

**Graduate Council  
Minutes  
March 17, 2023**

The Graduate Council met by Zoom on Friday, March 17, 2023 at 1:00 pm.

Members present: J. Black, J. Bowers-Campbell, D. Carnes, J. Carzoli, J. Deziel, N. Granda-Marulanda, H. Grappendorf, B. Karayaka, M. Kennedy, T. Orr, C. Parrish, H. Rimes, D. Solomon, A. Storm (Proxy A. Stuckey), A. Stuckey, C. Thomas, A. Trombley, E. Virtue, and P. Yanik

Members absent: D. Dorondo, and L. Hammer

Others present: E. Frazier, K. Daiber, Marguerite Murphy and Richard Starnes

**Approval of the Minutes** Motion and second to approve the minutes for the February 10, 2023 meeting. Passed.

**Program Updates**

Recognition and thanks to the Graduate Council members completing a three-year service term.

- Adrienne Stuckey
- Drew Carnes
- Amanda Storm
- Paul Yanik
- John Carzoli

Graduate council members were asked to provide feedback regarding how Graduate Council meetings and business should be conducted in the future.

Changes are occurring in the Graduate School and Research Administration Office, but the work and business continues as usual and without interruption. Graduate School hired a new admissions processor, Meghan Walker.

The College of Business is adjusting. The Entrepreneurship program is developing an undergraduate Accelerated Bachelors to Masters (ABM) program.

Hunter Library is removing bound journals to address mold issues.

The College of Education and Allied Professions has made a leadership change. The Associate Dean position duties and responsibilities will be split into two positions, Associate Dean and Director of Education.

The Nutrition program interns have been matched for admission.

This is Elizabeth Frazier's last Graduate Council meeting before retiring in August.

## Academic Policy and Graduate Faculty Review

The following persons were approved by the Graduate Faculty Review Committee as members of the graduate faculty and came as a seconded motion for approval and were approved.

Dr. Shruti Desai                      Human Services                      Affiliate

Approved.

## Curriculum Review

The following Curriculum items were approved by the Graduate Council Curriculum Committee as members of the graduate faculty and came as a seconded motion for approval and all items were **approved**.

### **Biology (M.S.)**

#### **New Course Proposal**

BIOL - 564 - Brewing Methods and Evaluation

This course will combine the theoretical aspects of brewing with the practical side of making beer. Lecture topics will include such things as the basic ingredients used to make beer, the biochemistry involved in brewing, beer styles and evaluation of beer, and the historical, social, and political aspects of brewing. Lab exercises will include the production of many styles of beer and training in the methods of making and evaluating beers. Optional field may be a part of the course as conditions allow and could include unique opportunities to visit regional producers of malt, yeast, and hops as well as breweries where students will have the opportunity to engage with professional brewers about how to design recipes, brew on a large scale, and other facets of the industry (e.g., quality control, packaging and distribution, etc.). (Minimum age 21 by the end of week 7 of the course.)

#### **Biology (M.S.) Program Change Proposal**

We are proposing to add one new course for the Biology MS, BIOL 564 (Brewing Methods and Evaluation) as an elective in the program. Please see below for more information about how this fits into the Biology MS and for rationale for making these changes.

#### **Counseling (M.S.) Program Course Change Proposals**

##### **COUN 500**

Need to adjust the credit hours field for COUN 500 so students are able to repeat the course, if needed. This is a course listing for the program's comprehensive exam taken prior to graduation. In the catalog, it currently states it can be repeated but needs a R-code added to enable reenrollment.

##### **COUN 620**

The course description needs to be updated to more fully reflect course elements and expectations. The additional prerequisite (COUN 605 course) is to ensure students have the foundational knowledge and skills needed to successfully complete course assignments.

This course is designed to increase school and clinical mental health counseling students' awareness, knowledge, and skills of counseling children, adolescents and transition age

youth. Using developmental and multicultural frameworks, this course will explore client populations and issues, present a variety of effective theoretical approaches, counseling modalities and techniques for working with families, children, and adolescents.

Prerequisites COUN 605 or Permission of instructor.

### **Data Science (Post-Baccalaureate Certificate) Program New Course Proposal**

#### **CS 553- Database Systems**

Relational data model and SQL, design of scalable, data-intensive systems (schemas, indexes, views, query optimization, transactions), alternative data models and query languages.

