

Graduate Council Minutes
April 18, 2017
Health Science Campus, Health Education Building, Room 105

Present: John Bellizzi, Carol Bryan (for Susan Sochacki), Amanda Bryant-Friedrich, Frank Calzonetti, Huey-Shys Chen, Leigh Chiarelott, Ben Davis, Viviana Ferreira, Rodney Gabel, Bashar Gammoh, Mohamed Samir Hefzy, David Jex, Edward Janak, Andrea Kalinoski, Anand Kunnathur, Song-Tao Liu, Jyl Matson, Daryl Moorhead, Madeline Muntersjborn, Douglas Nims, Lori Pakulski, John Plenefisch, Patricia Relue, Jennifer Reynolds Amal Said, Youssef Sari, Constance Schall, Beth Schlemper, Joseph Schmidt, Barbara Schneider, Zahoor Shah, Eric Simpson (GSA), Megan Stewart, Jason Stumbo, Jerry Van Hoy, Richard Welsch, Kandace Williams.

Absent: Michael Dowd, Joseph Margiotta, Barry Scheuermann.

Excused: Jason Huntley, Marcia McInerney, Geoffrey Rapp.

Guests: Hans Gottgens, Eva English, Anne Izzi, Willie McKether, Constance Shriner.

Call to Order, Roll Call, and Approval of Minutes

The meeting was called to order and roll called.

Executive Reports

Report of the Executive Committee of the Graduate Council

Graduate Council (GC) Chair, Dr. Connie Schall reported that Drs. Jerry Van Hoy, Department of Sociology and Anthropology, and Dr. Jyl Matson, Department of Medical Microbiology and Immunology, have agreed to serve as Graduate Council representatives to the university Faculty 180 implementation committee.

May 2nd is the final meeting of the 2016-2017 Graduate Council and Dr. Andrea Kalinoski will step into the chair position with the election of a new vice chair and executive committee by the new Graduate Council membership.

We have a very full agenda today and have moved the standing committee reports up in today's agenda to follow our executive reports.

Report of the Graduate Student Association

Mr. Eric Simpson, President of the Graduate Student Association (GSA) recapped activities of the GSA during 2016-2017. Highlights of the PowerPoint presentation:

○ *Health Insurance*

Graduate Student concerns/issues with SEBT have decreased significantly during 2016-2017. During prior academic years, GSA received numerous complaints about delayed processing of claims, incorrectly denied claims, incorrect statements, and lack of responsiveness throughout the appeals process.

GSA Health Insurance Committee reported:

- Graduate students favor the multiple tier insurance plan options (Gold, Silver, and Bronze).
- Graduate students overall feel that more information about the plans was provided this year compared to previous years.
- Still an issue with grant-funded health insurance – (i.e., If grant is willing to pay for a higher tier plan option).

- *Midwest Graduate Research Symposium*
 - Approximately 300 total attendees
 - 135 graduate student presenters (oral and poster) from 16 universities
 - 75 volunteers
 - 70 judges from 9 different universities
 - New this year:
 - Undergraduate Panel
 - 7 Professional Development Workshops
 - NOA-AGEP Grant Attendees & Presenters
 - Keynote Speaker – Dr. Emmitt Jolly from Case Western Reserve University

- Travel Reimbursement
We have seen record reimbursement. We project an increased request in usage this year and average reimbursement.
2014-2015 \$23,747.73
2015-2016 \$37,295.70
2016-2017 \$44,704.40 projected

- External Committees
 - President's Advisory Committee
 - Strategic Planning Committee
 - Graduate Council Meetings
 - Online Advisory Committee
 - Health Care Insurance
 - Provost Monthly Lunch Meeting

- Budget 2015-16 , 2016-17, 2017-18.
The budget has remained at \$153,964 for the past three years. Cognizant of costs associated with officer stipend and travel, reductions have been made in these areas. The stipend and tuition support was reduced for the treasurer position based on amount of time spent. Full report attached.

- Introduced new President and Vice President for 2017-2018
President, Mitchell Haines
Vice President, Alisa Nammavong

Report of the Dean of the College of Graduate Studies

Dr. Amanda Bryant-Friedrich, Dean of the College of Graduate Studies provided the following updates:

- *Midwestern Association of Graduate Schools 74th Annual Meeting April 6-8, 2017*
Displayed graduate enrollment snapshot of snapshot of graduate education and enrollment in Ohio. More females getting masters and doctoral degrees and degrees conferred.

