

ACADEMIC CATALOG

2016-2017



**YOUNGSTOWN
STATE UNIVERSITY**

GRADUATE CATALOG

Youngstown State University Catalog
Graduate Edition
2016–2017

Effective August 2016 Youngstown, Ohio

Youngstown State University reserves the right to change without notice any statement in this catalog concerning, but not limited to, rules, policies, tuition, fees, curricula, and courses.

Youngstown State University is committed to a campus environment that values all individuals and groups, and to nondiscrimination and equal opportunity for all persons. Youngstown State does not discriminate on the basis of race, color, national origin, sex sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status. Please visit [www.yzu.edu/ada-accessibility \(http://cms.yzu.edu/ada-accessibility/electronic-information-technology-%E2%80%9Daccessibility-compliance\)](http://cms.yzu.edu/ada-accessibility/electronic-information-technology-%E2%80%9Daccessibility-compliance) for contact information for persons designated to handle questions about this policy.

Inquiries regarding discrimination or harassment should be addressed to Youngstown State University's director of Equal Opportunity and Policy Compliance at (330) 941-2340.

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General Information

Designing Our Future in the 21st Century: The Centennial Strategic Plan of Youngstown State University

Mission Statement

Youngstown State University, an urban research university, emphasizes a creative, integrated approach to education, scholarship, and service. The University places students at its center; leads in the discovery, dissemination, and application of knowledge; advances civic, scientific, and technological development; and fosters collaboration to enrich the region and the world.

The University

- Creates diverse educational experiences that develop ethical, intellectually curious students who are invested in their communities;
- Provides access to a broad range of undergraduate programs;
- Offers graduate programs in selected areas of excellence, including those that meet the needs of the region;
- Supports economic development through applied learning and research;
- Integrates teaching and learning, scholarship, and civic engagement;
- Fosters understanding of diversity, sustainability, and global perspectives; and
- Advances the intellectual and cultural life of the city, region, and world.

Core Values

We—the faculty, staff, administrators, and students of Youngstown State University—hold the following values essential to achieving the University's mission:

Centrality of Students

We are a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks of life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

Excellence and Innovation

We value excellence and innovation inside the classroom and out. Thus, we strive to:

- integrate curricular and co-curricular activities to offer outstanding academic programs;
- to foster intellectual inquiry, exploration, and discovery to transcend traditional boundaries;
- to apply and perfect knowledge to encourage creativity;
- to provide effective tools, technologies, and facilities for learning; and
- to excel in research and scholarly activity, including the “scholarship of teaching and learning,” an area of research that explores how individuals teach and learn.

Integrity/Human Dignity

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility.

- We value ethical behavior in scholarly and other endeavors;
- believe in the dignity and worth of all people;
- strive to foster an appreciation of, and respect for, differences among the human race; and
- celebrate the diversity that enriches the University and the world.

Collegiality and Public Engagement

As scholar-citizens of many extended and interconnected communities, we pledge to:

- work collegially and cooperatively to enrich the cultural environment;
- establish productive partnerships;
- provide responsible leadership;
- address community and workforce needs;
- foster sustainability; and
- bring about the greater good of the collective whole be it the University, the city of Youngstown, the state of Ohio, the region, or beyond.

Vision Statement

Youngstown State University will become a national model for university-community engagement that enhances teaching and learning, student and faculty research, and community well-being. The University will expand its regionally focused mission to include national and international emphases, while working with other colleges and universities, business and industry, and the K-12 community to stimulate the economic, technological, and cultural rebirth of Ohio.

This vision will be supported by:

- Leading scholars and practitioners using multidisciplinary approaches to address societal challenges;
- Engagement of undergraduate and graduate students in research;
- Strategic development of undergraduate and graduate programs;
- Curricular and co-curricular integration of professional and liberal education, problem-solving, critical thinking, and communication skills;
- An emphasis on applied learning and community engagement; and
- Respect for the deep and rich diversity of the communities we serve.

YSU 2020: The Four Cornerstones

YSU 2020: The Strategic Plan of Youngstown State University 2011-2020, adopted by the YSU Board of Trustees in December 2010, is based on four critical guideposts or “cornerstones”:

Accountability and Sustainability

Accountability and sustainability entail aligning the University’s resources and investments to meet broad strategic goals and maintain institutional vitality.

Student Success

Student success is defined as “academic achievement, satisfaction, and productive post-college performance.”

Urban Research University Transition

Youngstown State University contributes to the development and application of knowledge for the betterment of students and, thus, the communities in which they live and work. The University strives to improve the quality of life in the region and is the primary link to the global community. As an urban research university, YSU is guided by three core principles:

- Faculty research and scholarship are integrated into teaching and learning to improve graduate and undergraduate student experiences;
- YSU answers important questions and solves real problems by sharing information, expertise, and resources with the community;
- YSU invests in research, academic, and other programs that enrich the intellectual, cultural, and economic life of the community.

Regional Engagement

Regional engagement refers to activities that enhance the quality of life, well-being, and economic development of communities in and around Youngstown and the surrounding region. YSU has a positive impact on the region through active mutual engagement, not merely by existence.

The YSU 2020 document and related web pages are available at <http://web.ysu.edu/2020>

History

Youngstown State University traces its beginnings to a commercial law course offered by the Young Men’s Christian Association (YMCA) in 1908. The YMCA had offered high school level and vocational courses since 1888, but wanted to meet the college-level needs of area residents in a society undergoing rapid industrialization and urbanization. The “Y” offered courses on law, business, and engineering, and in 1910 even instituted a School of Law that granted no degree but prepared students to take the bar exam. In 1916, the YMCA incorporated all of its educational work under the Youngstown Association School.

By the early 1920s, the Ohio Board of Education granted the School of Law the power to confer the Bachelor of Science in Law degree and in 1924 the School of Commerce and Finance the right to confer the bachelor’s degree in commercial science. The YMCA also offered courses to prepare teachers for certification, a program that evolved by 1927 into a separate school named Youngstown College and recognized by the State Department of Education. Throughout the 1920s, the schools of law and commercial science were called the Youngstown Institute of Technology, which began a move from downtown to the present location with the purchase of several mansions owned by the Wicks.

In 1931, the YMCA constructed its first building, the present-day Jones Hall, and appointed Howard Jones as the educational director. By the mid-1930s, the Board of Directors decided to incorporate with the official name of Youngstown College separate from the other “Y” educational efforts; they appointed Howard Jones as the first president, a position he held until 1966.

In 1944, the trustees of the Young Men’s Christian Association transferred control of the institution to the members of the Corporation of Youngstown College, and in 1955 the corporation was rechartered as The Youngstown University. The University joined the Ohio system of higher education in September 1967 as Youngstown State University.

Dana’s Musical Institute, founded in nearby Warren in 1869, became Dana’s Musical Institute of Youngstown College in 1941. In 1946, the Engineering

Department, organized several years before, became the William Rayen School of Engineering; two years later, the Business Administration Department became the School of Business Administration; and in 1981 the school name was changed to the Warren P. Williamson, Jr. School of Business Administration. In 1960, the Education Department became the School of Education.

The Graduate School and College of Applied Science and Technology were created in 1968, and in 1974 the College of Creative Arts and Communication was established.

In 1972, Youngstown State University with the University of Akron and Kent State University formed a consortium to sponsor the Northeastern Universities College of Medicine, which enrolled its first students in 1975.

In 1991, the engineering technology departments separated from CAST and joined the new College of Engineering and Technology; the remaining departments formed the new College of Health and Human Services.

In 2007, the Rayen College of Engineering and Technology incorporated the science and mathematics departments from the College of Arts and Sciences. This reorganization linked science, technology, engineering, and mathematics in one academic college, and the humanities and social sciences in another college.

Youngstown State University now consists of the College of Graduate Studies and six undergraduate colleges:

- the Beeghly College of Education;
- the Bitonte College of Health and Human Services;
- the College of Creative Arts and Communication;
- the College of Liberal Arts and Social Sciences;
- the College of Science, Technology, Engineering, and Mathematics and;
- the Williamson College of Business Administration.

Degrees offered range from the associate, bachelor's, master's and educational specialist to a Doctorate in Educational Leadership, a Doctor of Physical Therapy, and a Doctor of Philosophy in Materials Science and Engineering.

Accreditation

Youngstown State University is accredited by the Higher Learning Commission (HLC) (telephone: (312) 263-0456 or (800) 621-7440). The HLC is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. Please write to info@hlcommission.org (hlcommission.org) if you have any questions.

Academic programs may be further accredited by their respective professional bodies. Those accreditations are listed in the program descriptions.

Assessment

The Youngstown State University Office of Assessment coordinates and supports assessment activities across campus, including academic, co-curricular, and general education program student learning assessment. We support the accreditation standards of the Higher Learning Commission by assisting faculty and staff in systematic, comprehensive assessment and improvement of student learning. The Youngstown State University Mission and 2020 Strategic Plan guides our work in building a positive culture of assessment, using data responsibly to improve institutional practice, and using assessment to support and promote student success. A systematic feedback loop also enables both academic and co-curricular units to share information about student learning with students, faculty, staff, and appropriate organizations. All information is shared in aggregate form only, and confidentiality of individual students is safeguarded. If assessment information is shared beyond internal efforts of program improvement or accreditation, departments and the Office of Assessment abide by the

Institutional Review Board guidelines at YSU and FERPA regulations, as appropriate.

Office of Assessment

Degrees Granted

YSU grants the degrees of:

- Doctor of Education,
- Doctor of Philosophy,
- Doctor of Physical Therapy,
- Educational Specialist,
- Master of Accountancy,
- Master of Arts,
- Master of Athletic Training,
- Master of Business Administration,
- Master of Computing and Information Systems,
- Master of Education in Intervention Services,
- Master of Fine Arts,
- Master of Health and Human Services,
- Master of Music,
- Master of Public Health,
- Master of Respiratory Care,
- Master of Science,
- Master of Science in Education,
- Master of Science in Engineering,
- Master of Science in Nursing,
- Master of Social Work,
- Bachelor of Arts,
- Bachelor of Engineering,
- Bachelor of Fine Arts,
- Bachelor of General Studies,
- Bachelor of Music,
- Bachelor of Science,
- Bachelor of Science in Applied Science,
- Bachelor of Science in Business Administration,
- Bachelor of Science in Education,
- Bachelor of Science in Nursing,
- Bachelor of Science in Respiratory Care, and
- Bachelor of Social Work.

A broad selection of two-year programs leads to the degrees of:

- Associate of Arts,
- Associate of Applied Science,
- Associate of Labor Studies, and
- Associate of Technical Study.

Division of Multicultural Affairs

The Division of Multicultural Affairs reports to the President and is charged with the day-to-day implementation of diversity, inclusion and multicultural affairs.

The major responsibilities of Multicultural Affairs are to educate the University and the community regarding diversity, multicultural affairs and related issues as well as supporting and encouraging diversity initiatives. The division also conducts educational outreach programs and training in the areas of diversity and multicultural affairs.

We believe that a vibrant and diverse institutional climate is essential to providing effective delivery of services and instruction to diverse groups and

in preparing them for a diverse and global society. YSU embraces a broad definition of diversity that is comprised of, but is not limited to, differences in cultural, social, economic, racial and ethnic origin, gender, religion, rural and urban communities, geographic origins, academic backgrounds, age, sexual orientation, gender identity and/or expression, ability or disability, physical appearance, personality, learning style, personal experiences, multilingual abilities, and veteran status. This diversity creates a richness that enhances the campus climate.

Chief Diversity Officer:

Works in partnership with the University President and senior leadership in advancing diversity and multicultural competence that will foster inclusion and cultivate diverse multicultural interactions among administrators, faculty, staff, students and the region.

Mission of Division of Multicultural Affairs

- Create a Culture of Community.
- Cultivate an environment that is inclusive.
- Educate the university community on the importance of diversity in our teaching and learning, curriculum, assessment, climate, environment, advising and student success, and campus-community connection.
- Collaborate with University departments and community businesses, organizations, agencies, etc. as a resource in developing diversity programs and activities that promote a better understanding of the diverse nature of the region.
- Administrate the daily operations of the Multicultural Center.

Multicultural Center

The Multicultural Center accommodates the staff of the combined offices: Division of Multicultural Affairs (DMA) and the International Programs Office (IPO), the International and Community Liaison, and Interfaith Meditation Rooms. The Multicultural Center speaks to the university's commitment to value and serve all people through inclusive practices within the campus community and beyond.

Mission of the Multicultural Center

- Provide an inclusive environment for all (students, staff/faculty and administrators and visitors).
- Encourage and facilitate meaningful interaction through conversation, meetings, projects, coffee hour, etc.
- Increase cultural awareness between diverse American and International students, faculty, and staff.

For more information, visit our website [Division of Multicultural Affairs](#)

Office of Equal Opportunity and Policy Development

The Office of Equal Opportunity and Policy Development oversees the University's compliance with non-discrimination and affirmative action requirements, reviews and develops University policies, provides information and training in the area of discrimination and harassment, and investigates complaints involving discrimination or harassment. The Director of the Office of Equal Opportunity and Policy Development serves as the University's Title IX Coordinator and oversees the investigation and disposition of student complaints of sexual harassment, including complaints involving sexual violence.

While the primary responsibility of overseeing the University's compliance with non-discrimination and affirmative action requirements has been delegated to the Office of Equal Opportunity and Policy Development, the entire University community plays an integral part in the prevention of discrimination and the

realization of the objectives of equal opportunity and diversity by treating each other with dignity and respect at all times.

The Office of Equal Opportunity and Policy Development/Title IX Coordinator is located in Tod Hall, Room 301, telephone (330) 941-2216. The University uses all normal means of communication to make known its policies of equal opportunity and affirmative action.

For more information, visit our website Office of Equal Opportunity and Policy Development (<http://cms.ysu.edu/administrative-offices/equal-opportunity-and-policy-compliance/equal-opportunity-and-policy>).

Campus Facilities

Campus Development

During its earlier years, the institution had a number of homes. Starting in the old Central YMCA building, it occupied various sites on Wick Avenue until the completion of Jones Hall in 1931. Additional buildings have been constructed and nearby properties converted to University use so that today the campus extends through most of an area five blocks long and four blocks wide, covering almost 150 acres. The University also owns 118.4 acres in Hartford Township.

Stambaugh Stadium

The long-time home of the YSU Football program, the Arnold D. Stambaugh Stadium complex is one of the top FCS facilities in the country. The Penguins play all their home games on Beede Field, which features a state-of-the-art artificial-turf surface. The Stadium itself has a seating capacity of 20,630 and has a loge complex that houses 26 individual suites. The building is the location of the Jermaine Hopkins Academic Center, the Athletics Strength and Conditioning Complex, Athletic Training Room, Athletic Ticket Office, ROTC, a travel agency, racquetball courts, three full-length basketball courts, and numerous athletics offices. The locker rooms for the softball, soccer, baseball, and football programs are also housed in the building.

Atop the stadium and overlooking the city of Youngstown is the DeBartolo Stadium Club. The club provides meeting and dinner/party seating for more than 200 guests and is available to campus and community organizations or individuals. For reservation information, please contact the Athletic Department at (330) 941-2385.

Beeghly Physical Education Center

The longest-standing on-campus athletics facility is the Beeghly Physical Education Center. The facility, which was first used in 1972, is home to the basketball, volleyball, and swimming and diving programs. The Department of Human Performance and Exercise Science, the basketball programs offices, and many YSU athletic teams are located in the building. The Beeghly Center court is named after longtime basketball coach Dom Rosselli. The arena has a seating capacity of more than 6,000 and serves as the home court for the volleyball and basketball teams. The Natatorium features four diving platforms and an impressive swimming pool. Also in the new-look building is the Coaches Court, a room used by the YSU Penguin Club. Additionally, Beeghly has faculty offices; 10 classrooms including laboratories for research and kinesiology; physical education for handicapped; dance studio, a rifle range; and a fitness center.

YSU Softball Complex

The Youngstown State Softball Complex opened in the spring of 2014 and provides a full-time on-campus home for the Penguins. The facility is located on the west side of campus west of Stambaugh Stadium and just south of Farmers National Bank Field. The lighted complex has access to concessions and restrooms and has seating for more than 200 spectators.

WATTS

The Watson and Tressel Training Site opened in the fall of 2011. One of the more eye-popping buildings on campus, the WATTS is an indoor athletic facility containing a 300-meter competition track, a full-length football field, batting cages, a putting green, protective netting, and locker room facilities. Built at a cost of nearly \$14 million, this facility allows for year-round training for all athletic programs, as well as a competition site for the track and field teams. Students are permitted in the facility at most times, the WATTS is open for public use in the evening during the winter.

Farmers National Bank Field

YSU's soccer and track and field programs call the brand new Farmers National Bank Field, located on the west end of campus across from Stambaugh Stadium, home. The full-length soccer field and eight-lane 400-meter NCAA regulated track is one of the best in the region. The facility opened in the fall of 2013 and is utilized by the campus recreation department for intramurals throughout the year.

YSU Tennis Courts

The area between Stambaugh Stadium and the WATTS is the location of the YSU Tennis Courts. The tennis facility features 10 lighted hard-surfaced courts that are used for practice and competition.

Andrews Student Recreation and Wellness Center

The Department of Campus Recreation is located in the Andrews Student Recreation and Wellness Center. This state-of-the-art facility contains more than 140 pieces of strength and conditioning equipment. Located near the free-weight and cardio area is the Center's impressive rock wall, at 53 feet Ohio's tallest. Volleyball, basketball, and other activities are situated within the multi-purpose sports forum, which contains four courts. The spacious aerobic studios are home to many group exercise classes and are adjacent to the 1/8-mile indoor track, both on the top floor of the facility.

The Andrews Center also includes a tranquil meditation studio, full-functioning locker rooms, and the Wellness Resource Center. In addition to the Andrews Student Recreation and Wellness Center, the Department supervises programs in Beeghly Physical Education Center, Stambaugh Stadium, and the outdoor complex.

Participants must have a valid YSU ID card to use the facilities, equipment, services, and programs offered by the Department of Campus Recreation.

The Department is one of the most popular places on campus to be employed. If you are interested in applying for a position, complete the department application found online at the Campus Recreation (<http://web.ysu.edu/reccenter>) website. Submit a cover letter and resumé to the Department of Campus Recreation administration office, located in the Andrews Student Recreation and Wellness Center.

For additional information about the Department of Campus Recreation, please contact (330) 941-3488 or visit Campus Recreation (<http://web.ysu.edu/reccenter>).

Off-Campus Athletics Facilities

While Youngstown State has some impressive on-campus facilities, programs still utilize areas off campus for events and competition. The baseball program plays all home games at Eastwood Field in Niles. Eastwood Field, a 6,000-plus seat stadium, is home to the Cleveland Indians' short-season Class A affiliate. The golf programs call Mill Creek Park's course its official home, but practice at various courses throughout the area. During the winter portion of its campaign, the tennis programs utilize the Boardman Tennis Center. The BTC features 10 indoor courts for all-year use.

Beeghly Hall

The four-story, 96,600 square foot Beeghly Hall opened in the fall of 1998 to serve as the College of Education building.

On the main floor are the main north/south entrance and access, dean's suite, Wilcox Curriculum Resource Center, Child Study Center, and the 400-seat multi-purpose and multi-media Mckay Auditorium.

The Beeghly College of Education building includes:

- interactive distance-learning classroom
- classroom of the future
- Center for Teaching and Learning Technology
- Macintosh- and Windows-based computer labs
- Curriculum Resource Center
- counseling clinic
- child-study center
- Testing Office

Bliss Hall

Housing the College of Creative Arts and Communication, Bliss Hall, completed in 1977, was named in memory of William E. Bliss, a prominent area industrialist. Its facilities include:

- the 390-fixed seat Ford Theater, named for the Ford family
- the 248-seat Bliss Recital Hall
- an experimental theatre with flexible seating for up to 250
- 80 music practice rooms equipped with Steinway studio or grand pianos
- a Schlicker performance organ and two Flentrop practice organs
- 30 faculty office-studios which can be used for music instruction
- a band/orchestra room with a library
- a photography studio with enlargers
- a metals studio
- fully equipped drawing, printmaking, sculpture, and painting studios
- a MIDI/graphics computer lab
- a video editing suite
- a Mac-based graphic design laboratory with dye-sublimation printer
- ceramics studios with gas, electric, raku, and salt kilns
- a complete shop with heavy equipment for working in three-dimensional design
- art faculty office-studios
- a student lounge/art gallery
- conference and seminar rooms

Bliss Hall has recently seen major renovations to administrative offices. A new jazz rehearsal room, video production studios, and upgrades to art and sculpture areas were part of same renovation project. Opened in Fall 2005, a painting and sculpture addition included a foundry and metal fabrication, wood shop, sculpture and painting labs, offices, a 3D visualization lab, and an exterior work court.

Cushwa Hall

Opened in 1976, this structure houses the Bitonte College of Health and Human Services, as well as Media and Academic Computing, the Peace Officer Training Academy, and Janitorial Services and Recycling. One of the largest buildings on campus, it contains 27 classrooms, 44 laboratories, 173 offices, and two lecture halls. In summer of 2013, the building underwent a \$2.2 million renovation. Various medical artifacts from the Rose Melnick Medical Museum are currently displayed throughout Cushwa Hall as well.

DeBartolo Hall

First occupied in 1978, DeBartolo Hall houses the departments of Economics, Philosophy and Religious Studies, Political and Social Science, Psychology, Sociology and Anthropology, and the Africana studies and women's studies programs. Also housed in DeBartolo Hall is the Center for Peace and Conflict Studies. In this six-story structure are more than 165 offices for faculty and staff, five student lounges and study areas, 15 classrooms, 15 laboratories, a computer terminal room, a 200-seat lecture hall, and special varied laboratories for the Department of Psychology. Building renovations took place summer of 2013 and 2014.

Fedor Hall

Fedor Hall is located on the west side of Elm Street. It was constructed in 1949 and purchased from the Youngstown Board of Education in September 1965. A \$1,100,000 renovation project was completed in 1992. It houses the Wee Care Day Care Center, the Rich Autism Center, and Youngstown Early College.

Historic Buildings

Listed in the National Register of Historic Places in recognition of their representing important eras in Youngstown's development, these two buildings are in the Wick Avenue Historical District. Renovation efforts were dedicated to maintaining the visual, architectural and physical character of these structures while recognizing, identifying, and preserving their heritage.

Fok Hall

The Honors College is housed in the oldest building on campus, built in 1893 and originally the home of the Myron Israel Arms Family. It is located on the corner of Wick Avenue and University Plaza.

Coffelt Hall

This two-story brick building, located on the north side of University Plaza, was constructed in 1933 and renovated in 2010 to house the College of Graduate Studies.