Prerequisites CS 253 or permission of Department Head

#### **CS 572- Artificial Intelligence**

The design of intelligent computer systems: problem-solving, reasoning, decision-making, and learning and on their logical and probabilistic foundations.

Prerequisites CS 253 and either MATH 270 or MATH 370 or permission of Department Head.

#### **CS 575- Cloud Computing**

This course will include an in-depth, hands-on exposure to how applications are created and deployed in modern public cloud computing environments. The course will cover fundamental concepts in distributed systems including distributed clocks, consistency, fault tolerance, and consensus. The course will also cover fundamental concepts in modern database systems such as distributed ACID transactions, column-stores, and key-value stores.

Prerequisites CS 351 or permission of Department Head.

### **Data Science (Post-Baccalaureate Certificate) Program Change Proposal**

We are adding CS 553 and CS 575 to allow greater flexibility in electives that serve data science. We are also updating CS 580 to the renumbered CS 572. This is a companion proposal to the course changes for CS 553, CS 572, and CS 575.

The Post-Baccalaureate Graduate Certificate in Data Science is designed for the part-time student who wants to improve their skills in managing, visualizing and modeling with data. Admissions requirements are a Bachelor's degree in mathematics or a business, science or technology field with previous coursework in calculus (MATH 152, MATH 153, MATH 140 or equivalent), computer science or programming experience (CS 150 or MATH 340 or equivalent) and introductory statistics (MATH 270 or MATH 370 or equivalent). The GRE is not required for admission. The certificate is earned through the completion of four three-credit courses and a one-credit capstone course in their final semester.

## **Human Resources (M.S.) New Course Proposals**

### **HR 669 - Introduction to Human Resources Consulting Theory and Practice**

Students will learn the foundational knowledge and theoretical aspects of Human Resources consulting. They will practice the skills needed in order to better understand the work in the required HR consulting courses and to work as a Human Resources consultant. Students will learn to provide advice and guidance to ensure human resource professionals have the resources, capability, and training to fulfill their roles. The focus of this course will be understanding and applying consulting theory and practice to exclusively human resources projects (e.g., employee engagement, employee development, DEI initiatives, etc.). Students will also learn how to manage an HR consulting project from start to end.

**Note:** This course is an optional elective course that will provide knowledge and skills in preparation for the HR 687 and HR 688 required courses.

### **HR 687 - HR Consulting**

In this course, you will acquire practice the skills needed to build partnerships with management and operate as an HR consultant within an organization. You will first plan and prepare for the consultative relationship with a pre-selected nonprofit organization. Then, you will work with teammates on a pre-determined consulting project (such as the development of an employee handbook, a mentoring program, a compensation analysis, etc.) In this process, you will learn about what causes client resistance and how to deal effectively with it and will be required to integrate your technical and theoretical HR knowledge into the consultative process. An overview of the major differences between consulting in nonprofit and for-profit organization will be presented.

### **HR 688 - Advanced HR Consulting**

In this advanced HR consulting course, students practice the skills needed to build partnerships with management and operate as HR consultants for an organization. That includes planning, preparing for the consultative relationship and working on their own on a pre-determined HR consulting project within specific deadlines. In this process, they will learn about and deal with client resistance and manage the consulting project. They will be required to integrate their technical and theoretical HR knowledge into the consultative process.

## **Human Resources (M.S.) Program Change Proposal**

HR 670 and HR 671 are special applied field project consulting courses. We are changing the course numbers respectively to HR 687 and HR 688 so it is consistent with special applied field project course numbers on the graduate catalog.

## **MBA Program Course Change Proposal**

### **MBA - 643 - Integrative Strategic Management**

Strategic management course designed to integrate accumulative analytical and critical thinking skills gained in the program towards building stronger organizational leadership competencies.

Prerequisites Completion of 24 or more hours of MBA core curriculum courses.

## **Nursing Program Course Change Proposals**

### **NSG 521 - Healthcare finance and reimbursement in primary care**

This course supports the development of knowledge and skills around the impact of health care financing on delivery of patient care in the primary care setting and the ability to articulate the value of integration of RN-led interventions in primary care.

Prerequisites NSG 523, NSG 525.

