

Graduate Record 75B  
May, 2008

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

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

Date: April 28, 2008

**AGENDA FOR THE SPRING 2008  
GRADUATE FACULTY MEETING**

*The Spring Semester meeting of the Graduate Faculty will be held at  
4:00 p.m., Wednesday, April 30, 2008  
DeBartolo 132*

Agenda will consist of:

1. Approval of the minutes of the May 1, 2007 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 2007-2008**

Samuel Adu-Poku	Art	F&PA College Graduate Studies
Bob Beebe	EFRTL	Educ. Graduate Program Director
Marty Cala	Mechanical & Industrial Engineering	STEM Graduate Program Director
Nicole Cornell	Biological Sciences	Graduate Student Representative
Lauren Cummins	Teacher Education	Educ. At-Large
Darla Funk	Dana School of Music	F&PA Graduate Program Director
Carol Mikanowicz	Health Professions	H&HS Graduate Program Director
Ken Miller	Counseling & Special Education	Educ. College Graduate Studies
Tom Oder	Physics & Astronomy	STEM College Graduate Studies
Jim Schramer	English	CLASS Graduate Program Director
Brad Shellito	Geography	CLASS College Graduate Studies
Sharon Shipton	Nursing	H&HS College Graduate Studies
David Stout	Accounting & Finance	WCBA College Graduate Studies
Donna Walsh	MBA	Alternate Graduate Student Representative
(vacant)		WCBA Graduate Program Director

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  
 Robert Rollin, Dana School of Music  
 Helene Sinnreich, History  
 John Sullins, CSIS  
 Mark Toncar, Marketing

Policy Committee Chair – Ken Miller

membership: Stephen Ausmann, Dana School of Music  
 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**

Graduate Council was reorganized to include representation from CLASS and STEM.

A graduate student representative and alternate representative were elected to Graduate Council during 2007-2008.

Graduate Faculty Membership Standards documents for CLASS and STEM were approved.

The Regular Graduate Faculty Membership Application is being revised and will be placed on the graduate school's website.

The following language was approved, to replace the current text under "Provisional" under TYPES OF ADMISSION on page 34 of the 2006-2008 *Graduate Bulletin*:

**Provisional:** Upon recommendation of the program director and/or chair and subject to the approval of the dean of Graduate Studies and Research, a student may be accepted with provisional admission if his or her undergraduate record shows slight deficiencies compared to the admission requirements of the program to which the student seeks entrance.

Students who are admitted with provisional status because of undergraduate course deficiencies will be required to make up the deficiencies by taking the appropriate undergraduate courses. Students admitted in provisional status may have no more than 9 s.h. of undergraduate course deficiencies.

Students who are admitted with provisional status because of low test score(s) or low unrecalculated undergraduate grade point averages will be reviewed by the program director and/or chair when nine semester hours of degree-credit coursework are completed.

The program director and/or chair will change the student's status from provisional to regular if the deficiencies have been met and/or the student's record justifies such a change. The advisor will report the change to the dean of Graduate Studies and Research on the Action on Provisional Status form.

The following motion was approved:

Current students who had enrolled in nondegree status in anticipation of admission to the MA in Art Education program may apply all hours completed while in nondegree status to the MA in Art Education if the student is subsequently accepted into that program and the courses are applicable to the degree. This resolution is not applicable to other graduate degree programs.

