

Graduate Record 74B (complete)  
May, 2007

To: Regular and associate members of the Graduate Faculty  
Academic Deans

From: Peter J. Kasvinsky  
Dean of Graduate Studies and Research

Date: April 26, 2007

**AGENDA FOR THE SPRING 2007  
GRADUATE FACULTY MEETING**

*The Spring Semester meeting of the Graduate Faculty will be held at  
4:00 p.m., Tuesday, May 1, 2007,  
DeBartolo 132*

Agenda will consist of:

1. Approval of the minutes of the May 2, 2006 meeting of the Graduate Faculty
2. Call for reports and recommendation of:
  - Graduate Council
  - Policy Committee
  - Curriculum Committee
  - Graduate Dean
3. Other business

**GRADUATE COUNCIL MEMBERSHIP 2006-2007**

Samuel Adu-Poku	Art	F&PA College Grad Studies
Bob Beebe	Ed. Admin. Res. & Found.	Educ. College Grad Studies
Marty Cala	Mechanical & Industrial Engr.	Engineering Program Director
Lauren Cummins	Teacher Education	Education At-Large
Darla Funk	Dana School of Music	F&PA Program Director
Carol Mikanowicz	Health Professions	H&HS Program Director
Ken Miller	Counseling	Educ. Program Director
Tom Oder	Physics & Astronomy	A&S At-Large
Doug Price	Civil/Envir. & Chem. Engr.	Engineering College Grad Studies
James Schramer	English	A&S Program Director
Sharon Shipton	Nursing H&HS	College Grad Studies
David Stout	Accounting & Finance	WCBA College Grad Studies
Mark Womble	Biological Sciences	A&S College Grad Studies

Graduate Council Chair – James Schramer

Graduate Council Secretary – Darla Funk

Grievance Committee Chair – Carol Mikanowicz

Graduate Curriculum Committee Chair – Sharon Shipton

membership: Gunapala Edirisooriya, Educational Foundations, Research, Technology & Leadership  
 Faramarz Mossayebi, Electrical & Computer Engineering  
 Robert Rollin, Dana School of Music  
 John Sullins, Arts & Sciences  
 Mark Toncar, Marketing

Policy Committee Chair – Ken Miller

membership: Stephen Aussman, Dana School of Music  
 Tammy King, Criminal Justice  
 Doug Price, Civil/Environmental & Chemical Engineering  
 Clem Psenicka, Management  
 Jamal Tartir, Mathematics & Statistics

Exceptions Committee Chair – Peter Kasvinsky

membership: James Schramer, English (Graduate Council Chair)  
 Ken Miller, Counseling (Graduate Policy Committee Chair)  
 Sharon Shipton, Nursing (Graduate Curriculum Committee Chair)

**GRADUATE COUNCIL PRESENTATION**

The following motions were approved:

1. The School of Graduate Studies and Research will accept the academic version of the IELTS (International English Language Testing System) as an alternative to the TOEFL exam for international students. (A 6.5 score on the IELTS equates to 550 on the TOEFL).
2. Submission of YSU theses and dissertations to UMI/Proquest and OhioLINK will be required beginning Fall 2007.
3. A motion to approve the awarding of a posthumous Ed.D. degree at Fall 2006 commencement.
4. "To make any changes in the allocation of STEM assistantships at this time would be deleterious to the University. It does not show positive support for the new STEM college initiative."

The Graduate Policy Committee presented the following three new policies which were approved by Graduate Council:

**Policy # 1:** YSU may award posthumous graduate degrees under certain circumstances. Each case will be considered individually and must be reviewed by the deceased student's thesis or dissertation committee (as appropriate), the student's advisor, relevant department faculty, and must be approved by the YSU Graduate Council.

**Policy # 2:** Graduate students who are in provisional status because of undergraduate coursework deficiencies cannot be appointed as teaching assistants until the deficiencies are completed. Such students can be considered for research appointments. Exceptions to this policy may be considered and must be reviewed and approved by the Dean of the School of Graduate Studies and Research.

**Policy # 3:** A visiting graduate student is defined as one who is completing graduate academic work at YSU for credit at another university. All visiting students shall be required to be granted visiting student status while engaged in academic work at Youngstown State University. Applications for visiting student status are available from the School of Graduate Studies and Research. Visiting student status shall provide access to the following campus resources (fees may be required): (1) a YSU identification card; (2) access to campus buildings and laboratories, including computer labs; (3) use of library facilities; and, (4) campus parking.

**ASSISTANTSHIP ALLOCATION**2007-2008 Regular Graduate Assistant Allocations

Biology	5	Accounting & Finance	3
Chemistry	6	Management	6
Economics	2	Marketing	3
English	7	Teacher Education	7
History	7	Counseling & Special Educ.	13
Mathematics	5	Educational Administration	1
Civil Engineering	3	Music	10
Electrical Engineering	2	Criminal Justice	3
Mechanical Engineering	2		

Writing Lab	2
Math Lab	2
Reading Lab	2

Total **91**

## NOTES:

**The 11 additional STEM area graduate assistantship positions that were approved for FY 2006 and FY 2007 HAVE NOT been continued for FY 2008.**

**Some of the college deans have made part-time teaching funds available for teaching assistant positions. Graduate Assistant/Intern positions are also available.**

