

**FACULTY SENATE  
OCTOBER 16, 2026**

1. Department of Curriculum & Instruction and Department of Educational Studies
  - a. Change in existing degree: Adolescence Education: Biology MSED (Sequence 2/AB122-MSED)
  - b. Change in existing degree: Adolescence Education: Mathematics MSED (Sequence 2/AM122-MSED)
2. Department of History
  - a. Change in existing degree: History BA & MHC History BA
3. Department of Physical Therapy
  - a. New degree/Notice of Intent: PhD in Human Movement and Rehabilitation Sciences
4. Department of Psychology
  - a. New/experimental course: PSY 317 Physiological Psychology: Drugs, Behavior, and the Brain
5. Department of Social Work
  - a. New course: SWK 6XX Spirituality in Social Work

**1. DEPARTMENT OF CURRICULUM & PEDAGOGY AND DEPARTMENT OF EDUCATIONAL STUDIES:**

**A. CHANGE IN EXISTING DEGREE: ADOLESCENCE EDUCATION: BIOLOGY MSED (Sequence 2)**

**TITLE OF DEGREE: ADOLESCENCE EDUCATION: BIOLOGY MSED (Sequence 2) REQUIREMENTS**

**FROM:**

1. Core Courses (16 credits):
2. EDD 602-Studies in Urban Education (3)  
EDD 610-Adol. Development & Learning (3)  
EDP 660- Teaching Students with Special Needs (3)  
EDS 618- The Secondary School Curriculum in Science (4)  
EDS 604-The Pedagogy of Secondary School Science. (3)
3. Advanced Courses (~~21-25 credits~~)

~~One course from the following:~~

- ~~EDD 606- Hist. of Urban Educ. (3)  
EDD 611- Advanced Educ. Psych (3)  
EDD 615- Dev. Psych: Adols. (3)  
EDD 616- Comp. & Intl. Educ. (3)  
EDD 643- Soc. of Schools (3)  
EDS 654-Reading in the Content Areas (3)  
EDS 691-Adv. Studies Teaching Engl. (3)~~

Discipline Courses (12-16)

Four courses from the following content area - Biology (12-16)

4. Field-based Courses (6 credits)  
EDS 609-Teaching Practicum I in Sec. Ed. (3)  
EDS 610-Teaching Practicum II in Sec. Ed. (3)

OR

5. Capstone Sequence: Inquiry in Education (~~6 credits~~)

- ~~EDD 630- Educ. Seminar I (3)  
EDD 631- Educ. Seminar II (3)~~

TOTAL CREDITS: ~~49-53~~

**TO:**

1. Core Courses (16 credits):  
EDD 602-Studies in Urban Education (3)  
EDD 610-Adol. Development & Learning (3)  
EDP 660- Teaching Students with Special Needs (3)  
EDS 618- The Secondary School Curriculum in Science (4)  
EDS 604-The Pedagogy of Secondary School Science (3)
2. Advanced Courses: Pedagogy & Disciplines (15-19 credits)

Pedagogy Course (choose one): (3-4 credits)

- EDS 654-Reading in the Content Areas (3)  
EDL 605 Content Literacy for English Language Learners (P-12) (3)  
EDP 621 Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms (3)  
EDL 609 Methods Across the Content Areas in Bilingual Education (3)  
Discipline Courses (12-16)

Four additional courses from the following content areas – Biology (12-16)

3. Field-based Courses: (6 credits)  
EDS 609-Teaching Practicum I in Sec. Ed. (3)

EDS 610-Teaching Practicum II in Sec. Ed. (3)

OR

EDS 611-Student Teaching in Sec. Ed (6)

4. Capstone Sequence: Inquiry in Education (3 credits)

EDD 695: Teacher Research Seminar (3)

TOTAL CREDITS: 40-44

EFFECTIVE FALL SEMESTER: 2026

RATIONALE: Changes reduce total number of credits to facilitate students completing program in more timely fashion, making the program more attractive to potential students; strengthens students' preparation for teaching those for whom English is not their first language, of which there are many in the public schools in New York City today; ensures that the preparation in their content area and in education sufficiently prepares them to be successful in the classroom.