- *Associate Dean for Academic and Student Affairs in COGS*
A search for this position is underway with the search committee, Chaired by Dr. John Plenefisch, having met. There are currently eight applicants.

- *Admissions*
Referenced total inquiries and total applicants. Students who select other institutions often indicate the reason is that they were contacted by that institution. Denials – some withdraw before decision and some withdraw after acceptance into another preferred institution. Pending personal funding refers to international applicants because they need to show they can finance their education. Some defer to a future term. These numbers are reported twice per month.

Dean Bryant-Friedrich explained that after becoming Dean of COGS in July 2016, she worked with Strategic Enrollment Planning and listened to others about how graduate enrollment is supposed to look. Since the projected numbers she received was relatively high, she reviewed granularly at where our funding was going and how to try to accomplish that goal. The Dean has shared the Data Request and Use report with the Associate Deans in an effort to improve how COGS and those who admit students communicate. That piece needs improved. They were also asked to look at Ph.D. vs. master's enrollment and the fact that Ph.D. enrollment has not increased over the last six years. Masters enrollment is the driver that causes increases and decreases. To increase the stature of your program, where do you go? She reviewed graduation information and had to make a decision about new students taking into consideration how many new Ph.D. and master's students can a program can accommodate.

The Judith Herb College of Education and the College of Arts and Letters can be challenging given their numerous programs. Although we would like to increase all stipend levels, the lowest master's stipends (below \$8,000) have been increased to meet that minimum. Master's stipend low is \$8,000 and high is \$12,500. At the Ph.D. level, the lowest is \$12,000 and highest is \$24,000. This is an area of competitiveness. We do not want to lose students to Bowling Green State University due to lower stipends.

COGS receives many requests to accept increased hours from the standard full time status of 9-9-6. We are creating a rubric based on accreditation. We have to ask whether we want to increase hours or stipends. We are spending a lot of money on tuition that we should not be.

Discussion:

Dr. Barbara Schneider looks forward to the merging of admission numbers from the prior college name Languages, Literature and Social Sciences to the current Arts and Letters. Institutional Research is aware.

Dr. Samir Hefzy questioned net active applications number of 387 as it is larger than the number of completed applications. He also inquired whether this number references enrollment.

Dean Bryant-Friedrich replied that it looks like they are including incompletes and deferrals and they are registered for fall.

Dr. Samir Hefzy wondered when this change might be effective.

Dean Bryant-Friedrich replied that she is communicating with the Provost. We need to consider that we would lose revenue for students' paying their own fees. Making a significant change is not trivial and requires review by finance.

Dr. Patricia Relue questioned whether internal tuition dollar are discounted.

Dean Bryant-Friedrich replied they are not and if the tuition budget is decreased, the stipend budget can be increased. In addition, if this can be projected, the process will be easier.

Dr. Kandace Williams noted that in the College of Medicine and Life Sciences, a first-year student must take 14 credit hours, then 13 credit hours in first two semesters.

Dr. Leigh Chiarelott stated that when he came to UT from BGSU, he was surprised to learn that UT generally does not provide assistantships during the summer, which means that our students are not attending school in the summer or they may choose another school that does.

Information and Discussion Items

Office of Research and Sponsored Programs (RSP)

Dr. Frank Calzonetti, Vice President for Research introduced new staff members, Ms. Anne Izzi, Director of Sponsored Research and Ms. Eva English, Grant Writer. Ms. Izzi has extensive prior experience in technology transfer in the UT Research Office. Both are valuable additions to RSP.

Ms. Izzi has experience in contracts, technology transfer and grant writing. Her background is in communications and she has earned a J.D. She wrote a successful grant to the Economic Development Association for \$500,000. She also has related research compliance experience with the ProMedica IRB and the Toledo Hospital ethics committee.

She will oversee the grants coordinators and grants compliance and reports directly to Dr. Connie Schall. Ms. Izzi stated that she was excited to be here and help. With the hiring of two new grants coordinators, she can assign the grant promptly. May 1st is deadline for RocketFuel Fund that provides up to \$50,000 for one-year grants, with faculty providing up to 20%.

Ms. English came from Defiance College where she was a grants officer and wrote many grants and helped faculty and staff write successful proposals. She earned an M.A. in English. She reports to Ms. Jessica Sattler, Director of Economic Engagement and Business Development in RSP. Ms. English is identifying UT research for release to the public and putting together abstracts. In collaboration with marketing, she is working on a communication about the value of investing in science at UT, using concrete examples with impacts on people. Ms. English stated that suggested revisions be directed to her.

