility aligned to and taken concurrently with NURS 7040. Emphasis is placed on quality improvement and patient safety initiatives, interdisciplinary professional collaboration and functioning within the health system. Prereq.: NURS 7038. 2 s.h. (Change in course description and hours).

**2018-19:188** NURS 7042 *Adult-Gero Acute Care 3 Practicum*. Practicum designed to integrate the independent practice competencies. Emphasis is on preventing illness, promoting health and an optimal functional level. Stabilizing the ill client and minimizing complications through an interdisciplinary approach and transitional care. Possible clinical areas: acute care facilities, disease management clinics (diabetes, heart failure, pain management, dialysis), outpatient facilities (oncology, cardiac rehabilitation, short term rehabilitation, drug and alcohol centers), parish nursing, hospice and palliative care facilities. Taken concurrently with NURS 7041. Prereq.: NURS 7040. 2 s.h. (Change in prerequisite and hours).

**2018-19:189** NURS 6901 *Nursing Science and Research 1*. Analysis of health-related evidence for practice. Exploration of the significance of theory, research, and research methods and strategies for translating evidence into practice. Prereq.: Admission to MSN program. 3 s.h. (Change in prerequisite).

**2018-19:190** NURS 6903 *Advanced Pharmacology*. Application of pharmacological concepts in clinical settings with examination of major categories of pharmacological agents. Prerequ.: NURS 6902. 3 s.h. (Change in course description).

**2018-19:191** NURS 6907 *Health Assessment of School Children*. Development of advanced clinical knowledge and skills in assessment of school children. Emphasis on research from nursing, biological, behavioral, and social sciences. Prerequ.: Enrollment in School Nurse Licensure program. 3 s.h. (Change in prerequisite).

#### **Undergraduate Courses Approved for Swing Credit 2018-19**

**2018-19:45** CMST 5889 : *Theory of Sports and Communication*. An overview of sports and communication, their symbiotic relationship and the social, cultural, and political impact of that relationship. Prereq.:CMST 2600 or TCOM 1570 and senior standing; or graduate status; or permission of instructor 3 s.h. (Add a new 5800 swing level course).

**2018-19:66** MECH 5820 *Turbulence*. Physics of turbulence in thermal-fluid engineering systems; statistical descriptions, energy cascade and scales of turbulent motion. Modeling and simulation of turbulent flows. Examples of turbulence in mixing layers, combustion, and wall-bounded flows. Prerequ.: MECH 3720 or PHYS 3705 or CHEN 3786 (or equivalent). 3 s.h. (Add a new 5800 swing level course).

#### **Graduate Credit Dropped from a Swing Course 2018-19**

**2018-19:70** MAT 5865 *Functional Human Gross Anatomy*. (Delete a 5800 swing course)

**2018-19:71** MAT 5865L *Functional Human Gross Anatomy Lab* (Delete a 5800 swing course)

**2018-19:** SCWK 5820 *Social Policy* (Delete a 5800 swing course)

**2018-19:** SCWK 5822 *Social Work Methods with Organizations and Communities* (Delete a 5800 swing course)

**2018-19:** SCWK 5823 *Cultural Diversity in Practice* (Delete a 5800 swing course)

#### **New Graduate Programs 2018-19**

**2018-19:84** Doctor of Nursing Practice-Anesthesia Option. (Full proposal.)

**2018-19:130** Teacher Leadership Endorsement. (New Graduate Certificate).

#### **Program Changes—Graduate Programs 2018-19**

**2018-19:1** Program Action. Nursing. Move the current post master's nurse education certificate to an online format

**2018-19:7** Program Action. Physical Therapy. Students will be able to formulate a differential diagnosis regarding a patient and judge if a patient is appropriate for physical therapy evaluation and treatment. Students will be able to effectively plan, organize, implement and assess a plan of care for a patient/client of all complexities of movement system problems across all contexts of care. Students will be able to provide effective patient and family education regarding the physical therapy intervention and the patient's pathology. Students will demonstrate ongoing commitment to professional conduct consistent with the APTA core values. Students will effectively relate the scientific evidence to patient cases and physical therapy questions. Students will apply knowledge of laws and ethics to patient management. Students will be able to discuss the impact of the changing Healthcare environment on Physical Therapy practice and formulate appropriate responses. Students will demonstrate effective verbal and written communication skills. (Change to learning outcomes).