**ASSISTANTSHIP ALLOCATION**2008-2009 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	<b>91</b>

## **GRADUATE FACULTY MEMBERSHIP**

### **Regular Members (New or Renewals approved since May 2007)**

James H. Andrews, Physics & Astronomy  
 Louise Aurilio, Nursing  
 Cynthia Anderson, Marketing  
 Dora L. Bailey, Teacher Education  
 Diane Barnes, History  
 Philip Brady, English  
 Steven Brown, English  
 Jeffrey Buchanan, English  
 Guang-Hwa Andy Chang, Mathematics & Statistics  
 Huaiyu (Peter) Chen, Accounting & Finance  
 Eleanor Congdon, History  
 Ivania del Pozo, Foreign Languages & Literature  
 Marianne K. Dove, Counseling & Special Education  
 Joyce Feist-Willis, Teacher Education  
 Darla Funk, Fine & Performing Arts  
 Shearle Furnish, English  
 Jay Gordon, English  
 Randy L. Hoover, Teacher Education  
 Sylvia J. Imler, Counseling & Special Education  
 Einar T. Ingvarsson, Psychology  
 Deborah L. Jackson, Counseling & Special Education  
 John A. Jackson, Chemistry  
 Shirley M. Keller, Social Work  
 Steven L. Kent, Mathematics & Statistics  
 Hong Y. Kim, Teacher Education  
 Thomas E. Leary, History  
 Frank X. Li, Electrical & Computer Engineering  
 Sherry R. Lovelace-Cameron, Chemistry  
 Scott C. Martin, Civil/Environmental & Chemical Engineering  
 Marsha Matanin, HPES  
 Patricia A. McCarthy, Nursing  
 Roy A. Mimna, Mathematics & Statistics  
 Brendan Minogue, Philosophy & Religious Studies  
 Anita C. O'Mellan, Mathematics & Statistics  
 Pamela M. Schuster, Nursing  
 Michael A. Serra, Chemistry  
 Elvin B. Shields, Mechanical & Industrial Engineering  
 Josef B. Simeonsson, Chemistry  
 Thomas A. Smotzer, Mathematics & Statistics  
 David Stout, Accounting & Finance  
 Jamal K. Tartir, Mathematics & Statistics  
 Fran Wolf, Accounting & Finance  
 Mark D. Womble, Biological Sciences  
 Anne York, History

## CURRICULUM COMMITTEE

**New Graduate Courses**

ART 6920. *Historical/Philosophical Foundations of Art Education*. Evaluation of the historical, chronological and philosophical developments in art education with emphasis on significant trends and movement which have impacted its growth and structure. 3. s.h. Prereq.: Graduate status.

ART 6921. *Current Issues, Perspectives & Curriculum Practices in Art Education*. A survey of current issues and legislative mandates that affect art education curriculum. Students will gain insight into curriculum development, implementation, and evaluation of art education programs. 3 s.h. Prereq.: Graduate status.

ART 6922. *Graduate Seminar in Art Education*. Explores contemporary events, theories, issues, trends, and practices that are influencing the field of art education. 1 s.h. Repeatable for 2 total semester hours. Prereq.: Graduate status.

ART 6923. *Graduate Art Thesis*. Students will develop a thesis in one of three modes: scholarly thesis, studio inquiry and essay, or teaching project and report. 1 - 5 s.h. Prereq.: Graduate status.

CSCI 6900. *Computing and Information Systems Workshop*. Intensive study and activity in a topic related to computing and information systems. May be repeated. Grading is S/U. Prereq: Consent of graduate coordinator. 1-3 s.h.

CSCI 6920. *Theory and Practice of Information Systems*. A study of the relationship of information systems to individuals, organizations, and society. A detailed study of the principles, methodologies and issues associated with designing, implementing, and administering information systems as a resource in a networked, data-driven organization. Prereq.: CSIS 3722 and CSIS 3723. 3.s.h.

CSCI 6962. *Server-Side Web Development and Programming*. Configuration of web server software and the use of server-side programming. Server-side scripting in languages such as PHP and Java Server Pages. Database access and drivers. Security issues, including access control and secured transmissions. Prereq.: CSIS 3722 and either CSIS 2617 or CSIS 6901. 3 s.h.

FNLG 6923. *Foreign Language for Reading*. Intensive study of grammar and vocabulary in a foreign language with the goal of conducting scholarly research using materials available in that language. May be repeated when level at which the language studied rises or if a different language is being studied. Prereq.: Graduate standing and permission of chair of department in which student is enrolled. 3.s.h.

MPH 6908. *Public Health Practice and Issues*. In an organizational setting, the following topics will be explored: informatics and communication, diversity and cultural proficiency, ethics, and biology. These topics are emerging public health issues, which will be applied in a practice setting. Prereq.: Graduate standing; MPH 6901, 6902, 6903, 6904. 3 s.h.

NURS 7008. *Schools and Health*. Population focus survey of children's health issues and K-12 schools using CDC Coordinated School Health Program model as an organizing framework. Topics include school health policy, relationship of health and academic outcomes, and Youth Risk Behavioral Surveillance (YRBSS). Current research infused into the course. 3 s.h.

TERG 6922. *Organizing & Managing Diverse Literacy Environments*. Creating a literate environment that fosters student interest in reading and writing by integrating foundational knowledge, use of research-based instructional practices, curriculum materials, and assessment-based decision making to form instructional groups. Emphasis on student interests, reading abilities, and cultural and linguistic backgrounds as foundations for a reading and writing program that incorporates a large supply of books, technology-based information, and non-print materials. 3 s.h.