**GRADUATE FACULTY MEMBERSHIP****Regular Members (New or Renewals approved since May 2006)**

David K. Asch, Biological Sciences  
 Stephen W. Ausmann, Dana School of Music  
 William C. Binning, Political Science  
 Jonathan J. Caguiat, Biological Sciences  
 Paul Carr, Educational Foundations, Research, Technology & Leadership  
 Mike Clayton, Psychology  
 Jeffrey T. Coldren, Psychology  
 Chester R. Cooper, Jr., Biological Sciences  
 Michael Crist, Dana School of Music  
 Dragana Crnjak, Art  
 Donna DeBlasio, History  
 Suzanne Diamond, English  
 Jeffrey C. Dick, Geological & Environmental Studies  
 Rangamohan V. Eunni, Management  
 Diana Fagan, Biological Sciences  
 William Rick Fry, Psychology  
 Stephen L. Gage, Dana School of Music  
 Weiging Ge, Physical Therapy  
 William Greenway, English  
 Patricia Hauschildt, English  
 Christopher P. Heidenreich, Dana School of Music  
 Ou Hu, Economics

Carl Johnston, Biological Sciences  
Birsen Karpak, Management  
Ram Kasuganti, Management  
Jane Kestner, Psychology  
Friedrich W. Koknat, Chemistry  
Tony Kos, Management  
Nancy Landgraff, Physical Therapy  
Robert Leipheimer, Biological Sciences  
Sherry Lee Linkon, English  
Hojjat Mehri, Mechanical & Industrial Engineering  
Kenneth L. Miller, Counseling & Special Education  
Michelle Nelson, Art  
Martha Pallante, History  
C. Allen Pierce, Criminal Justice  
Clem Psenicka, Management  
Nathan Ritchey, Mathematics & Statistics  
Stephen E. Rodabaugh, Mathematics & Statistics  
John Russo, Management  
Gary Salvner, English  
Bradley A. Shellito, Geography  
David Simonelli, History  
Helene Sinnreich, History  
Angela Spalsbury, Mathematics & Statistics  
Jill M. Tall, Biological Sciences  
James Umble, Dana School of Music  
Stephanie Tingley, English  
Kathryn Umble, Dana School of Music  
Tim Wagner, Chemistry  
Bruce N. Waller, Philosophy & Religious Studies  
Eric J. Wingler, Mathematics & Statistics

## **CURRICULUM COMMITTEE**

### **New Graduate Courses**

EDTC 6930. *Instructional Multimedia Authoring*. This course focuses on the application of instructional design principles to the design and development of a multimedia instructional program. May be offered onsite, online, or a combination. Prereq.: EDTC 3771 or EDTC 6905, or permission of instructor. 3 s.h.

EDTC 6940. *Distance Education and Online Information Dissemination*. This course focuses on various aspects of distance education and online dissemination from planning to delivery. Social, legal, and ethical issues will also be covered. Course may be offered onsite, online, or a combination. Prereq.: EDTC 3771 or EDTC 6905, or permission of instructor. 3 s.h.

EDTC 6945. *Action Research in Educational Technology*. This course focuses on action research as it applies to educational technology. Topics include research questions, methods, data collection and analysis, and conclusions. Course may be offered onsite, online, or a combination. Prereq.: Admission to program and demonstration of NETS-T competency. 3 s.h.

EDTC 6950. *Principles, Processes and Supervision of Networking*. Course provides theoretical foundation and hands-on experience needed for individuals who supervise the installation and/or operation of a network. Topics include hardware/software, system analysis and design, protocols, security, and case studies. Prereq.: EDTC 3771 or EDTC 6905, or permission of instructor. 3 s.h.

EDTC 6960. *Educational Technology and Professional Development*. This course focuses on the needs of the adult learner in educational technology professional development situations. Related learning theory, professional development models, and applications will be covered. The course may be offered onsite, online, or a combination. Prereq.: EDTC 3771 or EDTC 6905, or permission of instructor. 3 s.h.

EDTC 6965. *Technology Planning for Instructional Environments*. Course focuses on designing, developing a technology plan, and evaluating facilities and resources. Topics include hardware and software, staff development, curriculum integration, accessibility, legal and ethical considerations, and funding. Offered onsite, distance learning, or combination. Prereq.: EDTC 3771 or EDTC 6905, or permission of instructor. 3 s.h.

EDTC 6985. *Portfolio in Educational Technology*. Course designed to highlight candidate's knowledge of educational technology. Candidates may modify assignments from prerequisite courses to demonstrate knowledge and skills; modifications will not alter grades earned in other EDTC courses. Portfolio reviewed by EDTC faculty. Must be taken during the same semester as EDTC 6990 and successfully completed by end of the fifth week of the semester. Prereq.: Admission to program and EDTC 6920, 6930, 6940, 6945, 6950, 6060, and 6965. 1 s.h.

EDTC 6990. *Practicum in Educational Technology*. This course requires that the graduate candidate perform educational technology tasks in an instructional setting for a minimum of 30 clock hours. Candidate must enroll in this course during the same semester as EDTC 6985. Course completed in the last 10 weeks of the semester. Prereq.: Admission to program and EDTC 6920, 6930, 6940, 6945, 6950, 6960, 6965, 6985. 2 s.h.