Dr. Calzonetti added that Dr. Amy Thompson is working through RSP with a cohort of assistant professors to develop skills.

Dr. Willie McKether, Vice President for Diversity and Inclusion and Vice Provost

Dr. McKether thanked Council for inviting him to speak on diversity and inclusion and answered the questioned provided to him by the GC Executive Committee.

How will the diversity plan be integrated into graduate and professional programs and what aspects have been implemented to date?

Our strategies involve recruiting faculty, which is based on resources and time to implement. Priority III addresses establishing a recruitment strategy. The initial plan did not include data on graduate student enrollment. We will include strategies for graduate recruitment working with Dean Bryant-Friedrich. In a recent focus group from the College of Medicine and Life Sciences, three out of five students indicated they came to UT because someone called them. We are also working with the President's Committee on African-American Recruitment, Retention and Scholarship Support (PCARS) with the goal having a plan completed this summer.

How will diversity as a performance dimension be incorporated in performance appraisals of unit leaders (department chairs, deans, directors and administrative staff)?

It will increase the time to get appraisals through the system and would require negotiation with the Provost and AAUP. It is a work in progress so there is not much to report at this time.

What strategies will be implemented to increase recruitment of members of under-represented groups for faculty and graduate student positions?

Priority III, Goal 4 addresses the need to increase the employee experience of inclusiveness, equity and respect, as well as UT's engagement with the community by implementing strategies associated with the Strategic Plan for Diversity and Inclusion. In conjunction with the Provost office and the Inclusion officer, Dr. McKether will look at current processes ~6 -12 months. An additional discussion item with the Provost will be supplemental salaries ~13 – 24 months out. Even with limited funds, additional ways to recruit a diverse faculty are being sought.

We are developing a program to work with departments ~13 - 24 months so that search committees receive appropriately training. In looking at other universities to learn how they recruit diverse faculty, we learned that some seek ABD and hire following the earned degree. We hope to develop a college-strategy to hire faculty and are working with inclusion officers. Dr. McKether said he is working with Kevin West, Sr. Director of Faculty Labor Relations/Inclusion Officer to better understand searches over past five years -- what did the pool look like and who did the offer go to? Our strategies should be rooted in data. He remains optimistic for funding to supplement those searches ~24–36 months out.

Discussion:

Dr. Edward Janak mentioned that at a previous institution where he worked, their office of inclusion had a database and that he contacted them to reach out to minority black colleges and other sources.

The university held an inclusion-hiring workshop on April 17, 2017 with special guest, Dr. Marybeth Gasman, professor of higher education in the Graduate School of Education at the University of Pennsylvania, who discussed "Exploring the Real Reasons Universities Don't Hire Faculty of Color". She is an expert on the history of American higher education, minority serving institutions (with an emphasis on historically black colleges and universities), racism and diversity, fundraising and philanthropy, and higher education leadership.

Dr. Constance Shriner, Vice Provost for Assessment and Faculty Development – Institutional Student Learning Objectives

Dr. Connie Shriner thanked Council for the opportunity to speak about the draft Proposal for Institutional Student Learning Outcomes (ISLOs) and to seek endorsement. Most higher learning institutions have these statements. Another driver is HLC. The work group that drafted the proposal included two members of the Graduate Council, Dr. Viviana Ferreira and Dr. Zahoor Shah. She appreciated the work of the committee as many faculty also had teaching assignments.

A recent survey (December 2016 and January 2017) of the university community, conducted during December and January, provided evidence of strong support for the five general areas of learning contained in the DQP model. The total number of responses exceeded 1,900. Over 85% of the faculty, staff and students who responded to the survey agreed that learning in each of these areas is appropriate, in varying degrees, for both undergraduate and graduate students. A statement on ISLOs will be linked to the Strategic Plan. The framework is a model used nationally. Employers want to know that our graduates have the specialized knowledge for the degree earned and the intellectual skills to engage in critical thinking.

The work of the committee led to a proposal based on the Degree Qualifications Profile (DQP), the result of a national effort to guide efforts to strengthen the quality of associates, bachelors and master's degrees. The DQP model has influenced the work of a number of institutions of higher education nationally, with 26 in Ohio, including Bowling Green State University, Miami University, Case Western Reserve University, Lourdes University and Kent State University.

In this model, five general areas of learning are proposed:

- Broad and integrated knowledge
- Specialized knowledge
- Intellectual and communication skills
- Civic and global learning
- Applied and collaborative learning

We believe our programs align with these 5 general areas of learning. For example, in reviewing our BS in Environmental Sciences we identified 7 SLOs and their alignment, Public Health 24, Doctor of Pharmacy 16.