APPROVAL: DEPARTMENT OF CURRICULUM & INSTRUCTION AND DEPARTMENT OF EDUCATIONAL STUDIES: 9/2025; GRADUATE STUDIES 10/6/25

CONSULTATION: Special Education; TESOL; Biology Department 9/2025

## **B. CHANGE IN EXISTING DEGREE: ADOLESCENCE EDUCATION: MATHEMATICS MEd (Sequence 2)**

**TITLE OF DEGREE: ADOLESCENCE EDUCATION: MATHEMATICS MEd (Sequence 2)**

### **REQUIREMENTS**

#### **FROM:**

1. Core Courses (16 credits):

EDD 602-Studies in Urban Education (3)

EDD 610-Adol. Development & Learning (3)

EDP 660- Teaching Students with Special Needs (3)

EDS 617- The Secondary School Curriculum in Mathematics (4)

EDS 603-The Pedagogy of Secondary School Mathematics. (3)

2. Advanced Courses (~~21-25 credits~~)

~~One course from the following:~~

~~EDD 606 Hist. of Urban Educ. (3)~~

~~EDD 611 Advanced Educ. Psych (3)~~

~~EDD 615 Dev. Psych: Adols. (3)~~

~~EDD 616 Comp. & Intl. Educ. (3)~~

~~EDD 643 Soc. of Schools (3)~~

EDS 654-Reading in the Content Areas (3)

~~EDS 691 Adv. Studies Teaching Engl. (3)~~

Discipline Courses (12-16)

Four courses from the following content area - Mathematics

3. Field-based Courses (6 credits)

EDS 609-Teaching Practicum I in Sec. Ed. (3)

EDS 610-Teaching Practicum II in Sec. Ed. (3)

OR

EDS 611-Student Teaching in Sec. Ed (6)

4. Capstone Sequence: Inquiry in Education (~~6 credits~~)

~~EDD 630 Educ. Seminar I (3)~~

~~EDD 631 Educ. Seminar II (3)~~

TOTAL CREDITS: ~~46-53~~

#### **TO:**

1. Core Courses (16 credits):

EDD 602-Studies in Urban Education (3)  
 EDD 610-Adol. Development & Learning (3)  
 EDP 660- Teaching Students with Special Needs (3)  
 EDS 617- The Secondary School Curriculum in Mathematics (4)  
 EDS 603-The Pedagogy of Secondary School Mathematics. (3)  
**2. Advanced Courses: Pedagogy & Disciplines (15-19 credits)**  
Pedagogy Course (choose one): (3-4 credits)  
 EDS 654-Reading in the Content Areas (3)  
EDL 605 Content Literacy for English Language Learners (P-12) (3)  
EDP 621 Teaching English Language Arts and Social Studies in Special Education and Inclusive Classrooms (3)  
EDL 609 Methods Across the Content Areas in Bilingual Education (3)  
Discipline Courses (12-16)  
 Four additional courses from the following content areas – Mathematics  
**3. Field-based Courses: (6 credits)**  
 EDS 609-Teaching Practicum I in Sec. Ed. (3)  
 EDS 610-Teaching Practicum II in Sec. Ed. (3)  
 OR  
 EDS 611-Student Teaching in Sec. Ed (6)  
**4. Capstone Sequence: Inquiry in Education (3 credits)**  
EDD 695: Teacher Research Seminar (3)

**TOTAL CREDITS: 40-44**

**EFFECTIVE FALL SEMESTER:2026**

**RATIONALE:** Changes reduce total number of credits to facilitate students completing program in more timely fashion, making the program more attractive to potential students; strengthens students' preparation for teaching those for whom English is not their first language, of which there are many in the public schools in New York City today; ensures that the preparation in their content area and in education sufficiently prepares them to be successful in the classroom.

**APPROVAL:** DEPARTMENT OF CURRICULUM & INSTRUCTION AND DEPARTMENT OF EDUCATIONAL STUDIES: 9/2025; GRADUATE STUDIES COMMITTEE 10/6/25

**CONSULTATION:** Special Education; TESOL; Mathematics Department 9/2025

## **2. DEPARTMENT OF HISTORY**

### **A. CHANGE IN EXISTING DEGREE: HISTORY BA AND MHC HISTORY BA FROM:**

DEPARTMENT/PROGRAM: HISTORY

TITLE OF DEGREE: HISTORY BA

REQUIREMENTS:

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

HST 200 - Historical Method

HST 300 - Historiography

HST 401 - Seminar in Advanced Historical Study

\*Twenty-four credits of history courses at or above the 200-level, of which at least three courses must be at the 300-level

- At least one history course designated as pre-1700 history
- At least one history course designated as modern European history
- At least one history course designated as United States history

- At least one history course from a geographical area other than Europe or the United States, designated as World History

~~\*A 200-level geography course may be used to satisfy this requirement. At most, one independent study course may be used to satisfy this requirement.~~

Foreign Language Requirement

Complete ANY of the following Courses:

ASL 213 - American Sign Language III

ARB 213 - Continuing Arabic I

CHN 213 - Continuing Mandarin Chinese I

FRN 213 - Continuing French I

ITL 213 - Continuing Italian I

LAT 213 - Continuing Latin I

SPN 213 - Continuing Spanish I (Closed to Native Speakers)

Demonstration of proficiency in a foreign language through the Intermediate level 213 or above

Additional Comments:

\* The cumulative grade point average in history courses must be 2.0 or higher for graduation.