ENGL 6945. *Theory of Professional and Technical Communication*. Examines theory and research in professional and technical communication with emphasis on the application of theoretical concepts and empirical findings to practical problems in the field. Introduces students to theories and research methods through readings in current literature and through class research projects. 3 s.h.

ENGL 6991. *Special Topics MFA*. Special topics in literature and creative writing for students in the Master of Fine Arts (M.F.A.) program in creative writing. May be repeated once. Prereq.: Acceptance into the M.F.A. program 3.s.h.

GEOL 6900. *Geology Workshop*. Intensive study and activity in a topic related to geology or geoscience education. May be repeated. Grading is S/U. Prereq: consent of instructor. 1 - 6 s.h.

HIST 6958. *Historic Preservation Law*. The study, theory and practice of law as it relates to historic preservation. Prereq: HIST 3715 or 6942. 3 s.h.

MATH 6989. *Doctoral Qualifier Problems*. Intense review of undergraduate and graduate level linear algebra, abstract algebra, analysis, complex variable, and topology with emphasis on sample problems from qualifying exams at regional doctoral institutions. Prereq.: consent of graduate coordinator. 3.s.h.

MATH 7005. *Advanced Topics in Categorical Topology*. Content varies with each offering, implements ideas from MATH 6915, 6980, 6981, and studies categorical methods in topology and related concrete categories. Emphasis on current literature and open questions. Prereq.: MATH 6915, 6980, 6981 or equivalent or consent of graduate coordinator. May be repeated with approval of graduate coordinator. 3 s.h.

MATH 7015. *Advanced Topics in Foundations of Topology*. Content varies with each offering, implements ideas from MATH 6915, 6980, 6981, 6984, and studies foundations of topology from a variety of viewpoints (algebraic, categorical, logical, order-theoretic, powerset theoretic, set theoretic, etc). Emphasis on current literature and open questions. Prereq.: MATH 6915, 6980, 6981, 6984 or equivalent or consent of graduate coordinator. May be repeated with approval of graduate coordinator. 3 s.h.

MATH 7025. *Advanced Topics in General Topology*. Content varies with each offering, implements ideas from MATH 6980, 6981, and studies various topics in point-set topology. Emphasis on current literature and open questions. Prereq.: MATH 6915, 6980, 6981 or equivalent or consent of graduate coordinator. May be repeated with approval of graduate coordinator. 3 s.h.

MATH 7035. *Advanced Topics in Lattice-Valued Topology*. Content varies with each offering, implements ideas from MATH 6915, 6980, 6981 and studies topology from standpoint of lattice-valued (fuzzy) subsets. Emphasis on current literature and open questions. Prereq.: MATH 6915, 6980, 6981 or equivalent or consent of graduate coordinator. May be repeated with approval of graduate coordinator. 3.s.h.

MATH 7045. *Advanced Topics in Topological Analysis*. Content varies with each offering, implements ideas from MATH 6915, 6965, 6966, 6980, 6981, and studies the overlap between topology and abstract analysis (topological games, topological groups, separate versus joint continuity, etc). Emphasis on current literature and open questions. Prereq.: MATH 6915, 6965, 6966, 6980, 6981 or equivalent or consent of graduate coordinator. May be repeated with approval of graduate coordinator. 3 s.h.

MATH 7055. *Seminar in Topology and Abstract Analysis*. Content varies with each offering, implements ideas from MATH 6915, 6930, 6965, 6966, 6980, 6981, 6984, and focuses on current research activities of seminar participants. Student registrants

are expected to make at least one major presentation each month of the term. Prereq.: consent of graduate coordinator. May be repeated with approval of graduate coordinator. 3 s.h.

MPH 6995. *Special Topics*. Specialized sections selected by faculty will focus on specific topics of current interest to public health practice. May be repeated with different topics up to 15 semester hours. Prereq: Graduate standing, permission of program coordinator required for non-MPH students. 1 – 5 s.h.

PHYTH 6924. *Histology*. The study of the histological basis of human tissue. Emphasis on the relationship between microscopic structure of tissue types and organ function. Prereq.: Admission to PT program. 1 s.h.

PHYTH 6925. *Applied Neuroscience for Physical Therapists*. Introduction to the anatomy and physiology of the human central and peripheral nervous systems. Interaction and relationships between the various structures are described in order to understand movement, sensation and higher cortical functions. Structure is related to function through clinical case examples with an emphasis on the importance for physical therapy assessment and intervention. Prereq: Admission to PT program. 4 s.h.

PHYTH 6926. *Imaging and Lifespan Pathology for PT*. Imaging principles, methods and findings to illustrate the relationship to treatment options and plans of care. Case-based examples illustrate the implications for physical therapy practice and referral. Common pathology highly relevant to physical therapy throughout the lifespan are discussed. Introduction to common scenarios for differential diagnosis. Prereq.: Admission to PT program. 2 s.h.

PHYTH 6927. *Critical Inquiry I: Planning*. Development of research design for case reports and research proposals. Evidence-based emphasis on literature review, definition of research questions, and critical analysis of the research question and selected methodological elements. Introduction to internal and external funding sources. Prereq.: Admission to PT program. 2 s.h.