Dr. Shriner explained that since this proposal came out of a faculty workgroup, it would be meaningful to receive Graduate Council support. To allow sufficient review, this item will be brought to the May 2, 2017 GC meeting for discussion and endorsement of the draft proposal.

Standing Committee Reports

Report of the Curriculum Committee

On behalf of the Graduate Council Curriculum Committee (GCCC), Chair Dr. Patricia Relue provided three reports due to the fact that the April 4th GC meeting was cancelled. All proposals were approved unanimously.

REPORT A

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
1	NCP	PH	Pharmacy Practice	Cardiology II	PHM 6010	(3 cr hr) Part of the new PharmD curriculum. This course is an integrated course that includes Pharmacology, Medicinal and Physiological Chemistry, and Pharmacy Practice to study the etiology, pathophysiology, clinical presentation, diagnosis, and treatment of cardiovascular diseases.
2	NCP	PH	Pharmacy Practice	Gastrointestinal	PHM 6030	(2 cr hr) Part of the new PharmD curriculum. This course is an integrated course that includes Pharmacology, Medicinal and Physiological Chemistry, and Pharmacy Practice to study the etiology, pathophysiology, clinical presentation, diagnosis, and treatment of gastrointestinal disorders.
3	NCP	PH	Pharmacy Practice	Oncology	PHM 6100	(2 cr hr) Part of the new PharmD curriculum. This course is an integrated course that includes Pharmacology, Medicinal and Physiological Chemistry, and Pharmacy Practice to study the etiology, pathophysiology, clinical presentation, diagnosis, and treatment of cancer.
4	NCP	PH	Pharmacy Practice	Drug Information Seminar	PHPR 6000	(2 cr hr) Part of the new PharmD curriculum. This course is an advanced seminar course which applies evidence based medicine through literature searching, drug literature evaluation skills, and formal writing and presentation skills to complete a written literature summary and patient population based therapeutic recommendation, as well as a verbal presentations such as case presentations, disease state and pharmacotherapy reviews and other topic discussions.

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5	NCP	PH	Pharmacy Practice	Special Populations and Topics	PHPR 6170	(3 cr hr) Part of the new PharmD curriculum. This course discusses population related differences of geriatric, pediatric, and critically ill populations. The pathophysiology, pharmacokinetics, pharmacodynamics, clinical presentation, etiology, diagnostic findings, and pharmacotherapy of common diseases as well as clinical issues specific to these populations will be presented. Enteral and parenteral nutrition therapies and poison evaluation and management will also be discussed.
6	NCP	PH	Pharmacy Practice	Pharmacoeconomics and Outcomes Research	PHPR 6220	(1 cr hr) Part of the new PharmD curriculum. This course allows students to gain and expand their knowledge base in areas such as application of pharmacoeconomic and effectiveness measures to the practice of health care.
7	NCP	PH	Pharmacy Practice	Business Aspects of Pharmacy	PHPR 6270	(2 cr hr) Part of the new PharmD curriculum. This course will provide students with a foundation in the business aspects of the practice of pharmacy and their important role in the provision of pharmaceutical care.
8	NCP	PH	Pharmacy Practice	Advanced Self-Care	PHPR 6280	(3 cr hr) Part of the new PharmD curriculum. The course will discuss issues surrounding the self-medication decision-making process. Special emphasis will be placed on how pharmacists should help patients safely and effectively treat common medical problems. The course will provide information about how pharmacists should educate and counsel patients about diagnostic tests that the public can purchase without a prescription.
9	NCP	PH	Pharmacy Practice	Fluids Electrolytes and Kidney Disease	PHPR 6300	(2 cr hr) Part of the new PharmD curriculum. This course discusses the pharmacology, pathophysiology, diagnosis and therapeutics related to fluids, electrolytes, acid and base disorders, diuretics and kidney disease. Selected disorders of the kidney including acute, chronic and end stage kidney disease, and renal replacement therapy.
10	NCP	PH	Pharmacy Practice	Pharmacy Skills Development-5	PHPR 6450	(2 cr hr lecture & lab) Part of the new PharmD curriculum. This course is designed to further develop fundamental skills in the Pharmacists Patient Care Process and to enhance confidence in clinical skills necessary for roles in transitions of care.
11	NCP	PH	Pharmacy Practice	Pharmacy Skills Development-6	PHPR 6460	(2 cr hr lecture & lab) Part of the new PharmD curriculum. This advanced course will enhance confidence in application of knowledge and skills to prepare students for competent participation in the Pharmacists Patient Care Process and transitions of care in Advanced Pharmacy Practice Experiences.
12	PRR	PH	Pharmacy Practice	DPH in Pharmacy	PH-PHRM-DPH	Modifications to the entire PharmD curriculum. New PharmD Program was developed to meet new accreditation standards, Standards 2016, set out by the Accreditation Council for Pharmacy Education. Reduction in total hrs (214 to 198.5 overall; 75 to 69 at grad level). Courses in year 3 restructured by organ system; year 4 is professional clerkships (field experiences).