TOTAL NUMBER OF CREDITS: 36

**TO:**

DEPARTMENT/PROGRAM: HISTORY

TITLE OF DEGREE: HISTORY BA

REQUIREMENTS:

Degree candidates must complete at least 50% of major credits in residence, including HST 300 and HST 401.

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

HST 200 - Historical Method

HST 300 – Historiography

HST 401 - Seminar in Advanced Historical Study

\*Twenty-four credits of history courses at or above the 200-level, of which at least three courses must be at the 300-level

- At least one history course designated as pre-1700 history
- At least one history course designated as modern European history
- At least one history course designated as United States history
- At least one history course from a geographical area other than Europe or the United States, designated as World History

\* A 200-level geography course may be used to satisfy this requirement. At most one Internship (HST 597/598) or Independent Study (HST 591-594) course may be used to satisfy a 200-level requirement.

Foreign Language Requirement

Complete ANY of the following Courses:

ASL 213 - American Sign Language III

ARB 213 - Continuing Arabic I

CHN 213 - Continuing Mandarin Chinese I

FRN 213 - Continuing French I

ITL 213 - Continuing Italian I

LAT 213 - Continuing Latin I

SPN 213 - Continuing Spanish I (Closed to Native Speakers)

Demonstration of proficiency in a foreign language through the Intermediate level 213 or above

Additional Comments:

\* The cumulative grade point average in history courses must be 2.0 or higher for graduation.

TOTAL NUMBER OF CREDITS: No Change

EFFECTIVE FALL SEMESTER: 2026

RATIONALE: To enhance career outcomes for HST graduates, we are encouraging students to complete internships that can count toward the 24 credits of additional HST coursework. Additionally, for assessment purposes, students will now be required to complete HST 300 and HST 401 in residence. These courses are the capstone courses of the History BA program.

APPROVAL: HISTORY DEPARTMENT 9/25; UNDERGRADUATE CURRICULUM COMMITTEE 10/3/25

### **3. DEPARTMENT/PROGRAM: PHYSICAL THERAPY**

#### **A. NEW DEGREE/NOTICE OF INTENT: PHD IN HUMAN MOVEMENT AND REHABILITATION SCIENCES**

The Ph.D. in Human Movement and Rehabilitation Sciences offers a robust curriculum to foster advanced research skills and expertise in various facets of Human Movement and Rehabilitation Sciences. Faculty members who serve as Principal Investigators (PIs) within their respective labs are pivotal in guiding Ph.D. students through their academic journey. With a focus on interdisciplinary collaboration, the curriculum mandates the completion of 57 credits of graduate coursework, of which 24 credits are seamlessly integrated from an existing PT program (i.e. open to foreign student as well).

##### **Admission Requirements:**

- A Doctorate of Physical Therapy (DPT) degree from an accredited institution
- Overall GPA of 3.2 in the Doctorate program

##### **Application Procedures:**

- Personal Statement
- Two Letters of Recommendation
- Resume
- Interview with two full-time faculty

The core courses may be subject to replacement for students transferring from other programs, contingent upon a thorough evaluation of their prior coursework by the PhD program director and two additional DPT faculty members. This evaluation aims to ensure alignment with the program's curriculum and standards, allowing for tailored adjustments to meet individual student needs and optimize their educational experience within the Doctor of Physical Therapy program.

##### **REQUIREMENTS:**

##### **DPT Required Core (24 credits)**

##### **Complete all the following courses:**

PHT 701 Clinical Anatomy

PHT 780 Clinical Medicine for Physical Therapy

PHT 720 Human Physiology and Exercise Physiology

PHT 730 Structure and Function of the Nervous System

PHT 885 Electroneuromyography & Motion Analysis

PHT 811 Cardiac Rehabilitation  
PHT 883 Pharmacology & Systems Review  
PHT 770 Evidence-Based Research  
PHT 710 Research Design

**PhD Required Core (9 credits)**

**Complete all of the following courses:**

BIO 603 Scientific Communication  
BIO 670 Pathophysiological Concepts in Health & Illness  
NRS 706 Applied Statistical Thinking in Health Research

**PhD Electives chosen in consultation with the DPT Faculty (6 Credits)**

Complete two of the following:

BIO 605 Statistical Analysis  
BIO 740 Advanced Microscopy  
BIO 781 Laboratory Methods in Physiology  
CSC 741 Digital Image Processing

**Dissertation (36 credits)**

PHT XXX Dissertation I (6 credits) (enrolled five times)  
PHT XXX Dissertation II (6 credits)

