GRADUATE COUNCIL MEMBERSHIP 2010-11

Samuel Adu-Poku	Art	F&PA College Graduate Studies
Stephen Ausmann	Dana School of Music	F&PA Graduate Program Director
Bob Beebe	EFRTL	Educ. College Graduate Studies
Marty Cala	Mechanical & Industrial Engineering	STEM Graduate Program Director
Randy Hoover	Teacher Education	Educ. At-Large
Patty Hoyson	Nursing	H&HS College Graduate Studies
Dennis Morawski	Social Work	H&HS Graduate Program Director
J. Rajendran Pandian	Management	WCBA College Graduate Studies
Jake Protivnak	Counseling & Special Education	Educ. Graduate Program Director
Brad Shellito	Geography	CLASS College Graduate Studies
Jamal Tartir	Mathematics & Statistics	STEM College Graduate Studies
Stephanie Tingley	English	CLASS Graduate Program Director
Mark Toncar	Marketing	WCBA Graduate Program Director

Graduate Council Chair – Brad Shellito
Graduate Council Secretary – Marty Cala

Grievance Committee Chair – Bob Beebe

Graduate Curriculum Committee Chair – Samuel Adu-Poku, Art
membership: Joyce Feist-Willis, Teacher Education
Nancy Mosca, Nursing
Faramarz Mossayebi, Electrical & Computer Engineering
A. J. Sumell, Economics
Mark Toncar, Marketing

Policy Committee Chair – Steve Ausmann, Dana School of Music
membership: Tammy King, Criminal Justice
Xiaolou Yang, Accounting & Finance
Jamal Tartir, Mathematics & Statistics
James Umble, Dana School of Music
Ou Hu, Economics
(vacant), College of Education representative

Exceptions Committee Chair – Peter Kasvinsky
membership: Brad Shellito, Geography (Graduate Council Chair)
Steve Ausmann, Dana School of Music (Graduate Policy Committee Chair)
Samuel Adu-Poku, Art (Graduate Curriculum Committee Chair)

GRADUATE COUNCIL PRESENTATION

A revision to the policy on Incomplete grades was approved. It is effective Fall 2011.

> An incomplete grade of I may be given to a student who has been doing satisfactory work in a course but, for reasons beyond the control of the student and deemed justifiable by the instructor, had not completed all requirements for a course when grades were submitted. A letter grade may not be changed to an I (Incomplete) after the term has ended and grades have been recorded. A written explanation of the reason for the I must be forwarded by the instructor to the Office of Records for inclusion in the student's permanent record, with copies to the student and department chairperson. For fall term courses, the final date to complete an I will be March 1 of the following term; for spring term courses, September 1; for all summer term courses, October 1. With approval by the instructor and the dean of the college where the course is taught, the completion date may be extended. Courses not completed by the appropriate date will be converted to an F.

The following policy was approved:

> Graduate assistants who have been admitted with undergraduate course deficiencies will make up course deficiencies by taking the appropriate courses at their own expense. This will be effective with all new graduate assistant appointments beginning Fall 2011.

ASSISTANTSHIP ALLOCATION

2011-2012 Regular Graduate Assistant Allocations

Biology	5	Accounting & Finance	3
Chemistry	6	Management	6
Economics	4	Marketing	3
English	8*	Teacher Education	7
History	7	Counseling & Special Educ.	13
Mathematics	5	Educational Administration	1
Civil Engineering	3	Music	10
CSIS	2	Criminal Justice	3
Electrical Engineering	2	Health Professions	1
Geology (Env. St.)	1	Physical Therapy	1
Mechanical Engineering	2	Social Work	2

Writing Lab	2
Math Lab	2
Reading Lab	2
Total	**101**

*1 for NEOMFA in Creative Writing

GRADUATE FACULTY MEMBERSHIP

Regular Members approved 2010-11

Samuel Adu-Poku, Art
Isam Amin - Geological & Environmental Sciences
Daniel Ayana, History
Brian Bonhomme, History
Stephen Chalmers, Art
Philip Chan, Art