Jones Hall

One of the oldest buildings on the present campus is Howard W. Jones Hall, a limestone structure of conventional Tudor style on the northwest corner of Wick and Lincoln avenues. Built in 1931 and long the institution's "main building," it was renamed in 1967 to honor the man whose energy and acumen, during his 36 years as president, brought an embryonic college to membership in the state university system.

The structure was enlarged in 1949 by the addition of the C.J. Strouss Memorial Auditorium, named for the then president of the Strouss-Hirshberg Company, a friend and trustee of the University. In 1978 the interior was completely remodeled to accommodate administrative offices. Jones Hall currently houses the Offices of Student Success, Payroll, Accounting, Enrollment Management, Records, the Center for International Studies and Programs, Associate Degree and Technical Preparation Programs, and Office of Diversity and Multicultural Affairs

Kilcawley Center

Kilcawley Center is the community center of the University. The Center's facilities and services include numerous dining rooms with a variety of diversified food service programs, lounges, 19 conference and multi-purpose rooms, ATM machine, graphic services, candy counter, copy services, stage and entertainment areas, and a billiards recreation area, as well as a FAX service, campus locker rentals, the University's lost and found, and the Center's reservations and conference services office. Kilcawley Center also includes the Bookstore, a computer/word processing access center, U.S. mail drop, stamp machines, campus information center, catering offices, and the Center's staff offices. Student organization mailboxes, Student Government, and student

organizations are located in Kilcawley, as is the Center for Student Progress and student newspaper and Career Services.

Lincoln Building

The Lincoln Building houses the Department of Mathematics and Statistics, the Math Assistance Center, and the offices of Distance Education and Metro Credit, as well as 14 classrooms and four laboratories.

Maag Library

The University's six-story William F. Maag, Jr., Library, completed in 1976, provides an attractive and comfortable environment for study and research. A member of the Online Computer Library Center (OCLC), Maag Library provides reference and inter-library loan services, CD-ROM as well as online database searching, access to government documents, and other services necessary to the needs of the University community. The University Archives are housed on the fifth floor, and the Tech Desk is located on the fourth floor. The lower level of Maag houses the Writing Center, the Reading and Study Skills Center, and the English Language Institute.

Melnick Hall

Located on Wick Avenue, the YSU Foundation and WYSU-FM are housed in Melnick. In the future, a space will be created for the Rose Melnick Medical Museum.

Meshel Hall

Meshel Hall, dedicated January 1986, houses expanded facilities for academic and administrative computer use that broaden Youngstown State University's educational programs. The state-of-the-art center is for instruction, research and application in advanced computer technology that serves the entire University community.

The four-story steel, concrete, stone and glass structure contains 90,100 square feet of space and is located to the west of the Wick Avenue Parking Deck with its main access and entry by the pedestrian walkway over Wick Avenue. The building contains five classrooms, 10 specialized computerized laboratories, and 23 faculty offices. The Office of University Bursar, the Office of Financial Aid and Scholarships, and the Enrollment Center are located on the second floor.

The Department of Computer and Information Systems is located on the third floor. The fourth floor houses the University's main computer facilities and Computer Center staff.

John J. McDonough Museum of Art

The John J. McDonough Museum of Art, located on Wick Avenue between Bliss Hall and Meshel Hall, opened for the fall quarter of 1991. The 14,000 sq. ft. multi-level building exhibits faculty and student art work, which in the past has been displayed in the Bliss Art Gallery and the Kilcawley Center Art Gallery. It also exhibits works by artists from other universities as well as local and regional artists, and serves the academic program of the Art Department with shows and competitive exhibits. The museum has the following spaces and functions: installation gallery, traditional galleries, art lecture hall, work/preparation area, storage, public lobby and restrooms, offices, loading dock and receiving area, and the necessary mechanical and electrical equipment spaces.

Moser Hall

Moser Hall, a five-level structure completed in 1967, houses the College of Science, Technology, Engineering, and Mathematics. In addition to 49 laboratories, 11 classrooms, two research and development rooms, seven conference rooms, and 76 offices, it contains the 200-seat state-of-the-art Schwebel Auditorium. A \$6,873,000 renovation project was completed in fall 1996. Moser Hall also houses the Clarence R. Smith Mineral Museum.

Phelps Building

The Phelps Building, located on the corner of Lincoln Avenue and Phelps Street on campus, houses the Department of Geography and the Public Service Institute, including the Center for Urban and Regional Studies and the Center for Human Resources Development, and Institutional Research and Analytics.

Service Buildings

The buildings at various locations on campus that house specific services include:

Salata Complex

Salata Complex, located on Rayen and Wood Streets, houses University planning and construction, maintenance, administration staff, Grounds Department staff and equipment, Central Receiving, Key Control, Motor Pool, various repair shops, Printing Services, and Mail Room.

Central Utility Plant

The Central Utility Plant is located south of the new WATTS Center on the north side of campus. The plant has the capability of producing steam and chilled water for University needs and is distributed through a system of underground tunnels and direct-burial utility lines.

Smith Hall

Parking Services has been moved to this new location at 275 Fifth Avenue (southeast corner of Rayen and Fifth Avenues).

Sweeney Hall

Sweeney Hall—formerly Dana Hall—a classic one-story building located at the corner of Bryson Street and University Plaza, was constructed in 1908. The building houses the Sweeney Welcome Center and the Office of Admissions.

Tod Hall

The University's main administrative offices are in Tod Hall, a former library building built in 1952 and thoroughly renovated in 1978. These offices include:

- Office of the President
- Office of the Provost
- Office of the Vice President for Finance and Administration
- Office of the Vice President for Student Affairs
- University Development, Grants, and Contracts
- Office of Assessment
- Office of Marketing Communications
- ASECU Credit Union
- Office of Equal Opportunity and Policy Compliance
- YSU Board of Trustees' meeting room
- Human Resources
- The Office of Alumni and Events Management

Veterans Resource Center

The brand new Veterans Resource Center, located at 633 Wick Avenue, houses the Office of Veterans Affairs (OVA) which serves as a central location to discuss issues, questions, or concerns current and prospective military and veteran students may have regarding their enrollment.

The Veterans Resource Center (VRC) is a 6,000 square foot, fully handicap accessible facility that is the first of its kind at any university in Ohio. The VRC features lounge space, a computer lab, meeting rooms, a community/class room, kitchenette, ample office space for outside veteran-related organizations, and much more. The VRC is open to all student veterans,

currently serving military members, and military dependents who are using veteran's education benefits.

Students and all interested parties can contact the OVA by visiting our OVA (<http://cms.ysu.edu/administrative-offices/veterans-affairs/office-veteran-affairs>) website, emailing us at veterans@ysu.edu, or calling the office at (330) 941-2503/2523. Individual person-to-person meetings are available and encouraged.

Ward Beecher Hall

This building houses the departments of Biology, Chemistry, and Physics and Astronomy. The five-story original unit was constructed in 1958, a major addition was built in 1967, and a small addition comprising chemical storerooms was completed in 1997. It was built with funds contributed by Mahoning Valley Industries and area industrialist Ward Beecher. Presently the building contains 31 laboratories, including a planetarium and a greenhouse, nine classrooms, 66 academic offices, 53 faculty-research rooms, and a conference-seminar room.

Williamson Hall

Opened in fall 2010, Williamson Hall houses the Williamson College of Business Administration offices, including:

- Office of the Dean
- Center for Student Services and the Professional Practice Program
- MBA program
- Lariccia School of Accounting and Finance
- Department of Management
- Department of Marketing

In addition, the building houses 14 classrooms, a Financial Services Lab, a Professional Sales and Business Communication Lab, interview rooms, a 200-seat auditorium, and a conference center. WCBA student organizations share office space in the building, and students have access to eight student team rooms, three networked computer labs, a quiet study lounge, and collaborative areas. Williamson Hall is also home to:

- Center for Nonprofit Leadership
- Williamson Center for International Business
- Nathan and Frances Monus Entrepreneurship Center
- Ohio Small Business Development Center at YSU
- Executive-on-Campus office

The Gallery of Industry, Business, and Entrepreneurship, a spacious sky-lit atrium, and café with outdoor seating are also part of the 110,000 square feet facility.

LEED-certified by the US Green Building Council, Williamson Hall is the first "green" building on the Youngstown State University campus.

Student Support Services

Marion G. Resch Center for Student Progress

The Center for Student Progress (<http://cms.ysu.edu/administrative-offices/center-student-progress/csp-home>), located in Kilcawley Center, is available to assist students in successfully completing their University experience.

The Center is designed to intervene actively in the lives of students to help them achieve academic and social success in college. In an effort to cultivate the skills of new students, expand the skills of developing students, and enhance the skills of exceptional students, the CSP offers several services and programs and can be found on the web.

Adult Learner Services

The CSP/Adult Learner Services assists adult students in making the transition to and graduating from college. Adult students are defined as those who are 25 years of age or older, or who have been out of school four years or more. The CSP/Adult Learner Services provides academic and personal support both individually and through programming with services such as:

- Academic Coaching
- Starfish Early Alert warning progress reports
- Time management and goal setting for adults

Visit CSP/Adult Learner Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/adult-learner-services>) for more information or call (330) 941-3538.

Disability Services

CSP/Disability Services provides students, faculty, and staff with assistance and information regarding accommodations for people with disabilities, either permanent or temporary. Compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act as amended 2008 involves providing reasonable accommodations to qualified individuals with disabilities. These accommodations are provided in order to ensure equal access to people with disabilities regarding educational opportunities, programs, and activities.

The CSP/Disability Services addresses the needs of students with disabilities. Support for academic success includes:

- Serving as the gateway for accommodations for YSU students with disabilities
- Providing accommodation information
- Collaborating with faculty/staff regarding issues involving students with disabilities
- Arranging for classroom modifications for students with disabilities to allow equal educational access
- Making campus referrals/connections

To inquire about receiving disability services, please contact the office at (330) 941-1372 (voice), (866) 757-1353 (video), or (330) 941-7470 (fax). A confidential appointment will be set up to discuss accommodation needs. The CSP/Disability Services is located at 36 Wood Street.

Visit CSP/Disability Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/disability-services>) for additional information or call (330) 941-1372.

Academic Coaching Services

The CSP/Academic Coaching Services offers professional academic coaching to assist students on a one-on-one basis with strategies for college success. Coaches provide on-site assistance by teaching students learning and metacognitive strategies that apply to coursework. Academic coaches also make campus referrals and follow-up to ensure students receive all the University support available.

Visit CSP/Academic Coaching Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/academic-coaching-services>) for more information or call (330) 941-3538.

Multicultural Student Services

The CSP/Multicultural Student Services provides the following services and programs to African American, Hispanic, Asian American, and Native American students:

- Academic support
- Workshops
- Faculty/staff mentoring

- Campus referrals and connections
- Starfish Early Alert warning progress reports
- Co-sponsoring of cultural events
- Advocating for minority students
- Summer Bridge and Bridge and Beyond Learning Community

Visit Multicultural Student Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/multicultural-student-services>) for more information or call (330) 941-3538.

First-Year Student Services

The CSP/First-Year Student Services helps students become familiar with YSU, build confidence, develop direction, and identify opportunities that assist in achieving personal goals. CSP/First-Year Student Services provides all first-year and transfer students with the opportunity for an orientation program throughout the entire first year of college. Peer Mentors, upper-class students who are specially trained, serve as guides and friends to assist new students with time management, goal setting, navigating on campus, social adjustment, academic development and the mechanics of registration. First-year students receive individualized assistance through the development of a personalized plan to guide them through their first year of college. Services include:

- Peer mentoring
- Starfish Early Alert warning progress reports
- Various social and academic activities
- Connections and information for parents

The CSP/First-Year Student Services also provides a continuous opportunity for parents and family to stay connected with information about YSU and their students' first year through the Penguin Parent E-mail and Penguin Parent (<http://cms.ysu.edu/node/17084>) website.

Visit CSP/First-Year Student Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/first-year-student-services>) for more information or call (330) 941-3538.

Orientation Services

The CSP/Orientation Services realizes that the first year of college is a time of rapid change and new experiences. The CSP/Orientation Services helps students become familiar with Youngstown State University and gives them an edge in achieving their education and social goals. Services include:

- Building confidence, developing direction and identifying opportunities
- Supporting students in their transition to YSU
- Promoting knowledge of campus activities and services that encourage academic achievement and personal growth
- Interacting with faculty, staff, and student representatives
- Receiving academic advisement, selection, and registration of courses
- Providing official information on students' undergraduate programs, rights and responsibilities
- Parent and family member programming

Visit CSP/Orientation Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/orientation-services>) for an explanation of the services provided or call (330) 941-2103.

Student Diversity Programs

The Office of Student Diversity Programs serves to enhance our student's collegiate experience by contributing to an environment supportive of diversity and inclusion. As such, Student Diversity Programs supports individuals and student organizations to advance our culture of community. This promotes an environment conducive to cultivating relationships, creating a sense of belonging, encouraging personal growth and responsibility, and developing a strong set of interpersonal and professional skills for all students. Through

the programs and services of this office students learn the value of civic engagement, cultural awareness, and gain an appreciation for diverse perspectives.

The Office of Student Diversity Programs is located on the lower level of Kilcawley Center directly off the International Student Lounge. The office hours are 8:00 a.m. - 5:00 p.m., Monday through Friday. Our phone number is (330) 941-3515.

Student Tutorial Services

The CSP/Student Tutorial Services provides support for academic success by offering:

- Regularly scheduled individual and group tutoring sessions
- Independent study materials
- Computer-assisted instruction
- Review sessions for exams
- Academic support through tutoring in a variety of courses
- E-tutoring for selected courses

Visit CSP/Student Tutorial Services (<http://cms.ysu.edu/administrative-offices/center-student-progress/student-tutorial-services>) for additional information as well as a tutorial schedule or call (330) 941-7253.

Supplemental Instruction Services

The CSP/Supplemental Instruction Services (SI) offers a series of weekly review sessions for students taking selected courses. Availability of SI is announced in the classroom at the beginning of each semester. SI is provided for all students in these classes who want to improve their understanding of course material and improve their grades. SI attendance is voluntary. For students, it's a chance to get together with classmates to compare notes, discuss important concepts, develop strategies for studying the subject, and take part in practice tests. At each session, the student SI leader, who attends the class and facilitates the session, will guide students through this material. The SI leader has previously taken the class and has received preparation to share information about both course content and learning strategies.

For additional information, see the CSP/Supplemental Instruction (<http://cms.ysu.edu/administrative-offices/center-student-progress/supplemental-instruction-si-services>) website or call (330) 941-7253.

Career & Academic Advising

Your connection to careers and employment opportunities begins with the Office of Career & Academic Advising. This office provides comprehensive career planning/exploration and job search services to students and alumni in all areas of career decision making and the professional job search.

Within the first year of their course of study, students are encouraged to meet with their Career/Academic Advisor in order to fully utilize and benefit from available career planning services and resources.

Services and resources available to first year students include:

- individual career planning services tailored to the individual to help one choose a career field that matches their interests
- comprehensive career resource information center for students to learn about career fields
- job postings from hundreds of local, regional, and national employers

During the junior and senior years of study, students are encouraged to meet with their Career Management Coordinator for professional employment or graduate school preparation.

Services and resources available to all students include:

- resume and interview advice to market individuals for jobs
- workshops and events to connect students with employers
- on-campus programs which brings employers to the YSU campus to interview students for employment after graduation
- annual career fairs

Central to the operation of the Office of Career Services is **PenguinLink** (software by Symplicity), a web-based software system that makes it possible for students and YSU alumni to connect with hiring employers 24-hours-a-day/7-days-a-week. Through **PenguinLink**, students and alumni registered with Career Services can upload their resumes to the database, search job listings and email resumes directly to employers, receive notification of recruiting events and sign up for interviews with employers recruiting on campus. For more information, visit Career Services (<http://web.ysu.edu/careerservices>).

Counseling Services

The YSU Student Counseling Services provides high quality, short term, confidential mental health counseling, consultation, outreach (educational training), and referral services to our currently enrolled students. Common issues that we address include anxiety, depression, stress, relationship concerns, and difficulty managing multiple roles and the impacts of these on being a successful college student. Juggling life's responsibilities is a challenge that causes many individuals to feel anxious, confused, or overwhelmed at times. We are here to help. The Student Counseling Services Center is located in 3009 Jones Hall. Our office hours are Monday - Friday, 8 am - 5 pm. Our phone number is (330) 941-3737 and/or visit our website Office of Career and Counseling Service (<http://cms.ysu.edu/administrative-offices/counseling-services/counseling-services>).

Office of Veterans Affairs

Located in the brand new Veterans Resource Center at 633 Wick Avenue, the Office of Veterans Affairs (OVA) serves as a central location to discuss issues, questions, or concerns current and prospective military and veteran students may have regarding their enrollment. The university recognizes the sacrifice of military service and waives the undergraduate application and new student orientation fees for all veterans and currently serving military members. To have the application fee waived, the applicant must provide a DD Form 214 or other verification of honorable service in the armed forces of the United States.

After their initial registration, all military and veteran students are then qualified for the following veteran benefits at YSU:

- Priority registration
- Enrollment into select "Veterans Friendly" GER courses
- Voluntary membership into the "Armed Forces Student Association" (YSU's Student Veteran Organization)
- GI Bill Certification
- Advocacy and counseling services
- Access to the OVA E-Newsletter
- Special recognition at graduation

The OVA also works with the Office of Veterans Affairs Advisory Council, an independent body that guides and supports the university's efforts to serve those who have or are serving in the armed forces. The Council is a representative body drawn from faculty, students, staff, the community and the YSU Board of Trustees.

The Veterans Resource Center (VRC) on campus at 633 Wick Avenue is a 6,000 square foot, fully handicap-accessible facility that is the first of its kind at any university in Ohio. The VRC features lounge space, a computer lab, meeting rooms, a community/class room, kitchenette, ample office space for outside veteran-related organizations and much more. The VRC is open to all student veterans, currently serving military members and military dependents that are using veteran's education benefits.

Students and all interested parties can contact the OVA by visiting our OVA (<http://cms.yсу.edu/administrative-offices/veterans-affairs/office-veteran-affairs>) website, emailing us at veterans@ysu.edu, or calling the office at (330) 941-2503. Individual person-to-person meetings are available and encouraged.

Kilcawley Center

Since its opening in April 1974, Kilcawley Center has served as the heart of campus. This not only refers to its central location on campus, but to the many services, conveniences, programs, and amenities it provides to the University community. The Center's casual atmosphere, comfortable lounges, and attractive dining areas focus on making free-time activity an integral part of a YSU education. Through cultural, social, and recreational programming, Kilcawley Center provides for rich and diverse experiences for YSU students. Visit Kilcawley Center (<http://www.kc.yсу.edu>) for details on Kilcawley's services, hours of operation, staff directory, the daily calendar of events, and student job postings.

Kilcawley Center's study lounges are renowned for their comfortable overstuffed chairs and couches that are perfect for studying, relaxing, or napping. The lounges and restaurant dining areas in Kilcawley Center provide high-speed wireless Internet access. The Center offers convenient banking at ATM machines, copy services at ComDoc, as well as offices for Student Government, the *Jamba* student newspaper, Rookery Radio, and Student Diversity Programs. Kilcawley Center houses 16 seminar rooms, two computer-training classrooms, and a large multi-purpose room. On a daily basis, these rooms host luncheons, workshops, seminars, lectures, organization meetings, and programs.

Graphic Services, located on the lower level of the Center, designs flyers, banners, posters, brochures, and graphics for student organizations and student projects.

Kilcawley Center offers diverse choices in dining. Located on the lower level of Kilcawley are:

- YSU Wendy's with all your favorites
- Jamba Juice (smoothies, juices, and steel cut oatmeal)
- KC Food Court - which includes Denny's The End (bold breakfasts, grilled burgers, hot sandwiches, and fresh salads)
- Chop'd & Wrap'd (made-to-order salads and wraps)
- 2.Mato (classic Italian favorites including specialty pizzas)
- HUB's Dunkin' Donuts
- Mondo Subs (made to order gourmet subs, wraps, and flatbread sandwiches)

Located on the upper level is Kilcawley Center's popular Chick-fil-A Restaurant offering delicious chicken that is 100% breast meat, no fillers or additives, and is hand-breaded in our kitchens. Visit Dine On Campus (<http://www.dineoncampus.com/ysu>) for meal plans, catering, campus places to eat, and today's menus including sustainability and nutritional information.

The Kilcawley Candy Counter is a popular place for quick snacks and beverages, along with U.S. postage stamps and single-dose healthcare items. A campus tradition for 40 years, students visit the Kilcawley Candy Counter to choose delicious chocolates and candy favorites from the large window display of classic glass candy jars. The Candy Counter is easily found in the main arcade hallway of the Center.

Campus Meal Plans are available for purchase and are offered with a variety of dining options. A YSU meal plan brochure is available at Meal Plans (http://web.yсу.edu/gen/ysu/Meal_Plan_Information_m2333.html). For answers to frequently asked meal plan questions or to purchase a meal plan, visit the YSU Chartwells webpage at Dine On Campus (<http://www.dineoncampus.com/ysu>).

Adding **Pete's Points** to your YSU ID card will allow you to debit your purchase at ANY Kilcawley dining location including the Kilcawley Candy Counter. Pete's Points are also accepted at many nearby locations both on and off campus

and are listed at Times2Dine (<http://times2dine.yсу.edu>). Stop in the Kilcawley Center Staff Office for more information.

Chartwells provides a full catering menu for small group functions to large dinner buffets. Once you have secured a room reservation in Kilcawley Center, or a site location on or off campus, Chartwells catering director will help you coordinate every detail to ensure your event is a success—whether you are planning a quick box lunch or an elaborate buffet. Contact the Chartwell Catering Department at (330) 941-1979 or visit Dine On Campus (<http://www.dineoncampus.com/ysu>) or visit their office located on the lower level of Kilcawley Center across from Graphic Services.

The Office for Student Experience is located on the upper level of the Kilcawley Center. This suite of offices includes the Kilcawley Center Staff Office, the Associate VP for Student Experience Office, and the Office of Student Conduct. The upper level of the Center also includes the Bookstore; along with and the offices of Student Government, Student Activities, and the Office of Career and Academic Advising. The Andrews Student Recreation and Wellness Center can also be accessed from the upper level of Kilcawley Center.

The YSU Info & PC Lab, where students can find popular software programs on the PCs and access to the Internet. A small fee is charged for printouts. The YSU Info & PC Lab serves as the information center and lost & found for the University, registers students for campus locker rentals, provides estimates for Kilcawley Resume and Typing Service, and offers for purchase 24-hour campus wireless access (ATT) cards. A fax service is also available and includes international faxing. YSU Info is located on the upper level of the Center near the main lobby.