PHYTH 6928. *Healthcare Delivery*. Global study of the delivery of healthcare in a broad-spectrum view. Emphasis is on the societal, economic, legal/ethical and cultural factors that influence healthcare. Multidisciplinary aspects are considered. Prereq.: Admission to PT program. 1 s.h.

PHYTH 6929. *Clinical Decision Making III: Advanced Cases*. In-depth analysis of patient/client cases which includes pharmacology influences and diversity aspects. Differential diagnosis skills will be further developed in respect to each case. Evidence-based practice will be emphasized. Prereq.: Admission to PT program. 3 s.h.

PHYTH 6930. *Clinical Decision Making IV: Advanced Cases*. In-depth analysis of patient/client cases which includes pharmacology influences and diversity aspects. Differential diagnosis skills will be further developed in respect to each case. Evidence-based practice will be emphasized. Prereq.: Admission to PT program. 2.sh.

PHYTH 6931. *PT Specialty Applications*. Specialty focused course with faculty and clinical experts integrating didactic and client experiences. Students choose area of specialty. Prereq.: Admission to PT program. 4.sh.

PHYTH 6932. *Pharmacology for PTs*. The study of pharmacologic principles, classifications and common pharmaceutical agents. Prereq.: Admission to PT program. 1 sh.

PHYTH 6938. *Special Topics in Physical Therapy*. Special interest physical therapy topics selected by the faculty which reflect current trends and issues in physical therapy practice. May be repeated as desired. Prereq: Admission to the MPT program. 1 – 5 s.h.

PSYCH 6961. *Foundations of Experimental Analysis of Behavior*. An examination of the roles that consequences, and their scheduling, play in the acquisition, maintenance, and structure of behavior, mechanisms and theories about mechanisms by which consequences select and shape behavior, and issues surrounding methods, measurement, and quantification. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6962. *Behavior Theory and Philosophy*. The course is designed to help students understand the philosophical and theoretical underpinnings of behavior analysis and to become familiar with some of the controversial issues surrounding the field from both modern and historical perspectives. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6963. *Behavioral Interventions*. Introduction to the practice and application of empirically derived behavioral interventions, antecedent manipulations, extinction, differential reinforcement procedures, and punishment procedures for behavior maintained by social positive reinforcement, negative reinforcement, and automatic reinforcement. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6964. *Observational Methods & Functional Assessment*. This course provides intensive instruction in functional assessment procedures and direct observation methods to be used by the applied behavior analyst in service delivery in community, mental health and education settings. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6965. *Behavioral Systems Analysis*. The application of basic principles of behavior in business and industry settings. Students are expected to master fundamental principles of behavior analysis and apply those principles to a variety of performance problems in business and industry. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6966. *Research Methods in Applied Behavior Analysis*. This course covers direct measurement, graphing data, visual inference, single-subject research methodology, program monitoring and evaluation, and ethical issues in applied behavior analytic research. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6967. *Ethics in Applied Behavior Analysis*. This course focuses on a wide array of socio-cultural issues, professional standards, and legal responsibilities. The student will be prepared to practice ethical professional behavior. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6968. *Practicum I*. This course will follow the experience guidelines of the Behavior Analysis Certification Board ([www.BACB.com](http://www.BACB.com)), which requires 1,000 total hours of practicum experience. Students will work 20 hours per week at their practicum site (BACB requirement for Practicum). Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3. s.h.

PSYCH 6969. *Practicum II*. This course will follow the experience guidelines of the Behavior Analysis Certification Board ([www.BACB.com](http://www.BACB.com)), which requires 1,000 total hours of practicum experience. Students will work 20 hours per week at their practicum site (BACB requirement for Practicum). Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3 s.h.

PSYCH 7060. *Thesis*. Design, proposal, completion, and reporting of scholarly research deemed acceptable by the BATC (Behavior Analysis Training Committee). A student may register for 6 s.h. in one semester or for 3 s.h. in each of two semesters.. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3 - 6 s.h.

SCWK 7014. *Selected Topics in Social Work*. Advanced seminar on selected topics in social work theory, methods, and research. May be repeated with different topics. 3 s.h.

SEDUC 6960C. *Special Methods: Science*. Using NSTA/NCATE and Ohio content standards, candidates establish and maintain learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Background for teaching science, instructional strategies, classroom management, planning instruction, assessment, professional development, integration of content with inquiry emphasized. 3 s.h.

SEDUC 6960E. *Special Methods: English*. Exploring and demonstrating reflective teaching methods for adolescent learning of English: planning instruction, execution of teaching/learning activities, authentic assessment, interpreting academic standards, writing instructional objectives reports, portfolios, teaching files, classroom management for effective teaching. Study of successes in teaching English. 3 s.h.

SEDUC 6960M . *Special Methods: Mathematics*. Exploring and demonstrating reflective teaching methods for adolescent learning of mathematics: planning instruction, execution of teaching/learning activities, multiple representations of mathematical concepts, problem-solving strategies, authentic assessment, manipulative materials, mathematical communication, purposeful use of instructional technology, classroom management for effective teaching. 3 s.h.

SEDUC 6960S. *Special Methods: Social Studies*. Theory and practice in learning how to plan, execute, and evaluate social studies lessons that are empowering, interesting, and reflective. Topics include: creating thematic unit plans, interpreting academic standards, writing instructional objectives, creating authentic learning activities, authentic assessment, classroom management and democratic discipline. 3 s.h.