**TOTAL CREDITS REQUIRED: 75**

**EFFECTIVE FALL SEMESTER: 2027 (CONTINGENT ON NOI, BOT, NYSED APPROVAL)**

**RATIONALE:** The Commission on Accreditation in Physical Therapy Education (CAPTE) mandates that 50% of core faculty in DPT programs hold academic doctoral degrees. However, existing DPT programs must consistently meet this requirement, posing challenges to maintaining high-quality, evidence-informed training programs. PhD is required for a PT to become a Program Director, and in this context, the demand for programs offering Ph.D. opportunities to DPT graduates is substantial and urgent. By providing pathways for DPT graduates to pursue advanced research and academic careers, these programs address the critical need for Ph.D.-trained researchers in physical therapy. Moreover, they contribute to the sustainability and advancement of evidence-based practice and innovation. Overall, the market potential for programs offering Ph.D. opportunities to DPT graduates is significant, with profound implications for the future of physical therapy education, research, and practice.

Furthermore, in non-academic positions, with an array of career pathways available, from Staff Scientists to Clinical Research Coordinators and beyond, graduates can secure roles with starting salaries of at least \$100,000 annually. For instance, in New York State, where the cost of living is higher, wages for these positions often start at \$120,000 per year. As they embark on their professional journeys, geographical considerations, such as opportunities in cities like Berkeley, CA, New York City, NY, and Renton, WA, where salaries for related roles exceed national averages, may further enhance their earning potential. Overall, the program equips graduates with the knowledge, skills, and opportunities needed to thrive in the dynamic and rewarding landscape of Human Movement and Rehabilitation Sciences.

APPROVAL: Department of Physical Therapy Spring 2025, IPC Spring 2025, Graduate Studies Committee 10/6/25

CONSULTATION: Biology, Nursing, Computer Science

## PhD Program Outcomes

### Upon completion of the program, graduates will:

1. Assume impactful roles in their respective fields, equipped with advanced research skills and practical expertise.
2. Be prepared to excel as leaders in academia (Physical Therapy, Biomedical Sciences) and industry.
3. Demonstrate a deep understanding of human movement, biomechanics, and rehabilitation strategies, enabling them to contribute significantly to the advancement of these fields.

## APPENDIX

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### **Doctoral Committee**

*The student, consulting with the dissertation chair and the program coordinator, will form a doctoral committee by the end of the first year of study. The committee will consist of a minimum of three members of CUNY and two outside of CUNY (with at least one member who should have a background in physical therapy or rehabilitation). The chair of the committee should be a CUNY faculty member and NOT the student advisor and Co- advisors could be from any CUNY faculty.*

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### **PhD Research Project**

*It's scheduled after the completion of the core credits. This exam is the students' proposal for their research topic, should be submitted in writing to the committee and then presented in person for comments, and this personal statement should be the backbone of their dissertation. The comprehensive examination is competency-based and involves successful completion, as determined by the student's dissertation committee, of the following activities and products:*

- **Research proposal and presentation:** *The submission and presentation of a formal research proposal for the dissertation. The student should defend that proposal before the committee, and the committee will either pass it, pass it with comments, or fail the proposal.*
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### **Dissertation**

*A student writes a dissertation, following Graduate School policies and procedures, based on original research. Under the guidance and approval of the dissertation committee, a student may elect to write either a traditional five-chapter dissertation or use a format consisting of two to three publishable papers, with introduction, integrative, and conclusion chapters.*

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**Progression:** Students must achieve a grade of B in all graduate courses to progress. Students must provide verification of three years of full-time appropriate clinical experience as a registered PT to progress to the clinical courses.

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**Grades:** For a grade lower than a 3.0, the course must be repeated within one year. Students who do not obtain a passing grade in one course may repeat the course only once.

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Progression in the program cannot occur until the course is repeated successfully. Courses cannot be repeated more than once. Only one course can be repeated throughout the curriculum.

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**Withdrawals:** No more than two (2) withdrawals per course are permitted throughout the curriculum. When a second withdrawal is requested, permission must be obtained from the Department Chair by requesting permission for the second withdrawal in writing. Permission may be granted based upon previous academic performance, circumstances, and adequacy of the individual's plan for success.

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**Academic Probation:** Students whose GPA falls below 3.0 will be placed on academic probation, please see policy in Graduate Catalog and the Academic Policy of the College. Improvement of the GPA may require additional coursework.

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### **Time to Degree Limit**

All credits and dissertation requirements for the PhD must be completed within **seven years** of initial admission. Extensions may be granted only with the written approval of the PhD Program Director.

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### **Temporary Health or Personal Condition**

Students who experience health condition (illness, injury, pregnancy) or other temporary personal circumstances that causes an absence from more than 15% of expected research or coursework in a semester must inform the Program Director as soon as possible.