Chester Cooper, Biological Sciences
Pedro Cortes, Civil/Environmental & Chemical Engineering
Joseph D'Uva, Art
Joy Christiansen Erb, Art
Jacek Fabrykowski, Mathematics & Statistics
John Hazy, Criminal Justice
Victoria Kress, Counseling & Special Education
Alina Lazar, CSIS
Tom N. Oder, Physics & Astronomy
Zbigniew Piotrowski, Mathematics & Statistics
Robert Rollin, Music
Sal Sanders, Health Professions
Ronald Shaklee, Geography
Helene Sinnreich, History
Paul Sracic, Political Science
Fred Viehe, History
Teresa A. Volsko, Health Professions
Yaquin Wang, Economics
Misook Yun, Dana School of Music

CURRICULUM COMMITTEE REPORT 2010-11

New Graduate Courses 2010-11

COUN 6904. *Crisis Counseling.* An overview of the professional concerns and issues school psychologists face working in public school systems. Orientation and preparation for the supervised internship experience will be discussed; future responsibilities as a professional and staff consultant. Legal and ethical issues pertaining to the role of a school psychologist will be reviewed. 3 s.h.

COUN 6905. *Cultural/Ethnic Issues Relating to Youth and Families.* Introduces pertinent theoretical cultural issues which relate to mental health professionals as they work with diversified populations. In particular, therapeutic skill enhancement of professionals will be advanced, since all counseling may be seen as cross-cultural. Group work and experiential exercises will provide an avenue for the professional and personal cultural growth of each participant. The goal is to also enhance participant's level of cultural sensitivity. 3 s.h.

COUN 6911. *International Area Study: Project Learning Around the World.* This course is designed to enhance mental health or teacher's professional and personal level of sensitivity and competence via introducing them to innovative and traditional forms of intervention or healing in community and school settings in a developing country. Students will participate in philanthropic activities by helping to gather and deliver educational supplies via Project Learning Around the World (www.platw.org). 3 s.h.

COUN 6912. *Multilevel Tier Interventions Across General Education and Special Education Programming.* Direct experiences in planned multilevel interventions across the three tiers of services within educational school systems for regular education and children with disabilities. Participation in RTI team meetings, curriculum academic and applied and functional behavioral analysis, progress monitoring, goal attainment scaling and determining effectiveness of intervention plans will be introduced. 3 s.h.

COUN 7509. *Family Systems Within an Educational Context.* The focus of the didactic and experiential course will be on identifying patterns of children's symptoms, repositioning of the therapist within the educational system context and learning various therapeutic techniques to use with families of children with disabilities or other mental health issues. 3 s.h.

FOUN 6914. *Statistical Methods in Education.* An introductory course in frequency distributions, measures of central tendency, measures of variability, calculations and meaning of percentiles, normal distribution theory, reliability and validity of measures, and basic statistical analysis. Prereq.: FOUN 6904. 3 s.h.

GERO 6960. *Epidemiology of Aging.* Integration and application of epidemiologic theories; major conceptual issues regarding epidemiology and aging; and contemporary interdisciplinary concepts and research. Primary focus will be on the disease distribution and leading causes of death among our aging population. 3 s.h.

HPES 6955. *Physical Activity Principles for Children and Adolescents.* Scientific basis of physical fitness and its' physiological basis. The role of health-related and performance-related physical fitness in physical activity and the lifespan. Analysis of acute responses and chronic adaptations of the body to the physiological demands of physical activity. A primary focus of the practical application to the teaching of physical education and sport coaching. Prereq.: HPES 4899 or equivalent. 3 s.h.

MPH 6998. *Capstone Project I.* In-depth assessment of public health competencies and preparation for the culminating community experience in MPH Capstone II. Prereq.: graduate standing; MPH 6901, 6902, 6903, 6904, 6905, and 6906. 3 s.h.

MPH 6999. *Capstone Project II.* A required culminating experience for MPH students to be taken after all core courses and MPH 6998 Capstone Project I are completed. In partnership with a community organization/agency. Prereq.: graduate standing, MPH 6901, 6902, 6903, 6904, 6905, 6906, and 6998. 3 s.h.

NURS 7024. *Family and Women's Health.* Primary health care management of family and women in diverse settings. Emphasizes health promotion, illness prevention, disease detection, and identification and management of health problems and concerns affecting families and women throughout the lifespan. Taken concurrently with NURS 7025. Prereq.: NURS 6903 (or concurrent), 6902, 6904. 3 s.h.

NURS 7025. *Family and Women's Health Practicum.* Application of concepts, theories and research from NURS 7024 in a variety of health care settings. Taken concurrently with NURS 7024. Prereq.: NURS 6903 (or concurrent), 6902, 6904. 4 s.h.