SEDUC 6965. *Supervised Student Teaching: High School*. Full-time 16-week student teaching in grades 7-12 supervised by University faculty and experienced A/YA practitioners licensed in the teaching subject of the candidate. To be taken concurrently with SEDUC 6965A. Grading is S/U. Prereq.: Completion of all requirements for initial Adolescent/Young Adult licensure and permission of advisor. 5 s.h.



SEDUC 6965A. *Student Teaching Seminar: High School*. Seminar topics are based on pedagogy, knowledge and application of professional practice and standards, critical theory, and knowledge of the adolescent and young adult learner. Completion of the Teacher Work Sample is required. Grading is S/U. SEDUC 6965A is taken concurrently with Supervised Student Teaching: High School, SEDUC 6965. 1 s.h.

TEMC 6950. *Pedagogical Content Knowledge in Mathematics for Middle School Teachers I*. Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of number, number sense, and measurement; operations; functions, patterns, and algebra; and mathematical processes. Field experience in a middle grades learning environment is required. Prereq.: Middle Child Licensure in area(s) other than mathematics. 3 s.h.

TEMC 6951. *Pedagogical Content Knowledge in Mathematics for Middle School Teachers II*. Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry based experiences with manipulative materials and technology. Develops conceptual foundations through topics of geometry, measurement, and spatial sense; data analysis and probability; and mathematical processes. Prereq.: Middle Childhood Licensure in area(s) other than mathematics, TEMC 6950. 3 s.h.

TEMC 6952. *Science for Middle School Teachers I*. Using NSES/NSTA/NCATE and Ohio Standards as the framework, candidates engage in a purposefully integrated in-depth exploration of science content and pedagogy appropriate for middle grade teachers. Topics include content, inquiry, general skills of teaching, curriculum, assessment, safety and welfare, and professional growth. Experiences that integrate science content with processes and problem-solving skills for achieving life-long learning and science literacy will be emphasized. Portions of the course may be offered onsite, online, or as a combination of both. Field experience in a middle grades learning environment is required. Prereq.: Middle Childhood Licensure in area(s) other than science. 3 s.h.

TEMC 6953. *Science for Middle School Teachers 2*. Using NSES/NSTA/NCATE and Ohio Standards as the framework, candidates engage in a purposefully integrated in-depth exploration of science content and pedagogy appropriate for middle grade teachers. Topics include content, nature of science, issues, science in the community, and professional growth. Experiences that integrate science content with processes and problem-solving skills for achieving life-long learning and scientific literacy will be emphasized. Portions of the course may be offered onsite, online, or as a combination of both. Field experience in a middle grades learning environment is required. Prereq.: Middle Childhood Licensure in area(s) other than science. 3 s.h.

TEMC 6954. *Middle School: Theory, Research, and Practices*. Major concepts, research, and theories about the physical, cognitive, emotional, moral, and social development of students in grades 4-9. Research historic, philosophical, and organizational components of middle level schools, including program assessment and evaluation of learning environments. Emphasis will be placed on research and position statements from National Middle School Association. Students will design an action research project to apply their understanding. Prereq.: Admission to School of Graduate Studies and Research. 3 s.h.

TEMC 6955. *Field Experience: Middle Years School/Community Collaboration*. Field experience study of middle grade level school/community collaboration and opportunities for service learning to promote healthy development of early adolescents. Additional research into current issues and challenges facing middle schools today. Participants design, administer, and analyze an interview and survey instrument, and propose a collaborative service learning model. Prereq.: Admission to School of Graduate Studies and Research. 3 s.h.

### **Changes in Graduate and Swing Courses**

BIOL 6929/6929L. *Functional Neuroanatomy*. An examination of the structure, function, integration, and cellular control of the brain and spinal cord. Three hours lecture, two hours lab. Students who have enrolled in BIOL 4929 will not receive credit for this course. Prereq: BIOL 3730 or equivalent. 4 s.h. + 0 s.h. (Change existing 5800-level course number and description.)

COUNS 7001. *Counseling Practicum I*. Supervised individual counseling practice with volunteer clients. Focus upon process, clarification, and resolution of counselee goals and counselor self-awareness/evaluation. Prereq: COUNS 5898 or 6961, 6900, 6962, 6973, 6980 or 7013A and permission of Department. 3 s.h. (Change in prerequisite and description)

COUNS 7009. *School Counseling Internship*. Supervised internship in approved school counseling programs. May be repeated to a maximum of 9 semester hours. For Counseling majors or by permission of Department. Prereq: COUNS 7002. 3-8 s.h. (Change in description and course hours)

COUNS 7010. *Community Counseling Internship*. Supervised internship in approved community agencies offering counseling and other mental health services. May be repeated to a maximum of 9 semester hours. For Counseling majors or by permission of Department. Prereq: COUNS 7002. 3-8 s.h. (Change in description and course hours)

ECE 6910. *Curriculum, Theories, and Methods in ECE, Pre K-Grade 3*. Investigation of curriculum, theories and assessment and how they relate to children's learning. Attention given to role of parents as teachers. 3 s.h. (Change in course number and prerequisite)