TERG 6927. *Practicum: Coaching for Effective Literacy Instruction*. The role of the literacy coach as an instructional leader in assessment-based decision making, research-based instruction, and delivery of high-quality professional development. Emphasis placed on techniques for working with individual teachers in a coaching context and groups of teachers in whole group PD settings. 3 s.h.

TERG 6970. *Special Topics: Literacy*. Topics will focus on specific topics of current interest to literacy specialists. Courses offered on-line by a consortium of universities. Graduate standing with permission from the Institutional Program Coordinator.

Enrollment open only to students completing the requirements for the Ohio Literacy Specialist Endorsement program. 2-4 semester hours (May be repeated for a maximum of 10 s.h.)

TERG 6971. *Literacy Seminar*. Supervised internship in a preschool, early childhood, middle childhood, or adolescent/young adult educational setting. Experiences focus on site-based literacy coaching and professional development expectations that are outlined in the standards for Ohio's Literacy Specialist Endorsement. Graduate standing with permission from the Institutional Program Coordinator. Enrollment open only to students completing the requirements for the Literacy Specialist Endorsement program. Grading is S/U. 0-8 semester hours.

### Changes in Graduate and Swing Courses

COUN 7001. *Counseling Practicum I*. Supervised individual counseling practice with volunteer clients. Focus upon process, clarification and resolution of counselee goals and counselor self-awareness and evaluation. Students are required to attend a scheduled orientation in the Community Counseling Clinic prior to the first class. Prereq.: COUNS 5898 or 6961, 6900, 6962, 6973 (can be taken concurrently), 6980 (required for community counseling students only). 3 s.h. (Change prerequisite.)

EDTC 6970. *Educational Computing and Technology*. The design of courseware in integrating instructional technology into school settings. Participants will learn and design technology integration projects for curricular areas, including educational uses of desktop publishing, multimedia, print materials, graphics and record keeping. Issues in establishing and maintaining instructional technology in schools, including Ohio School Net, EMIS, planning, organization, staffing, financing, coordinating, managing, and assessing are included. Prereq: Completion of EDTC 3771 or EDTC 6095 or novice training certificate from the State Board of Education or permission of chairperson. 4 s.h. (Change prerequisite.)

MBA Program—prerequisite changes:

<u>course</u>	<u>new prerequisite</u>
ACCT 6902	Completion of all level I M.B.A. coursework
FIN 6920 FIN 6953	Completion of all level I M.B.A. coursework, MGT 6921, MKTG 6942, FIN 6921 FIN 6921
MGT 6920 MGT 6970	Completion of all level I M.B.A. coursework, MGT 6921, MKTG 6942, FIN 6921 Six semester hours of level II M.B.A. coursework
MKTG 6920 MKTG 6942	Completion of all level I M.B.A. coursework, MGT 6921, MKTG 6942, FIN 6921 Completion of all level I M.B.A. coursework

MGT 6961. *Optimizing Human Performance in Organizations*. The study of individual and group motivation theories as applied to organizations with the intention of extracting optimum performance. Topics include strategic human resource management, recruitment, selection, employee testing, performance appraisal, and the design of appropriate reward systems. Prereq: MGT 6900. 3 s.h. (Change course title and description.)

MGT 6970. *Entrepreneurship*. An in-depth analysis of the elements of entrepreneurship, the process of planning and starting a business, the cross-functional skills required to manage a successful start-up, and the special circumstances of small business management. Prerequisite: MGT 6900, MKTG 6900, and FIN 6900. (Change course title)

MUSIC 6916. *Fugue*. Analysis of the fugal style used in 17<sup>th</sup> century trio sonatas and in both volumes of "The Well Tempered Clavier" by J.S. Bach; writing three to four voice fugues employing imitative and invertible counterpoint. 3 s.h. (Change prerequisite.)

MUSIC 6990, 6991. *Thesis I and II*. Individual research and writing culminating in the preparation of a master's thesis. Prereq.: Completion of 15 semester hours coursework and approval of thesis proposal by the Dana Graduate Committee. 2+ (1 or 2) s.h. (Change prerequisite.)

NURS 6908. *Health Assessment of School Children Practicum*. Application of advanced nursing knowledge and skills from NURSG 6907, focusing on assessment of children in school settings. Concurrent: NURSG 6907. 2 s.h. (Change prerequisite and course hours.)