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
13	NCP	HH	School of Exercise and Rehabilitation Sciences	Clinical Applications I	KINE 6010	(1 cr hr) This course will allow students to gain experience into providing autonomous care in an athletic training clinic. This experience provides the ability to introduce advanced skills covered in additional post professional courses into clinical practice and provide discussion and strategy to address potential limitations and solutions to combine didactic education with clinical practice to advance patient care.
14	NCP	HH	School of Exercise and Rehabilitation Sciences	Clinical Applications II	KINE 6020	(1 cr hr) This course continues to develop autonomous athletic training skills from KINE 6010.
15	NCP	HH	School of Exercise and Rehabilitation Sciences	Clinical Applications III	KINE 6030	(2 cr hr) Advanced integration of clinical skills with the introduction of mentoring athletic training students in a clinical setting.
16	NCP	HH	School of Exercise and Rehabilitation Sciences	Clinical Applications IV	KINE 6040	(2 cr hr) Preparation of autonomous athletic training care for the transition into an occupation in sports medicine.
17	NCP	HH	School of Exercise and Rehabilitation Sciences	Advanced Interventions II	KINE 6690	(3 cr hr lecture & lab) Providing advance interventions and interprofessional training is an essential concept to advance and improve patient focused care in the clinical realm of athletic training and sports medicine. This is an advanced coursed designed to build upon material introduced in Advanced Interventions I and to enhance the student's skills on advanced general medical conditions, psychosocial conditions, developing professional skills, and advocacy to advance the profession. Students will be introduced to advanced evaluation and assessment techniques that impact clinical practice, including general medical conditions, psychosocial, professionalism, and profession advocacy.
18	NCP	HH	School of Exercise and Rehabilitation Sciences	Introduction to Sports Medicine Research I	KINE 6910	(1 cr hr) This course will introduce the students to develop an appreciation for the importance and need for quality research in the athletic training profession, and provide athletic trainers an understanding of the concepts of research design. Students will be exposed to evaluating the literature, asking clinically relevant questions and developing experimental hypotheses in athletic training and sports medicine research.
19	NCP	HH	School of Exercise and Rehabilitation Sciences	Introduction to Sports Medicine Research II	KINE 6920	(1 cr hr) This course will continue to provide the students an appreciation for the importance and need for quality research in the athletic training profession. Building upon the development of a research question and literature review covered in KINE 6910, students will be exposed to the concepts of study design, conducting sports medicine research, statistical considerations, and regulations and focus of the institutional review board related to research.
20	ECM	HH	School of Exercise and Rehabilitation Sciences	Clinical Biomechanics	KINE 6410	This course is changing from 2 lecture/1 lab (3 cr hr) to 1 lecture/1 lab (2 cr hr).
21	ECM	HH	School of Exercise and Rehabilitation Sciences	Evidence-Based Practice in Sports Medicine	KINE 6660	Change in title, catalog description, reduction in cr hr (from 3 to 2).
22	ECM	HH	School of Exercise and Rehabilitation Sciences	Pathology of Orthopedic Injury	KINE 6670	Change in course title to broaden discussion concepts.

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
23	ECM	HH	School of Exercise and Rehabilitation Sciences	Advanced Interventions I	KINE 6680	Change in course title, and structure. Will change from 3 cr hr lecture to 2 cr hr (1 lecture/1 lab).
24	ECM	HH	School of Exercise and Rehabilitation Sciences	Advanced Clinical Anatomy	KINE 6720	Change in course title and structure. Will change from a 3 cr hr lecture to a 2 cr hr lab.
25	PRR	HH	School of Exercise and Rehabilitation Sciences	MS in Exercise Science	HH-EXSC-MSX	No change in total cr hr (36). Add new courses KINE 6910, 6920, 6010, 6020, 6030, 6040, 6690 (+11 cr hr); course changes KINE 6410, 6660, 6670, 6680. 6720 (-4 cr hr); remove KINE 6100, 6130, 6200, 6990 (-12 cr hr); KINE 6960 thesis (increase from 3 to 8, +5 cr hr)