ECE 6911. *Early Childhood Pedagogy in Math and Science*. By exploring math and science teaching practice for grades K-3, the candidates will review teaching methods of math and science, find and design math and science programs and lessons, incorporate the national and state standards in teaching math and science, and strengthen the assessment methods for classroom instruction. This course is linked to ECE 6921 in terms of an action research to solve real problems in teaching math and science for the participating teachers. 4 s.h. (Change in course title and description)

ECE 6920. *Current Social Issues in Early Childhood Education*. Analysis of contemporary issues, trends, and current educational policies, which impact classroom practices. Includes service-learning component. Prereq.: ECE 6910. 3 s.h. (Change course title, description, and prerequisite)

ECE 6921. *Action Research in Early Childhood Education, Pre K-Grade 3*. Designed as a culminating experience. Direct participation is required for the successful completion of a field-study, on-site project, or other classroom-based experience deemed suitable by the student's major faculty advisor. 3 s.h. (Change in course title)

EDTC 6920. *Instructional Design*. This course focuses on a systematic method for the design and development of instruction. Relevant literature reviewed. Candidates will apply instructional design principles and practices. Course may be offered onsite, online, or a combination. Prereq.: EDTC 3771 or EDTC 6905, or permission of instructor. [Course was formerly EDTC 6972, Design Principles for Technology in Instruction, 4 s.h.] 3 s.h. (Change in course number, title, description, prerequisite, and hours)

MATH 6920. *Advanced Topics in Algebra*. A continuation of MATH 5821 with special emphasis on groups acting on sets, Sylow's Theorem and its applications, ring homomorphisms, ideals, polynomial rings. Credit will not be given for both MATH 5822 and 6920. Prereq.: MATH 3721 or 5821. 3 s.h. (Change in course title and description)

PHYTH 6904. *Clinical Education I*. Initial clinical experience in evaluating and treating basic cases of illness/injury prevention, posture and movement of dysfunction, and inter-professional practice. Six week full-time experience. Grade is S/U. Prereq.: Admission to D.P.T. program. 4 s.h. (Change in course hours.)

PHYTH 6914. *Clinical Education II*. Second clinical experience in evaluating and treating a diverse caseload of illness/injury prevention, posture and movement dysfunction, and specialty practice. Includes supervision of support personnel, inter-professional evaluation and treatment, and administrative tasks. Six week full-time experience. Grade is S/U. Prereq.: Admission to D.P.T. program. 4 s.h. (Change in course hours.)

PHYTH 6919. *Clinical Education III*. Continuation of clinical experience in evaluating and treating a diverse case load of illness/injury prevention, posture and movement dysfunction, and specialty practice. Includes supervision of personnel, inter-professional practice, administrative tasks, and effective time management. Five week full-time experience. Grade is S/U. Prereq.: Admission to D.P.T. program. 4 s.h. (Change in course hours.)

PHYTH 6920. *Clinical Education IV*. Final clinical experience in evaluating and treating a diverse caseload of illness/injury prevention, posture and movement dysfunction, and specialty practice. Collaborative client-oriented practice, professional conduct, and professional development. Fifteen weeks of full-time experience. Grade is S/U. Prereq.: Admission to D.P.T. program. 12 s.h. (Change in course hours.)

PSYCH 6960. *Fundamentals of Applied Behavior Analysis*. An introduction to the scientific and theoretical foundation of applied behavior analysis including definitions and characteristics, principles and concepts, and behavior change procedures. Prereq.: Admission to the M.S. in Applied Behavior Analysis program or permission of the instructor. 3 s.h. (Change in description.)

SCWK 6901. *Oppression and Cultural Competence*. Examination of the history, demographic trends, and cultures of diverse groups who have been disenfranchised based on differences that include race, gender, age, socioeconomic class, sexual orientation, religion and ability. Emphasis will be placed on understanding the experience of oppression among diverse groups and the implications for social work practice. 3 s.h. (Change course title).

SCWK 7004. *Practice Evaluation*. This course explores advanced techniques for evaluating systems of all sizes. Methods and strategies for conducting program evaluation and single system research will be emphasized. Special emphasis will be placed on developing strengths-based performance indicators. Prereq: SCWK 6908. 3 s.h. (Change course description).

SPED 5828. *Education of Seriously Emotionally Disturbed Children and Youth*. Instruction, curriculum and program development for youth in serious conflict. Advanced behavior change interventions. Practicum consisting of work in the field with emotionally disturbed youth required. Prereq: Upper division status in COE; SPED 5802 or 2630 or 2631 and 5864. 4. s.h. (Change in prerequisite.)

SPED 5834. *Educational Strategies and Methods for Children and Youth with Moderate/Intensive Disabilities*. Curriculum planning, teaching methods, habilitation and rehabilitation for persons with multiple and/or severe developmental disabilities. Practicum included. Prereq. Upper division status in COE; SPED 5836 and 5802 or 2630 or 2631. 4 s.h. (Change in prerequisite)

SPED 5835. *Classroom Management for Exceptional Children and Youth*. Management of the exceptional person's behavior; adaptations of the classroom environment to facilitate learning and personal social adjustment. Communicating effective management programs to parents. Prereq: Upper division status in COE; SPED 5802 or 2630 or 2631. 4. s.h. (Change in prerequisite.)