NURS 7015. *Health Management in Schools Practicum*. Application of knowledge and skills from NURSG 7014, focusing on advanced nursing management of health care needs of children in schools, pre-K through high school. Prereq.: NURSG 6907. To be taken concurrently with NURSG 7014. 2 s.h. (Change in course hours.)

Physical Therapy DPT Program. Course number changes:

Course Title	Old Number	Number for The DPT
Pathology	PHYTH 5800	PHYTH 5800
Gross Anatomy I	BIOL 5868/L	BIOL 5868/L
Gross Anatomy II	BIOL 5869/L	BIOL 5869/L
Imaging and Lifespan Pathology for PT	PHYTH 6926	PHYTH 8926
Pharmacology for PT	PHYTH 6932	PHYTH 8932
Histology	PHYTH 6924	PHYTH 8924
Clinical Decision Making I	PHYTH 6901	PHYTH 8901
Functional Anatomy	PHYTH 6902	PHYTH 8902
Applied Neuroscience	PHYTH 6925	PHYTH 8925
Language, Culture and Health	PHYTH 6903	PHYTH 8903
Clinical Education I	PHYTH 6904	PHYTH 8904
Community Applications	PHYTH 6923	PHYTH 8923
Clinical Decision Making II	PHYTH 6905	PHYTH 8905
Critical Inquiry I	PHYTH 6906	PHYTH 8906
Critical Inquiry I: Planning	PHYTH 6927	PHYTH 8927
Special Topics: Pediatrics	PHYTH 6907	PHYTH 8907
Legal and Ethical Issues in PT	PHYTH 6908	PHYTH 8908
Healthcare Delivery	PHYTH 6928	PHYTH 8928
Clinical Decision Making III	PHYTH 6909	PHYTH 8909
Clinical Decision Making III Advanced Cases	PHYTH 6929	PHYTH 8929
Critical Inquiry II	PHYTH 6910	PHYTH 8910
Special Topics: Geriatrics	PHYTH 6911	PHYTH 8911
Management and Leadership in PT	PHYTH 6913	PHYTH 8913
Clinical Education II	PHYTH 6914	PHYTH 8914
Physical Therapy Specialty Applications	PHYTH 6931	PHYTH 8931
Clinical Decision Making IV	PHYTH 6915	PHYTH 8915
Clinical Decision Making IV Advanced Cases	PHYTH 6930	PHYTH 8930
Critical Inquiry III	PHYTH 6916	PHYTH 8916
Professional Issues	PHYTH 6918	PHYTH 8918
Clinical Education III	PHYTH 6919	PHYTH 8919
Clinical Education IV	PHYTH 6920	PHYTH 8920
Independent Study	PHYTH 4801/6921	PHYTH 4801/8921
Research	PHYTH 4801/6922	PHYTH 4802/8922
Special Topics	PHYTH 6938	PHYTH 8938

PSYC 6963. *Behavioral Interventions and Ethical Considerations*. 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. (Change course title.)

PSYC 6968. *Practicum I*. The first-year practicum will give students experience doing functional analyses and behavioral assessments with a specific client population. Possible settings include industry, senior-care, prisons and rehabilitation centers. The 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. (Change description.)

PSYC 6969. *Practicum II*. The second-year practicum will give students experience designing and implementing behavior analytic interventions with a specific client population. This population will be different from that encountered in Practicum I. Possible settings include industry, senior-care, prisons and rehabilitation centers. 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. (Change description.)

SCWK 6906. *Business Skills for Social Workers*. Overview of the principles, concepts, and terminology related to social work business practice. Topics include time management, financially responsible practice, managed care issues, organizational efficiency and effectiveness, outcome measurements, performance evaluation, marketing for nonprofit organizations, community building and collaborative efforts. State-of-the art technology will be reviewed. Prereq: SCWK 6900. 3 s.h. (Change prerequisite.)

SCWK 6908 *Research*. A review of the scientific method, quantitative and qualitative research strategies, and related concepts. Principles of conceptualization, research design, sampling, instrumentation, descriptive and inferential data analysis, scientific report writing, and the significance of research for social work practice will be emphasized. Attention will be placed on developing strengths-based performance indicators. Prereq.: SCWK 6900. 3 s.h. (Change prerequisite.)