- Students will be referred to the Center for Student Accessibility (CSA), which maintains confidential medical documentation and determines reasonable accommodation.
  - Documentation from a licensed healthcare provider may be required to indicate limitations and expected duration.
  - The program will evaluate whether the student's research and academic responsibilities can be accommodated under these restrictions.
  - Students engaged in dissertation research may continue with appropriate accommodation if approved by the Program Director and dissertation advisor.
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### **Leave of Absence (LOA)**

Students may request a Leave of Absence due to health, personal, academic, or professional reasons.

- LOAs are normally limited to **one academic year** (Fall + Spring, or a calendar year).
- LOAs require approval of the Program Director (in consultation with CSA if applicable).
- If a leave begins after a semester starts, that semester counts as a full leave and must be repeated in its entirety. Tuition and fees remain the student's responsibility; approval of a LOA does not guarantee tuition reimbursement.
- PhD students who are not registered in a given semester must pay a **maintenance of matriculation fee** to retain matriculated status.
- Graduation may be delayed due to the sequencing of research and dissertation requirements.
- Students receiving federal loans should consult the Office of Financial Aid, as loans may enter repayment during a leave.

- Requests for leave should be submitted in writing at least **12 weeks before** the start of the semester whenever possible.
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### **Reinstatement after an Approved Leave**

- Students must submit a written request for reinstatement to the Program Director **at least two months prior** to the semester of return.
  - If applicable, students must provide updated documentation (medical or otherwise) to CSA confirming their ability to resume doctoral work.
  - Written approval will be issued by the Program Director within 4 weeks of receipt.
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### **Withdrawal from the program**

- A student wishing to permanently withdraw from the program in good standing must notify the Program Director in writing.
  - Withdrawal in good standing is only permitted if there are no outstanding academic, disciplinary, or financial obligations.
  - A student who withdraws and later seeks to return must apply for **readmission** as a new applicant.
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### **Dismissal**

A student may be dismissed from the PhD program if, in the judgment of the Academic Review Committee and the Program Director, the student fails to meet academic or professional expectations. Grounds for dismissal include (but are not limited to):

- Unsatisfactory academic progress (e.g., repeated course failures, failure to advance to candidacy, inadequate research progress).
- Academic dishonesty, plagiarism, or research misconduct.
- Unprofessional behavior (disrespectful conduct toward faculty, staff, students, or research participants).
- Failure to meet the **essential functions** of doctoral research and training, with or without reasonable accommodation.

Dismissal decisions are communicated in writing by the Program Director within 14 days of the Academic Review Committee's recommendation.

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### **Readmission after Withdrawal or Dismissal**

- Students who withdraw in good standing may be considered for readmission within **one year** of withdrawal, contingent on program capacity and standards in effect at the time of return.
  - Students dismissed for academic dishonesty, research misconduct, or professional misconduct will **not** be eligible for readmission.
  - Readmission requires evidence of the ability to meet current academic and research expectations, including essential program functions.
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### **Appeals**

Students may appeal Program Director decisions regarding Leave, Reinstatement, or Readmission.

- Appeals must be submitted in writing to the Program Director within **30 days** of the decision.

- The Dean will convene an Appeals Committee of graduate faculty (excluding the Program Director) within 4 weeks.
  - The Committee will review all relevant documentation and issue a final recommendation.
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### **Maintenance of Matriculation**

PhD students who are not registered for coursework or dissertation credits must pay a **maintenance of matriculation fee** each semester to retain active status, preserve library access, and remain eligible for reinstatement without reapplication.

### **B. NEW COURSE: PHT XXX DISSERTATION I**

DEPARTMENT/PROGRAM: PHYSICAL THERAPY

CAREER LEVEL: GRADUATE/DOCTORAL

REGULAR OR REMEDIAL: REGULAR

SUBJECT AREA: DPT

PROPOSED COURSE NUMBER/LEVEL: XXX

COURSE TITLE: DISSERTATION I

PREREQUISITE: CORE PhD

COREQUISITE: N/A

PRE OR COREQUISITE: Research Seminar sequence (or equivalent with permission of program)

CREDITS: 6

HOURS: Independent study, equivalent of 6 credits (minimum 12–15 hours per week research activity)

CATALOG DESCRIPTION: This course represents the research requirement for the PhD in Human Movement and Rehabilitation Sciences. Under the supervision of a dissertation advisor and committee, students will design, conduct, analyze, and defend an original body of scholarly work that advances the field of Physical Therapy, Human Movement, and Rehabilitation Sciences. Emphasis is placed on independent research competence, methodological rigor, and contribution to scientific literature. This course will be graded P/F.