SPED 5851. *Transition Planning, Social Skills Development and Health-Related Issues*. Emphasis on lifelong career orientation and the development and implementation of a K-12 prevocational/vocational curriculum. Effective teaching of interpersonal communication and social skills. Classroom climate, self-esteem, health-related issues. Integration of practical experiences in the classroom, home and community. Prereq.: Upper division status in COE; SPED 5802 OR 2630 or 2631. 4 s.h. (Change in prerequisite.)

SPED 5853. *Diagnosis and Intervention in Mathematics for Special Education*. Principles, practices, materials, and aids for teaching mathematics in special education. Diagnostic and evaluation procedures, individualized instructional techniques, observation, tutoring and participation. Field experience required. Prereq: Upper division status in COE; SPED 5802 or 2630 or 2631, and 5863. 3 s.h. (Change in prerequisite.)

SPED 5863. *Characteristics and Needs of Children and Youths with Mild/Moderate Disabilities: Learning Disabilities*. Description, classification, development, and academic and social adjustment of children with learning disabilities. Relates the contributions of diverse disciplines to theory and practice. Developmental approach to motor, perceptual, cognitive, language and social-emotional functioning within an educational context. Prereq: Upper division status in COE; SPED 5802 or 2630 or 2631. 4 s.h. (Change in prerequisite.)

SPED 5864. *Service Coordination, Collaboration, and Consultation for Students with Special Needs*. Enables teachers of exceptional individuals to gain cooperation and involvement of professionals, parents and children. Communication skills and sensitivity to individual and cultural differences. Prereq: Upper division status in COE; SPED 5802 or 2630 or 2631. 4 s.h. (Change in prerequisite.)

SPED 5866. *Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist*. Development of skills in referral and assessment techniques in the areas of Mild/Moderate and Moderate/Intensive disabilities. Informal and formal methods including observation, authentic assessments, standardized measures, interviewing. Referral, initial and subsequent evaluation, annual review concerns. Prereq.: Upper division status in COE; SPED 5802 or 2630 or 2631. 3 s.h. (Change in prerequisite.)

SPED 5867. *Intervention and Remediation of Receptive/Expressive Language Dysfunction*. Theory and practice of intervention and remediation of basic cognitive processes especially in areas of receptive and expressive language and cognitive skills for the intervention specialist. Prereq. Upper division status in COE; SPED 5802 or 2630 or 2631, 5863, and 5866. 3 s.h. (Change in prerequisite)

SPED 5868. *Mild/Moderate Disabilities Practicum*. Diagnostic procedures used to develop a comprehensive assessment of a child's current functioning. Individualized education program/case-study developed and partially implemented. Prereq: Upper division status in COE; SPED 5802 or 2630 or 2631 and 5863, 5866, 5867. 4 s.h. (Change in prerequisite.)

SPED 5878. *Teaching Gifted and Talented Students*. Theory and organization of curriculum with design and integration of content subjects into varying models. Wide range of strategies and identification of resources and materials as well as investigations in educational technology and appropriate applications for gifted children. Prereq.: Upper division status in COE; SPED 5871 and permission of instructor. 4. s.h. (Change in prerequisite.)

SPED 6982. *Educational Assessment in Gifted and Special Education*. The course focuses on the educational assessment process as it applies to students with exceptionalities. Topics include a review of state and federal regulations, data collection techniques including both formal and informal methods, appropriate test preparation and interpretations, and design of identification and placement procedures. Prereq: SPED 5871. 3 s.h. (Change in prerequisite)

SPED 7040. *Field Experience in Gifted and Talented Education*. Supervised field experience that incorporates theory, planning and implementation of curriculum for gifted and talented students. Individual conferences and completion of contracted assignments. Prereq: SPED 5871, 5878, 5879, 6982. 2 s.h (Change in prerequisite.)

SPED 7077. *Leadership in Gifted and Disabilities Education*. The course focuses on leadership, administration, and supervision of a broad range of programs and services for students with exceptionalities (students with disabilities as well as gifted students). Topics include review of theoretical foundations, historical and sociological issues as these relate to education of special populations, as well as in-depth study of federal and state legal issues, differentiated programming and procedures, student identification and placement, individualized education plans, due process, least restrictive environment, and program monitoring and evaluation. Prereq: SPED 5871, 5878, 5879. 3 s.h. (Change in prerequisite.)

TERG 6917. *Literacy, Reading, and Language Arts Programs*. A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues. 3 s.h. (Change in course description)

TERG 6923. *Literacy and Phonics Instruction: Early Years*. An investigation and research of the philosophy, principles, and practices of reading (including phonemic and phonetic development), and language arts, of the child, birth through age 8. Examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Language learning needs of diverse populations will be addressed. 3 s.h. (Change in course title and description)

TERG 6928. *Practicum: Case Study in Reading and Language Arts*. Application of previous course content involves supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate strategies and materials for teaching, writing, tutoring log entries, developing a student portfolio, evaluating results of instruction, and writing a case study report. Prereq.: TERG 6926. 3 s.h. (Change in prerequisite)

TERG 6929. *The Reading and Language Arts Professional*. Investigation of research, theories and performance-based procedures for creating, analyzing, guiding, and changing school- and system- wide reading and language arts programs. Prereq.: TERG 6926. 3 s.h. (Change in prerequisite)

### **Undergraduate Courses Approved for Swing Credit**

CEEGR 5882. *Foundation Engineering*. Analysis and design of various foundations, including abutments, piers, piles, and footings; slope stability of embankments. Prereq.: CEEGR 4881, CEEGR 5855. 3 s.h.