NURS 7026. *Infant, Child and Adolescent Health.* Primary health care management of infants, children and adolescents in diverse settings. Emphasis on health promotion, illness prevention, disease detection, and identification and management of health problems and concerns from infancy through adolescence. Taken concurrently with NURS 7027. Prereq.: NURS 6902, 6903, 6904. 3 s.h.

NURS 7027. *Infant, Child and Adolescent Health Practicum.* Application of concepts, theories and research from NURS 7026 in a variety of health care settings. Taken concurrently with NURS 7026. Prereq.: NURS 6902, 6903, 6904. 5 s.h.

NURS 7028. *Adult and Older Adult Health.* Primary health care management of young adults, adults, and older adults in diverse settings. Emphasizes health promotion, illness prevention, disease detection, and identification and management of health problems and concerns affecting young adults, adults, and older adults. Taken concurrently with NURS 7029. Prereq.: NURS 6902, 6903, and 6904. 3 s.h.

NURS 7029. *Adult and Older Adult Health Practicum.* Application of concepts, theories and research from NURS 7028 in a variety of health care settings. Taken concurrently with NURS 7028. Prereq.: NURS 6902, 6903, 6904. 5 s.h.

SPED 6901. *System-Wide Consultation/Collaboration in the Schools.* Current educational practices have made collaboration an essential way education professionals do their work. This course will cover the theoretical bases and consultation/collaboration skills necessary for affecting change in the educational environment from a system wide perspective. The aim of this course is to prepare Intervention Services students to function as collaborative consultants promoting systematic and planned strategies for use within the public schools and with families with children with disabilities. 3 s.h.

SPED 6905. *Cultural/Ethnic Issues Relating to Youth and Families.* Introduces pertinent theoretical cultural issues which relate to mental health professionals as they work with diversified populations. In particular, therapeutic skill enhancement of professionals will be advanced, since all counseling may be seen as cross-cultural. Group work and experiential exercises will provide an avenue for the professional and personal cultural growth of each participant. The goal is to also enhance participant's level of cultural sensitivity. 3 s.h.

SPED 6909. *Assessment and Intervention for Students with Low Incidence Disabilities.* Emphasis will be on current most effective practices of the professional collaboration process across three tiers of service to include specific models and strategies for students in general education and especially those with autism and/or a low incidence disability. Candidates will develop a team training model and will evaluate evidence-based practices. 3 s.h.

SPED 6911. *International Area Study: Project Learning Around the World.* This course is designed to enhance mental health or teacher's professional and personal level of sensitivity and competence via introducing them to innovative and traditional forms of intervention or healing in community and school settings in a developing country. Students will participate in philanthropic activities by helping to gather and deliver educational supplies via Project Learning Around the World (www.platw.org). 3 s.h.

SPED 6912. *Multilevel Tier Interventions Across General Education and Special Education Programming.* Direct experiences in planned multilevel interventions across the three tiers of services within educational school systems for regular education and children with disabilities. Participation in RTI team meetings, curriculum academic and applied and functional behavioral analysis, progress monitoring, goal attainment scaling and determining effectiveness of intervention plans will be introduced. 3 s.h.

SPED 6914. *Behavior Management for Educators.* Classroom application consistent with the study of behavior management with a focus on ethical strategies and implementation of intervention techniques for learners with mild/intensive exceptional learning needs. Successful completion of a 30-hour field experience is required. Prereq.: Successful completion of SPED 6906 or concurrent enrollment in SPED 6906. 3 s.h.

SPED 6927. *Curriculum Design, Adaptations and Resources for Learners with Mild/Moderate Exceptional Learning Needs.* Knowledge of curriculum terminology, approaches and models, content, and design to provide and enhance access to the general curriculum for students with exceptional learning needs. Course focuses on the skills to select and implement curricular adaptations for learners with exceptional learning needs within the general education classroom. Prereq.: Successful completion of SPED 6906. May be taken concurrently with SPED 6929. 3 s.h.

SPED 6930. *Instructional Methodologies for Learners with Mild/Moderate and Moderate/Intensive Exceptional Learning Needs.* This course is designed to provide candidates with the opportunity to research, study, apply and analyze instructional strategies and delivery systems in the four major content areas. The candidates will use the referenced strategies to both support and promote single subject and cross-curricular high quality instruction for candidates with special needs. Prereq.: Successful completion of SPED 6910, 6927, 6928, 6929. 3 s.h.