Kilcawley Center's lower level west wing, located under the Bookstore, houses the Center for Student Progress. The east wing of Kilcawley Center is Kilcawley House, where the Office of Housing and Residence Life and Mercy Health Student Health Clinic are located on the first floor.

Ombudsperson

Youngstown State University's ombudsperson provides students with an experienced staff member who can answer questions, help mediate disputes, solve problems, explain policies, and recommend changes in University policies and procedures that may be outdated or ineffective. Available during regular office hours in the Office of Upward Bound in Jones Hall, the ombudsperson serves as an advocate, a confidant, a mediator, a helper, and a listener. Visit Student Ombuds Services (<http://cms.yсу.edu/administrative-offices/student-ombuds-services/student-ombuds-services>) for more details.

Mercy Health Student Health Center

The Mercy Health Student Health Center is located on the first floor of Kilcawley House, which is adjacent to Kilcawley Center. The entrance to the Center is located off University Plaza.

The Center provides health care to all currently enrolled YSU students – both resident and commuter students. Licensed physicians staff the Health Center twelve (12) hours per week during the semester. Appointments are required. Students must call (330) 941-3489 to schedule an appointment. During break weeks and summer term, the Center may have limited hours. Please call the Center for availability.

Health care is available for illness, injury, first aid, and routine health checks. Health screening tests, physical exams for sports and academic programs, gynecological exams, as well as consultations and referrals, are provided. Flu and other immunizations are also given; however, there are charges for these injections.

Office visits are free. Students do not need to have health insurance to use the Center's services. Blood tests, x-rays, lab tests, etc., ordered by a physician are done off campus at the student's choice of provider and at the student's expense.

Student records are kept strictly confidential. Information cannot be released to anyone without the written consent of the student. Certain public health diseases, however, must be reported to the Department of Health as required by law.

For more information, visit Student Health Clinic (<http://cc.yсу.edu/student-services/health/index.shtml>).

Day Care

Students who have younger children may wish to place them in on-campus childcare centers.

Wee Care Day Care and Learning Centre is the official provider of childcare services to Youngstown State University students, faculty, staff, and alumni. It has a professionally trained staff that takes care of children ages six weeks to 10 years. The Centre is located in Fedor Hall and is open from 5 a.m. to 11:30 p.m. The phone number is (330) 941-2936.

Wee Care is equipped with 24-hour-a-day video monitoring and a very strict sign-in and sign-out policy. Besides the convenience of its location and the quality of its program, students especially like the flexible scheduling options.

Students may also be eligible for child care through the Mahoning County Educational Service Center, which has day care facilities throughout Mahoning County, including one on the YSU campus. Please call (330) 965-7828 for more information.

Partial reimbursement is also available to University students for licensed off-campus day care facilities. Contact the Office of Financial Aid and Scholarships at (330) 941-3501 for more information.

For more information, visit Wee Care Day Care (<http://www.weecareohio.com/partners.html>).

Research at YSU

Youngstown State University is committed to fostering high quality, nationally competitive research to promote faculty and student development in support of the teaching mission of the University. As noted in its mission statement, "The College of Graduate Studies supports the continued development of faculty scholarship and serves as the principal point of coordination for both internally- and externally-funded programs at Youngstown State University." These coordination efforts are directed at obtaining the resources necessary to mount and maintain scholarly and educational programs of excellence and, in some cases, to target specific areas for regional and/or national prominence.

Youngstown State University faculty members are heavily invested in scholarship on an individual basis. Graduate faculty research interests are listed for each degree program in the catalog and also individual faculty members web pages accessible from departments/websites.

The Center for Applied History

Established in 1997, this center's activities draw upon the expertise of faculty members from the Butler Institute of American Art and several University departments, including History, Geography, Sociology and Anthropology, and Art. The Center for Historic Preservation is committed to making the most of existing resources by celebrating and safeguarding our nation's historic architecture, industrial and engineering sites, and cultural resources. Students are included in all aspects of the Center's activities, which include:

- Historic American Building Survey/Historic American Engineering Record documentation,
- National Register and National Historic Landmark nominations,
- Historic Resource Surveys and Determination of Eligibility Reports, and
- Transcribing oral history interviews.

The Center collaborates with:

- The Mahoning Sanitary District on the Youngstown Water Works,
- The Institute for History of Technology and Industrial Archeology,
- The Youngstown Historical Center of Industry and Labor, and
- The Mahoning Valley Historical Society.

The Center has received external funding from:

- The Ohio Historic Preservation Office,
- Battle of Homestead Foundation,
- Carnegie Mellon University, and
- The Ohio Humanities Council.

Center for Urban and Regional Studies

This Center is a part of Youngstown State University's Public Service Institute. It provides research and technical assistance that focuses on challenges to urban and regional development. Seven programmatic areas include:

- reduction in poverty,
- local government assistance,
- economic development,
- urban and environmental planning,
- urban data (including census) services, and
- crime reduction.

Center for Human Services Development

The Center is a resource for health and human service organizations and community leaders. It works with the community to identify problems and needs, develop solutions, and evaluate activities in the health and human services field.

Center of Excellence in Applied Chemical Biology

The Center for Applied Chemical Biology (CACB) at Youngstown State University (YSU) represents a Center of Excellence having highly skilled, research-active faculty and students from a variety of disciplines who are making very significant contributions to the intellectual infrastructure of Northeastern Ohio. The investigatory tools used by these investigators, which largely define the term 'biotechnology', not only include the traditional techniques of chemistry (biochemistry, organic chemistry, pharmacology, etc.), but also innovative genomic (gene-related) and proteomic (protein-related) approaches to dissect biological phenomena. The discoveries derived from chemical-biological investigations are applied to develop processes and materials that generate economic, sociological, and public health benefits (e.g., biomaterials, drug discovery, development of biofuels, bioremediation methods, etc.). By driving workforce development and providing broad-based technological expertise in chemical biology, the Center is a potential engine of economic development. The CACB welcomes opportunities for collaborative partnerships that are not just local or within the Cleveland-Pittsburgh TechBelt, but also those that actively engage regional, national, or international biotech ventures.

Center of Excellence in International Business

Designated as one of YSU's four Centers of Excellence, the Williamson College of Business Center of Excellence in International Business encompasses global learning experiences for students, research in international business, the study of emerging markets, and training and consulting services for businesses. Components of the Center include: the Williamson Center of

International Business, the Emerging Market Initiative, and the Ohio Small Business Development Center at YSU.

The Emerging Markets Initiative was awarded the 2007 Governor's Excellence in Exporting Award for increasing awareness of exporting as a vital component of the state's economy. The Emerging Markets Initiative supported international study tours, curriculum development, faculty research projects, several outreach seminars, and the design and delivery of an International Business Scholars Workshop for high school students.

The Center of Excellence in Materials Science and Engineering (CEMSE)

The CEMSE at Youngstown State University is devoted to the preparation, advanced characterization, and development of a variety of materials for enhanced educational experiences, advancement of basic research, and practical applications of benefit to society. The CEMSE is distinguished by state-of-the-art materials characterization facilities, dedicated personnel, and a strong commitment to engaging industrial participants in collaborative research and educational initiatives towards the primary goal of fueling economic growth of the greater Youngstown region.

One major funding award in the CEMSE, a Wright Capital Projects grant, in the amount of \$2.1 M through the Third Frontier Program of the Ohio Department of Development was to the Department of Chemistry in collaboration with Fireline TCON, Inc. These funds were used to establish a state-of-the-art electron microscopy facility within the College of STEM to conduct research on advanced composite materials for applications ranging from parts for molten aluminum processing to conformal body armor for U.S. troops. The new facility has greatly expanded YSU's capabilities for materials research by permitting analysis at the nanoscale to atomic levels.

Center for Transportation and Materials Engineering

The Center for Transportation and Materials Engineering (CTME) at YSU was established in late 2006 as a result of funding received from the United State Department of Transportation (USDOT). The funding was included in the 2005 Federal Transportation Efficiency Act of the 21st Century. That legislation authorized the U.S. DOT to fund 22 Tier II University Transportation Centers [UTCs] throughout the nation. Youngstown State University was one of the four sites selected in Ohio; the other three are Cleveland State University, the University of Akron, and the University of Toledo. The YSU CTME has chosen to respond to the national strategy for surface transportation as delineated in the U.S. DOT Strategic Plan and the U.S. DOT Research, Development, and Technology Plan. Building on YSU's established expertise in the areas of materials research and engineering for infrastructure enables the Center to focus its efforts on applied research and applications through the use of materials engineering and increases and innovations in advanced manufacturing of materials to increase the longevity, mobility, and sustainability of the Nation's Transportation Infrastructure. The YSU CTME is partnership driven by and includes students, faculty, stakeholders, and transportation and transit agencies and organizations. All of the efforts at the YSU CTME will address the goals of the UTC Program through research, education, and technology transfer activities.

Center For Innovation in Additive Manufacturing

Additive manufacturing (AM) is also known as 3D printing. It is a layer-by-layer fabrication process that provides distinct advantages in producing complex, customized, and/or low-volume time-critical parts. AM is being used to fabricate fully functional final parts, prototypes, and tooling. There are seven different categories of AM process technologies and within those categories metal, ceramic, plastic, and even biological tissues can be printed.

YSU's Center for Innovation in Additive Manufacturing (CIAM) was created to advance research, education, workforce development, and industry partnerships in this emerging field. CIAM is the focal point for additive manufacturing activities providing a resource for the College of STEM but also for other academic divisions including the arts and health sciences.

Center For Working-Class Studies

The Center for Working-Class Studies is the first center of its kind in the United States focusing on working-class life and culture. The mission is to foster multidisciplinary research in the area, support the development of courses that focus on work and class, and serve the greater Youngstown community by providing public programs as well as education. The Center has been funded by grants from the Ford Foundation and the Ohio Humanities Council.

Institute For Applied Topology & Topological Structures

The Institute, located within the Department of Mathematics and Statistics, promotes, facilitates, and supports topological research, education, and application at the University, in the State of Ohio, and throughout the world, and helps implement the University's role as an Urban Research University. This mission includes the growing and strengthening the topology group at Youngstown State University and its alliance with other topologists in the United States and abroad, particularly with the topology groups at Slippery Rock University and other universities in the region. Toward that end, the Institute supports any activity that facilitates research and scholarly growth or funding for the topology group and its collaborating organizations.

Natural Gas & Water Resources Institute

The YSU Natural Gas and Water Resources Institute will provide bachelor's degree level courses in science and engineering that will lead to an academic minor in gas technologies and also will provide research opportunities for industry focusing on analysis of water used in the shale gas extraction process. Because of YSU's location in the Utica shale region of Ohio, this new Institute will meet the educational and research needs of this new and growing industry.

The Utica shale is a large rock formation thousands of feet below the surface spanning an area from eastern Ohio to Pennsylvania and across the Canadian border. Gas contained in the Utica shale is expected to become a dominant source of natural gas for the United States in this decade. A recent study showed that more than 200,000 jobs, including nearly 9,000 in professional and technical services, will be created or supported by 2015 due to exploration, leasing, drilling and pipeline construction for the Utica shale reserve.

Third Frontier Advanced Energy Program

A second Wright Project involves research collaboration with Catacel. Catacel Corp. has recently developed a compact flexible fuel reformer (FFR) based on an accordion-style corrugated metal foil heat exchanger; the exchanger is a standardized low-cost foil module that can tolerate temperatures up to 900°C. Researchers from YSU will be working with Catacel engineers to improve their understanding of catalyst stability, a key step in the commercialization of the heat exchange platform system for use in fuel processing. Without knowledge of the performance of these catalysts for extended periods of time under real operating conditions, Catacel cannot provide performance guarantees to its customers. Enhancement of existing systems and construction of additional test units will be completed and transferred to YSU through the funding from this project, and these units will be used for extended time testing of selected catalyst systems.

Economic Development Activities and Applied Research

A recent initiative within YSU is the provision of a formal system of support within the College of Graduate Studies for economic development by providing

access to University research expertise and research facilities to the regional business community. A Business Community Liaison coordinates access to faculty expertise and research facilities by industries in the Valley, and the University has embarked on a new role of community support to help local companies identify resources to expand or redefine their businesses through the activities of the Garden Club Angels of Youngstown, a community based educational initiative, sponsored by YSU through the College of Graduate Studies and the Youngstown Business Incubator (YBI). These activities are also coordinated with the YSU Metropolitan College for workforce development and with other established economic development organizations, such as the YSU Small Business Development Center and the YBI.

As a lead member of the National Additive Manufacturing Innovation Institute (NAMII) located at the YBI, Youngstown State University is participating in a national/regional network of industrial companies, government agencies/organizations, and universities and colleges focused on industry/manufacturing support, workforce training, and applications research for additive manufacturing. YSU's main role will be workforce development and applied research as appropriate. The University is also the lead institution and fiscal agent for a recent U.S. Department of Energy Grant establishing the Tech Belt Innovation Center, a business incubator in Warren Ohio, focused on developing clean and advanced energy technologies for commercial application.

The College of Graduate Studies Mission Statement

As a state-assisted metropolitan university, the instructional mission of Youngstown State University is focused on the educational, scholarship, research, and service requirements of residents and students of northeastern Ohio and western Pennsylvania, as well as a broader region, including all of Ohio and its surrounding states. This mission is designed to meet a variety of needs, including those in the industrial, professional, business, educational, social, and cultural areas. In support of this mission, the fundamental responsibility of the College of Graduate Studies is to make quality graduate education available to all qualified persons desiring it. Graduate study at Youngstown State University provides an integrated program of advanced study leading to discipline mastery and an understanding of related subjects. A thorough training in research skills and/or professional applications associated with the base of knowledge for each discipline is implicit in all graduate programs. Because of the very nature of graduate work itself, a more than average investment and initiative in learning, inquiry, research, and scholarship will be required on the part of candidates for an advanced degree. Thus, the College of Graduate Studies seeks to develop and maintain programs of high stature that achieve appropriate professional accreditation and attract quality students to the University.

Graduate programs that yield students who have mastered their discipline require a faculty of teacher-scholars who are active in their respective fields of study, whether they are professionally oriented or involved in more traditional scholarship, research, and creative activities. Individuals who meet these requirements constitute the graduate faculty.

The College of Graduate Studies supports the continued development of faculty scholarship and serves as the principal point of coordination for both internally- and externally-funded programs at Youngstown State University. These coordination efforts are directed at obtaining the resources necessary to mount and maintain scholarly and educational programs of excellence and, in some cases, to target specific areas for regional and/or national prominence.

Development and Organization

On March 28, 1967, the Trustees of The Youngstown University authorized the president and faculty of the University to begin developing graduate programs at the master's degree level, starting in the fall of 1968. In May 1967, the Faculty Senate of The Youngstown University authorized the development of

master's degree programs in various academic departments of the University. At its first meeting on August 15, 1967, the Youngstown State University Board of Trustees established the office of the dean of the Graduate School and the general regulations governing the appointment of a graduate faculty. It also identified and authorized the initial graduate degree programs that were to be offered. These programs gained approval from the Ohio Department of Higher Education on December 15, 1967. Preliminary accreditation was given by the Higher Learning Commission of the North Central Association of Colleges and Schools in July 1968; continued accreditation was awarded in 1974, 1978, 1988, 1999, and 2008. The College of Graduate Studies is a member of the Council of Graduate Schools in the United States and the Midwestern Association of Graduate Schools.

The College of Graduate Studies is administered by a dean who serves as a member of the Graduate Council. The elected members of the Graduate Council consist of one representative from each college's Graduate Studies Committee, one at-large member from Education, one graduate student member, and one program director from each college. Standing committees of the Graduate Council are:

- Assistantships Allocation,
- Curriculum,
- Exceptions,
- Graduate Student Grievance,
- Policy,
- Graduate Student Recruitment and Retention.

Graduate Student Representation

Within the first month of the fall semester, the Graduate Studies Committee of each college will ensure that a graduate student and an alternate from that college are elected to represent graduate student interests on the College Graduate Studies Committee. The six graduate student representatives to the six College Graduate Studies Committees also constitute the Graduate Dean's Graduate Student Advisory Council (GSAC).

Those eligible to be members of GSAC are full-time graduate students as defined in the graduate catalog, graduate assistants, or part-time students who have completed 12 or more hours of graduate credit, excluding transfer credit, before the fall semester in which the representatives are chosen.

The GSAC will choose from its own membership

- a graduate student member of Graduate Council; and
- a graduate student member to serve on each of the following graduate committees:
 - Assistantship Allocation,
 - Curriculum,
 - Exceptions,
 - Grievance,
 - Policy, and
 - Recruitment and Retention.

The GSAC will recommend to Council three graduate student members of the Grievance Committee, at least one of whom comes from GSAC.

Graduate students serving on graduate committees shall be voting members of the committees on which they serve. Members of GSAC have the right to participate in graduate faculty meetings without voting. Vacancies in GSAC will be filled by Graduate Council. A vacancy will occur automatically if a student representative resigns his or her position or if he or she is not registered for courses carrying graduate credit. The GSAC may request Council to declare a vacancy if the student is delinquent in his or her duties. If there are no available students from a given school, the Council may fill the vacancy with a student from another school.

Admission

Admission Procedure

To apply online for graduate admission, visit our website at www.ysu.edu/gradcollege (<http://www.ysu.edu/gradcollege>). Students are required to pay the admission fee by credit card or electronic check as part of the process. Applicants must send one transcript from each college or university attended, except YSU, to the College of Graduate Studies. Official transcripts must be sent directly from the institution to the College of Graduate Studies. Personal or unofficial transcripts issued to the student or those delivered or sent by the applicant instead of the institution will not be accepted.

Applications for admission cannot be reviewed until official transcripts of all previous college or university work are received. The applicant must see that the transcripts reach the College of Graduate Studies at the earliest possible date. The applicant should provide all the information requested in the first submission of materials. Omission of information on the application form will necessitate requests for additional information and therefore delay processing of the application. International applicants should also see the International Student Admission section for additional requirements. As soon as possible after receipt of all application materials, the student will be notified of the action taken on the application. Registration information will be provided once the student has been admitted to the College of Graduate Studies.

Test Information

In certain master's programs, test results must be submitted as part of the admission procedure. The Graduate Record Examination is available at Sylvan Learning Center locations. The Graduate Management Admission Test is available at Pearson VUE test centers; see <http://www.mba.com/us> for more information. Arrangements for taking the Miller Analogies Test on campus may be made directly with the Testing Office in 109 Meshel Hall, (330) 941-3175. Test scores are valid for five years.

Admission Requirements

Minimum requirements for admission to the College of Graduate Studies are the following:

- A bachelor's degree from a college or university certified by a regional accrediting agency (e.g., North Central Association of Colleges and Schools) approved by the U.S. Department of Education
- A cumulative grade point average in undergraduate work of at least 2.7 (on a 4.0 scale)
- Satisfactory preparation for the graduate program in which the student wishes to enroll as specified by the department of the major
- A test of written/spoken English, which the University reserves the right to request, of any entering graduate student whose primary language is not English
- Students having a cumulative undergraduate GPA below 2.7 must present a satisfactory score on the general test of the Graduate Record Exam, the Miller Analogies Test, or graduate-level subject specific exam as specified by the department of the major
- Nine semester hours of graduate work at a 3.0 GPA from an accredited institution may be substituted for the GRE requirement for provisional admission status.

The applicant is reminded to check specific admission requirements of the program in which he or she wishes to enroll to determine if there are any additional requirements.

Types of Admission

Regular

Regular admission will be granted to students who satisfy the admission requirements for the master's program in which they wish to enroll. Other categories are available as noted.

Provisional

Upon recommendation of the program director or chair, and the college dean, and subject to the approval of the dean of Graduate Studies, 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 cumulative 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 on the Action on Provisional Status form.

Non-degree

Non-degree status provides an opportunity for individuals who hold a baccalaureate or higher degree to enroll in graduate classes for professional or personal development, personal enrichment, or to explore the possibility of entering a graduate degree program without completion of the regular graduate admission process. Departments may require prior approval for non-degree student registration in departmental courses.

Non-degree applicants must meet all requirements for admission to the College of Graduate Studies (minimum cumulative GPA of 2.7 at the undergraduate level, baccalaureate degree, and submission of all academic transcripts). Status as a non-degree student is not an admission to a College of Graduate Studies degree or certificate program. Non-degree students not seeking a graduate certificate must complete a non-degree application for graduate studies that indicates their academic area of choice. Non-degree students are required to pay the regular application fee. If non-degree students subsequently decide to seek admission to a graduate program, no further application fees will be assessed, but all required credentials must be submitted.

Non-degree students are ineligible for many types of financial aid (including assistantships awarded by the College of Graduate Studies). Non-degree students may seek advisement from the chairperson or program director in the academic area in which they have been permitted to take courses.

Students may only complete nine semester hours as non-degree seeking students. A maximum of nine semester hours taken as a non-degree student may be applied toward a degree program if accepted by the department in which the student wishes to earn a degree and if the department's recommendation is approved by the dean of Graduate Studies. This transfer limit may not be appealed. Any additional coursework beyond nine semester hours in non-degree status will not carry credit toward a graduate degree. However, all graduate courses taken as part of a graduate certificate may be counted toward a degree program, if the student is subsequently accepted into the program and the certificate courses are applicable.

Students enrolled in certificate programs may not deviate from the courses required for the certificate. If they do, the additional courses will not carry credit toward a graduate degree. Non-degree students who are enrolled in or who complete certificate programs and subsequently decide to enroll in a graduate degree program must meet all admission criteria for the program in which admission is sought.

NOTE: Students who need to take more than nine semester hours in non-degree status (for licensure, certification, or to earn a graduate certificate, etc.), may reapply to the College of Graduate Studies for up to an additional nine semester hours in non-degree status.

Transient

Transient admission may be granted to a degree-seeking student who attends any accredited graduate school and who submits a Graduate Transient Student form, signed by the dean of the student's home graduate school, showing that he or she is a graduate student in good standing. The form to be used in such cases may be downloaded from the YSU College of Graduate Studies website (<http://cms.ysu.edu/college-graduate-studies/transient-admission>). Under some circumstances, transient admission may be renewed for a second semester, but the graduate deans of both universities must approve the renewal. If a transient student later wishes to become a regular graduate student, he or she must be admitted to a degree program by following the usual admission procedures. An admitted transient student must meet all prerequisite requirements for any course taken at Youngstown State University.