EXPERIMENTAL: N/A

REPEAT FOR CREDIT: Repeatable up to five times, six credits to reach a minimum of 30 credits.

LIBERAL ARTS AND SCIENCES: NO

GENERAL EDUCATION/COURSE ATTRIBUTE: NO

EFFECTIVE FALL SEMESTER: 2027

ROLE IN CURRICULUM: The Dissertation course is the culminating requirement of the PhD program. It provides students with the opportunity to demonstrate mastery of research methods and to make a substantive scholarly contribution to the field. It ensures progression from coursework and qualifying examinations into advanced independent research under faculty mentorship.

RATIONALE: The dissertation requirement is a central component of doctoral education, providing evidence of independent research capacity and scholarly maturity. The course will be offered every semester to accommodate the varying timelines of PhD candidates, with expected enrollment ranging from 5–10 students per year across dissertation stages.

SUBMISSION TO CURRICULUM OFFICE: 9/25

APPROVAL: PHYSICAL THERAPY 10/25, GRADUATE STUDIES COMMITTEE 10/6/25  
CONSULTATION: N/A

**SYLLABUS:**

**DPT XXX – Dissertation I**

**Department/Program:** Physical Therapy – PhD in Human Movement & Rehabilitation Sciences

**Credits:** 6 credits (repeatable up to 5 times, min 30 credits total )

**Hours:** Equivalent to ≥12–15 hours/week of independent research activity

**Grading:** graded Pass/Fail (P/F).

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**Course Description**

The Dissertation course is the culminating scholarly experience of the PhD program. Students will conduct independent, original research under the supervision of a dissertation advisor and committee. The course emphasizes advanced research design, data collection and analysis, scholarly writing, and oral presentation skills. Students will demonstrate their ability to contribute new knowledge to the fields of human movement and rehabilitation sciences.

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**Learning Objectives**

Upon successful completion of the dissertation course, students will be able to:

1. Design and conduct independent, original research in physical therapy and rehabilitation sciences.
  2. Critically review and integrate existing literature into their research framework.
  3. Analyze and interpret data using appropriate theoretical and methodological approaches.
  4. Communicate research outcomes effectively in both oral defense and written dissertation formats.
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**Course Requirements**

- **Dissertation Proposal Defense:** Successful defense of the research plan before the dissertation committee.
  - **Progress Reports:** At least one formal progress meeting with the dissertation committee each academic year.
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**Course Structure & Weekly Expectations**

This course is an **independent study**. Activities and deliverables vary by research stage, but typical expectations are outlined below.

**Weeks 1–2**

- Meet with dissertation advisor to set goals for the semester.
- Submit updated research plan and timeline to advisor.

**Weeks 3–6**

- Conduct literature review updates and/or finalize methodology.
- Begin/continue data collection or simulation work.

- Biweekly advisor meetings (minimum).

#### **Weeks 7–10**

- Data collection and/or preliminary data analysis.
- Draft dissertation chapters (Introduction, Methods).
- Submit progress report to advisor.

#### **Weeks 11–13**

- Continue data analysis; refine research questions/hypotheses as needed.
- Begin drafting Results and Discussion sections.
- Practice oral defense presentations with advisor.

#### **Weeks 14–15**

- Submit chapter drafts to advisor for feedback.
- Prepare slides for committee progress review or defense.
- End-of-semester advisor sign-off required for “Pass” grade.

*Note: Schedule repeats each semester until completion. Specific milestones (proposal defense, data collection, defense) will vary by student progress.*

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#### **Grading**

- **PASS (P):** Documented progress toward dissertation milestones; advisor and/or committee approval of progress.
- **FAIL (F):** Failure to demonstrate meaningful progress, missed meetings, or lack of deliverables.

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#### **Assessment Plan**

- **Proposal Defense:** Evaluation by committee on clarity, feasibility, and originality of project.
- **Progress Review:** Mid-program committee meeting evaluating research advancement, data quality, and adherence to timeline.

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#### **Policies**

- Students must maintain **continuous enrollment** in Dissertation credits each semester until completion.
- Regular meetings with dissertation advisor are required; documentation of meetings may be requested by the Graduate Office.
- Ethical research conduct, IRB/IACUC approvals, and compliance with institutional research policies are mandatory.
- Failure to demonstrate progress may result in an Unsatisfactory grade and probationary status.

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#### **Recommended Timeline of Dissertation Sequence**

- **Spring Year 2:** Proposal development; defend proposal.
- **Fall Year 3 – Spring Year 4:** Data collection and analysis.
- **Fall/Spring Year 4:** Writing of dissertation, preparation for defense.