SPSY 6901. *System-Wide Consultation/Collaboration in the Schools.* Current educational practices have made collaboration an essential way education professionals do their work. This course will cover the theoretical bases and consultation/collaboration skills necessary for affecting change in the educational environment from a system wide perspective. The aim of this course is to prepare Intervention Services students to function as collaborative consultants promoting systematic and planned strategies for use within the public schools and with families with children with disabilities. 3 s.h.

SPSY 6902. *School Organization, Classroom Analysis, Cross-Categorical Settings.* Provides students in the school psychology program with the opportunity to observe and participate in educational regular education (K-12) and special education settings (SLD, CD, ED, MH, Autistic clinics, for B-21 years of age) in order to understand the organization of educational institutions they will ultimately serve as well as student population characteristics to understand the organization of educational institutions they will ultimately serve. 3 s.h.

SPSY 6904. *Crisis Counseling.* An overview of the professional concerns and issues school psychologists face working in public school systems. Orientation and preparation for the supervised internship experience will be discussed; future responsibilities as a professional and staff consultant. Legal and ethical issues pertaining to the role of a school psychologist will be reviewed. 3 s.h.

SPSY 6905. *Cultural/Ethnic Issues Relating to Youth and Families.* Introduces pertinent theoretical cultural issues which relate to mental health professionals as they work with diversified populations. In particular, therapeutic skill enhancement of professionals will be advanced, since all counseling may be seen as cross-cultural. Group work and experiential exercises will provide an avenue for the professional and personal cultural growth of each participant. The goal is to also enhance participant's level of cultural sensitivity. 3 s.h.

SPSY 6906. *Role and Function of a School Psychologist.* An overview of the professional concerns and issues school psychologists face working in public school systems. Orientation for a supervised internship experience will be discussed; future responsibilities as a professional and staff consultant. Historical, legal and ethical issues pertaining to the role of a school psychologist will be reviewed. 3 s.h.

SPSY 6907. *Comprehensive Readings in School Psychology.* Provides supervised readings and class discussions in preparation for the master's comprehensive examination. 3 s.h.

SPSY 6909. *Assessment and Intervention for Students with Low Incidence Disabilities.* Emphasis will be on current most effective practices of the professional collaboration process across three tiers of service to include specific models and strategies for students in general education and especially those with autism and/or a low incidence disability. Candidates will develop a team training model and will evaluate evidence-based practices. 3 s.h.

SPSY 6911. *International Area Study: Project Learning Around the World.* This course is designed to enhance mental health or teacher's professional and personal level of sensitivity and competence via introducing them to innovative and traditional forms of intervention or healing in community and school settings in a developing country. Students will participate in philanthropic activities by helping to gather and deliver educational supplies via Project Learning Around the World (www.platw.org). 3 s.h.

SPSY 6912. *Multilevel Tier Interventions Across General Education and Special Education Programming.* Direct experiences in planned multilevel interventions across the three tiers of services within educational school systems for regular education and children with disabilities. Participation in RTI team meetings, curriculum academic and applied and functional behavioral analysis, progress monitoring, goal attainment scaling and determining effectiveness of intervention plans will be introduced. 3 s.h.

SPSY 7500. *Dynamic Assessment I.* This course is designed for the school psychology student and includes the administration and interpretation of intelligence tests. The goal of this course is to provide students with a series of experiences which will lead to student mastery in the administration, scoring, and interpretation of various cognitive instruments and one achievement test. Concurrent: SPSY 7501 and 7502. 3 s.h.

SPSY 7501. *Dynamic Assessment Practicum in School Psychology I.* Supervised experience in the administration and scoring of cognitive assessment protocols and demonstration of behavioral observation recording. Concurrent: SPSY 7500 and 7502. 3 s.h.

SPSY 7502. *Cognitive Observation Practicum.* Supervised experience in the administration of various psychological instruments. Concurrent: SPSY 7500 and 7501. 3 s.h.

SPSY 7503. *Dynamic Assessment II.* This course is designed to provide school psychology candidates with a theoretical foundation and the attainment of assessment skills in the areas of achievement, perceptual-motor, receptive, expressive, written language skills, behavioral, self-concept, emotional, developmental history and adaptive behavior assessment. Concurrent: SPSY 7504 and 7505. Prereq.: Candidates must have obtained a B or better and reached competence in SPSY 7500, 7501, and 7502. 3 s.h.