International Student Admission

International applicants must complete an application for admission and provide all materials required at least four months prior to the semester they wish to be considered for admission. In addition to the regular admission requirements, the following must also be submitted:

- A minimum score of 550 on the paper-based, 213 on the computer-based, or 79-80 on the internet-based (iBT) Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service (ETS) by graduates of foreign universities who are nonnative English speakers. (Scores over two years old by the beginning of the term applicants wish to enter are not acceptable.) The College of Graduate Studies will accept the academic version of the IELTS (International English Language Testing System) as an alternative to the TOEFL exam for international students. (A score of 6.5 on the IELTS test equates to a 550 on the TOEFL.) Proficiency may also be demonstrated by a letter of certification from the Youngstown State University English Language Institute stating that the applicant has completed the program of study and is proficient in English at a level appropriate to pursue a graduate degree and present an English language thesis if one is necessary as a degree requirement. Prior to full admission to graduate study, students may be tested and placed in special English classes, if necessary, to ensure an adequate level of English proficiency. (Note: Evidence of proficiency is waived for applicants educated in English-speaking countries as defined in the YSU Undergraduate Catalog or for applicants holding U.S. Legal Permanent Residence for one year **or for applicants who** have successfully completed 24 semester hours of college-level coursework from an accredited English-medium college in the United States or another country where English is the official language).
- For F-1 or J-1 Visa certification: evidence of financial support and sponsorship during the period of study at YSU, including documents of verification.

NON U.S. Transcripts

- Any applicant (including U.S. citizens) who attended a non-U.S. educational institution for 24 semester hours or less must provide a sealed certified/attested official transcript to the College of Graduate Studies.¹
- Any applicant (including U.S. citizens) who attended non-U.S. educational institutions for more than 24 semester hours or who earned a Bachelor's degree (or its equivalent) or Master's degree (or its equivalent) from a non-U.S. institution or where English was not the language of instruction is required to submit to YSU an evaluation of the following documents by a National Association of Credential Evaluation Services (NACES) approved evaluation agency:
 - an official course-by-course evaluation of each certified/attested non-U.S. transcript with

- grade point average (GPA) equated to a 4.0 scale
- all mark sheets and
- proof of degree
- an official English translation of the transcript if the transcript is not in English

- International students attending a non-U.S. institution who apply for admission to the College of Graduate Studies prior to the completion of all bachelor's degree coursework and the awarding of the bachelor's degree will also need to request an evaluation of the final transcript as soon as all grades are posted. Proof of degree is required for admission to the College of Graduate Studies.
- The official transcript evaluation with a copy of the certified/attested transcript must be sent directly from a National Association of Credential Evaluation Services (NACES) approved agency to:

Youngstown State University
College of Graduate Studies
1 University Plaza
Youngstown, OH 44555

Preferred evaluation agencies are:

- Educational Credentials Evaluators (ECE) (<http://www.ece.org>)
- Josef Silny & Associates, Inc., International Education Consultants (<http://www.jsilny.org>)
- World Education Services (WES) (<http://www.wes.org>)

YSU will accept an evaluation from another NACES approved evaluator if that evaluator requires a certified/attested official transcript from the institution attended for the evaluation. For a list of NACES members, please visit www.naces.org (<http://www.naces.org>).

Youngstown State University has no affiliation with the preferred evaluators. However, these evaluators are known to provide fast and accurate services to applicants.

YSU enrolls students in accordance with the policy of the United States Bureau of Citizenship and Immigration Services.

¹ If a study abroad student provides an official transcript from a regionally accredited U.S. school of record that documents the study abroad courses, no additional transcript is required.

Graduate Programs

The following graduate degree programs are offered by Youngstown State University:

Doctoral Degree Programs

- Doctor of Education in Educational Leadership
- Doctor of Philosophy in Materials Science and Engineering
- Doctor of Physical Therapy

Educational Specialist Degree

- Educational Specialist in School Psychology

Master Degree Programs

- Master of Accountancy
- Master of Arts in American Studies
- Master of Arts in Art Education
- Master of Arts in Economics
- Master of Arts in English
- Master of Arts in Financial Economics
- Master of Arts in Gerontology

- Master of Arts in History
- Master of Arts in Interdisciplinary Communication
- Master of Athletic Training
- Master of Business Administration
- Master of Computing and Information Systems
- Master of Education in Intervention Services
- Master of Fine Arts in Creative Writing
- Master of Health and Human Services
- Master of Music in Jazz Studies
- Master of Music in Music Education
- Master of Music in Music History and Literature
- Master of Music in Music Theory and Composition
- Master of Music in Performance
- Master of Public Health
- Master of Respiratory Care
- Master of Science in Biology
- Master of Science in Chemistry
- Master of Science in Criminal Justice
- Master of Science in Environmental Science
- Master of Science in Mathematics
- Master of Science in Education – Counseling
- Master of Science in Education – Educational Administration
- Master of Science in Education – Special Education
- Master of Science in Education – Teacher Education
- Master of Science in Chemical Engineering
- Master of Science in Civil and Environmental Engineering
- Master of Science in Electrical Engineering
- Master of Science in Industrial and Systems Engineering
- Master of Science in Mechanical Engineering
- Master of Science in Nursing – Adult-Gerontology Clinical Nurse Specialist
- Master of Science in Nursing – Family Nurse Practitioner
- Master of Science in Nursing – Nurse Anesthetist
- Master of Science in Nursing – Nurse Education
- Master of Science in Nursing – School Nurse
- Master of Social Work

Online Graduate Programs

- Master of Respiratory Care
- Master of Arts in Financial Economics
- Master of Business Administration
- Master of Health and Human Services
- Master of Respiratory Care
- Master of Science in Criminal Justice, Criminal Justice Management and Program Planning
- Master of Science in Engineering, Management option

For additional information please: visit the Office of Distance Education website at <http://cms.ysu.edu/administrative-offices/distance-education/> distance-education, call the office at (330) 941-1516, or send an e-mail to distanced@ysu.edu.

Certificates

- Certificate in Applied History
- Certificate in Autism Spectrum and Related Disabilities
- Certificate in Biological Sciences
- Certificate in Instructional Communication
- Certificate in Economics

- Certificate in English
- Certificate in Enterprise Resource Planning
- Certificate in Environmental Studies
- Certificate in Health Care Management
- Certificate in Literature for Children and Young Adults
- Certificate in Mathematics
- Certificate in Nurse Education
- Certificate in Professional and Technical Writing
- Certificate in Teaching English to Speakers of Other Languages (TESOL)
- Certificate in the Teaching of Literature
- Certificate in Teaching of Writing
- Post-masters Family Nurse Practitioner Certificate Program

Doctor of Education in Educational Leadership

Department Chair

Charles Vergon
4103 Beeghly College of Education
(330) 941-1574
cbvergon@ysu.edu

Program Coordinator

Charles Vergon
4103 Beeghly College of Education
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Program Description

The Doctor of Education program in educational leadership provides terminal professional preparation for administrators in public and nonpublic schools and health and human service organizations, especially, but not exclusively, those working in the northeastern Ohio and western Pennsylvania areas served by the University. Professionals currently occupying leadership positions in other settings may also be considered for admission when space in the cohort permits. The program is also open to health-professionals for whom no terminal degree is available in their field but who desire a rigorous program of research and leadership studies. The program is designed to build the capacity of individuals to provide effective educational leadership in such organizational settings, with particular attention to enhancing efficiency, equity, and excellence.

The program focuses on the preparation of professionally committed practitioners who reflect the current state of knowledge and best practice in educational leadership. Central to the preparation of such professionals are the refinement and transmission of competencies in the areas of scholarship, instruction, leadership, management, external relations, and personal development. The program is cohort-based and delivered in mixed-mode format with monthly campus meetings and other instruction accomplished through web-based modules.

The doctor of education program is administered by the Department of Educational Foundations, Research, Technology, and Leadership in the Beeghly College of Education.

Accreditation

The Ed.D. program in educational leadership is nationally recognized by the Educational Leadership Constituent Council. Education programs at Youngstown State University are accredited by the National Council for the Accreditation of Teacher Education.

Application Procedure

Program information may be obtained from the Department of Educational Foundations, Research, Technology, and Leadership. Application and financial aid information may be obtained from Graduate Admissions in Coffelt Hall. All application materials must be sent to Graduate Admissions. Please confirm all deadlines with Graduate Admissions. Because application deadlines and the professional mix in cohorts may vary from year to year, those interested in the program are encouraged to contact the department in advance of initiating the application process.

Admission Requirements

Acceptance into the Ed.D. program reflects superior qualifications. Admission is by cohort, based upon a competitive evaluation of applications by the doctoral program faculty of the Department of Educational Foundations, Research, Technology, and Leadership. Diversity among students in terms of race, gender, disability, geography, and professional discipline is desirable. In addition to the admission requirements of the College of Graduate Studies, applicants will be evaluated holistically for their likely success in the program based on the following weighted criteria:

Professional Qualifications and Experience

- Possession or qualification for licensure, if it exists for their profession, in the state in which they wish to practice
- Completion of three or more years of professional experience in their field
- Completion of two or more years of administrative experience or demonstration of exceptional leadership skills
- Submission of a detailed resume

High Academic Achievement

- Completion of an accredited master's degree program in educational administration or in health and human services with a minimum grade point average in graduate study of 3.5 or master's degree in another field with extensive experience in a senior leadership capacity in such an organization.
- Combined score of 900 or more (or 290 or more on revised scale) on the general tests of the Graduate Record Examination. This test must have been completed within the past five years. Applicants must plan to register for this examination in advance. Provisional admission may be granted to otherwise outstanding applicants who fail to achieve the cutoff score.

Professional References

Presentation of three letters of reference attesting to the applicant's good moral character, leadership and management potential, professional plans, success in teaching, professional commitment, interpersonal skills, and special professional capabilities.

Personal Goals and Leadership Vision

- Submission of a statement of interest
- Submission of two 500- to 750-word essays: one personal essay and one essay on their leadership vision

Faculty Interview

- At the request of the doctoral faculty, a personal interview may be required when the initial screening based upon the standards previously listed warrants further assessment of the applicant's likely success in the program.
- Approval of the applicant by the doctoral faculty

Degree Requirements

Admission to the doctoral program is made on a cohort basis. Students are expected to enroll for two doctoral core courses per term for Fall, Spring, and Summer terms. Students who fail to progress with their cohorts will have to

await the normal core course rotation to enroll in missed courses. Students who are inactive for more than three terms will have to be readmitted to the program upon the Doctoral Admission Committee's recommendation.

Residency

Concentrated effort, continuing peer and faculty interaction, and scholarly reflection relatively free from distraction are needed if the student is to develop a considered and mature vision of the profession. Each student is required to meet a minimum residency requirement of enrollment for 18 semester hours during the period of three consecutive semesters, including summer session(s). No Ed.D. student may enroll for more than six semester hours unless his or her advisor approves such enrollment. Dissertation credits may not be used to satisfy the residency requirement.

Special Notes

Departmental policies and procedures governing the operation of the Ed.D. program are set out in the program *Administrative Handbook* and *Student Handbook*.

All students who successfully complete a doctoral comprehensive examination will be required to enroll in every semester of their candidacy until graduation.

Graduate Studies policies concerning transfer credits, time limits, and other academic matters must be followed. See the General Information of the *Graduate Catalog*, the *College of Graduate Studies Academic Policy Book*, and graduate faculty minutes for current information.

With appropriate selection of concentration courses, this program may provide licensure in either principalship or superintendency or both in Ohio and/or Pennsylvania for educators that satisfy other requirements established by the university and the respective state departments of education.

Jane Beese, Ed.D., Associate Professor

Organizational leadership; economics of education; program evaluation

Karen H. Larwin, Ph.D., Associate Professor

Assessment; research design and methodology; statistics

Charles B. Vergon, J.D., Professor

Education law; policy development; educational change

The credit hours required for the Ed.D. in educational leadership consists of a minimum of 61 semester hours beyond the master's degree. These include:

- 30 semester hours of doctoral core courses,
- 18 hours of electives,
- a 3-hour leadership internship or clinical practice, and
- 10 hours of dissertation studies.

A minimum of 39 semester hours of graduate credit beyond the master's degree, exclusive of dissertation credits, must be earned at YSU. Students can transfer up to 18 semester hours of post-master's work that satisfy program elective requirements into the doctoral program from other institutions. Transfer credits may be accepted upon recommendation of the Ed.D. program and approval of the Graduate College within the policies of the College of Graduate Studies.

See the Courses section of this catalog for required prerequisite study for each course. Certain courses reflect the particular vision of the YSU program and are to be completed at YSU. This information is noted in parentheses.

COURSE	TITLE	S.H.
Educational Leadership Core		
EDAD 8122	Leadership in Education	3
EDAD 8125	Educational Politics and Policymaking in the United States	3

EDAD 8130	Learning Processes and the Instructional Leader	3
EDAD 8140	Seminar in Administrative Theory	3
EDAD 8155	Seminar in Current Educational Issues	3
FOUN 8102	Perspectives on Leadership Among Diverse Populations	3

Educational Research Core

EDAD 8185	Seminar in Educational Research/Dissertation Proposal	3
FOUN 8104	Research Strategies in Educational Administration	3
FOUN 8111	Advanced Research Design and Statistics	3
FOUN 8112	Qualitative Research for Educators	3

Total Semester Hours 30

Select 18 s.h. minimum from leadership in public and non-public schools or leadership in health and human service organizations and approved by advisor from candidate's primary professional discipline.

Leadership in Public and Non-Public Schools

COURSE	TITLE	S.H.
Select 12 s.h. of educational leadership electives.		12
Select 6 s.h. of teaching and learning electives		6
Total Semester Hours		18

Leadership in Health and Human Service Organizations

COURSE	TITLE	S.H.
Select of 18 s.h. of educational leadership and HHS concentration area courses		18
Total Semester Hours		18

Clinical Practice in educational Leadership

COURSE	TITLE	S.H.
Select one of the following:		3
EDAD 7022	Field Experience (Elementary 7022E; Middle 7022M; or Secondary 7022S)	
EDAD 7040	Clinical Practice for the Administrative Specialist	
EDAD 7050	Clinical Experience: Superintendency	
Total Semester Hours		3

Dissertation study

COURSE	TITLE	S.H.
EDAD 8190	Dissertation Study	
Total Semester Hours		10
TOTAL PROGRAM HOURS		61

Comprehensive Examinations

Comprehensive examinations consist of a written examination covering six competencies and an oral examination assessing the overall suitability of the individual as a leader in schools or school systems. Satisfactory completion of these examinations qualifies the student as a candidate for the Ed.D. degree and signifies readiness to begin the dissertation study.

Learning Outcomes

In the Doctoral Program, candidate performance is assessed across the following objectives with focus at the district-wide or systems level.

1. Candidates will be able to facilitate the development, articulation, implementation, and stewardship of a school system-wide vision of learning that is supported by the school community.
2. Candidates will be able to promote a positive school System culture, provide an effective instructional program at the district level, apply best practice to student learning, and design comprehensive professional growth plans for school district staff.
3. Candidates will be able to manage school district organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates will be able to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.
5. Candidates will be able to act with integrity, fairly, and in an ethical manner in carrying out systems level leadership responsibilities.
6. Candidates will be able to influence the larger political, social, economic, legal, and cultural context.
7. Candidates will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real school system level settings in their choice of post-master's licensure programs- Ohio Superintendent Licensure and Pennsylvania Superintendent Letter of Eligibility Certification.

Doctor of Philosophy in Materials Science and Engineering

Program Coordinator

Clovis A. Linkous
5001 Ward Beecher Science Hall
(330) 941-1958
calinkous@ysu.edu

Program Description

The Doctor of Philosophy (Ph.D.) in Materials Science and Engineering is a cutting-edge program, employing state-of-the-art analytical materials instrumentation not found anywhere else in the area between Cleveland and Pittsburgh. Incorporating the research activities from the YSU Center of Excellence in Materials Science and Engineering (CEMSE) and the Ohio Hub for Innovation and Opportunity in Advanced Materials Commercialization, this program promotes the synergistic interaction of industrially focused research efforts of faculty, students, and commercial research partners leading to economic development of the region. The Ph.D. is specifically targeted at producing graduates who can find employment as industrial research scientists or engineers.

Application Procedure

Program information may be obtained from the College of Science, Technology, Engineering and Mathematics and from the Ph.D. Program (http://stem.yosu.edu/gen/stem/Ph.D_in_Materials_Science_and_Engineering_m2043.html) webpage. Application information may be obtained from The Office of Graduate Admissions in Coffelt Hall (<http://www.yosu.edu/gradcollege>) and from Ph.D. Program admission (<http://cms.yosu.edu/college-graduate-studies/domestic-admissions>) webpage. All application materials must be submitted through the online application system (<https://ysu.ellucianrecruiter.com/Admissions/Pages/Welcome.aspx>).

Application Requirements

Students with a B.S. or M.S. in materials science, materials engineering, or related fields (including chemistry, physics, or mechanical, chemical, electrical or civil engineering) can be admitted through the College of Graduate Studies on a competitive basis up to the capacity of the program.

Requirements for admission to the Ph.D. program include the following:

- B.S. or M.S. degree in materials science, materials engineering, or related fields (including chemistry, physics, or mechanical, chemical, electrical or civil engineering);
- Cumulative undergraduate grade-point average of at least 3.0 on a 4.0 scale, or a graduate GPA of 3.3/4.0;
- GRE scores are required. Scores in the following ranges generally reviewed favorably: Verbal = 500-800, Quantitative = 650-800, and Analytical Writing = 4.0-6.0;
- For students whose native language is not English, a TOEFL score of 550 (or comparable score on a similar test)
- Completed application (see Ph.D. Program webpage (http://stem.yu.edu/gen/stem/Ph.D_in_Materials_Science_and_Engineering_m2043.html)).

All applications will be reviewed by an admissions committee consisting of the program director and a group of program faculty of sufficient breadth to interpret the credentials of all members of the applicant pool. **The selection/admission process is competitive; meeting eligibility criteria does not assure admission into the program.** Applications received as complete by February 1st will have full consideration for fall admissions and graduate assistant opportunities.

Martin A. Abraham, Ph.D., Professor
Green engineering; sustainability

James Andrews, Ph.D., Professor
Optical materials, particularly polymeric and organic materials; nonlinear and applied optics, multilayer optics; laser source development; magneto-optics, and optical metrology

Snjezana Balaz, Ph.D., Assistant Professor
Structure of surfaces of thin films, semiconductors, and nanoclusters

Brett P. Conner, Ph.D., Associate Professor
Materials and process development for additive manufacturing also known as 3D printing; functionally graded materials (FGMs); high-strain rate behavior of AM materials; 3D printing of metal casting tooling; business models for additive manufacturing

Pedro Cortes, Ph.D., Associate Professor
Structure-property relationships of polymers; composites and hybrid materials; smart materials and structures; development of chem-bio sensing platforms based on carbon nanotubes

Michael J. Crescimanno, Ph.D., Professor
Noise spectroscopy in multiphoton quantum optics; optical materials

AKM Anwarul Islam, Ph.D., Professor
Impact of blast on highway bridges; use of CFRP in enhancing structural strength of concrete members; structural health monitoring of bridges using wireless sensor network

Frank Xiyang Li, Ph.D., Professor
Electron spin resonance imaging; EMC, RF, and software engineering; networks; applied magnetic fields

Clovis Linkous, Ph.D., Professor
Ceramic electrolytes, polymer membrane electrolytes, solid state hydrogen storage, photovoltaic materials, photocatalytic decomposition of hydrogen sulfide; algae inhibition

Sherri R. Lovelace-Cameron, Ph.D., Professor
Synthesis and electrochemistry of novel organometallic polymers; synthesis of metal organic frameworks

Hazel Marie, Ph.D., Associate Professor
FEA/CFD modeling applied to solid-fluid interaction of thin film lubrication sealing; mechanical material modeling of soft biological tissue

Holly J. Martin, Ph.D., Assistant Professor
Corrosion studies; modification of metal surfaces to strongly adhere polymeric coatings for corrosion resistance

Tom Nelson Oder, Ph.D., Professor
Micro/nano fabrication and characterization of electronic and opto-electronic devices of wide band gap semiconductors: SiC, group III-nitrides, ZnO

Donald Priour, Ph.D., Assistant Professor
Theoretical condensed matter physics; particularly related to systems of technological relevance where the flow of charge or fluid is modified or inhibited by disorder in the form of random inhomogeneities, or severed wires or bonds

Josef B. Simeonsson, Ph.D., Professor
Analytical atomic and molecular spectroscopy; trace and ultratrace analysis; laser induced fluorescence spectroscopy; laser ionization spectroscopy; Raman spectroscopy; environmental analysis

Virgil C. Solomon, Ph.D., Associate Professor
Synthesis of shape memory alloys, ceramic-metal composites and nanostructures and their characterization using metallography, thermal analysis and analytical scanning and transmission electron microscopy techniques.

Timothy R. Wagner, Ph.D., Professor
Synthesis of inorganic oxide and mixed-anion materials; structure characterizations using single crystal and powder X-ray diffraction; electron microscopy techniques

- 90 Semester Hours of Graduate Study
- Qualifying exam, based on the topics presented in the core curriculum, following the second year of study.
- Recommended internship program, usually through full-time paid employment at a partner company.
- Written research proposal, describing the work to be completed for the dissertation. The proposal will be presented orally and defended in front of the dissertation committee.
- Oral presentation of research accomplishments, approximately mid-way through the dissertation research at Seminar.
- Dissertation defended orally to the dissertation committee, which will also approve the final written document. Completion of the dissertation is the culminating experience of the Ph.D. program.

Coursework

COURSE	TITLE	S.H.
Materials Science and Engineering Course Core		
MATL 7010	Analytical Methods for Materials Science 1	2
MATL 7020	Analytical Methods for Materials Science 2	2
MATL 8010	Structure of Materials	3
MATL 8020	Mechanical Properties of Materials	3
MATL 8030	Thermodynamics and Phase Behavior	3
MATL 8040	Kinetics, Diffusion, and Rate Processes	3
Materials Science and Engineering Research Core		
MATL 6982	Graduate Research	21
MATL 6990	Seminar in Materials Science and Engineering	3
MATL 8050	Materials Internship ^{or electives}	6
MATL 8060	Dissertation	32
Electives		
Select 12 s.h. of Electives.		12
Total Semester Hours		90

Special Notes

College of Graduate Studies policies concerning transfer credits, time limits, and other academic matters must be followed.

Doctor of Physical Therapy

Department Chair

Nancy Landgraff
B311 Cushwa Hall
(330) 941-2703
nlandgraff@ysu.edu

Welcome

Welcome! Our entry-level Doctor of Physical Therapy (DPT) Program offers academically-talented students an opportunity to join a profession that contributes in countless ways to movement and health.