REPORT B

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
1	ECM	HH	School of Exercise and Rehabilitation Sciences	Exercise Science Program course list	KINE to EXSC alpha codes	The Dept. of Kinesiology has been eliminated, and several programs within the dept used to share a common alpha code (KINE). The new programs are now operating autonomously within the School of Exercise and Rehabilitation Sciences. Exercise Science program is requesting a change in the alpha code from KINE to EXSC for KINE 5110, 5250, 6100, 6130, 6200, 6230, 6420, 6430, 6460, 7110, 7250, 8100, 8130, 8200, 8230, 8420, 8430, 8460, 8960, 8990.
2	PRR	SM	Physics and Astronomy	MS in Physics	SM-PHYS-MS	Addition of a coursework intensive track in the MS in Physics. Requires max of 6 cr hr of research compared to research intensive track (max of 8). Project-based report and defense, no thesis.
3	PRR	HH	School of Exercise and Rehabilitation Sciences	Masters in Athletic Training	HH-UND-ND	Decrease in cr hr from 56 to 54; decrease in hrs is a result of changes in two courses (KINE 6410 and 6670); Program name change
4	ECM	SM	Environmental Sciences	Geology Field Course	EEES 5650	Change in cr hr from 6 to variable 1-4. Title and course description change; broadening of regions studied.
5	ECM	HH	School of Intervention and Wellness	Voice and resonance disorders	SLP 6600	Reduction in cr hr from 4 to 3.
6	NCP	HH	School of Intervention and Wellness	Professionals Issues in SLP	SLP 6750	(3 cr hr) This course will provide students with the opportunity to learn about specific issues related to working in a variety of professional settings. This course has been offered as a seminar course; being converted to a regular offering to facilitate scheduling; required for majors.
7	NCP	HH	School of Exercise and Rehabilitation Sciences	APIE in Recreation Therapy	RCRT 5760	(3 cr hr) This course addresses the procedures and processes of assessment, planning, implementation and evaluation of recreation therapy services. Has been offered as an IS; formalizing for certification eligibility of recreational therapy students.
8	PRR	BU	Information Operations and Technology Mgmt.	MBA in Information Systems	BU-INFS-MBA	Removal of INFS 6470 and addition of INFS 6150, 6710 and 6790 to list of course options. Reflects changes to course offerings.

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
9	PRR	HH	School of Intervention and Wellness	EdS in School Psychology	HH-CSPS-EDS	Change in cr hr from 45 to 49 due to reorganization of courses between the MA and EdS year (1 moved from EdS to MA; 2 moved from MA to EdS). No net change in courses or cr hr to obtain the MS/EdS for licensure. See next proposal.
10	PRR	HH	School of Intervention and Wellness	MA in School Psychology	HH-CSPS-MA	Change in cr hr from 34 to 30 due to reorganization of courses between the MA and EdS year (1 moved from EdS to MA; 2 moved from MA to EdS). No net change in courses or cr hr to obtain the MS/EdS for licensure. See prior proposal.
11	NCP	PH	Pharmacy Practice	Advanced Drug Delivery Systems-2	PHPR 5780	(2 cr hr) This course is designed to provide students with an understanding of the current state of the art for novel drug delivery systems with a particular focus on Nano carrier systems such as nanoparticles, polymeric micelles and solid lipid nanoparticles, for delivering small molecules. This course will introduce students to recent topics in the areas of cancer therapy and site-specific drug delivery.
12	NCP	PH	Pharmacy Practice	Advanced Drug Delivery Lab	PHPR 6860	(2 cr hr) This lab course is designed to provide students hands-on experience and improve their practical knowledge in areas of industrial pharmacy and advanced pharmaceuticals. This course would introduce students to the wide range of cutting-edge techniques in the pharmaceutical industry.