SPSY 7504. *Dynamic Assessment Child Study Practicum II.* Candidates are provided supervised practicum experience utilizing a systematic, ecological approach to child study. Concurrent: SPSY 7503 and 7505. Prereq.: Candidates must have obtained a B or better and reached competence in SPSY 7500, 7501, and 7502. 3 s.h.

SPSY 7505. *Dynamic Assessment Advanced Child Study Practicum III.* Candidates are provided with advanced supervised practicum experiences in school systems in the area of child study. Concurrent: SPSY 7503 and 7504. Prereq.: Candidates must have obtained a B or better and reached competence in SPSY 7500, 7501, and 7502. 3 s.h.

SPSY 7506. *Consultation Approaches to Treatment in Schools.* This course presents assessment procedures for ecological contexts and client needs within school contexts. Concurrent: SPSY 7507. 3 s.h.

SPSY 7507. *Classroom Assessment and Decision Making.* The purpose of this course is to analyze and assess problems related to classroom learning environments, to plan programs to enhance environments, and to implement as well as evaluate plans. The aim of this course is to prepare school psychology students to function effectively within public school classrooms by applying various consultation models. Concurrent: SPSY 7506. 3 s.h.

SPSY 7508. *Neuropsychology, Low Incidence and Learning Behavior.* This course is designed to provide the basics of neuroanatomy, specifically, in terms of brain organization and neurological development. Prereq.: SPSY 7500, 7501, and 7502. 3 s.h.

SPSY 7509. *Family Systems Within an Educational Context.* The focus of the didactic and experiential course will be on identifying patterns of children's symptoms, repositioning of the therapist within the educational system context and learning of various therapeutic techniques to use with families of children with disabilities or other mental health issues. 3 s.h.

SPSY 7510. *Professional Development Seminar in School Psychology.* This course is designed to prepare and ready school psychology candidates for their proposed internship assignment. 3 s.h.

SPSY 7511. *School Psychology Internship Studies.* Supervised readings and class discussions in preparation for a 1400-clock-hour internship in school psychology. 3 s.h.

SPSY 7512, 7513, 7514. *Internship/Supervised Experience I, II, III.* Designed for those candidates who have been assigned a 1400-clock-hour internship in the state of Ohio under field and university supervision. 6 s.h., 6 s.h., 3 s.h.

SPSY 7515. *Advanced Seminar in School Psychology I.* First of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience). Prereq.: concurrent with SPSY 7512. 3 s.h.

SPSY 7516. *Advanced Seminar in School Psychology II.* Second of two-semester seminars (special topics related to school psychology internship, child study, serving low incidence populations, consultation, RTI and other topics related to the internship experience). Prereq.: concurrent with SPSY 7513. 3 s.h.

TCED 6909. *Orientation to On-Line Learning.* This course provides an introduction and orientation to on-line learning, while acquainting students with the platform of BB9, distance education technologies, YSU and BCOE. (The ECE program highly recommends this course before taking any of the distance learning courses in the program). Grading is S/U. 1 s.h.

Changes in Graduate and Swing Courses 2010-11

CHEM 6979. *Teaching Practicum for Chemistry in Modern Living Lab.* Teaching strategies in the Chemistry in Modern Living Laboratory. Students will meet with course coordinator and must demonstrate proficiency in the material to be presented in CHEM 1500L. Grading for CHEM 6979 is S/U. Prereq. or concurrent: CHEM 6975. May be repeated for a total of six semester hours for CHEM 6976, 6977, 6978, and 6979. 2 s.h. (Change course title and description.)

NURS 6904. *Advanced Health Assessment.* Development of advanced clinical knowledge and skills needed for comprehensive health assessment across the life span. Emphasis on health history, physical, cultural, developmental and nutritional assessments with differential diagnosis of common health problems. Prereq.: NURS 6902 (or concurrent). 3 s.h. (Change course description and prerequisite)

NURS 7000. *Adult Health and Illness Care.* Advanced nursing management of health care needs of clients and interactions with their environments. Prereq.: NURS 6904 and 6905. 3 s.h. (Change course title and description)

NURS 7001. *Adult Health and Illness Care Practicum.* Application of knowledge and skills from NURS 7000, focusing on advanced nursing management of the health care needs of clients and interactions with their environments. Concurrent: NURS 7000. Prereq.: NURS 6904 and 6905. 4-5 s.h. (Change course title.)