**C. NEW COURSE: PHT XXX DISSERTATION II**

DEPARTMENT/PROGRAM: PHYSICAL THERAPY

CAREER LEVEL: GRADUATE/DOCTORAL

REGULAR OR REMEDIAL: REGULAR

SUBJECT AREA: DPT

PROPOSED COURSE NUMBER/LEVEL: XXX

COURSE TITLE: DISSERTATION II

PREREQUISITE: 30 credits OF PHT XXX DISSERTATION I

COREQUISITE: N/A

PRE OR COREQUISITE: N/A

CREDITS: 6

HOURS: Independent study, equivalent of 6 credits (minimum 12–15 hours per week research activity)

CATALOG DESCRIPTION: This course represents the final submission and defense of the research requirement for the PhD in Human Movement and Rehabilitation Sciences. Under the supervision of a dissertation advisor and committee, students will design, conduct, analyze, and defend the original body of scholarly work that advances the field of Physical Therapy, Human Movement and Rehabilitation Sciences. Emphasis is placed on independent research competence, methodological rigor, and contribution to scientific literature. This course will be graded P/F upon successful completion of the dissertation defense and submission of the final written document to the graduate program.

EXPERIMENTAL: N/A

REPEAT FOR CREDIT: NO

LIBERAL ARTS AND SCIENCES: NO

GENERAL EDUCATION/COURSE ATTRIBUTE: N/A

EFFECTIVE FALL SEMESTER: 2027

ROLE IN CURRICULUM: The Dissertation course is the culminating requirement of the PhD program. It provides students with the opportunity to demonstrate mastery of research methods and to make a substantive scholarly contribution to the field. It ensures progression from coursework and qualifying examinations into advanced independent research under faculty mentorship.

RATIONALE: The dissertation requirement is a central component of doctoral education, providing evidence of independent research capacity and scholarly maturity. The course will be offered every semester to accommodate the varying timelines of PhD candidates, with expected enrollment ranging from 5–10 students per year across dissertation stages.

SUBMISSION TO CURRICULUM OFFICE: 9/25

APPROVAL: PHYSICAL THERAPY 10/25, GRADUATE STUDIES COMMITTEE 10/6/25

CONSULTATION: N/A

**SYLLABUS:****DPT XXX – Dissertation II**

**Department/Program:** Physical Therapy – PhD in Human Movement & Rehabilitation Sciences

**Credits:** 6 credits

**Hours:** Equivalent to  $\geq 12$ –15 hours/week of independent research activity

**Grading:** final semester graded Pass/Fail (P/F) based on successful defense and submission.

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### **Course Description**

The Dissertation course is the culminating scholarly experience of the PhD program. Students will conduct independent, original research under the supervision of a dissertation advisor and committee. The course emphasizes advanced research design, data collection and analysis, scholarly writing, and oral presentation skills. Students will demonstrate their ability to contribute new knowledge to the fields of human movement and rehabilitation sciences.

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### **Learning Objectives**

- Communicate research outcomes effectively in both oral defense and written dissertation formats.
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### **Course Requirements**

- **Final Oral Defense:** Public presentation and defense of the dissertation to the committee.
  - **Written Dissertation:** Submission of a final, approved manuscript to the Graduate School/Library repository.
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### **Course Structure & Weekly Expectations**

- Submit chapter drafts to advisor for feedback.
  - Prepare slides for committee progress review or defense.
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### **Grading**

- **PASS (P):** Documented progress toward dissertation milestones; advisor and/or committee approval of progress.
  - **FAIL (F):** Failure to demonstrate meaningful progress, missed meetings, or lack of deliverables.
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### **Assessment Plan**

- **Final Defense:** Committee evaluation of oral defense, written document, and scientific contribution.
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## **4. DEPARTMENT OF PSYCHOLOGY**

### **A. NEW/EXPERIMENTAL COURSE: PSY 317 PHYSIOLOGICAL PSYCHOLOGY: DRUGS, BEHAVIOR, AND THE BRAIN**

FROM:

DEPARTMENT/PROGRAM: Psychology

CAREER: Undergraduate

ACADEMIC LEVEL: Undergraduate

SUBJECT AREA: Psychology

PROPOSED COURSE NUMBER: PSY 317

COURSE TITLE: Physiological Psychology: Drugs, Behavior, and The Brain

PREREQUISITES: PSY 232 OR PSY 239

COREQUISITES: N/A

PRE/COREQUISITES: N/A

CREDITS: 4

CONTACT HOURS: 4

CATALOG DESCRIPTION: This course, an advanced and expanded version of PSY 216, will explore the effects of psychoactive drugs on the brain, in the context of the individual and society. We will discuss the powerful ways in which these drugs, which include stimulants, psychedelics, hallucinogenics, cannabinoids, opioids, and dissociative anesthetics, act in the brain and the ways in which they modify behavior. We will discuss how the effects of drugs on the brain and behavior are studied using animal models and human brain imaging. We will also discuss individual differences in predisposition to addiction, addiction treatment, and governmental drug policies and regulations.