We are proud of the quality of our faculty and students. We have well-credentialed faculty—many hold doctorates and/or advanced specializations. Many of our courses are team-taught by faculty in a case-based approach that helps students keep clinical practice in mind. Practice labs typically have 2 or 3 full-time faculty supervising and instructing students. In addition, the faculty work hard to meet each student's individual needs. Students work well together, learning to make clinical decisions and to be part of an exciting profession.

We are interested in attracting students who are self-motivated learners, willing to be active participants in the teaching-learning process. We also welcome other physical therapists to collaborate with us on clinical research or education. The coming years will be some of our best. Join us!

Vision

The Physical Therapy Department at Youngstown State University will provide the entry-level doctorate in physical therapy degree (DPT), selected doctoral programs and opportunities for professional development. We will be recognized locally and statewide as a high quality program that prepares students to be autonomous professionals, leaders, good citizens and potential scholars. We will be recognized for excellent academic preparation of students, utilizing an integrated case-based approach to learning, and for outstanding community service and research.

Program Description

The Doctor of Physical Therapy program is a professional program for the preparation of physical therapists. The program is an entry-level, postbaccalaureate program consistent with the accreditation requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE). Admitted on a competitive basis, students enter the three-year program of professional coursework and clinical education affiliations.

Admission Requirements

Admission to the Physical Therapy program is competitive. Meeting eligibility standards does not guarantee admission. Admissions are selective. The admission deadline will be posted on the Department of Physical Therapy website (<http://web.ysu.edu/bchhs/pt>).

Students should apply to the physical therapy program if the following eligibility requirements are met:

1. A minimum overall GPA of 3.2 on a 4.0 grading scale.
2. A 3.0 GPA in prerequisite courses. A minimum of 6 courses completed prior to applying. All prerequisite courses must be completed with "C" or better. See the Department of Physical Therapy website (<http://web.ysu.edu/bchhs/pt>) for specific prerequisite requirements.

3. Completion of a bachelor's degree, and all prerequisite courses, prior to starting the program.
4. A recommended GRE score of at least 295 on Part I and 4.0 on Part II.
5. Documentation of 40 observation hours (paid or volunteer) under the direct supervision of a physical therapist(s) in a physical therapy setting. Two sites are recommended.
6. References: 3 total, a combination of physical therapists and faculty.

In certain circumstances, Youngstown State University students may be provisionally accepted into the D.P.T. program as undergraduates during the summer semester of their senior year. They are not, however, admitted as graduate students until their application for graduate program admission has been accepted and approved and they are admitted to the College of Graduate Studies. Under no circumstances will this admission take place prior to their receipt of the bachelor's degree.

Accreditation Information

The Doctor of Physical Therapy Program at Youngstown State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Current accreditation was granted in 2014 for 10 years. The next accreditation visit will be in 2024.

National Physical Therapy Examination pass rates for the last 3 years is 100%.

James A. Benedict, M.Ed., Instructor

Healthcare policy; CVA interventions and outcomes; SCI interventions

Cara A. Carramusa, M.S., Instructor

Geriatrics/older adults; wellness; falls/fall prevention and outcomes; clinical education

Weiqing Ge, Ph.D., Associate Professor

Spinal characteristics; muscle stiffness; responses of paraspinal muscle spindles to forces in animal models

David William Griswold, D.P.T., Assistant Professor

Vestibular rehabilitation; neurophysiological effects of manual therapy

Nancy Crum Landgraff, Ph.D., Professor

Functional deficits in carotid artery disease; stroke outcomes; rehabilitation interventions in acute stroke

Kenneth Learman, Ph.D., Professor

Physical therapy interventions for the spine

Cathy Bieber Parrott, M.S., Assistant Professor

Orthopedic related disability measurement; program assessment.

Jane Wetzel, Ph.D., Associate Professor

Interventions for persons with cardiopulmonary dysfunction

There are four areas of program requirements that must be satisfactorily completed to be granted the D.P.T. degree:

- professional coursework,
- professional conduct,
- clinical affiliations, and
- critical inquiry project.

Students not making satisfactory progress may be required to repeat that year of the program or be dismissed based on established standards.

There are three levels of coursework in the D.P.T. program.

COURSE	TITLE	S.H.
Level I: Foundation Courses (waiveable)		
BIOL 8868	Human Gross Anatomy 1	4
BIOL 8869	Human Gross Anatomy 2	4
PHYT 8800	Pathology	4
Level II: Core Courses		
PHYT 8901	Clinical Decision Making 1	6
PHYT 8902	Functional Anatomy	3
PHYT 8903	Language, Culture, and Health	2
PHYT 8904	Integrated Clinical Education Experience	6
PHYT 8905	Clinical Decision Making 2	6
PHYT 8906	Critical Inquiry 1	3
PHYT 8907	Special Topics: Pediatrics	3
PHYT 8908	Legal and Ethical Issues in Physical Therapy	2
PHYT 8909	Clinical Decision Making 3	6
PHYT 8910	Critical Inquiry 2	2
PHYT 8911	Special Topics: Geriatrics	2
PHYT 8913	Management and Leadership in Physical Therapy	2
PHYT 8914	Clinical Education 2	4
PHYT 8916	Critical Inquiry 3	2
PHYT 8918	Professional Issues	2
PHYT 8919	Clinical Education 3	6
PHYT 8920	Clinical Education 4	12
PHYT 8923	Community Applications	3
PHYT 8924	Histology	1
PHYT 8925	Applied Neuroscience for Physical Therapists	4
PHYT 8926	Imaging and Lifespan Pathology for PT	2
PHYT 8928	Healthcare Delivery	1
PHYT 8929	Clinical Decision Making 3: Advanced Cases	3
PHYT 8930	Clinical Decision Making 4: Advanced Cases	2
PHYT 8932	Pharmacology for PTs	1
PHYT 8933	Clinical Foundation Skills 1	3
PHYT 8934	Clinical Foundation Skills 2	2
PHYT 8944	Clinical Decision Making 4-Part 1	3
PHYT 8945	Clinical Decision Making 4-Part 2	3
PHYT 8938	Special Topics in Physical Therapy (This class, Pro Bono Clinic, is taken 4 times for 1 credit each time.)	4
Level III: Electives		
Students are not required to take electives to be granted the D.P.T. degree.		
PHYT 8921	Independent Study	
PHYT 8922	Research	
Total Semester Hours		113

Learning Outcomes

1. Students will be able to formulate a differential diagnosis regarding a patient and judge if a patient is appropriate for physical therapy evaluation and treatment.
2. Students will be able to effectively manage a client in any of the four physical therapy practice patterns: cardiopulmonary, neuromuscular, musculoskeletal and integumentary.
3. Students will be able to provide effective patient and family education regarding the physical therapy intervention and the patient's pathology.
4. Students will demonstrate ongoing commitment to professional conduct consistent with the APTA core values.
5. Students will effectively relate the scientific evidence to patient cases and physical therapy questions.
6. Students will apply knowledge of laws and ethics to patient management.

- S.H. 7. Students will generate valid responses to changes in the Healthcare environment.
8. Students will demonstrate effective verbal and written communication skills.

Educational Specialist in School Psychology Introduction

The school psychology program is housed in the Beeghly College of Education. Students who successfully complete 45 credit hours of coursework are awarded the Master of Education (M.Ed.) degree in Intervention Services. An additional 54 credit hours are required for the awarding of the Educational Specialist (Ed.S.) degree in School Psychology. Candidates must also pass the PRAXIS II examination in school psychology for licensure in the State of Ohio and for certification by the National Association of School Psychologists (NASP). (Please note the following are required for admission to the Educational Specialist degree: Successful completion of the YSU M.Ed. In Intervention Services, demonstration of successful skills as evidenced by grades and disposition ratings throughout the program, and a successful Ed.S. admissions interview.)

The program provides a curriculum that is comprehensive, integrated, and sequential. It follows the school psychology standards set forth by the State of Ohio, NASP, and the Council for the Accreditation of Education Preparation (CAEP). Courses reflect current advances in the field of school psychology and education. In addition, the program has a unique emphasis in low incidence disabilities. The program is committed to implementing and integrating the most current technology.

The school psychology program is structured so that course content is accompanied by appropriate field experiences. Practicum experiences are designed to provide students with opportunities to practice skills that are required in professional practice while under direct supervision. Practicum experiences occur in conjunction with specific courses and are individualized in terms of setting and assignment to a field supervisor.

Full-time study in school psychology (M.Ed and Ed.S.) generally constitutes a three-year sequence. To develop the needed specific competencies and to meet the training goals of the YSU school psychology program, candidates during the first year of study complete coursework in counseling, educational, and psychological foundations at the master's level. The first year includes 180 practicum hours and provides candidates with experiences related to a variety of low and high incidence disabilities. Upon successful completion of year one requirements, candidates will graduate with a Master of Education in Intervention Services.

For more information about the Department of Counseling, Special Education, and School Psychology, contact the Department Office at 330-941-3257 or visit our Department website (<http://web.yzu.edu/bcoe/cse>).

Welcome

Our program is designed to prepare graduates with the necessary knowledge, skills, and dispositions to serve as school psychologists. Youngstown State University offers a Master of Education in Intervention Services as the initial degree required for admission to the Educational Specialist in School Psychology program. The School Psychology program at YSU enrolled its first class of candidates in 2012 and graduated its first class of School Psychologists in August 2015. This is the first new degree program in Ohio dedicated to the preparation of school psychologist in over four decades. Graduate students will find a unique educational experience that prepares them for a career in School Psychology. I encourage you to review the website and to contact the program director below.

Jake J. Protivnak, Ph.D.
Chair / Associate Professor

Department of Counseling, Special Education & School Psychology
330-941-1936
jjprotivnak@ysu.edu

Program Director

For specific questions about the Master of Education in Intervention Services and the School Psychology program, please contact the program director:

Richard W. VanVoorhis, D.Ed., NCSP, Associate Professor
3212 Beeghly College of Education
(330) 941-3266
rwvanvoorhis@ysu.edu

Admission Requirements

The Youngstown State University school psychology program is a cohort-based program and will accept students on a full-time time basis. Part-time positions in the program are limited and are only considered when space is available. The first year of the program commences during the summer. The requirements for applying to the YSU School Psychology program are:

- Successful completion of the YSU Master of Education in Intervention Services, demonstration of successful skills and dispositions, as evidenced by grades and disposition ratings, throughout the program and a successful Ed.S. admissions interview.

Accreditation

An application for the initial National Association of School Psychologists (NASP) approval was submitted during Spring 2016. Programs must first complete a three year cycle producing graduates before application may be made for full NASP approval.

Kathleen Aspiranti, Ph.D., Assistant Professor

School-based behavioral and academic interventions; response to intervention; autism spectrum disorders; curriculum-based measurements in reading

Carrie R. Jackson, D.Ed., Assistant Professor

Applied behavior analysis; autism spectrum disorders; neuropsychology; transition planning/vocational assessment

Richard W. VanVoorhis, D.Ed., Associate Professor

Role and function of school psychologists; career development and counseling topics; special education service delivery; low incidence disabilities; assessment and identification issues

Requirements for Ed.S. Degree in School Psychology

Successful completion of the following 54 credit semester hours as listed below:

- Successful completion of 22 required credit semester hours;
- successful completion of 11 practicum required credit semester hours;
- successful completion of 21 internship credit semester hours;
- successful completion of EDS comprehensive exam;
- approval of professional internship competency notebook; and
- successful completion of Change Project (Capstone experience partial fulfillment of SPSY 7512 Internship/Supervised Experience 1, SPSY 7513 Internship/Supervised Experience 2, and SPSY 7514 Internship/Supervised Experience 3 requirements).

Required Courses for the Education specialist Degree in School Psychology

COURSE TITLE
Required Courses

SPSY 7500	Dynamic Assessment 1	3
SPSY 7503	Dynamic Assessment 2	3
SPSY 7506	Consultation Approaches to Treatment in Schools	3
SPSY 7507	Classroom Assessment and Decision Making	3
SPSY 7508	Neuropsychology, Low Incidence and Learning Behavior	3
SPSY 7509	Family Systems Within an Educational Context	3
SPSY 7510	Professional Development Seminar in School Psychology	1
SPSY 7511	School Psychology Internship Studies	3
Practicum Courses		
SPSY 7501	Dynamic Assessment Practicum in School Psychology 1	3
SPSY 7502	Cognitive Observation Practicum	2
SPSY 7504	Dynamic Assessment Child Study Practicum 2	3
SPSY 7505	Dynamic Assessment Advanced Child Study Practicum 3	3
Internship Courses		
SPSY 7512	Internship/Supervised Experience 1	6
SPSY 7513	Internship/Supervised Experience 2	6
SPSY 7514	Internship/Supervised Experience 3	3
SPSY 7515	Advanced Seminar in School Psychology 1	3
SPSY 7516	Advanced Seminar in School Psychology 2	3
Total Semester Hours		54

1. Candidates will have knowledge and applied skills necessary to demonstrate school based data-based decision making and accountability.
2. Candidates will have knowledge and applied skills necessary to demonstrate effective consultation and collaboration.
3. Candidates will have knowledge and applied skills necessary to promote interventions and instructional support to develop student academic skills.
4. Candidates will have knowledge and applied skills necessary to promote interventions and mental health services to develop student social and life skills.
5. Candidates will have knowledge and applied skills necessary to promote school wide practices to promote learning.
6. Candidates will have knowledge and applied skills necessary to promote family-school collaboration services.
7. Candidates will have knowledge necessary to understand diversity in development and learning.
8. Candidates will have knowledge and applied skills necessary to conduct research and program evaluation.
9. Candidates will have knowledge and applied skills necessary to understand and demonstrate appreciate legal, ethical, and professional practice.

Master of Accountancy

Program Director

Raymond J. Shaffer
rjshaffer@ysu.edu

Program Description

The Master of Accountancy (MAcc) degree is designed to promote advanced professional competencies and to enhance opportunities for career success. Heavy emphasis is placed on the application of theory to actual practice so that graduates will immediately be able to add value to business organizations. Graduates will meet Ohio and Pennsylvania State Board of Accountancy requirements to sit for the Uniform CPA Examination. In addition,

S.H.

the program will prepare graduates to sit for other professional exams such as the CMA (Certified Management Accountant) exam.

The 30-hour MAcc program can be completed in two semesters of full-time study, or may be completed on a part-time basis. Included in the 30 required hours are 19 in accounting and finance, 8 in business and professional skills, and 3 hours of an approved accounting or finance elective.

Admission Requirements

Students admitted to the program must have a minimum overall/accounting GPA of 3.0 and have completed the following prerequisite coursework with a grade of "C" or better: Intermediate Accounting I & II, Federal Taxation, Cost Accounting, Accounting Information Systems (AIS), and Auditing. Advanced Accounting is recommended.

Huaiyu (Peter) Chen, Ph.D., Associate Professor

Marsha M. Huber, Ph.D., Associate Professor

Karin A. Petruska, Ph.D., Associate Professor
Financial accounting and reporting; international accounting; earnings quality and disclosure; analyst following; forensic accounting

Jeremy T. Schwartz, Ph.D., Assistant Professor
Practice-based case studies; public pensions

Raymond J. Shaffer, D.B.A., Assistant Professor
Tax compliance and theory; government and nonprofit accounting issues

David E. Stout, Ph.D., Professor
Accounting curriculum development; practice-based case studies; cross-disciplinary studies

Fran Marie Wolf, Ph.D., Professor
Financial management; advanced financial analysis

Peter Woodlock, Ph.D., Professor

COURSE	TITLE	S.H.
Accounting Courses		
ACCT 5814	Federal Taxation 2	3
ACCT 5820	Government and Funds Accounting	3
ACCT 6930	Financial Accounting Regulation	3
ACCT 6945	Accounting Ethics and Professionalism	2
BUS 6940	Data Analytics and Data Management	3
Capstone Course		
MBA Courses		4
FIN 6902	Financial Accounting and Finance for Decision Making	1
FIN 6923	Corporate Financial Management	2
FIN 6953	Advanced Financial Analysis	3
MGT 6945	Business Process Integration	2
MBA 6931	Effective Business Communication	1
Graduate Elective		
ACCT 6910	Business Internship	3
ACCT 6915	Estate Planning	
ACCT 6950	Fraud Examination	
FIN 6945	Business Valuation	
Total Semester Hours		30

Learning Outcomes

1. Acquire advanced knowledge of accounting and finance, which prepares graduates to sit for the CPA (Certified Public Accountant) exam and/or CMA (Certified Management Accountant) exam.

2. Demonstrate broad management competencies (e.g., leadership, business processes, and marketing of professional services).
3. Recognize and address ethical and social responsibility issues to be considered in a business context.
4. Communicate clearly, logically, and persuasively in both oral and written formats.
5. Identify and use accounting and tax resources to support decision making.

Master of Arts in American Studies Program Director

Dolores V. Sisco
245 DeBartolo Hall
(330) 941-3422
dvsisco@ysu.edu

Program Description

The Master of Arts in American studies program is designed to provide students with training in the content, theory, and methods for studying the history and culture of the United States and is designed to provide both training and experience in developing and implementing public humanities and educational programs. Special emphasis is placed on the application of the humanities in community, museum, and school settings. The program offers a core of courses in American studies, art and literature, history, working-class studies, and public practice, along with opportunities to work in local museums, schools, community projects, and other public humanities programs. Courses for the program have been drawn from five different colleges, providing students the chance to gain a truly broad and diverse education while deepening their knowledge of American culture. The M.A. in American studies also offers a teaching track designed for secondary school teachers.

Admission Requirements

Students must have a cumulative grade point average in undergraduate study of 3.0 (on a 4.0 scale). The bachelor's degree may be in any field, but students should have taken at least 12 hours of upper-division coursework in some combination of the arts, humanities, and/or social sciences. Applicants must include a personal statement detailing goals and decision for pursuing graduate study in American Studies.

Donna M. DeBlasio, Ph.D., Professor
Twentieth-century US history; applied history; oral history

John M. Hazy, Ph.D., Professor
Community health; life course issues; teaching effectiveness

Martha Pallante, Ph.D., Professor
Early American studies; material culture; pedagogy

Linda J. Strom, Ph.D., Associate Professor

Students must complete 36 semester hours of coursework at the graduate level.

COURSE	TITLE	S.H.
Required Core Courses		
AMER 6900	Approaches to American Studies	3
AMER 6990	Independent Project ¹	3

Practice Area		
Select two credits from one of the following tracks:		6
Teaching Track		
Select two of the following:		
AMER 6970	Teaching Working-Class Studies	
AMER 6975	Interdisciplinary Teaching	

ENGL 6906	Teaching of Literature
ENGL 6907	Teaching of Writing
ENGL 6974	English Education Workshop
ENGL 6976	Studies in English Education
HIST 6950	Studies in the Teaching of History
Public Practice Track	
SED 6935	Curriculum Development in VBME
AMER 6930	Humanities in the Community
AMER 6980	Public Humanities Internship

Focus Area

Select at least four courses from one of the following areas: 12

Cultural Studies

ANTH 6910	Special Anthropological Problems
ART 5881	Twentieth Century Art to 1960
ART 5882	Twentieth Century Art from 1960
ENGL 6915	Early American Studies
ENGL 6917	Nineteenth-Century American Studies
ENGL 6922	Twentieth-Century American
ENGL 6923	Working Class Literature
ENGL 6965	Studies in Film
FNLG 6900	Seminar
HIST 5806	American Architectural History 1
HIST 5807	American Architectural History 2
HIST 6940	Oral History
SOC 6900	Special Sociological Problems

American History

FOUN 6905	Educational Challenges in Historical Perspective
HIST 6910	Readings in American History
HIST 6912	Research Seminar in American Colonial History
HIST 6913	Research Seminar in 19th-Century America
HIST 6914	Research Seminar in 20th-Century America
HIST 6941	American Material Culture

Working-Class Studies

AMER 5850	Class and Culture
AMER 6910	Introduction to Working-Class Studies
AMER 6970	Teaching Working-Class Studies
ENGL 6923	Working Class Literature
HIST 6939	Labor in US History
HIST 6945	Interpretation and Preservation of the Industrial Built Environment

Public History

CJFS 6960	Program Planning and Evaluation
EDAD 6933	Educational Policy, Politics, and Change
ENGL 6944	Document Design and Production
ENGL 6953	Publications Issues and Management
ENGL 6992	Professional Communication
HIST 5810	Conservation of the Historic Built Environment
HIST 6942	Applied History
HIST 5810	Conservation of the Historic Built Environment
HIST 6942	Applied History
HIST 6943	Practicum in Applied History
HIST/ENGL 6946	Historical Editing
HIST 6955	Museum Curation and Interpretation 1
HIST 6956	Museum Curation and Interpretation 2
HIST 6957	Special Topics in Applied History

Distribution Requirement

Select four additional course with at least one from each of the other focus areas above. 12

Total Semester Hours 36

- 1 The required course, AMER 6990 Independent Project in American Studies, requires each student to complete an independent project, such as:
- a major research project,
 - the design and promotion of a special exhibit at a museum,
 - the development of an education program at a local library, or
 - the completion of a planning project in cooperation with a local community development agency.

Students will work closely with a committee of YSU faculty and community specialists to design and implement their individual projects.

Learning Outcomes

1. Students will analyze the various ways in which American culture is complex and diverse. Understanding American culture requires attention to how American diversity is reflected in the ideas, events, trends, texts, and issues created and used by Americans in everyday life as well as in community life and politics.
2. Students will explore and practice strategies for doing interdisciplinary analysis, which relies on the development of complex inquiry, selection of appropriate materials and concepts from a wide array of options, and the application of appropriate methods for interpreting and integrating diverse sources.
3. Students will create papers and projects in courses that demonstrate their ability to effectively communicate cultural knowledge and analyze why and how their choices are effective. This requires students to make appropriate choices about format, content, organization, and the use of evidence based on one's purpose, audience, and situation.
4. Students will develop connections between campus and community through papers, projects, and internships that apply the academic work to realms beyond the academy.
5. Students will plan, develop, write, and publicly present original research through their independent (thesis) projects.
6. Students will acquire professional experiences appropriate to the field of American Studies.

Master of Arts in Art Education

Program Director

Samuel Adu-Poku, Ph.D., Professor
4089 Bliss Hall
(330) 941-1866
sadupoku@ysu.edu

Program Description

The Master of Arts in Art Education program is designed to give art educators an opportunity to further develop artistic, pedagogical, scholarly, research, and leadership capabilities through in-depth study in studio, art history and art education theory. The M.A. in Art Education can be applied towards doctoral study, National Board Certification, Ohio Senior Educator or Lead Educator Licensure, and professional licensure in other states. Special emphasis is placed on the extension of specialized studio experiences in a variety of areas, including:

- painting,
- printmaking,
- sculpture,
- ceramics,
- graphic design, and

- photography.