REPORT C

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
1	NCP	BU	Information Operations and Technology Mgmt.	Supply Chain and Technology Management Analytics	MFGM 8510	(3 cr hr) This course focuses on advanced analytical methods and applications in supply chain and technology management. The first part of the course focuses on mathematical modeling and algorithms in supply chain management, while the second part focuses on how to use data to develop business insights and predictive capabilities. This proposed new course is pursuant to the advice of the Business (AACSB) accreditation site visit team in Spring 2015.
2	PRR	BU	Marketing	Executive Master of Sales Leadership	NA	No longer a joint degree program with Bowling Green State University. BGSU will not participate in administering the program nor will they jointly issue the degree.
3	ECM	LS	Geography and Planning	Geographic Information Systems	GEPL 5110	Decrease from 4 to 3 cr hr by removing laboratory component. Other content unchanged.
4	ECM	LS	Geography and Planning	Geographic Information Systems Applications	GEPL 5180	Decrease from 4 to 3 cr hr by removing laboratory component. Other content unchanged.
5	ECM	LS	Geography and Planning	Quantitative Methods in Geographic Research	GEPL 5420	Change in catalog description. Decrease from 4 to 3 cr hr by removing laboratory component. Other content unchanged.
6	ECM	LS	Geography and Planning	Digital Image Analysis	GEPL 5500	Decrease from 4 to 3 cr hr by removing laboratory component. Other content unchanged.
7	ECM	LS	Geography and Planning	Research Methods	GEPL 6150	Decrease from 4 to 3 cr hr by removing laboratory component. Other content unchanged.

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
8	ECM	LS	History	Workshop	HIST 6950	Increase from 2 to 3 cr hr; change in catalog description and course content. Introduction to essential pedagogical and academic skills including survey class design: syllabi, lectures, history writing, theses and prospectuses. And professional skills: constructing a CV, letter of introduction, teaching philosophy, and grant proposals
9	ECM	LS	History	Workshop	HIST 8950	See HIST 6950
10	ECM	LS	Psychology	Clinical Practicum I	PSY 6810	Decrease in cr hr from 3 to 0. Change in course title, catalog description, and content. The revised course is designed to provide students in the first year of their clinical training program with the experience of being a student member of a practicum supervision team. First year students will be expected to observe senior program students present their clinical cases to the supervision group, receive supervision feedback from the course instructor and student peers, and formulate plans for clinical care. First-year students will assist the supervision group with activities such as literature searches or other forms of clinical support.
11	ECM	LS	Psychology	Clinical Practicum II	PSY 6820	Change in course title, catalog description, and content. The revised course is designed to provide students in the second year of their clinical training program with supervised clinical experiences in the provision of therapy and/or assessment services to children, adolescents, and/or adults seen in the University of Toledo Psychology Clinic. Students will receive psychological supervision from the course instructor and peer supervision from other students enrolled in the practicum team.
12	ECM	LS	Psychology	Clinical Practicum III	PSY 6830	Change in course title, catalog description, pre-reqs, and content. The revised course is designed to provide students in the third year of their clinical training program with supervised clinical experiences in the provision of therapy and/or assessment services to children, adolescents, and/or adults seen in the University of Toledo Psychology Clinic. Third-year students participate as experienced student therapists in a practicum team.
13	ECM	LS	Psychology	Clinical Practicum IV	PSY 6840	Change from 3 to 1-3 cr hr. Change in course title, catalog description, pre-reqs, and content. The revised course is designed to provide students in the fourth year of their clinical training program with supervised clinical experiences in the provision of therapy and/or assessment services to children, adolescents, and/or adults seen in the University of Toledo Psychology Clinic. Students will receive psychological supervision from the course instructor and provide structured peer supervision to junior practicum students. Course credit is variable so students can elect level of participation in the practicum team.
14	ECM	LS	Sociology and Anthropology	Seminar in Diversity and Inequality	SOC 6640	Change in title, catalog description. The title and description change reflect more contemporary terms regarding difference and inequality.