### **NSG - 522 - Care coordination and care management to support value-based care**

This course supports the development of competencies for RN led care coordination and care management interventions to impact population health in the primary care setting.

### **NSG 523 - Professional Nursing Roles in Primary Care**

This course examines the various roles of the RN in the primary care setting and supports knowledge to enhance interprofessional practice.

### **NSG 524 - Care through the Lifespan through the Primary Care Lens**

This course supports the development of knowledge, skills and abilities to support patient-centered nursing care in the primary care setting across the lifespan. Key knowledge skills and abilities needed to support patient care across four spheres of care (health promotion, disease prevention and management, and restorative/palliative support) are addressed.

### **NSG 525 - Teamwork and Communication in Primary Care**

This course focuses on the development of knowledge, skills and abilities to support effective communication and interprofessional collaboration in the primary care setting. Course content focuses on use of specific techniques to develop effective teams along with enhanced understanding of cultural and other considerations to create practice environments that support diversity, equity and inclusion.

### **NSG 526 - Quality and Safety in the Primary Care Setting**

This course focuses on application of specific techniques to approach quality and safety in the primary care setting. Learners will develop a practice focused quality improvement project to support enhanced care delivery.

## **Doctor of Nursing Practice - Psychiatric Mental Health Nurse Practitioner (DNP-PMHNP) Graduate New Program Proposal**

The purpose of the Psychiatric-Mental Health Nurse Practitioner (PMH NP) BSN to DNP program is to prepare professional nurses as safe and competent advance practice providers of psychiatric and mental health services. Graduates of this DNP program will earn a Doctor of Nursing Practice (DNP) degree. Upon completing all required courses, students are eligible to apply and sit for the PMH NP certification exam given by the American Nurses Credentialing Center (ANCC).

## **Nursing Program New Course Proposals**

### **NSG 833 - Foundations for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice**

This course is designed to examine factors unique to transitioning to the role of the advanced Psychiatric Mental Health Nurse Practitioner (PMHNP). Content emphasizes the scope of practice of the PMHNP, professional practice issues, health care trends, legislation, and policy. This course outlines the theoretical basis for the competencies of the PMHNP. Content is examined relation to the PMHNP role in patient centered psychiatric care and health management across the lifespan. This course introduces concepts related to development of collaborative, partnerships among patients, families, and interdisciplinary teams. Additionally, this course is designed to increase knowledge related to understanding of emotional intelligence as it relates to unique concepts associated with advanced practice psychiatric nursing and effective leadership.

Prerequisites admission to DNP-PMHNP program

### **NSG 834 - Advanced Applied Health Assessment and Promotion**

This course includes 60 hours of clinical in a primary family practice care setting, with a lifespan focus. Advanced health assessment skills will be applied perform health maintenance exams and assess healthy patients as well as those with a variety of illnesses ranging from children to older adults. This course will explore the patient centered holistic evaluation using evidence from the biopsychosocial, public health, nursing, medical and organizational sciences.

Prerequisites NNSG 833: Foundations for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice

Corequisites NSG 812: Advanced Health Physical Assessment and Diagnostics

### **NSG 835 - Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice**

This course advances knowledge established in the pathophysiology course, by exploring neuroanatomy and neurophysiology related to psychiatric disorders across the lifespan. This course explores molecular mechanisms related to the functions of the central nervous system, sensory processes, memory, and physiological effects on normal and abnormal human behavior. Additionally, genetic and environmental factors related to psychiatric disorders are reviewed. Content will discuss the major biological theories and concepts of selected psychiatric disorders.

Prerequisites NSG 833: Foundations for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice

Corequisites NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan

### **NSG 836 - Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan**

This purpose of this course is to develop knowledge related to theoretical concepts, principles, research, and clinical application associated with advanced psychiatric mental health assessment and diagnostic reasoning across the lifespan. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire

knowledge and to develop advanced psychiatric mental health assessment and diagnostic reasoning skills across the lifespan related to acute, chronic, common, and complex mental health disorders. A patient centered approach is considered within the biopsychosocial model of case formulation development.