Coursework combines studio practice and art history with art education theory, research, and classroom pedagogy to strengthen the capacities of teachers to create dynamic K-12 visual art programs. This integrated approach to the exploration of studio, arts-based educational research, technological, historical, socio-cultural, and contemporary issues in art and art education leads students to a fuller understanding of the challenges and opportunities of contemporary art education.

Accreditation

The Master of Arts in Art Education is accredited by the National Association of Schools of Art and Design (NASAD).

Admission Requirements

In addition to the admission requirements of the College of Graduate Studies, applicants must meet the following requirements:

- an undergraduate degree in art education and teacher certificate or professional teaching license;
- a cumulative undergraduate grade point average of 3.00 on a 4.00 scale;
- a minimum of two years of teaching experience preferred;
- three original letters of recommendation;
- 10-12 color images of personal artwork (digital copy);
- a statement of purpose of approximately 250 words indicating intent and proposed area of specialization within art studio and capstone project (studio project track or graduate thesis track);
- a personal interview with the Program Director and the Graduate Program Committee in the Department of Art may be required.

In some cases, remedial coursework in undergraduate studio art may be required by the Graduate Program Committee in the Department of Art before regular admission is granted. To obtain regular admission, the candidate must make up deficiencies by taking the appropriate undergraduate studio courses without graduate credit.

Application Deadline

Summer Admission	February 15
Fall Admission	May 15
Spring	October 15

Samuel Adu-Poku, Ph.D., Professor

Art education; curriculum development; multicultural education; teacher education

Joy Christiansen Erb, M.F.A., Associate Professor

Photography; traditional and digital photographic media; installation

Dragana Crnjak, M.F.A., Associate Professor

Painting; narrative work; drawing

Richard Helfrich, M.F.A., Assistant Professor

Graphic and interactive design

Missy McCormick, M.F.A., Assistant Professor

3D studies; ceramics

Christine E. McCullough, M.F.A., Professor

Painting; drawing

Greg Moring, M.F.A., Professor

3D studies; Sculpture

Jonathan Dana Sperry, M.F.A., Associate Professor

Digital media

Students must complete a minimum of 36 semester hours of graduate coursework consisting of:

- a graduate studio core,
- an art education core,
- a graduate research course,
- an art history elective, and
- a capstone project in the form of either a written thesis or a graduate studio art exhibition.

Research projects are supervised by art education and studio art faculty and should be oriented toward the scholarly integration of theory and practice. As a culminating experience, students must complete either an exhibition combined with a professional talk and an artist's statement, or an oral examination based on a written thesis.

Research Thesis Option

COURSE	TITLE	S.H.
Graduate Studio Core		
Art Studio Courses		
Select a minimum of 18 semester hours in two and/or three-dimensional Art Studio Courses including at least 9 hours in a single graduate studio area of concentration and an additional 9 hours of electives to be chosen from other graduate studio areas to provide breadth: ¹		18
ART 6910 & ART 6911 & ART 6912	Studio Problems in Sculpture and Studio Problems in Sculpture and Studio Problems in Sculpture	
ART 6930 & ART 6931 & ART 6932	Studio Problems in Ceramics and Studio Problems in Ceramics and Studio Problems in Ceramics	
ART 6940 & ART 6941 & ART 6942	Studio Problems in Printmaking and Studio Problems in Printmaking and Studio Problems in Printmaking	
ART 6950 & ART 6951 & ART 6952	Studio Problems in Painting and Studio Problems in Painting and Studio Problems in Painting	
ART 6970 & ART 6971 & ART 6972	Studio Problems in Photography and Studio Problems in Photography and Studio Problems in Photography	
ART 6980 & ART 6981 & ART 6982	Studio Problems Digital Media and Studio Problems Digital Media and Studio Problems Digital Media	
Art Education and Art History Core		
Select a minimum of 12-15 semester hours including a minimum of 15 hours in art education theory and an educational research course:		12-15
ART 6920	Historical and Philosophical Foundations of Art Education	
ART 6921	Current Issues, Perspectives, and Curriculum Practices in Art Education	
ART 6922	Graduate Seminar in Art Education	
Educational Research Course		
FOUN 6904	Introduction to Educational Research	
Art History Electives		
Select one of the following:		3
ART 5840	Topics in Ancient Art	
ART 5881	Twentieth Century Art to 1960	
ART 5882	Twentieth Century Art from 1960	
ART 6960	Special Topics in Art History	
Research Thesis		
Select 3-5 s.h. variable credits in field research or studio production and a written thesis based on individual need and research focus.		3-5

ART 6923 Graduate Art Thesis
or ART 6924 Graduate Studio Project and Exhibition

Total Semester Hours 36

¹ Studio courses may be repeated and must be selected from more than one area of concentration. Studio courses may be taken in increments of 1-3 s.h. variable credits with faculty approval.

Non-Research Thesis Option

COURSE	TITLE	S.H.
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Graduate Studio Core

Art Studio Courses

Select a minimum of 18 semester hours in two and/or three-dimensional Art Studio Courses including at least 9 hours in a single graduate studio area of concentration and an additional 9 hours of electives to be chosen from other graduate studio areas to provide breadth: ¹

ART 6910 & ART 6911 & ART 6912	Studio Problems in Sculpture and Studio Problems in Sculpture and Studio Problems in Sculpture	18
ART 6930 & ART 6931 & ART 6932	Studio Problems in Ceramics and Studio Problems in Ceramics and Studio Problems in Ceramics	
ART 6940 & ART 6941 & ART 6942	Studio Problems in Printmaking and Studio Problems in Printmaking and Studio Problems in Printmaking	
ART 6950 & ART 6951 & ART 6952	Studio Problems in Painting and Studio Problems in Painting and Studio Problems in Painting	
ART 6970 & ART 6971 & ART 6972	Studio Problems in Photography and Studio Problems in Photography and Studio Problems in Photography	
ART 6980 & ART 6981 & ART 6982	Studio Problems Digital Media and Studio Problems Digital Media and Studio Problems Digital Media	

Art Education and Art History Core

Select a minimum of 10-15 semester hours including a minimum of 15 hours in art education theory and an educational research course: 10-15

ART 6920	Historical and Philosophical Foundations of Art Education	
ART 6921	Current Issues, Perspectives, and Curriculum Practices in Art Education	
ART 6922	Graduate Seminar in Art Education	
ART 6923	Graduate Art Thesis	

Educational Research Course

FOUN 6904	Introduction to Educational Research	
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Art History Electives

Select one of the following: 3

ART 5840	Topics in Ancient Art	
ART 5881	Twentieth Century Art to 1960	
ART 5882	Twentieth Century Art from 1960	
ART 6960	Special Topics in Art History	

Capstone Studio Project

ART 6924	Graduate Studio Project and Exhibition	5
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Total Semester Hours 36

¹ Studio courses may be repeated and must be selected from more than one area of concentration. Studio courses may be taken in increments of 1-3 s.h. variable credits with faculty approval.

Learning Outcomes

1. Candidates demonstrate understanding of the connections between artistic and pedagogical practice, and can carry out Arts-Based or action research in their classrooms.
2. Candidates demonstrate proficiency in personal artistic practice, including technical expertise and the capacity for content expression.
3. Candidates can discriminate between and synthesize multiple sources of information to construct and demonstrate an understanding of the Field of Art Education, its history, and its place in the American educational system and political economy.

Master of Arts in Economics

Program Director

Ebenge Usip
307 DeBartolo Hall
(330) 941-1682
eeusip@ysu.edu

Program Description

The Master of Arts in economics program is designed to provide students with a background in applied economics which would lead to professional employment in business, government, or education. Special emphasis is placed on the use of data analysis to investigate public policy issues and business decisions. Supplemented by upper-level courses in mathematics, the program can also help prepare students for doctoral study in economics or related fields.

Admission Requirements

In addition to the College of Graduate Studies admission requirements, applicants must have completed at least one course in each of the following areas:

- principles of microeconomics,
- principles of macroeconomics,
- statistics, and
- calculus.

Students who do not meet the requirements may be admitted on a provisional basis.

Combined Bachelors/Masters Program

Highly qualified undergraduate students can apply for admission into the combined "4+1" Bachelors/Masters program for the MA in Economics. See the description of the "4+1" program (p. 267) in the undergraduate catalog.

Ou Hu, Ph.D., Professor

Financial markets; international finance; asset pricing

Joseph Palardy, Ph.D., Professor

Macroeconomics; time series econometrics

Tod Porter, Ph.D., Professor

Labor markets; school finance; computer-aided instruction

Albert J. Sumell, Ph.D., Associate Professor

Urban, housing, and environmental economics

Yaqin Wang, Ph.D., Professor

Degree Requirements

Students must complete 30 semester hours of graduate credit with a grade point average of 3.0 or higher for the M.A. in economics. The requirements

for the degree include the following required courses plus three electives that account for a total of nine semester hours. ECON 6904 may be waived by the Graduate Coordinator for students with strong quantitative training, those students would then take an additional 3 semester hour elective.

COURSE	TITLE	S.H.
Required Courses		
ECON 6904	Quantitative Methods for Economics	3
ECON 6912	Microeconomic Theory	3
ECON 6922	Macroeconomic Theory	3
ECON 6939	The Economics of Financial Markets and Institutions	3
ECON 6945	Public Finance	3
ECON 6976	Econometrics	3
ECON 6998	Research Seminar	3
Select three electives		9
Total Semester Hours		30

The paper produced in the research seminar will be reviewed by a committee of three graduate faculty from the Department. Electives are 6900-level Economics courses, with the exception of ECON 6921 which will not count towards the degree. One elective may be either a 5800-level economics swing course or a graduate-level course taught outside the Department that has been approved by the graduate coordinator.

Thesis Option

Students may write a thesis expanding on their project in the Research Seminar (ECON 6998) in place of one of the three hour electives. Students selecting the thesis option must earn a grade of B or A in the Research Seminar and submit a thesis proposal with the names of three faculty members who are willing to serve on a thesis committee to the department chair prior to registering for thesis credit hours (ECON 6999). The student must defend the thesis in an oral examination before a committee of three or more faculty members of the department. The thesis must be submitted according to the general requirements of the College of Graduate Studies.

Learning Outcomes

The learning outcomes for the MA in economics are as follows:

1. The students will demonstrate how to measure, detrend, and analyze macroeconomic variables such as GDP and inflation.
2. The students will evaluate monetary and fiscal policy using various versions of the IS-LM model.
3. The students will demonstrate the importance of expectations in current macroeconomic theory.
4. The students will compare the basic theories and models of Neoclassical and New-Keynesian Economics.
5. The student will solve for utility-maximizing and cost-minimizing outcomes using calculus.
6. The student will mathematically model the behavior of firms in competitive markets and firms who are monopolies.
7. The student will calculate the welfare losses due to a lack of competition.
8. The student will explain how public goods and externalities result in market failure.
9. The student will summarize how taxes result in efficiency losses and what factors determine the size of the efficiency loss.
10. The student will use an econometric approach to model economic phenomenon, estimate the resulting model, and interpret the estimated regression coefficients.
11. The student will demonstrate how to conduct a literature search of professional economic journals using EconLit.

Master of Arts in English Program Director

Stephanie Tingley
245 DeBartolo Hall
(330) 941-2482
satingley@ysu.edu

Program Description

The Master of Arts program in English offers courses in:

- literature research,
- history and theory;
- genre and figure studies;
- creative and professional writing;
- linguistics and composition theory;
- film; and
- the teaching of writing and literature.

Faculty members strive to offer students an understanding of the traditions of literary study and familiarity with the latest multicultural and interdisciplinary approaches. The M.A. in English prepares graduates to pursue opportunities in teaching, professional writing, and further graduate study.

Working closely with their advisors, students design individual programs to meet their interests and goals. Students are encouraged to explore a variety of approaches to the study of literature, language, and writing and to develop their abilities as readers, critics, writers, and teachers. The program requires 30 semester hours of coursework in English, during which students complete and present a thesis or portfolio of their representative work to a faculty review committee.

Admission Requirements

Students must have an undergraduate English major or other preparation judged satisfactory by the department and an grade point average in undergraduate study 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. Applicants are also required to submit a short sample of academic prose, preferably an undergraduate class paper.

Graduate Certificates

Graduate certificates in professional and technical writing, teaching of writing, literature for children and young adults, and teaching English to speakers of other languages (TESOL) are available through the English Department. Please see the appropriate information in the Graduate Certificates section of this catalog.

Advising

All students should have their schedules approved by a graduate faculty advisor every semester. After initial enrollment in the program, the student and his or her advisor will establish a coursework plan including alternate course selections.

Students who anticipate graduate study beyond the M.A. are strongly advised to acquire basic reading competence in at least one foreign language.

Corey E. Andrews, Ph.D., Professor
Eighteenth-century literature; Scottish Studies; Robert Burns; poetry; bibliography; working-class studies

Diana Awad-Scrocco, Ph.D., Assistant Professor
Professional and technical writing; medical rhetoric; composition

Christopher Barzak, M.F.A., Professor
Fiction writing; fiction; contemporary British and American literature

Laura L. Beadling, Ph.D., Assistant Professor

Terry Benton, Ph.D., Assistant Professor

Philip Sean Brady, Ph.D., Professor
Modern Irish literature; creative writing; modern world literature

Jeffrey M. Buchanan, Ph.D., Professor
Rhetoric and composition; English education

Suzanne Diamond, Ph.D., Professor
Theory and politics of written expression/confession; heredity narratives; college composition instruction development

Timothy Francisco, Ph.D., Professor
Shakespeare; Jacobean drama; journalism

Julia M. Gergits, Ph.D., Professor
Victorian literature; women's studies; technical writing; literature and the Other

Jay L. Gordon, Ph.D., Associate Professor
Rhetoric; technical and professional communication; document design; pedagogy of writing

Scott A. Leonard, Ph.D., Professor
Nineteenth-century British literature; critical theory; composition/rhetoric

Steven Reese, Ph.D., Professor
Twentieth-century British literature; creative writing

Dolores V. Sisco, Ph.D., Assistant Professor
African diaspora studies; postcolonial studies; popular culture

Linda J. Strom, Ph.D., Associate Professor

All master's degree students must complete 30 semester hours in English courses at the graduate level; exceptions must have prior approval of the English Department chair and the Director of Graduate Studies. All M.A. students must take at least one course in each of two areas:

- one theory or methods course (graduate assistants must take ENGL 6907 Teaching of Writing; ENGL 6989 Teaching Practicum may not fulfill this requirement);
- one language, discourse, or writing course.

Students may select the literature-based M.A. or the M.A. track in Professional Writing and Editing to complete their degree.

M.A. in English

To complete this option, students must complete 30 semester hours in English courses at the graduate level; exceptions must have prior approval of the Department Chair and the Director of Graduate Studies. In addition to theory, language, discourse, or writing courses required above, students selecting this option must take at least two literature courses from a list of approved courses, as well as one of these courses:

- ENGL 6900 Methods of Literary Research, or
- ENGL 6901 Methods of Composition Research.

To complete their degree requirements, students in this option may either submit a thesis or a graduate portfolio.

Students in this option are encouraged, but not required, to create a focus area with their remaining courses. Possible focus areas include:

- literature,
- linguistics,

- professional writing and editing,
- composition and rhetoric,
- teaching English to speakers of other languages (TESOL), and
- literature for children and young adults.

Students who plan on pursuing a Ph.D. in literary studies are strongly encouraged to complete a broad selection of courses in British and American literature.

M.A. in English, Professional and Technical Writing Track

To complete this option, students must complete 30 semester hours of credit in the following courses. Two of these courses must also satisfy the theory, language, discourse, or writing courses required above.

COURSE	TITLE	S.H.
Required Core Courses		
ENGL 6943	Technical Communication	3
ENGL 6944	Document Design and Production	3
ENGL 6945	Theory of Professional and Technical Communication	3
ENGL 6992	Professional Communication (special topics)	3
ENGL 6953	Publications Issues and Management	3
ENGL 6949	Professional and Technical Editing	3
Select three of the following:		9
ENGL 6901	Methods of Composition Research	
ENGL 6907	Teaching of Writing	
ENGL 6950	Sociolinguistics	
ENGL 6955	Advanced Linguistics	
ENGL 6958	English Grammar	
ENGL 6993	Discourse Theory	
ENGL 6998	Professional Writing Internship	3
or ENGL 6999	Thesis	
Total Semester Hours		30

Thesis and Portfolio Options

All M.A. students must submit a thesis or portfolio. Handouts on thesis and portfolio guidelines and examples of past theses and portfolios are available from the departmental Director of Graduate Studies.

The thesis option is designed especially for, but is not limited to, students planning to pursue a doctorate. Students choosing this option must select a committee consisting of a thesis director and two additional graduate faculty members. This committee must approve a thesis proposal before the student can register for thesis credit. Students must demonstrate through the thesis a familiarity with appropriate sources and an ability to interpret the material and properly document their research. Students selecting the thesis option may count up to three semester hours of thesis credit (ENGL 6999 Thesis) toward their total of 30 semester hours of coursework.

The portfolio consists of selected work written during graduate coursework or as part of a professional internship. The student will present the portfolio to a faculty review committee no later than the eighth week of the semester in which s/he plans to graduate. Students in the Professional Writing and Editing track may count up to three semester hours of credit earned in their professional internship toward the 30 semester hour requirement.

Learning Outcomes

English graduate students will demonstrate the ability to produce professional-quality research papers that could be used as the basis for conference presentations or professional publications.

English graduate students will demonstrate the use of a variety of interpretive strategies for analyzing multiple kinds of texts, including close reading, contextual analysis, analysis of form and genre, and rhetorical analysis.

English graduate students will demonstrate the use of theories related to the representation of culture, race, class, gender, and sexuality to interpret literary texts.

English graduate students will demonstrate the ability to participate in the professional life of the field as scholars, teachers, editors, and/or writers.

Master of Arts in Financial Economics

Program Director

Ebenge Usip
307 DeBartolo Hall
(330) 941-1682
eeusip@ysu.edu

Program Description

The Master of Arts in financial economics program is designed to provide students with a background in economic theory and to teach students how to analyze financial markets. This program is intended to lead to professional employment in the financial services industry, including banking, insurance, and financial advising. Coursework in the program includes:

- coverage of micro- and macroeconomic theory,
- econometrics,
- financial markets,
- management of financial capital, and
- analysis of the valuation of stocks.

Electives allow students an opportunity to pursue additional topics such as international finance. Supplemented by upper-level courses in mathematics, the program can also help prepare students for doctoral study in finance, economics, or related fields.

Admission Requirements

In addition to the College of Graduate Studies admission requirements, applicants must have completed at least one course in each of the following areas:

- principles of microeconomics,
- principles of macroeconomics,
- statistics, and
- calculus.

Students who do not meet the requirements may be admitted on a provisional basis.

Combined Bachelors/Masters Program

Highly qualified undergraduate students can apply for admission into the combined "4+1" Bachelors/Masters program for the MA in Economics. See the description of the "4+1" program (p. 267) in the undergraduate catalog.

Ou Hu, Ph.D., Professor
Financial markets; international finance; asset pricing

Joseph Palardy, Ph.D., Professor
Macroeconomics; time series econometrics

Tod Porter, Ph.D., Professor
Labor markets; school finance; computer-aided instruction

Albert J. Sumell, Ph.D., Associate Professor

Urban, housing, and environmental economics

Yaqin Wang, Ph.D., Professor

Fran Marie Wolf, Ph.D., Professor
Financial management; advanced financial analysis

Degree Requirements

Students must complete 30 semester hours of graduate credit with a grade point average of 3.0 or higher for the M.A. in financial economics. The requirements for the degree include the following required courses plus two electives that account for a total of six semester hours. Students who need to reinforce their quantitative skills will be asked to take ECON 6904, which does not count towards the 30 semester hours.

COURSE	TITLE	S.H.
Required Courses		
ECON 6912	Microeconomic Theory	3
ECON 6922	Macroeconomic Theory	3
ECON 6939	The Economics of Financial Markets and Institutions	3
ECON 6976	Econometrics	3
ECON 6998	Research Seminar	3
FIN 6902	Financial Accounting and Finance for Decision Making	1
FIN 6923	Corporate Financial Management	2
FIN 6924	Securities Analysis	3
FIN 6939 or FIN 6953	Multinational Accounting and Finance Advanced Financial Analysis	3
Electives		
Select two 3 sh electives		6
Total Semester Hours		30

The paper produced in the research seminar will be reviewed by a committee of three graduate faculty from the Department. 6900-level graduate courses in Economics or Finance can be used as electives (the one exception is ECON 6921, which does not count towards the degree). One elective may be either a 5800-level economics swing course or a graduate-level course outside of finance or economics that has been approved by the graduate coordinator.

Thesis Option

Students may write a thesis expanding on their project in the Research Seminar (ECON 6998) in place of one of the three hour electives. Students selecting the thesis option must earn a grade of B or A in the Research Seminar and submit a thesis proposal with the names of three faculty members who are willing to serve on a thesis committee to the department chair prior to registering for thesis credit hours (ECON 6999). The student must defend the thesis in an oral examination before a committee of three or more faculty members of the department. The thesis must be submitted according to the general requirements of the College of Graduate Studies.

Learning Outcomes

1. The students will demonstrate how to measure, detrend, and analyze macroeconomic variables such as GDP and inflation.
2. The students will evaluate monetary and fiscal policy using various versions of the IS-LM model.
3. The students will demonstrate the importance of expectations in current macroeconomic theory.
4. The students will compare the basic theories and models of Neoclassical and New-Keynesian Economics.
5. The student will solve for utility-maximizing and cost-minimizing outcomes using calculus.
6. The student will mathematically model the behavior of firms in competitive markets and firms who are monopolies.

7. The student will calculate the welfare losses due to a lack of competition.
8. The student will use an econometric approach to model economic phenomenon, estimate the resulting model, and interpret the estimated regression coefficients.
9. The student will demonstrate how to conduct a literature search of professional economic journals using EconLit.
10. The student will demonstrate knowledge of the various financial markets, instruments, agents, functions, and intermediaries.
11. The student will demonstrate knowledge of hedging versus speculating, primary and secondary markets for mortgage loans, and markets for future and options contracts.
12. The student will demonstrate knowledge of the market interest rates swaps, and how to use financial instruments to hedge against interest risk.
13. The student will demonstrate how to use financial models to aid managers in making value maximizing choices.
14. The student will demonstrate an understanding of the allocative role and function of financial markets, securities, and corporate financial decisions in a market economy.
15. The student will demonstrate the importance of finance as a vital function within an organization that necessitates diligence and high ethical standards in application.
16. The student will demonstrate knowledge of the link between theoretically sound financial techniques and value judgment.