**2018-19:18** Program Action. Athletic Training. Addition of 4 credit hours to the degree requirements (2 clinical education courses). (Change in degree requirements)

- 2018-19:21** Program Action. Master of Arts-Art Education (Change to program description)
- 2018-19:22** Program Action. Master of Arts-Gerontology. Offer existing program online. (Change to delivery method)
- 2018-19:33** Master of Science in Education-Education Administration. Change of learning outcomes. Increase required hours from 30 to 33 s.h. Removal of FOUN 6902 and 7018. Addition of EDAD 6936 and 6975 (Program Change).
- 2018-19:43** Master of Art in Professional Communication (Change of degree requirements requirements.)
- 2018-19:49** Master of Arts in Financial Economics. Addition of time series analysis to program description. Additional learning objectives to include time series forecasting methods, vector auto regression model and vector error correction model. Addition of ECON 6980 to program requirements. (Change program description, learning outcomes, degree requirements.)
- 2018-19:65** Master of Accountancy. Fin 6902 changed from 1 s.h to 2 s.h. Reducing the elective hours from 3 s.h to 2 s.h. (Change and, degree requirements).
- 2018-19:67** Master of Mathematics. Removal of MATH 6922 and MATH 6923. Addition of MATH 5860 and MATH 5861. (Change of degree requirements.)
- 2018-19:74** Doctor of Physical Therapy. Removal of PHYT 8906 and 8910 from the degree requirements, change of s.h. of PHYT 8916 and addition of PHYT 8940. (Change of degree requirements.)
- 2018-19:125** Master of Science in Education. Educational Administration . Increase in online program options. The ability to offer 50% or more of the program online. (Change in program delivery).
- 2018-19:131** Master of Science in Education. Special Education Intervention Specialist Mild Moderate. Increase in online program options. The ability to offer 50% or more of the program online. (Change in program delivery).
- 2018-19:132** Master of Science in Education. Special Education Intervention Specialist Autism and Related Disabilities. Increase in online program options. The ability to offer 50% or more of the program online. (Change in program delivery).
- 2018-19:150** Master of Science in Education. Teacher Education, Curriculum and Instruction . Increase in online program options. The ability to offer 50% or more of the program online. (Change in program delivery).
- 2018-19:162a** Master of Science in Education, Counseling. (Change of degree requirements.)
- 2018-19:162b** Master of Science in Education, Counseling. Due changes in accreditation and licensure regulations, faculty made minor modifications to all the counseling tracks to more adequately align with these standards. (Change of degree requirements.)
- 2018-19:164** Master of Science Teacher Education, Literacy. (Suspension of Admission).
- 2018-19:165** Master of Business Administration. Reduce semester hours required from 40 to 38 to reflect the removal of a course MBA 6911 from the curriculum. (Change of degree requirements.)
- 2018-19:166** Master of Science in Education, Educational Administration. The MSD in Educational Administration and additional coursework required for principal licensure have been revised to reflect the new NELP educational administration standards. In addition, the coursework required for principal licensure have been decreased from 9 to 6 hours. Reduction in clinical credits (from 2 3-hour courses for 6 total credits to a 1 hour course taken four times for 4 total credits) and a reduction in semester hours for EDAD 7019 (Special Education



Law & Policy) from 3 to 2 account for this change. The change in principal licensure coursework was made to adapt the clinical experience to delivery in a 7-week format and to meet other requirements for successful implementation through Academic Partnerships. (Change of degree requirements.)

**2018-19:170** Master of Science in Nursing, Anesthetist Option. Addition of NURS 6909 to degree requirements to better align the clinical courses (Change of degree requirements).

**2018-19:192** Master of Science in Education. Teacher Education, Content Areas . Increase in online program options. The ability to offer 50% or more of the program online. (Change in program delivery).