SCWK 7002. *Adversities and Resiliencies*. The development of adversities experienced by individuals from conception through adulthood. The course employs a multisystems ecological perspective in discussing risk conditions, stressful life events, and the interplay of risk and protective factors that appear to be common to many childhood disorders and problems. Prereq.: SCWK 6901. 3 s.h. (Change prerequisite)

SCWK 7006 *Social Work in Aging*. This course examines social work with the elderly through critical analysis of policy, specific human behavior content, and research. Students will critique practice interventions, program design, and service strategies specific to social work practice settings for the aged. 3 s.h. (Change prerequisite and description.)

SCWK 7007 *Social Work in Child and Family Settings*. This course examines social work with children and families through critical analysis of policy, specific human behavior content, and research. Students will critique practice interventions, program design, and service strategies specific to social work practice in child and family settings. 3 s.h. (Change prerequisite and description.)

SCWK 7008 *Social Work in Mental Health Settings*. This course examines social work in mental health settings through critical analysis of policy, specific human behavior content, and research. Students will critique practice interventions, program design, and service strategies specific to social work practice in mental health settings. 3 s.h. (Change prerequisite and description.)

SCWK 7009. *Field Education III*. Advanced field education placement. Students participate in planned experiences that integrate theoretical knowledge, social work practice skills, and social work ethics and values in direct or macro practice settings. Theoretical frameworks address micro and macro concerns respectively by emphasizing empowerment, individual strengths, solution focused practice, community building, collaboration, and organizational structures. Concurrent: SCWK 7000 3 s.h. (Change prerequisite)

SCWK 7012. *Field Education IV*. Advanced field education placement. Students participate in planned experiences that integrate theoretical knowledge, social work practice skills, and social work ethics and values in direct or macro practice settings. Theoretical frameworks address micro and macro concerns respectively by emphasizing empowerment, individual strengths, solution focused practice, community building, collaboration, and organizational structures. Concurrent: SCWK 7010. 3 s.h. (Change prerequisite)

SPED 5833. *Characteristics and Needs of Exceptional Children and Youth with Moderate/Intensive Disabilities*. Identification and intervention in critical areas of development for individuals with moderate/intensive disabilities including autism. Developing objectives, planning and implementing adapted curriculum in consultation with interdisciplinary specialists. Prereq: Admission to upper division status in BCOE. 3 s.h. (Change course number and hours.)

SPED 5851. *Transition Planning, Social Skill Development and Health-Related Issues*. Emphasis on lifelong career orientation and the development and implementation of a K-12 pre-vocational/vocational curriculum. Effective teaching 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 BCOE and SPED 2630, 2631 or 5802. 3 s.h. (Change in course hours.)

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 individuals and cultural differences. Prereq: Upper division status in BCOE, SPED 2630, 2631, or 5802. 3 s.h. (Change in course hours.)

SPED 6999. *Field Experiences Autism/Related Disorders*. Supervised clinical field experiences incorporating theory, planning, and implementation of services for children with autism spectrum disorders. Weekly seminars connect theory to practice.



Prereq: SPED 6996, 6998 and PSYCH 6960 or 6990. 3-6 s.h. (may be repeated once for a maximum of 6 s.h. (Change description and course hours.)

TERG 6924. *Reading and Language Learning in the Middle and Adolescent Years*. Investigation of research-based philosophies, principles, and best practices for learning to read and perform the language arts as well as to use reading and the language arts as tools in learning and communication during ages 10 through 22. 3 s.h. (Change prerequisite.)

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

BIOL 5824. *Behavioral Neuroscience*. Explores the biological basis of human experience and behavior. Topics include basic neuroanatomy and neuropharmacology, emotions, learning and memory, sleep and biological rhythms, reproductive behavior, and communication. Three hours lecture, three hours lab. Prereq.: BIOL 3730 4 s.h. + 0 s.h.

GEOG 5802. *Biogeography*. This course provides a holistic understanding of the relationships between biota and the earth by exploring patterns of geographic variation. Instruction will include distribution of life as related to the physical environment, disturbance events, dispersal, colonization and invasion, biological hierarchy and geographic scale. GEOG 1503, or BIOL 2602, or 3740, or 3741, or 3780. 3 s.h.

GEOG 5814. *3D Modeling and GIS*. An overview of 3D modeling and visualization techniques using GIS (Geographic Information Science) and geospatial technology. Topics include 3D surfaces, animations, design and rendering of spatial data. Prereq.: GEOG 5810. 3 s.h.

MECH 5868. *Failure Analysis Using the SEM*. Advanced methods in failure analysis of products and structures. Failure modes and mechanisms. Characteristics of fracture surfaces. Failure analysis investigations using the stereomicroscope and the Scanning Electron Microscope (SEM). Two hours lecture, three hours lab per week. Prereq.: 96 s.h. of degree credit and permission of instructor. 3. s.h.