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
15	NCP	BU	Information Operations and Technology Mgmt.	IS Research Seminar I	INFS 8760	(3 cr hr) This course covers the full spectrum of IS research on technology adoption models and the adoption and diffusion of innovations in information technology. We examine the Technology Acceptance Model, TAM II, the Unified Theory of the Acceptance and Use of Technology and UTAUT 2. We also examine the literature on technology acceptance beyond the dominant paradigm of technology acceptance.
16	NCP	BU	Information Operations and Technology Mgmt.	IS Research Seminar II	INFS 8770	(3 cr hr) This course covers the rich vein of IS research that falls outside the Technology Acceptance Model or quantitative positivist research genre. These include examining questions of IT strategy and the value of IT to business firms. The value of IT to the organization has been approached using various theoretical lenses.
17	NCP	BU	Information Operations and Technology Mgmt.	Advanced Management Science	MFGM 8640	(3 cr hr) The course introduces students to advanced theory, algorithms, and applications of management science techniques, including dynamic programming, nonlinear programming, game theory, etc. The methods have applications to supply chain management, manufacturing, transportation, marketing, and economics.
18	NCP	BU	Information Operations and Technology Mgmt.	Stochastic Modeling	MFGM 8650	(3 cr hr) This course covers basic principles and methods in applied probability and stochastic modeling. The topics covered in this course include advanced probably theory, stochastic processes, Markov chains, Markov Decision Processes, queuing theory, computer simulation, etc. Applications of these techniques in supply chain management, manufacturing, transportation, and finance are introduced
19	NCP	BU	Information Operations and Technology Mgmt.	Qualitative Research Methodology	MFGM 8660	(3 cr hr) This course explores the use of qualitative methods within the fields of Information Systems and Operations Management. The seminar discusses the different qualitative methods that include Case Study, Ethnography, and Grounded Theory. In addition, we examine the differences between interpretive and positivist approaches using qualitative methods. This course covers research design and the various techniques in analyzing qualitative data. The course includes a discussion about mitigating bias in the areas of data collection and analysis.
20	NCP	BU	Information Operations and Technology Mgmt.	Special Topics in Research Methods	MFGM 8670	(3 cr hr) This course focuses on contemporary research methods within the fields of manufacturing and technology management, including Operations and Supply Chain Management, Information Systems, etc. The specific topic on contemporary research methods will change each time.
21	NCP	LS	Political Science and Public Administration	Principles of Public Administration	PSC 5300	(3 cr hr) This course provides an overview of public administration. It addresses organization theory, decision-making, budgeting, public policy, and the changing role of public institutions. It covers important democratic, professional, ethical and human values that are central to public administration.

#	Type of Proposal	Coll.	Dept.	Proposal Name	Course No.	Summary of proposal
22	NCP	LS	Political Science and Public Administration	Politics of Latin America	PSC 5680	(3 cr hr) This course provides a survey of the Latin American region, its political transformation, and place in international politics. It covers an array of issues that have shaped and continue to shape the region: its history, its people, institutions and politics, and social and economic issues. Themes are approached both from a regional and country-level perspective.
23	NCP	LS	Political Science and Public Administration	Terrorism in International Relations	PSC 5750	(3 cr hr) This course will give students a comparative historical, empirical, and theoretical overview of the causes, strategies, and goals of terrorists and counter-terrorism. The primary focus of the course is on the comparative and international nature of terrorism. Global and regional case studies will be used to better understand issues related to terrorism.
24	PRR	LS	Psychology	PhD in Psychology	0	Increase from 92 to 94 cr hr. Increasing core content courses from 4 to 5 (+3 cr hr); Decrease in electives from 4 to 3 cr hr.
25	PRR	LS	Sociology and Anthropology	MA in Sociology	0	Decrease from 37 to 36 cr hr. Removing SOC 6000 (1 cr hr) from program.
26	PRR	LS	English Language and Literature	MA in English	0	ENGL 5100 no longer required; students will take an elective in its place; no net change in cr hr.
	ECM	CE		Amnesty changes	RESM	Please see pdf of the excel sheet (can be enlarged for reviewing); GCCC reviews changes in red in yellow highlighted columns.

Report of the Membership Committee

On behalf of the Graduate Council Membership Committee, Dr. Mohamed Hefzy provided a summary report of the committee's recent review of applications and its recommendations. Of 51 applications, 32 were renewals 3 change in status, and 16 new, and 2 applications were incomplete.

GRADUATE FACULTY MEMBERSHIP APPLICATIONS - Spring II 2017 (applications received by March 10)

College	Full			Associate			Professional			Adjunct			Special Status			APPLICATION RETURNED/STILL IN REVIEW			TOTAL			Total
	Change	New	Renew	Change	New	Renew	Change	New	Renew	Change	New	Renew	Change	New	Renew	Change	New	Renew	Change	New	Renew	
Arts and Letters			3			1		2									1		0	3	4	7
Business and Innovation			1																0	0	1	1
Education			6	1						1	3		1	1					2	2	9	13
Engineering																			0	0	0	0
Health and Human Services		1	4				1			3				1					1	5	4	10
Honors																			0	0	0	0
Law																			0	0	0	0
Libraries															1				0	0	1	1
Medicine and Life Sciences			2								1		1						0	1	3	4
Natural Sciences and Mathematics		1	1								1		2	1			1		0	3	4	7
Nursing		2	1											5					0	2	6	8
Pharmacy and Pharmaceutical Sciences																			0	0	0	0
Total	0	4	18	1	0	1	1	2	0	0	4	5	1	5	7	0	1	1	3	16	32	51

Old Business

None.

New Business

None.

Adjournment

There being no further business, the Council adjourned at 2:05 pm.