Master of Arts in Gerontology

Program Director

Daniel J. Van Dussen, Ph.D.
440 DeBartolo Hall
(330) 941-1683
djvandussen@ysu.edu

Program Description

The curriculum is designed from an interdisciplinary perspective of gerontology with a focus on epidemiology and health. This program will provide students with advanced education in issues facing older adults, for the purpose of preparing them for advancement in the field of gerontology. The program allows for a Thesis or a Non-Thesis track based upon the students' desires and goals. The program consists of 42 semester hours, which may be completed in four semesters of full-time coursework or six semesters part time.

Admission Requirements

In addition to the minimum criteria set by the College of Graduate Studies, applicants must meet the following requirements for full admission:

1. A cumulative Grade Point Average of at least 3.0 (on a 4.0 scale).
2. Three (3) letters of recommendation from individuals familiar with the students' academic or professional background.
3. A letter of intent stating their objectives for seeking a Master's Degree in Gerontology and how this program will help them fulfill their goals.
4. A personal interview is optional.
5. A Resume or Curriculum Vitae.
6. A social statistics course at the undergraduate or graduate level.

Daniel J. Van Dussen, Ph.D., Associate Professor
Social and psychological determinants of health among older adults; the family; social support; statistics and methods

Amy Weaver, Ph.D., Assistant Professor
Geriatric education; geriatrics; simulation

The Master of Arts in Gerontology will consist of 12 courses (36 credit hours) which can be completed over a 2 academic year period.

Thesis Option

COURSE	TITLE	S.H.
Core Courses		
SOC 6905	Social Gerontology	3
GERO 6915	Service Delivery Aging Policy	3
PSYC 6957	Advanced Adult Development and Aging	3
GERO 6906	Perspectives in Gerontology	3
GERO 6960	Epidemiology of Aging	3
GERO 6999	Research Methods	3
GERO/NURS 6998	Anatomy and Physiology of Aging	3
GERO 7090	Field Practicum	3
GERO 7094	Selected Topics	3
Thesis		
GERO 7099	Thesis	3
Elective		
Select 6 s.h. from the following:		6
PSYC 6959	Behavior Change Interventions and Aging	
GERO 7001	Long-Term Care	
SCWK 7006	Social Work in Aging	
GERO 7090	Field Practicum	
GERO 7094	Selected Topics	
Total Semester Hours		36

Non-Thesis Option

COURSE	TITLE	S.H.
Core Courses		
SOC 6905	Social Gerontology	3
GERO 6915	Service Delivery Aging Policy	3
PSYC 6957	Advanced Adult Development and Aging	3
GERO 6906	Perspectives in Gerontology	3
GERO 6960	Epidemiology of Aging	3
GERO 6999	Research Methods	3
GERO/NURS 6998	Anatomy and Physiology of Aging	3
GERO 7090	Field Practicum	3
GERO 7094	Selected Topics	3
Non-Thesis Track		
Field Practicum		3
Elective		
Select 6 s.h. from the following:		6
PSYC 6959	Behavior Change Interventions and Aging	
GERO 7001	Long-Term Care	
SCWK 7006	Social Work in Aging	
GERO 7090	Field Practicum	
GERO 7094	Selected Topics	
Total Semester Hours		36

Master of Arts in History

Program Director

Brian Bonhomme
537 DeBartolo Hall
(330) 941-3453
bbonhomme@ysu.edu

Program Description

The Department of History offers a graduate program leading to the Master of Arts degree. Its curriculum combines American, European, and Transnational/Global areas. The program prepares students who seek any of the following:

- doctoral study in history or related fields,
- advancement in secondary and elementary education with a concentration in history and the social sciences,
- certification in applied history, and/or
- additional graduate study in a variety of professional areas.

The program also provides the knowledge base for those pursuing history as an avocation. The program concentrates on research and primary materials, written analysis of research results, study of important monographs in all fields of history, and training in a number of specialized fields, such as oral history and historic preservation. The department prides itself on its small classes and close personal attention to all of its master's candidates.

Admission Requirements

Regular admission will be granted to those students who:

1. Hold a bachelor's degree from an accredited college or university
2. Have earned an undergraduate cumulative grade-point average of at least 2.75 on a 4.0 scale
3. Have a minimum of 16 credit hours of study in the field of history
4. Have submitted a score on the Graduate Record Examination
5. Have submitted a satisfactory academic writing assignment from a class
6. The above will be compiled and a score of at least 350 points must be achieved from the following calculation:
Undergraduate GPA multiplied by 100, plus *percentile scores* from the verbal and written-essay sections of the GRE.
Thus, a student with an undergraduate GPA of 3.25, a verbal GRE at 50th percentile, and written essay at 35th percentile would score 325+50+35=410.
(The score for the GRE quantitative section will not be assessed.)

Students not meeting these requirements may be considered for provisional admission or non-degree status instead.

Daniel Ayana, Ph.D., Professor
Africa; social and economic history

Diane Barnes, Ph.D., Professor
Nineteenth-century American history; historical editing

Brian Bonhomme, Ph.D., Professor
Nineteenth- and twentieth-century Russian history; environmental history

Eleanor A. Congdon, Ph.D., Associate Professor
Medieval; Renaissance; Mediterranean world; maritime history

Donna M. DeBlasio, Ph.D., Professor
Twentieth-century US history; applied history; oral history

Thomas E. Leary, Ph.D., Associate Professor
Historic preservation; labor and industrial history

Martha Pallante, Ph.D., Professor
Early American studies; material culture; pedagogy

David A. Simonelli, Ph.D., Professor
Britain; British Empire

The Department of History offers three options to candidates for a Master of Arts degree in history.

1. Option I is designed primarily for students who wish to continue studies toward a doctorate.
2. Option II is designed primarily to meet the needs and improve the effectiveness of secondary teachers.
3. Option III, the certificate in applied history, is designed to prepare students for career opportunities in that field.

Each candidate for the M.A. in history must pass a written and an oral examination in three fields of concentration. The examination will require factual and interpretative material, as well as bibliography and historiography. Students may only take their comprehensive exams if they are in Good Standing with the College of Graduate Studies.

Option I

- A total of 30 semester hours of graduate credit including thesis (six semester hours)
- Completion of HIST 6901 Historiography and HIST 6900 Introduction to Historical Research
- A required thesis
- Successful completion of general written and oral examinations

Students working in American or British history will not, in most instances, be required to pass a foreign language examination. In areas where a foreign language is essential for research, the student will have to meet the requirement set by the department, which will include reading knowledge only (no speaking required).

Before any student under option I is allowed to take the written and oral examinations, the advisor will designate to the chair of the Graduate Committee of the Department of History which foreign language, if any, the student is required to know and how this requirement has to be met.

Students under option I are reminded that the Department of History expects that the thesis shall display a capacity for research in a variety of historical sources and the ability to interpret factual information and shall constitute a properly documented report of the completed research.

Option II

- A total of 33 semester hours of graduate credit
- Completion of HIST 6901 Historiography and HIST 6900 Introduction to Historical Research
- Two satisfactory (B or better) graduate seminar papers submitted to two different instructors. The papers will be deposited with the graduate program director to remain permanently on file. The overall course grade for each seminar must also be 'B' or better.
- Successful completion of general written and oral examinations
- Foreign language examination is not required

Option III (Certificate in Applied History)

The M.A. in history with certificate in applied history is designed both to give students a grounding in American history and historical research at the graduate level and to introduce them to ideas and techniques useful in applied history of the built environment. Students earning the certificate may find work with state or local preservation groups, museums, or government agencies. Students choose from among three possible tracks and then complete an additional 18 semester hours as described below. Students completing the appropriate courses may also earn the certificate only, without the MA degree, if they so wish.

COURSE	TITLE	S.H.
Tracks		
Complete one of three tracks.		18
Track I: Historic Preservation		
HIST 5806	American Architectural History I	

HIST 5807	American Architectural History 2	
HIST 5810	Conservation of the Historic Built Environment	
HIST 6942	Applied History	
HIST 6943	Practicum in Applied History	
HIST 6944	Applied History Internship	
Track II: Museum Studies		
HIST 6941	American Material Culture	
HIST 6942	Applied History	
HIST 6943	Practicum in Applied History	
HIST 6944	Applied History Internship	
HIST 6955	Museum Curation and Interpretation 1	
HIST 6956	Museum Curation and Interpretation 2	
Track III: Applied History Sequence		
HIST 5806	American Architectural History 1	
HIST 6940	Oral History	
HIST 6941	American Material Culture	
HIST 6942	Applied History	
HIST 6944	Applied History Internship	
HIST 6946	Historical Editing	
Select at least one course from one of the tracks listed above that is not the student's primary track.		3
HIST 6900	Introduction to Historical Research	3
HIST 6901	Historiography	3
Complete at least one seminar outside of applied history.		3
Complete at least one readings course.		3
Complete two satisfactory (B or better) graduate papers submitted to two different instructors. One shall be from a history seminar and must be a research paper using primary sources. The other shall be based upon a paper begun in an applied history course, expanded through additional research and reading as directed by the instructor. The papers will be deposited with the graduate program director to remain permanently on file.		
Successful completion of general written and oral examinations		
Foreign language examination is not required.		
Total Semester Hours		33

Learning Outcomes

Students will demonstrate the ability to employ the skill of the historian to produce an original research project(s) based on primary and secondary sources.

Master of Arts in Interdisciplinary Communication

Program Director

Rebecca Curnalia, Ph.D.,
2017 Bliss Hall
(330) 475-9295
rmcurnalia@ysu.edu

Program Description

The Master of Arts degree in Interdisciplinary Communication is designed for professionals in any organizational setting who wish to develop advanced communication knowledge and skills, as an end in itself or as preparation for a doctoral degree. In profit and non-profit, academic or non-academic settings, the program learning outcomes will be beneficial to anyone, but especially to managers and administrators.

Graduates will:

- understand how theory guides practice in professional communication;
- write effectively for multiple audiences using current technologies;
- develop strategies for effective organizational marketing;
- acquire advanced analytical and research skills appropriate to organizations;
- gain effectiveness in face-to-face and computer mediated interpersonal relationships; and
- appreciate ethical communication choices necessary for today's professionals.

Admission Requirements

In addition to the College of Graduate Studies admission requirements, to be admitted to the MA program, students must submit the following information for consideration.

- A current resume outlining academic and professional experience
- A letter of interest explaining how the candidate's academic and/or professional experience and goals align with the MA program
- Official transcript(s) documenting a minimum cumulative GPA of 2.7 on a 4.0 scale. The applicant must send one transcript from each college or university attended, except YSU, to Graduate Admissions in Coffelt Hall.
- Three completed recommendation forms

Students who do not meet the requirements for admission to the MA program may be admitted on a provisional basis.

Faculty Research Interests

Communication Studies

Rebecca M. L. Curnalia, Ph.D., Associate Professor

Informational and emotional content and effects of political communications; informational and emotional processing; political knowledge; political attitudes; vote choice; political motives; fear appeals; gender bias; grassroots campaigns

Adam C. Earnhardt, Ph.D., Associate Professor

Sports media and fandom; media ethics; social media platforms; applications and campaigns; interpersonal and organizational conflict management and negotiation; public speaking and communication pedagogy

Cary Wecht, Ph.D., Professor

Nexus of media use and interpersonal communication; communication paradigm; business communication; use of media during 9/11; reality television

English (Professional AND TECHNICAL WRITING)

Diana Awad-Scrocco, Ph.D., Assistant Professor

Professional and technical writing; medical rhetoric; composition

Julia M. Gergits, Ph.D., Professor

Victorian literature; women's studies; technical writing; literature and the Other

Jay L. Gordon, Ph.D., Associate Professor

Rhetoric; technical and professional communication; document design; pedagogy of writing

Marketing

Kendra Fowler, Ph.D., Associate Professor

Services marketing; retailing

Bruce Keillor, Ph.D., Professor

Marketing strategy; firm-level political strategy; cross-cultural marketing

Christina Saenger, Ph.D., Assistant Professor

Consumer behavior; social media; identity; branding

Doori Song, Ph.D., Assistant Professor

Advertising effect; consumer motivation; information processing; emerging media

Emre Ulusoy, Ph.D., Assistant Professor
Contemporary consumption; consumer sociology

Ying Wang, Ph.D., Associate Professor
Integrated marketing communication; brand communication; international marketing; e-marketing

The Master of Arts in Interdisciplinary Communication will draw on the coursework and strengths of three concentration areas:

- communication,
- professional writing and editing (in English), and
- marketing.

Students will take courses according to the following plan:

Thesis Option

COURSE	TITLE	S.H.
Core Courses		
CMST 6900	Introduction to Graduate Study	1
CMST 6957	Organizational Communication Research	3
CMST 6980	Applied Research Methods	3
CMST 6990	Measurement and Analysis	3
ENGL 6943	Technical Communication	3
ENGL 6944	Document Design and Production	3
MKTG 6943	Consumer & Product Management	2
MKTG 6975	Applied Marketing Strategy	2
MBA 6933	Business Ethics & Social Responsibility	1
Thesis Option		
Elective Courses		
Select a total of two, 3-credit courses from at least two of the three concentration areas		6
CMST 6970	Internship	3
CMST 6995	Thesis	6
Total Semester Hours		36

Non-Thesis Option

COURSE	TITLE	S.H.
Core Courses		
CMST 6900	Introduction to Graduate Study	1
CMST 6957	Organizational Communication Research	3
CMST 6980	Applied Research Methods	3
CMST 6990	Measurement and Analysis	3
ENGL 6943	Technical Communication	3
ENGL 6944	Document Design and Production	3
MKTG 6943	Consumer & Product Management	2
MKTG 6975	Applied Marketing Strategy	2
MBA 6933	Business Ethics & Social Responsibility	1
Non-Thesis Option		
Elective Courses		
Select a total of three, 3-credit courses from at least two of the three concentration areas		9
CMST 6970	Internship	3
CMST 6994	Capstone	3
Total Semester Hours		36

Master of Athletic Training

Program Director

Jessica Wallace
307H Beeghly Center
(330) 941-2577
jwallace02@ysu.edu (eeusip@ysu.edu)

Program Description

The Master of Athletic Training (MAT) degree is offered through the Bitonte College of Health and Human Services. The professional preparation coursework in this program encompasses the professional domains of athletic training. The overall objectives of the YSU Athletic Training Education Program are to instruct, evaluate, and provide learning-over-time for students in the following professional domains:

1. **Injury/Illness Prevention and Wellness Protection:** Students identify injury, illness and risk factors associated with participation in sport/physical activity and implement all components of a comprehensive wellness protection plan and injury prevention program.
2. **Clinical Evaluation and Diagnosis:** Students conduct a thorough initial clinical evaluation of injuries and illnesses commonly sustained by the athlete/physically active individual and formulate an initial diagnosis of the injury and or illness for the primary purposes of administering care or making appropriate referrals to physicians for further diagnosis and medical treatment.
3. **Immediate and Emergency Care:** Students provide appropriate first aid and emergency care for acute injuries according to accepted standards and procedures, including effective communication for appropriate and efficient referral, evaluation, diagnosis, and follow up care.
4. **Treatment and Rehabilitation:** Students plan and implement a comprehensive treatment, rehabilitation and/or reconditioning program for injuries and illnesses, including long and short-term goals, for optimal performance and function.
5. **Organizational and Professional Health and Well-being:** Students plan, coordinate and supervise the administrative components of an athletic training program, comply with the most current BOC practice standards and state/federal regulations, and develop a commitment to life-long learning and evidence-based clinical practice

The MAT Program at YSU prepares students for entry-level athletic training practice across health care settings involving people of all ages. The program is two years with enrollment in five consecutive semesters either with one year at the undergraduate level and one year at the graduate level (accelerated track program) or both years at the graduate level (two-year Graduate School option).

YSU AT students are educated in cognitive and psychomotor skills related to recognition, treatment, and rehabilitation of injuries and illnesses involving the physically active, as well as risk management, health care administration, pharmacology, diagnostic imaging, and medical ethics and legal issues. In addition to the coursework, students are required to complete a minimum number of clinical education hours in a variety of settings.

Admission Requirements

- Bachelor degree from an accredited institution
- Minimum 3.00 GPA average (based on 4.0 scale) in all coursework taken for the bachelor degree
- Complete the following prerequisite courses with a minimum grade of "C":
 - Sports First Aid & Injury Prevention, 3 s.h.
 - Human Anatomy & Physiology I, 4 s.h.
 - Human Anatomy & Physiology II, 4 s.h.
 - General Biology I and Lab, 4 s.h.
 - General Biology II and Lab, 4 s.h.

- General Chemistry and Lab, 4 s.h.
 - Physics and Lab, 4 s.h.
 - Kinesiology or Biomechanics, 3 s.h.
 - Exercise Physiology, 3 s.h.
 - General Psychology, 3 s.h.
 - Normal Nutrition, 3 s.h.
 - Statistics, 3 s.h.
- * Apply by February 1st, - Apply online! (<http://cms.yzu.edu/college-graduate-studies/domestic-admissions>)
 - Submit the following directly to the Athletic Training Program at MATadmissions@ysu.edu by March 31st:
 - Athletic Training Application Form
 - Three Applicant Recommendation Forms (one must be from a faculty member)
 - A resume or curriculum vitae
 - Proof of 50hrs of athletic training observation
 - A personal statement (2pg maximum) of professional and educational goals to address the following:
 - What are your short- and long-term goals (i.e., education, training, work setting, etc.)
 - Discuss personal and professional influences that led you to want to become an athletic trainer and graduate student.
 - Official Academic Transcripts

Jessica Wallace, Ph.D., Assistant Professor

Sport-related concussion; concussion and reporting behaviors in urban communities with high school aged athletes; return-to-learn strategies at school following a concussion; issues of access to health care for concussion injuries in lower SES communities

Course	Title	S.H.
Year 1		
Fall		
MAT 6900	Basic Athletic Training Laboratory	1
MAT 6915	Evaluation and Management of Lower Extremity Injuries	4
MAT 6910	Clinical Practicum 1	4
BIOL 5865	Functional Human Gross Anatomy	4
Semester Hours		13
Spring		
MAT 6920	Therapeutic Modalities	4
MAT 6925	Evaluation and Management of Upper Extremity Injuries	4
MAT 6930	Clinical Practicum 2	4
MAT 6935	Athletic Training Organization and Administration	3
Semester Hours		15
Summer		
MAT 6905	Psychosocial Aspects of Athletic Injuries	2
MAT 6950	Evidence-Based Practice/Research	3
MAT 6965	Advanced Perspectives	2
Semester Hours		7
Year 2		
Fall		
MAT 6940	Therapeutic Exercise	4
MAT 6945	General Medical Conditions	3
MAT 6960	Clinical Practicum 3	4
MAT 6985	Capstone Project 1	2
Semester Hours		13

Spring

MAT 6970	Pharmacology	3
MAT 6975	Advanced Seminar	3
MAT 6980	Clinical Practicum 4	4
MAT 6990	Capstone Project 2	2
Semester Hours		12
Total Semester Hours		60

Learning Outcomes

1. Students will be able to identify injury, illness and risk factors associated with participation in sport/physical activity and implement all components of a comprehensive wellness protection plan and injury prevention program.
2. Students will be able to conduct a thorough initial clinical evaluation of injuries and illnesses commonly sustained by the athlete/physically active individual and formulate an initial diagnosis of the injury and or illness for the primary purposes of administering care or making appropriate referrals to physicians for further diagnosis and medical treatment.
3. Students will be able to provide appropriate first aid and emergency care for acute injuries according to accepted standards and procedures, including effective communication for appropriate and efficient referral, evaluation, diagnosis, and follow up care.
4. Students will be able to plan and implement a comprehensive treatment, rehabilitation and/or reconditioning program for injuries and illnesses, including long and short-term goals, for optimal performance and function.
5. Students will be able to plan, coordinate and supervise the administrative components of an athletic training program, comply with the most current BOC practice standards and state/federal regulations, and develop a commitment to life-long learning and evidence-based clinical practice

Master of Business Administration

Program Director

Patrick J. Bateman
3355 Williamson Hall
(330) 941-3524
pjbateman@ysu.edu

M.B.A. Coordinator

Monique Bradford
1120 Williamson Hall
(330) 941-3069
mrbradford@ysu.edu

Program Description

The Master of Business Administration program is designed primarily to prepare individuals for increasing levels of managerial responsibilities and executive positions. The program provides qualified individuals with a working-knowledge of accounting, finance, management, and marketing, as well as their interrelationships and applications. Through immersion in real-world problems and leadership practice, individuals develop the skills and confidence to face challenges in any functional area. M.B.A. graduates are educated to be capable of identifying complex problems, conducting critical analyses, and making informed and ethical decisions in the dynamic global environment.

Accreditation

The Master of Business Administration program is fully accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. Fewer than one-third of the 1200 business schools in the United States have earned this prestigious accreditation.

Admission Requirements

In addition to the minimum requirements for admission to the YSU College of Graduate Studies, regular admission to the MBA program is based on a determination of the applicant's readiness. This determination incorporates applicant's:

1. years of relevant, full-time, managerial and/or professional work experience¹,
2. cumulative GPA, and
3. if needed, cumulative score on the Graduate Management Admission Test (GMAT) or its Graduate Record Examination (GRE) equivalence.