Prerequisites NSG 812: Advanced Health Physical Assessment and Diagnostics; NSG 834: Advanced Applied Health Assessment and Promotion

NSG 837 - Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice

This course builds upon the fundamental concepts developed in the advanced pharmacology course and is designed to increase knowledge related to pharmacological treatment and management of patients with psychiatric disorders across the life span. This course integrates knowledge developed in the pathophysiology course in addition to concepts related to neuroanatomy and neurophysiology to enhance understanding and clinical application of pharmacological treatment and management. Best evidence based practice concepts are explored as they relate to selecting pharmacological treatment. Emphasis is placed on patient centered holistic care concepts with consideration of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short and long term pharmacological management.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan

Corequisites NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan

NSG 838 - Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP)

This purpose of this course is to develop knowledge related to the theory and principles associated with psychiatric therapies for psychiatric mental health nurse practitioner practice across the lifespan. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with psychiatric therapies. The importance of patient centered holistic care concepts are reviewed with consideration individual, family, and group therapy modalities. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed, as they relate to psychiatric therapies. Selection of evidence based therapeutic interventions, complimentary interventions, and referrals are examined within the framework of PMHNP practice and collaborative interdisciplinary care services.

NSG 839 - Clinical Application: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP)

This clinical course is designed to provide a supervised practicum experience in the role of the PMHNP, with an emphasis on the application of psychiatric therapies for psychiatric mental health nurse practitioner practice across the lifespan. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts and consideration of biopsychosocial factors, patient preference, legal factors, ethical

factors, and safety related to the implementation of psychiatric therapies. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions. Student will incorporate reflective practice to enhance understanding of self within the therapeutic role.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan; NSG 837: Psychopharmacology for Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice  
Corequisites NSG 838: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP)

NSG 844 - Evidence-based Management of Adults and Older Adults with Mental Health Disorders

The purpose of this course is to develop knowledge related to the theory and principles associated with comprehensive psychiatric assessment and management of adults and older adults. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with diagnostic reasoning and evidenced based treatment of adults and older adults with acute, chronic, common and complex mental health disorders. The importance of patient centered holistic care concepts are reviewed with consideration pharmacological and therapeutic interventions in deliberation of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed in relation adult and older adult health. Selection of evidence based therapeutic interventions, pharmacological management, complimentary interventions, and referrals are examined within the framework of PMHNP practice and collaborative interdisciplinary care services.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan; NSG 837: Psychopharmacology for Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice.

Corequisites NSG 845: Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders.

NSG 845 - Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders

This clinical course is designed to provide a supervised practicum experience in the role of the PMHNP, with an emphasis on clinical assessment and management of adults and older adults. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts with consideration of biopsychosocial factors, patient preference, legal factors, ethical factors, and safety related to assessment and management of adults and older adults with common and complex mental health disorders. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner



(PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan; NSG 837: Psychopharmacology for Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice.

Corequisites NSG 844: Evidence-based Management of Adults and Older Adults with Mental Health Disorders

NSG 846 - Evidence-based Management of Children and Adolescents with Mental Health Disorders

This purpose of this course is to develop knowledge related to the theory and principles associated with comprehensive psychiatric assessment and management of children and adolescents. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy, and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with diagnostic reasoning and evidenced based treatment of children, adolescents, and families with acute, chronic, common, and complex mental health disorders. The importance of patient centered holistic care concepts are reviewed with consideration pharmacological and therapeutic interventions in deliberation of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed in relation to child and adolescent health. Selection of evidence based therapeutic interventions, pharmacological management, complimentary interventions, and referrals are examined within the framework of PMH NP practice and collaborative interdisciplinary care services.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan; NSG 837: Psychopharmacology for Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice.

Corequisites NSG 847: Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders.

NSG 847 - Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders

This clinical course is designed to provide a supervised practicum experience in the role of the PMH NP, with an emphasis on clinical assessment and management of children and adolescents. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts with consideration of biopsychosocial factors, patient preference, legal factors, ethical factors, and safety related to assessment and management of children and adolescents with common and complex mental health disorders. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan; NSG 837: Psychopharmacology for Psychopharmacology for Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice.

Corequisites NSG 846: Evidence-based Management of Children and Adolescents with Mental Health Disorders.