LIBERAL ARTS: Yes

COURSE ATTRIBUTE: N/A

GENERAL EDUCATION COMPONENT: N/A

EXPERIMENTAL: YES

REPEAT FOR CREDIT: NO

**EFFECTIVE FALL SEMESTER: 2026**

ROLE IN CURRICULUM: This course will satisfy a 300-level elective requirement for B.S. or B.A. majors in Psychology.

RATIONALE: As government regulation surrounding psychoactive drugs of abuse continues to ease and the availability of psychoactive substances to the general public grows, it is increasingly important for advanced psychology students to have the option to gain knowledge in the neurological effects of these drugs and how they produce their effects on behavior. Knowledge in the arena of Drugs, Behavior, and the Brain will enrich understanding in multiple Psychology-related specialties, including neuroscience, learning and behavioral psychology and clinical and counseling psychology. It is therefore crucial for our Department to have an advanced physiological psychology/neuroscience course that covers these topics. It is initially proposed that this Special Topics course will run once per year, in the Fall semester for 2 – 3 years (capacity of 45 students), to gauge student interest. With all B.S. and B.A. students required to take a 300-level elective, it is expected that this course will be of interest to a large number of students and will help satisfy this degree requirement. The assignment of the course to a 300-level is appropriate given the required pre-requisite, the depth of material covered, and the exam formats and course assignments.

APPROVAL: PSYCHOLOGY DEPARTMENT 5/8/25, UNDERGRADUATE CURRICULUM COMMITTEE 10/3/25

CONSULTATION: BIOLOGY DEPARTMENT 9/26/26, NURSING DEPARTMENT 9/26/25, PHYSICAL THERAPY 9/26/25

## **5. DEPARTMENT OF SOCIAL WORK**

### **A. NEW COURSE: SWK 606 SPIRITUALITY IN SOCIAL WORK**

DEPARTMENT/PROGRAM: Social Work

CAREER LEVEL: UNDEGRADUATE OR GRADUATE: Graduate

ACADEMIC LEVEL: REGULAR OR REMEDIAL: Regular

SUBJECT AREA: Social Work

PROPOSED COURSE NUMBER/LEVEL: 606

COURSE TITLE: Spirituality in Social Work

PREREQUISITE: Admission to the MSW Program

COREQUISITE: N/A

PRE OR COREQUISITE: N/A

CREDITS: 3

HOURS: 3

CATALOG DESCRIPTION: This course examines the ethical practice of incorporating spirituality into social work as a holistic approach. Students will learn about different non-Trinitarian spiritual and Eastern philosophical practices and their relevance to social work assessment and practice with individuals and families. The concepts of religion and spirituality will be differentiated in this course. Students will be encouraged to think critically about the impact of religion and spirituality on vulnerable populations. This course will cover several spiritual assessments that can be integrated into the bio-psycho-social assessment as a holistic approach. Students will critically examine their spiritual practices and the impact they would have on their practice with various client populations. Here, students will explore their implicit biases and work towards addressing them. Students will learn about organizational barriers to incorporating spiritual practices in practice settings and examine plans of action for change that align with both the NASW Code of Ethics and the Spiritual and Religious Competencies.

LIBERAL ARTS AND SCIENCES: NO

COURE ATTRIBUTE: N/A

EXPERIMENTAL: NO

GENERAL EDUCATION: N/A

EFFECTIVE FALL SEMETSER: 2026

ROLE IN CURRICULUM: This course will be offered as an elective within the Master of Social Work (MSW) program.

RATIONALE: This course is designed to provide a more holistic understanding of client populations by exploring the role of spiritual beliefs and practices in their lives. Students will be introduced to various spiritual assessment tools and learn how to effectively integrate them into existing bio-psychosocial assessments.

While social workers routinely conduct bio-psychosocial assessments across diverse practice settings, current curricula often lack clear guidance on addressing clients' spiritual needs. Although students may reference spirituality in their assessments, they typically lack consistent frameworks or tools to explore this dimension in depth.

This course addresses that gap by examining a range of spiritual practices, introducing established spiritual assessment instruments, and exploring their clinical applicability in social work practice. Students will also critically engage with barriers to implementing spiritual assessments, including personal and organizational biases, and develop strategies to navigate these challenges ethically and effectively.

This course will be offered in the spring semester, with an estimated 10 or more students

APPROVAL: SOCIAL WORK 9/2025; GRADUATE STUDIES COMMITTEE 10/7/25

CONSULTATION: N/A