ECON 5856. *Topics in Quantitative Economics*. Application of different tools of mathematical economics, computational economics, and econometrics in conjunction with economic theory to model economic problems of firms, consumers, financial institutions, and the public sector. Specific content of the course will vary with the instructor. May be repeated once with a different topic. Prereq: ECON 3780, MATH 1549 or 1570 or 1571. 3 s.h.

### **Deleted Graduate Courses**

TERG 6927. *Reading and Language Arts Assessment II*.

### **New Graduate Programs**

Full Proposal for Master of Arts in Art Education

Full Proposal for Doctor of Physical Therapy (DPT)

Program Development Plan for Master of Science in Applied Behavior Analysis

Program Development Plan for graduate certificate in Enterprise Resource Planning (ERP)

### **Program Changes—Master's Program**

Drop Child and Adolescent Program (CHAP) option from *MS in Education—Counseling*

Drop Classroom Guidance Program option from *MS in Education—Counseling*

*Master of Arts in English:*

- (1) Students must have an undergraduate English major or other undergraduate preparation judged satisfactory by the department and an unrecalculated undergraduate grade-point average of at least 3.0 on a 4.0 scale. Applicants for the M.A. are required to submit a brief (750-1000 words) statement of purpose outlining their reasons for wishing to obtain the M.A. in English and how that degree fits into their professional goals. (Change in admission requirements.)
- (2) Add new track in Professional Writing and Editing within the M.A. in English.

*Executive MBA Program:*

Existing language: A satisfactory score on the Graduate Management Admissions Test (GMAT).

Change requested: Applicants to the Executive MBA program must submit a satisfactory score on the Graduate Management Admissions Test (GMAT). The GMAT requirement will be waived if the applicant meets one of the following criteria: (1) The candidate already possesses a graduate degree from a regionally accredited university, or (2) The candidate has completed an undergraduate degree from a regionally accredited institution with an overall unrecalculated GPA of at least 3.25 on a 4.0 scale. (Change in admission requirements)

*Master of Business Administration:*

Delete ACCTG 6912 as an available choice under Level II: Advanced Courses. All M.B.A. students will be required to take ACCTG 6902. ACCTG 6912 will remain available as an elective. (Change in degree requirements)

*Master of Computing and Information Systems:*

Admission requirements: Technical communication skills equivalent to INFOT 3704 Business Communications is required. The Graduate Record Examination (general test) is also required and students must obtain an acceptable score. Degree requirements: A core of CSIS 6920, CSIS 6950, and either CSIS 6921, CSIS 6940 or CSIS 6951 is required of all students. A thesis option (at least three semester hours of CSCI 6999) is added. (Change in admission requirements; program description, degree requirements)

*Master of Science in Chemistry:*

Students must achieve an acceptable score on the Graduate Record Examination general test for the admission to the program. (Addition to admission requirements)

*Master of Science in Education:*

The Department of Teacher Education has housed two programs leading to the M.S in Education: Master Teacher Elementary with four options and Master Teacher Secondary with four options. The Department of Teacher Education has combined these options into one program with seven specialty program areas for post baccalaureate study toward the M.S. in Education: early childhood master, middle childhood master and/or 4-6 endorsement, adolescent/young adult content area concentration master, curriculum and instruction master, adolescent/young adult licensure master, literacy master and/or reading specialist (preK-12) endorsement, and educational technology master and/or K-12 endorsement.

*Master of Social Work:*

- (1) Social Work – The program has achieved candidacy accreditation status (February 2005) by the Council of Social Work Education and is currently seeking full-accreditation status. Accredited degrees will be awarded retroactively once full accreditation status is achieved by the program. (Addition to Graduate School Bulletin.)
- (2) Approval of Advanced Standing Program (ASP) admission requirements: Have a bachelor's degree in social work from a CSWE accredited program 6 years prior to enrollment; a 3.25 overall unrecalculated GPA in undergraduate coursework; A's and B's in all junior and senior level social work courses. Students who meet ASP requirements will complete 36 s.h. for the MSW degree. Students with non-social work degrees will complete the 60 sh program.
- (3) MSW applicants with unrecalculated undergraduate cumulative GPA of less than 3.0 must achieve a score at the 30<sup>th</sup> percentile on the Miller's Analogy Test (MAT) or achieve a score at the 30<sup>th</sup> percentile or above on the verbal and analytical writing sections of the Graduate Record Examination (GRE). Applicants with unrecalculated undergraduate GPA of 3.0 or better are not required to submit MAT or GRE scores. For non-BSW applicants, one approved social work course OR one course in each of the following is required: psychology, sociology, political science. (Change in admission requirements)
- (4) Eliminate five-year part-time option and replace with four-year part time option (Change in curricular progression)

*Principalship and Administrative Specialist Licensure:*

COUNS 6961 has been removed from these licensure programs; total number of credits required for these licenses is revised accordingly.