## NSG 848 - Rural Practice Development, and Psychiatric Care of Culturally Diverse Populations

This course is designed to examine concepts unique to psychiatric assessment and management of rural populations and to examine concepts related to health care disparities. This course explores the psychiatric and mental health risk factors, behaviors, and diagnosis unique to rural and underserved populations and across the lifespan. Emphasis is placed on interdisciplinary partnerships and collaborative care in addition to expanded access to care including telehealth services. Current evidence based research is explored related to the identification and application of health promotion and disease prevention interventions within diverse populations.

Prerequisites NSG 834: Advanced Applied Health Assessment and Promotion; NSG 835: Neurophysiology and Genomics Relevant to Psychiatric Mental Health Nurse Practitioner (PMHNP) Practice; NSG 836: Advanced Psychiatric Mental Health Assessment and Diagnostic Reasoning Across the Lifespan; NSG 822: Health Care Policy & Ethics.

## NSG 911 - Evidenced Based Management of Complex Mental Health and Substance Use Disorders Across the Lifespan

The purpose of this course is to develop knowledge related to the theory and principles associated with comprehensive psychiatric assessment and management of complex mental health and substance use disorders across the lifespan. Emphasis is placed on consideration of biopsychosocial factors in addition to integrating knowledge related to, pathophysiology, neuroanatomy and neurophysiology. A focus of this course is to acquire knowledge and to develop advanced practice skills associated with diagnostic reasoning and evidenced based treatment of patients with complex mental health and substance use disorders. The importance of patient centered holistic care concepts are reviewed with consideration of pharmacological and therapeutic interventions in deliberation of biopsychosocial factors, patient preference, and safety. Outcome management and monitoring will be examined with consideration of short term and long term health care management. Essential concepts of health promotion and illness prevention are reviewed. Selection of evidence based therapeutic interventions, pharmacological management, complimentary interventions, and referrals are examined within the framework of PMHNP practice and collaborative interdisciplinary care services.

Prerequisites NSG 838: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP); NSG 839: Clinical Application: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP); NSG 844: Evidence-based Management of Adults and Older Adults with Mental Health Disorders; NSG 845: Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders; NSG 846: Evidence-based Management of Children and Adolescents with Mental Health Disorders; NSG 847: Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders; NSG 848: Rural Practice Development, and Psychiatric Care of Culturally Diverse Populations.

## NSG 912 - Clinical Application: Evidenced Based Management of Complex Mental Health and Substance Use Disorders Across the Life Span

This clinical course is designed to provide a supervised practicum experience in the role of the PMHNP, with an emphasis on clinical assessment and management of patients with complex mental health and substance use disorders. The focus of this clinical course is to demonstrate knowledge, skills, and experience patient centered holistic care concepts in consideration of biopsychosocial factors, patient preference, legal factors, ethical factors,

and safety related to assessment and management of patients with complex and chronic mental health and substance use disorders. Students are expected to implement evidence-based evaluation and treatment approaches and apply theories related to therapeutic interventions.

Prerequisites NSG 838: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP); NSG 839: Clinical Application: Psychiatric Therapies for the Psychiatric Mental Health Nurse Practitioner (PMHNP); NSG 844: Evidence-based Management of Adults and Older Adults with Mental Health Disorders; NSG 845: Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders; NSG 846: Evidence-based Management of Children and Adolescents with Mental Health Disorders; NSG 847: Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders; NSG 848: Rural Practice Development, and Psychiatric Care of Culturally Diverse Populations.

### NSG 913 - DNP Clinical Residency

This course provides clinical practice hours for the PMHNP DNP student to apply the knowledge and skills learned in the program to a practice setting, and refine psychiatric mental health nurse practitioner competencies. The practice setting will depend on the individual student interest and career goals. A key expectation of this focused clinical residency experience is to apply the DNP role. During this experience, the student will critically assess a practice problem, plan, intervene, and evaluate patient focused outcomes and systems of health care delivery. Clinical experience may occur in a range of mental healthcare settings and may include a combination of therapeutic interventions, medication management, case management/psycho-education, and clinical leadership.