NURS 7005. *Capstone Practicum.* Synthesis of learned concepts and theories in the form of an individual scholarly project, and dissemination of findings under the direction of a graduate faculty member. Prereq.: Completion of all coursework and approval of MSN faculty committee. 2 s.h. (Change course title)

SPED 6993 *Health and Related Issues in Early Childhood Special Education.* A study of curricular experiences focusing on those aspects of early childhood special education dealing with the instructional applications of technology and the use of adaptive equipment and related services as these relate to technologically dependent or chronically ill children. 2 s.h. (Drop prerequisite)

TCED 5991, 5992, 5993. *Seminar in Teacher Education.* Various topics of current value in teacher education as selected by faculty. Grading is S/U. Prereq.: Admission to School of Graduate Studies and Research. 1-5 s.h. (Change course prefix, course title, and description.)

TCED 6904. *Teacher Leadership Internship.* A practicum with emphasis on teacher supervision, coaching, mentoring, teacher leadership, and planned professional development. Prereq.: baccalaureate degree, three years of teaching. May be repeated. 1-3 s.h. (Change course title, description, and course hours)

TCED 6934. *Assessment and Accountability.* In-depth study of mandates, policies, procedures, metrics, and consequences of pupil, teacher, and institutional assessment/evaluation models including formative and summative aspects. 3 s.h. (Change course title and description)

TCED 7032. *Advanced Supervision and Leadership.* Practitioner-based supervision in education, from research and theory in education, business, and the applied behavioral sciences with emphasis on supervision, coaching, mentoring, teacher leadership, and planning professional development. 3 s.h. (Change course title and description)

Undergraduate Courses Approved for Swing Credit 2010-11

ENST 5820. *Sustainability, Climate Change and Society.* This course explores environmental, economic, and social aspects of sustainable development, with an emphasis on economy and society. Through topics such as water, food, and climate change, we examine the role of humans and institutions in sustainable development and possibilities for reconfiguring relationships between our institutions and the natural world. Prereq.: junior, senior, or graduate level standing required. 3 s.h.

MATH 5857. *Partial Differential Equations.* Introduction to partial differential equations (PDE) including solution techniques and applications. Classification of the basic types of PDE's (hyperbolic, parabolic, and elliptic) and dependence on boundary and initial conditions. Topics include Fourier series, integral transforms (Fourier, Laplace), and applications in vibrations, electricity, heat transfer, fluids or other selected topics. Prereq.: MATH 3705 and 3720. 3 s.h.

Deleted Graduate Courses_2010-11

PHIL 6900. *Ethics in Medicine and the Health Care Professions.* 4 s.h.

PHIL 6901. *Bioethics and Public Policy.* 4 s.h.

Graduate Credit Dropped from a Swing Course 2010-11

None.

New Graduate Programs_2010-11

New Program - Program Development Plan for the Degree – Master of Arts in Gerontology

New Program – Full Proposal for Master of Respiratory Care

New Program Option – Program Development Plan for Family Nurse Practioner (FNP) option within Master of Science in Nursing (MSN) program

New Program – Full Proposal for Master of Education in Intervention Services
New Program – Full Proposal for the degree – Educational Specialist in School Psychology

Program Changes—Graduate Programs 2010-11

Bioethics graduate certificate. Drop the certificate.

Master of Business Administration (MBA) program—change in Admission Requirements.

Master of Fine Arts in Creative Writing (MFA)—change in degree requirements. Current program requires 6 s.h. of Craft and Theory courses and 9 s.h. of Literature course. Proposed change: 9 s.h. of Craft and Theory courses and 6 s.h. of Literature courses.

Master of Public Health (MPH)—change in degree requirements. MPH 6907 Grant Writing in Public Health (3 s.h.) to be changed to a required course for the MPH program. This will not affect any other requirements. Total number of required credits for the program will remain at 42.

Master of Science in Education—Early Childhood Education program. Change in program description.

Master of Science in Education— Special Education, Gifted and Talented Education Specialist option. Change in degree requirements. Reduction of semester hours required for the degree from 36 to 33 s.h. The 3 s.h. reduction is taken from the elective portion and will bring alignment in the number of s.h. required in the Special Education graduate program with other master's degrees.

Master of Science in Nursing (MSN)—change in admission requirements for the newly approved Family Nurse Practitioner (FNP) option.