### **Deleted Graduate Courses**

PSYC 6967. *Ethics in Applied Behavior Analysis*.

SPED 6985. *Alternative Delivery Services for Children in Special Education*.

### **Graduate Credit Dropped from a Swing Course**

SPED 5863. *Characteristics and Needs of Children and Youths with Mild/Moderate Disabilities: Learning Disabilities*.

### **New Graduate Programs**

Full Proposal for Master of Science (M.S.) in Applied Behavior Analysis

Master of Physical Therapy – Modification of Existing Program: Transitional DPT track.

Program Development Plan for M.Ed. and Ed.S. in School Psychology

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

Enterprise Resource Planning graduate certificate program. Non-business graduate students and area professionals with non-business degrees must complete 8 s.h. of MBA foundations courses (MGT 6900, MKTG 6900, & ACCTG/FIN 6900) in addition to the 11 sh required for the certificate (Total of 19 sh).

Masters of Music Program. Add an admission requirement for nondegree status. Add this statement at the end of the paragraph on "Admission Requirements" on page 92 of the 2006-2008 *Graduate Bulletin*: "Students wishing to enroll in any music course under nondegree status must have the approval of the Coordinator of Graduate Studies in Music."

Master of Physical Therapy. The number of credit hours for the MPT degree was increased from 68-91 to 76-99 due to an increase in the number of credits awarded for the clinical education courses, I, II III and IV. (This increase was in preparation for the transition to the Doctor of Physical Therapy degree.)

Master of Public Health. Total hours required increased from 39 to 42 s.h.

Master of Science in Nursing – School Nurse option. Decreased credit hours for school nurse option from 30 to 27 s.h. Total requirements for MSN degree school nurse option decreased from 45 to 42.

Master of Science in Education, Special Education—Intervention Specialist Licensure Program. Delete Student Teaching Equivalency language on page 144, *2006-2008 Graduate Bulletin*.

Master of Science in Education, Special Education 36 hr. General Option. Delete SPED 6985 from required program core. Add SPED 6965 Special Topics in Disabilities Education, which allows for a modified clinical experience as required by Ohio Department of Education and NCATE/CEC.

Master of Science in Education, Teacher Education. Adolescent/Young Adult Content Area Concentration Program. Page 26 of the *Graduate Bulletin Supplement: 2007-2008*. Change the title of the program to Content Area Concentration Program. This change reflects the option for graduate students at the middle childhood, multi-age, and career/technical licensure levels to pursue content coursework in their field of licensure or in additional content fields. This option was previously described for the Adolescent/Young Adult licensure level only.

Master of Science in Education, Teacher Education. Delete Middle Childhood Education and Grades 4-6 Endorsement Program option from the Master of Science in Education – Teacher Education.

Master of Science in Education, Teacher Education, Curriculum and Instruction program. Change program description by deleting this sentence: “The program is for district and county cohorts and Adolescent/Young Adult Masters only. “ See Page 24 of the *Graduate Bulletin Supplement: 2007-2008*, under the heading Curriculum and Instruction Program. This change opens the program to those Teacher Education graduate students seeking a program in curriculum and instruction.

Master of Science in Education, Teacher Education, Literacy Master and/or Reading (Pre K-12) Endorsement Program. Change in degree requirements: (1) Add two courses to the Specialty Area Courses: TERG 6922 and 6927. (2) Move one Specialty Area Course to Core Options: TERG 6917. (3) Drop 3 s.h. requirement in the “Choose One” category.

Master of Social Work. Student Retention Policy. Students in the Master of Social Work program must maintain all School of Graduate Studies and Research retention requirements. In addition, students must meet standards defined by the Master of Social Work program that are included in the Youngstown State University Master of Social Work Program, Student Handbook.

Master of Social Work. The program eliminated the substantive focus. The three substantive courses (SCWK 7006, 7007, 7008) were retained. SCWK 7008 will now be a required course. SCWK 7006 and 7007 will be available to student as elective courses.

Master of Social Work. Change in Degree requirements. Eliminate the following language from page 159 of *2006-2008 Bulletin*.: Students choose a substantive area of social work practice: children and families, mental health, or aging, and an additional elective course. The second year field practicum provides assignments essential for fulfilling learning objectives of advanced direct practice and with the student’s substantive focus.