Prerequisites NSG 814: Foundations and Applications of Evidence Based Healthcare; NSG 823: Economic and Financial Aspects of Healthcare Systems; NSG 822: Health Care Policy & Ethics; NSG 844: Evidence-based Management of Adults and Older Adults with Mental Health Disorders ; NSG 845: Clinical Application: Evidence-based Management of Adults and Older Adults with Mental Health Disorders; NSG 846: Evidence-based Management of Children and Adolescents with Mental Health Disorders; NSG 847: Clinical Application: Evidence-based Management of Children and Adolescents with Mental Health Disorders; NSG 848: Rural Practice Development, and Psychiatric Care of Culturally Diverse Populations; NSG 826: Leadership and Healthcare Systems.

Corequisites NSG 826: Leadership and Healthcare Systems, if not already taken.

### **Nurse Educator (Post Master's Certificate) Program Change Proposal**

The nurse educator certificate program needs revision regarding decreasing credit hours to become competitive with other certificate programs in North Carolina. The current program consists of 19 hours and comparable programs across North Carolina are 9-15 hours. This proposal will reduce the hours from 19 credit hour to 12 credit hours by removing three courses and adding one course.

### **Primary Care Certificate New Program Proposal**

This program was inactivated in 2017 as the curriculum of the original certificate was not fully developed and also had no enrollment. Since that period, with federal grant funding, we have developed a competency-based curriculum to prepare nurses for practice in primary care settings. As part of the grant program, we have established a unique post BSN residency program and would like to have an academic certificate attached to the residency program. Additionally, changes in reimbursement and practice delivery have resulted in new demand for programs to train RNs for practice in the primary care setting. To our

knowledge, if reactivated, this will be the only such certificate program in existence across the US. The proposed revisions include a credit hour reduction for the program to 12 credit hours and modification of existing courses in the program to incorporate a robust competency based curriculum using online modules. In addition to didactic content, the curriculum includes virtual simulation and interactive teaching methods to support 8 overarching program competencies and 75 subcompetencies. These competencies have been mapped against multiple core curriculums for RN practice (American Academy of Ambulatory Care Nurses Core Curriculum and Chronic Care and Transition Management Curriculum, Quality and Safety in Nursing competencies) and were developed using input from practice partners as well as focus groups of RNs practicing in primary care. Nursing education programs are being challenged to move toward competency based programming, and this proposal would provide an innovative model for WCU to offer a unique competency based certificate program. With support from the ongoing federal grant, we hope to leverage resources to promote and market the program to ensure sufficient enrollment for the program to be viable.

### **Psychology (M.A.) Program Change Proposal**

Several years ago, the MA in General Psychology (School Psychology Concentration) program decided to add the option for students to complete an applied research project vs. a thesis project in fulfilling program research requirements. The program encountered significant difficulties with students completing these alternative projects (i.e., related to quality and timeliness of completion). It has now been decided that all students in the program will be required to complete a thesis project in fulfilling degree requirements.

### **Psychology (S.S.P.) Program Change Proposal**

Several years ago, the SSP program decided to add the option for students to complete an applied research project vs. a thesis project in fulfilling program research requirements. The program encountered significant difficulties with students completing these alternative projects (i.e., related to quality and timeliness of completion). It has now been decided that all students in the SSP program will be required to complete a thesis project in fulfilling degree requirements. In addition, the program has decided to update our application requirements for applicants to only require the submission of GRE General Test scores for applicants with an undergraduate cumulative GPA of below 3.2. The program is moving toward a more holistic review of applications with less of a focus on individual standardized test scores.

### **English (M.A.) Program Change Proposals**

Adjustments to language in the electives section (see brief explanation for details).

Change reference in Certificate section to department to reflect department name change from last year (English Dept --> English Studies Dept). Change title of Cherokee Studies component to Cherokee and Indigenous Studies to be more inclusive and align with proposed name change for the Cherokee Studies minor which is currently under review but has passed at the College level.

### **Added Courses to Program Mix**

ENGL 633: Writing the Novel has been added as a Creative Writing course.

## **Deleted Courses from Program Mix**

TESOL courses were removed from the "Electives (12 hours, of which 6 may be Thesis)" requirement because they were not the appropriate classes that students were intended to take.

## **Updated Electives Description/Other**

### **Propose changing Electives section to the following:**

12 hours of courses selected from the Concentrations above or for students writing a thesis, 6 hours of courses from the Concentrations above and 6 hours of ENGL 699 thesis research. Note: All teaching GAs must take ENGL 514 as an elective. All students in the Creative Writing Concentration must write a thesis.

## **English (M.A.) New Course Proposal**

### **English 633 – Writing the Novel**

The Creative Writing concentration currently only has four courses, which are offered at the MA level with one being a Special Topics course. The number of students concentrating in Creative Writing has been growing so we'd like to offer a new class to support the continued growth in the program. Additionally, while the existing courses focus on different genres of creative writing, this course would provide students with new skills and complement the content from other creative writing courses.

**NOTE:** The following curriculum item was not approved and is on hold for further follow up. Curriculum Committee members and Graduate Council members raised questions and concerns about the cross listing of a 300 level undergraduate course (PRM 380) with a 600 level course. A concern was also raised that the undergraduate course and the graduate level course syllabi were not significantly different.

## **Experiential Outdoor Education (M.S.) New Course Proposal**

### **EOE 620 - Facilitating Environmental Education Experiences**

Through readings, site visits, practice and discussion, students will learn about the theoretical and historical background of the field of environmental education. Students will gain practical experience developing and facilitating environmental education programs. Throughout this course, students will also gain knowledge of a variety of careers within the environmental education field. Students will gain hours towards the NC Environmental Education Certification ([www.eenorthcarolina.org](http://www.eenorthcarolina.org)) as a part of the course work. Upon completion of this class, students should have completed between 10-15 hours towards the certification, with opportunities to complete additional hours before the end of the semester. This certification is required, and/or highly recommended, by many employers in the formal and non-formal environmental education and environmental interpretation settings.

## **Financial Assistance**

The Financial Assistance Committee is reviewing 57 summer assistantship applications. After reviewers submit their scores to the Graduate School there will be an E-Vote conducted by the committee to select the students who will receive a summer research assistantship.

## **Associate Dean Report**

### **March 22-23, 2023 Research and Scholarship Conference (RASC) and Graduate Research Symposium updates**

Graduate Council members and their students are encouraged to participate in the Research and Scholarship Conference (RASC) and Graduate Research Symposium activities. On Wednesday March 22<sup>nd</sup> undergraduate and graduate student oral presentations will begin at 9:00 a.m. in the University Center. In the evening from 6:00- 7:30 p.m. will be the poster session competition and keynote speaker. On Thursday March 23<sup>rd</sup> from 11:00-12:00 will be the 2<sup>nd</sup> Annual Faculty 3MR competition. Eighteen faculty members will participate in the 3MR competition. There is a prize of \$1000 and a trophy for the winner of the 3MR competition. The competition is combined with the Faculty Scholarship celebration luncheon which begins at noon.

## **Administration Update**

Provost Richard Starnes updated the Graduate Council about the search for the Dean of Graduate School and Research Administration. The advertisement will be published next week. The search committee will review applications to bring candidates to campus in April. Dr. Joy Bowers-Campbell has agreed to serve as interim until a selection decision is made.

The search committee members are Dr. AJ Grube (Chair), Dr. Emily Virtue, Dr. Paul Yanik, Dr. Mariana Da Costa, Dr. Heather Rimes and Ms. Roxane Stiles.

## **Agenda**

### **Withdrawal Policy Changes Update (Kristin Daiber, Director Office of Student Retention)**

Kristin Daiber, Director Office of Student Retention, presented information about the proposed changes to the Graduate Catalog University Withdrawal policy distributed to the Graduate Council. Changes were made to align the policy with the current process and to streamline the policy. A new Section was added to the policy for “Return to Title IV.”

Minor changes were made to the policy after the February Graduate Council meeting to make language in the policy consistent. Changes were made to the extenuating circumstances language and the use of “Term” withdrawal instead of “University Withdrawal” for students who want to return. If Faculty Senate approves the new policy will be in effect for the 2023-24 academic year.

### **Future Agenda Topics**

Discussion regarding enrollment in a graduate degree program and a graduate certificate program at the same time.

Number of total credits an undergraduate student is allowed to take and apply to an Accelerated Bachelor’s to master’s program (ABM).

Allowing transfer credit from a previously earned graduate degree.

Discuss total transfer credit policy limits.

Discuss allowing “C” grade courses for transfer credit.

The meeting was adjourned at 2:15 pm.

Submitted by – Elizabeth Frazier

Please note: All attachments are on file in the Graduate School with the Graduate Council meeting minutes.