These factors are weighted in the calculation of a Readiness Index Score (RIS), which is the sum of:

1. Years Full-Time Managerial and/or Professional Work Experience¹ x 100
2. Cumulative GPA x 200
3. GMAT or GRE equivalent Score (if needed)

Admission decisions are based on this score. Applicants with a Readiness Index Score of:

- **1200 and above:** admitted into the MBA program with regular status
- **1050 to 1199 (or GPA below 2.7):** personal interview and additional information may be requested by MBA admissions. Admission decision could result in regular admission, provisional admission, or not admitted.
- **Below 1050:** not admitted to MBA program

Mona Bahl, Ph.D., Assistant Professor
Strategic management; international business; transition economies

Patrick J. Bateman, Ph.D., Associate Professor
Social media; privacy and publicness on the Internet; E-commerce; online communities; social and immersive computing environments (e.g., virtual worlds); computer mediated communication; business use of information systems

Huaiyu (Peter) Chen, Ph.D., Associate Professor

Ramesh Dangol, Ph.D., Assistant Professor
Strategic management; dynamic capabilities; entrepreneurial opportunity recognition; firm failures

Rangamohan V. Eunni, D.B.A., Professor
Strategic management; international strategy; emerging markets

Kendra Fowler, Ph.D., Associate Professor
Services marketing; retailing

Guohong (Helen) Han-Haas, Ph.D., Associate Professor
Leadership and diversity; employee attitudes and team development; social network and multilevel studies

Birsan Karpak, D.B.A., Professor
Management science; operations management

Bruce Keillor, Ph.D., Professor
Marketing strategy; firm-level political strategy; cross-cultural marketing

Anthony J. Kos, Ph.D., Professor
Organizational behavior; human resource management; strategic management

Gang Peng, Ph.D., Associate Professor
Technology adoption and diffusion; IT investment and impact of IT; Open Source software development; product innovation and management; social networks; virtual teams

Karin A. Petruska, Ph.D., Associate Professor

Financial accounting and reporting; international accounting; earnings quality and disclosure; analyst following; forensic accounting

Christina Saenger, Ph.D., Assistant Professor
Consumer behavior; social media; identity; branding

Jeremy T. Schwartz, Ph.D., Assistant Professor
Practice-based case studies; public pensions

Doori Song, Ph.D., Assistant Professor
Advertising effect; consumer motivation; information processing; emerging media

David E. Stout, Ph.D., Professor
Accounting curriculum development; practice-based case studies; cross-disciplinary studies

Emre Ulusoy, Ph.D., Assistant Professor
Contemporary consumption; consumer sociology

Ying Wang, Ph.D., Associate Professor
Integrated marketing communication; brand communication; international marketing; e-marketing

Fran Marie Wolf, Ph.D., Professor
Financial management; advanced financial analysis

The MBA program is designed around the development of individuals to become better managers and executives through developing capabilities that allow them to be better decision makers, leaders, managers, and strategic thinkers.

COURSE	TITLE	S.H.
Capabilities		
Decision Making		
FIN 6902	Financial Accounting and Finance for Decision Making	1
ECON 6921	Economic Analysis of Markets and Industries	2
ACCT 6922	Accounting for Managerial Decisions	2
FIN 6923	Corporate Financial Management	2
MGT 6926	Decision Making Techniques	2
Business Leadership		
MGT 6930	Managing and Leading in Organizations	2
MBA 6931	Effective Business Communication	1
MBA 6932	Professionalism & Career Management	1
MBA 6933	Business Ethics & Social Responsibility	1
Managing		
MGT 6941	Managing Organizational Talent	2
MKTG 6943	Consumer & Product Management	2
MGT 6944	Managing Business Processes	2
MGT 6947	Managing Information & Technology	2
MGT 6948	Project Management	2
Strategic Thinking		
MBA 6970	Global Business	2
MKTG 6975	Applied Marketing Strategy	2
MGT 6975	Strategic Management ¹	2
MGT 6976	Strategic Consulting Project ¹	2
MBA 6977	Integrative Business Analysis	1
Specialization, Concentration, Electives		
A minimum of 6 s.h. of elective course must also be taken		6
Total Semester Hours		39

- ¹ All applicants must submit a resume providing detail of their work experience. The resume will be reviewed to evaluate the relevance of full-time, managerial and/or professional work experience. Applicants are automatically admitted into the MBA program with regular status if they have earned a: terminal degree (PhD, MD, or JD) in any discipline, or a master's degree for an accredited U.S. college or university.

Learning Outcomes

The Williamson MBA prepares our graduates to be successful:

- Decision Makers, skilled at utilizing analytical abilities to interpret information, diagnose business problems, and evaluate value creating solutions.
- Managers, proficient at effectively communicating (both verbal and written) analyses and recommendations, based on their knowledge of core business processes, issues, and environments.
- Strategic Thinkers, adept at formulating solutions, and making recommendations, that address complex business problems and capitalize on new opportunities.
- Leaders, capable of directing, and working with, teams to achieve business objectives.

Master of Computing and Information Systems

Program Director

Alina Lazar
307C Meshel Hall
(330) 941-2981
alazar@ysu.edu

Program Description

The Master of Computing and Information Systems is designed to emphasize important applied areas of computing, providing background in the overall structure of information systems, in-depth knowledge in vital areas, such as databases and networking, and opportunities to learn a variety of other important, emergent, and current areas of computing, such as web design, application development, and computer security.

The program is designed to serve students with some background in computing (possibly work related) but who need additional deeper, more comprehensive, or more up-to-date knowledge of computing/information systems in order to make career advancements or to better utilize the technology that they are required to use on a daily basis.

Like most applications of information systems, the program is also interdisciplinary in nature to allow students with a background in areas other than information systems to learn how to apply information systems to those areas. A number of interdisciplinary courses are supported, and students may take elective courses outside of the department.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, students must also have previous courses in or the equivalent of:

COURSE	TITLE	S.H.
CSIS 1590	Survey of Computer Science and Information Systems (or equivalent of information systems courses)	3
CSIS 2610	Programming and Problem-Solving (or equivalent of computer programming)	4
CSIS 3700	Data Structures and Objects (or equivalent of computer programming)	4

CSIS 3722	Development of Databases (or equivalent of databases courses)	3
CSIS 3723	Networking Concepts and Administration (or equivalent of networking courses)	3
or CSIS 3782	Cisco Networking Academy 1	
INFO 3704	Business Communication (or equivalent of technical communication skills courses)	3

Equivalent employment-related experience may be substituted for some of these requirements. The experience must be described in detail and reliably documented (in a letter of recommendation from an employer, for example).

Students are also required to submit a résumé, a written statement describing their past experience in computing/information systems (both employment and academic), and their reasons and goals for applying to the program. The Graduate Record Examination (general test) is also required and students must obtain an acceptable score.

Students not satisfying all admission requirements may be admitted with provisional status subject to the approval of the graduate program director and the graduate dean. Such students will generally be required to take specified undergraduate and/or foundation courses, which will not count toward the master's degree.

Abdurrahman Arslanyilmaz, Ph.D., Associate Professor
Computer-based learning design; hazard detection in traffic simulation; computer-based and case-based learning

Alina Lazar, Ph.D., Professor
Applied machine learning; database mining; agent-based simulations, and parallel programming

Bonita Sharif, Ph.D., Associate Professor
Software engineering and visualization; eye tracking evaluation of software artifacts; UML layout techniques and quality measurement

John R. Sullins, Ph.D., Associate Professor
Artificial intelligence; game design; neural networks and expert systems

Feng Yu, Ph.D., Assistant Professor
NoSQL databases; big data systems; cloud computing

A minimum of 34 approved semester hours of credit (at least half of which must be at the 6900 level) is required for the Master of Computing and Information Systems.

Thesis Option

COURSE	TITLE	S.H.
Core		
At least half of the semester hours must be at the 6900 level		
CSCI 6901	Principles of Computer Programming	3
CSCI 6920	Theory and Practice of Information Systems	3
CSCI 6950	Advanced Database Design and Administration	3
CSCI 6997	Seminar in Computer and Information Systems (take in the first semester if possible but no later than the second semester)	1
Select one of the following:		3
CSCI 6921	Strategic Project and Change Planning	
CSCI 6940	Advanced Network Design and Administration	
CSCI 6951	Data Warehousing and Data Mining	
Electives		
Select a minimum of 15 s.h. of electives consisting of approved graduate and/or swing courses. Up to 9 s.h. may be taken in departments other than Computer Science and Information Systems.		15
Thesis		

CSCI 6999	Thesis	6
Total Semester Hours		34

Non-Thesis Option

COURSE	TITLE	S.H.
Core		
At least half of the semester hours must be at the 6900 level		
CSCI 6901	Principles of Computer Programming	3
CSCI 6920	Theory and Practice of Information Systems	3
CSCI 6950	Advanced Database Design and Administration	3
CSCI 6997	Seminar in Computer and Information Systems (take in the first semester if possible but no later than the second semester)	1
Select one of the following:		3
CSCI 6921	Strategic Project and Change Planning	
CSCI 6940	Advanced Network Design and Administration	
CSCI 6951	Data Warehousing and Data Mining	
Electives		
Select a minimum of 18 s.h. of electives consisting of approved graduate and/or swing courses. Up to 9 s.h. may be taken in departments other than Computer Science and Information Systems.		18
Capstone Project		
This project is meant to explore and apply some area of computing and information systems and is subject to the approval of the major advisor.		
CSCI 6990	Computer Science Project	3
Total Semester Hours		34

The student's course of study will be determined in conjunction with the student's major advisor and, possibly, with an advisor from outside of the department, particularly if the student is interested in applying information systems to some other area. This course of study will be based on the student's area of specialization, background interests, and career interests. It may also include graduate courses from other areas where appropriate. A cohesive individual curriculum program of approved elective courses will be developed in conjunction with the student's major advisor after nine semester hours of core courses have been completed. Prior approval to carry more than 12 credit hours in any one semester must be obtained from the student's major advisor and the Dean of Graduate Studies.

Learning Outcomes

The Master of Computing and Information systems program provides preparation for students to

- design a large-scale information system to meet the goals of an organization, encompassing software, databases, networks, and people.
- analyze the design, implementation, and maintenance of databases within a large organization.
- compile knowledge in crucial areas of information systems, such as data mining, advanced network design, and project management.
- design components and evaluate decisions related to information systems that interact with the outside world, including networking, security, and client-server web design
- design, and implement a significant component of a large-scale information system

Master of Education in Intervention Services

Introduction

The school psychology program is housed in the Beeghly College of Education. Students who successfully complete 45 credit hours of coursework are awarded the Master of Education (M.Ed.) degree in Intervention Services. An additional 54 credit hours are required for the awarding of the Educational Specialist (Ed.S.) degree in School Psychology. Candidates must also pass the PRAXIS II examination in school psychology for licensure in the State of Ohio and for certification by the National Association of School Psychologists (NASP). (Please note the following are required for admission to the Educational Specialist degree: Successful completion of the YSU M.Ed. In Intervention Services, demonstration of successful skills as evidenced by grades and disposition ratings throughout the program, and a successful Ed.S. admissions interview.)

The program provides a curriculum that is comprehensive, integrated, and sequential. It follows the school psychology standards set forth by the State of Ohio, NASP, and the Council for the Accreditation of Education Preparation (CAEP). Courses reflect current advances in the field of school psychology and education. In addition, the program has a unique emphasis in low incidence disabilities. The program is committed to implementing and integrating the most current technology.

The school psychology program is structured so that course content is accompanied by appropriate field experiences. Practicum experiences are designed to provide students with opportunities to practice skills that are required in professional practice while under direct supervision. Practicum experiences occur in conjunction with specific courses and are individualized in terms of setting and assignment to a field supervisor.

Full-time study in school psychology (M.Ed and Ed.S.) generally constitutes a three-year sequence. To develop the needed specific competencies and to meet the training goals of the YSU school psychology program, candidates during the first year of study complete coursework in counseling, educational, and psychological foundations at the master's level. The first year includes 180 practicum hours and provides candidates with experiences related to a variety of low and high incidence disabilities. Upon successful completion of year one requirements, candidates will graduate with a Master of Education in Intervention Services.

For more information about the Department of Counseling, Special Education, and School Psychology, contact the Department Office at 330-941-3257 or visit our Department website (<http://web.yzu.edu/bcoe/cse>).

Welcome

Our program is designed to prepare graduates with the necessary knowledge, skills, and dispositions to serve our community. Youngstown State University offers a Master of Education in Intervention Services as the initial degree required for admission to the Educational Specialist in School Psychology program. The School Psychology program at YSU enrolled its first class of candidates in 2012 and graduated its first class of School Psychologists in August 2015. This is the first new degree program in Ohio dedicated to the preparation of school psychologist in over four decades. Master's students will find a unique educational experience that prepares them for study in School Psychology. I encourage you to review the website and to contact the program director below.

Jake J. Protivnak, Ph.D.
 Chair / Associate Professor
 Department of Counseling, Special Education & School Psychology
 (330) 941-1936
jjprotivnak@ysu.edu

Program Director

For specific questions about the Master of Education in Intervention Services and the School Psychology program, please contact the program director:

Richard W. VanVoorhis, D.Ed., NCSP, Associate Professor
3212 Beeghly College of Education
(330) 941-3266
rwvanvoorhis@ysu.edu

Admission Requirements

A set of specific criteria must be met before the applicant can be officially accepted as a candidate for a YSU graduate degree in school psychology. Meeting the basic criteria for acceptance as a graduate candidate by the YSU College of Graduate Studies and the Beeghly College of Education at that Master's and Educational Specialist level is for full candidacy. Undergraduate/graduate coursework, grade point average, relevant work experience, letters of recommendation and personal maturity are considerations for entrance into the program. To begin the application process, prospective candidates should contact Dr. Richard Van Voorhis, Graduate Program Director.

The Youngstown State University school psychology program is a cohort-based program and will accept students on a full-time time basis. The first year of the program commences during the summer. The requirements for applying to the YSU School Psychology program are:

- A baccalaureate degree from a regionally accredited university or college
- Minimum undergraduate cumulative GPA of at least 3.0 or better on a 4.0 scale
- Graduate Record Examination (GRE) results (Verbal and Quantitative, Analytical Writing)
- Three letters of recommendation
- Official transcripts from all previously attended institutions
- A "Position Paper" describing
 - Motivation and reasons for selecting the field of school psychology
 - Aspirations following the receipt of the graduate degree in school psychology
 - Personal qualities which relate to success as a graduate student and school psychologist.
- Minimum of 9 semester hours of undergraduate or graduate work in school psychology related coursework (psychology, education, special education, social work, counseling, or other as determined by the admission committee) with a grade of "B" or better
- Completion of a Good Moral Character statement which reflects no criminal convictions which may impact your ability to work in educational settings
- An interview is the last step in the application process. Completed applications will be reviewed by the selection/admission committee to select individuals for interview. The process is competitive and meeting eligibility criteria does not assure admission into the program.
- Application Deadline: February 1st

Accreditation

An application for the initial National Association of School Psychologists (NASP) approval was submitted during Spring 2016. Programs must first complete a three year cycle producing graduates before application may be made for full NASP approval.

Victoria E. White Kress, Ph.D., Professor
Self-injurious behavior; complex psychological trauma; child abuse, domestic violence, rape/sexual trauma survivors; DSM; strength-based/creative counseling interventions

Don Martin, Ph.D., Professor

Academic and social skills among students of poverty; neuropsychology rehabilitation of stroke and CNS disorders; sports psychology with emphasis on D1 athletes

Kenneth L. Miller, Ph.D., Professor
Measurement of cultural bias and discrimination; child abuse; technology use in clinical supervision; gender equity

Matthew Paylo, Ph.D., Associate Professor
Child and adolescent treatment; qualitative research; residential and prison mental health; advocacy and social justice issues

Jake J. Protivnak, Ph.D., Associate Professor
School counseling; professional advocacy and development in counselor education; ethical issues; career development

Successful completion of the following 45 credit semester hours and successful completion of comprehensive examination (capstone experience)

Required courses for the M.Ed. in Intervention Services are as follows:

COURSE	TITLE	S.H.
Required Courses		
SPSY 6901	System-Wide Consultation/Collaboration in the Schools	3
SPSY 6909	Assessment and Intervention for Students with Low Incidence Disabilities	3
SPSY 6912	Multilevel Tier Interventions Across General Education and Special Education Programming	3
COUN 6962	Counseling Theory	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
SPSY 6904	Crisis Counseling	3
PSYC 6905	Human Growth and Development	3
PSYC 6955	Psychopathology	3
SPSY 6902	School Organization, Classroom Analysis, Cross-Categorical Settings	3
SPSY 6905	Cultural/Ethnic Issues Relating to Youth and Families	3
FOUN 6904	Introduction to Educational Research	3
FOUN 6914	Statistical Methods in Education	3
SPSY 6906	Role and Function of a School Psychologist	3
COUN 6900	Counseling Methods and Practice	3
Capstone Experience		
SPSY 6907	Comprehensive Readings in School Psychology	3
Total Semester Hours		45

Learning Outcomes

1. Candidates will be well prepared to serve all children /students and their families including those diagnosed with high and low incidence disabilities.
2. Candidates will reflect professional practices that demonstrate respect for human diversity and promote effective services, advocacy, and social justice for all children and families.
3. Candidates will demonstrate the educational foundations of school psychology including the organization and operation of general, special education plus instructional and remedial techniques.
4. Candidates will obtain theoretical and practical knowledge, skills and experiences related to developing appropriate mental health strategies with children, families, and groups.
5. Candidates will demonstrate an understanding of basic statistical and research methodologies as applied to research in the schools.

6. Candidates will understand the historical, current, legal and ethical issues, alternative models of delivery, emergent technologies, and knowledge of the school psychologist's role and function.

Master of Fine Arts in Creative Writing

Campus Coordinator

Christopher Barzak
237 DeBartolo Hall
(330) 941-16553
cmbarzak@ysu.edu

NEOMFA Director

Steve Reese
214 DeBartolo Hall
(330) 941-1650
screese@ysu.edu

Program Description

The Master of Fine Arts program at Youngstown State University is part of the Northeast Ohio Universities Master of Fine Arts (NEOMFA) in Creative Writing. The NEOMFA is a multidisciplinary, interdepartmental, and interinstitutional program that provides opportunities for students to pursue the terminal degree in creative writing. The NEOMFA draws its faculty from departments at Youngstown State University, Cleveland State University, Kent State University, and The University of Akron.

This program offers workshops in poetry writing, fiction writing, creative nonfiction writing, and playwriting, as well as courses in literature, literary craft and theory, and professional writing and editing. The M.F.A. prepares graduates to pursue opportunities in arts management; in many areas of communication, publicity, and marketing; and in teaching creative writing, literature, and expository writing. Graduates of the program are ready to contribute to the literary life of the nation and the cultural life of the community. The program requires 48 semester hours of coursework.

Admission Requirements

In addition to the minimum College of Graduate Studies admissions requirements, applicants must submit three letters of recommendation and a substantive portfolio of creative work that includes either 15 to 20 pages of poetry or 30 pages of fiction, creative nonfiction, or playwriting. All portfolios must include at least one finished work. All items in the portfolio should be double-spaced. The letters of recommendation should come from individuals familiar with the applicant's academic or professional background. The letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate training. Application to the M.F.A. program authorizes staff members at participating institutions to have access to all student academic records and application materials.

The NEOMFA program accepts students for fall admission only.

Advising

All students should have their schedules approved by a graduate faculty advisor every semester. After initial enrollment in the program, the student and his or her advisor will establish a coursework plan including alternate course selections. An advisor may be chosen from the faculty of any consortium school.

Writer in the Community Certificate

The certificate option gives writers a background in community engagement that would multiply the availability of such avenues. The Certificate allows students who wish to pursue a more "practical" option while they are focusing

on their creative writing. In a climate where the engagement between academia and community is more and more highly valued, the NEOMFA believes this is an ideal time to introduce this Certificate option into the program. The NEOMFA is already a unique program in being a consortium; the Certificate would only add to its distinctive character and make it more attractive to potential students.

Christopher Barzak, M.F.A., Professor

Fiction writing; fiction; contemporary British and American literature

Philip Sean Brady, Ph.D., Professor

Modern Irish literature; creative writing; modern world literature

Steven Reese, Ph.D., Professor

Twentieth-century British literature; creative writing

All M.F.A. students must complete 48 semester hours in graduate-level courses. There are six areas of coursework in the M.F.A.:

COURSE	TITLE	S.H.
Writing Workshops		15
Craft and Theory courses		9
Literatures courses		6
Internship		3
Electives		9
Thesis		6
Total Semester Hours		48

The thesis must be submitted according to the general requirements established by the College of Graduate Studies. The student is required to defend the thesis in an oral presentation before a committee of graduate faculty from a minimum of two consortium schools.

Writing in the Community Certificate

Course requirement for obtaining the certificate would be 4 classes, 12 credit hours, described below:

1. Teaching Creative Writing in the Community.
This course will prepare students to apply their knowledge of creative writing and participate in a community-based teaching residency.
2. Writing in the Community Internship.
For the practicum experience students will be placed in the community to teach creative writing for at least one contact hour per week for ten to fifteen weeks in a setting agreed upon by the students and the advisor.
3. Writing in the Community Paper.
This is the only new course required by the Certificate (see attached Request for Graduate Curriculum Action). The culminating experience of the Writer in the Community Certificate is the Certificate Paper. The paper is to be a high quality, publishable paper of 20 to 25 pages and draw on practicum experience, research, and developed pedagogy of teaching writing in the community. Regular consultation with the advisor is required.
4. Professional Writing Elective.
Students select a professional writing course, to be approved by an advisor, to further expand the connection between creative writing and organizational writing. At YSU, such courses would include the following: ENGL 6943, 6949,6953

Master of Health and Human Services

Program Director

Joseph Lyons
1086 Cushwa Hall
(330) 941-3658
jplyons@ysu.edu

Program Description

The Master of Health and Human Services is a collaborative degree between The Bitonte College of Health and Human Services and the Warren P. Williamson, Jr. College of Business Administration. The program accommodates students from health and human services professions who require the skills and abilities for supervisory/managerial positions or who desire competence in health promotion and methods in the community. The program is structured as a completely online or evening college program. After completion of an academic core of coursework, students may concentrate in health promotion, health care administration or health informatics for health and human service professions.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, applicants must complete the following undergraduate courses or their equivalent:

COURSE	TITLE	S.H.
	Research Methodology	
	Statistics	
ACCT 2602	Financial Accounting	3
AHLT 4810	Management Skills for Health Professionals	3
MGT 3725	Fundamentals of Management	3

Students should complete any undergraduate deficiency coursework before completion of the third semester of graduate work and must complete it prior to enrolling in related graduate-level courses. Also, students must submit three letters of reference:

- one from a faculty member,
- one from an employer, and
- one from another source, or
- two from faculty members and one from another source.

Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale).

Ronald K. Chordas, Ph.D., Assistant Professor

John M. Hazy, Ph.D., Professor
Community health; life course issues; teaching effectiveness

Joseph P. Lyons, Sc.D., Associate Professor
Health informatics; voice recognition; electronic medical records

Salvatore Sanders, Ph.D., Professor
Technology applications for health care, education and management; student and faculty attributes related to learning; instructional design; distance learning

There are two areas of coursework in the MHHS: an academic core and a specialty track. A thesis or non-thesis option is available with each track.

The academic core consists of 23-24 semester hours distributed among the following course areas:

- tools (six semester hours),
- management skills (six semester hours), and
- issues in health and human services (12 semester hours).

A total of 12 to 13 semester hours of coursework is devoted to a specialty track in health promotion, administration for health and human service professions, and health informatics. Each track offers a thesis or non-thesis option. The non-thesis option in the health promotion, administration for health and human service professions, and health informatics track requires the student to complete an internship, which is called a practicum. The thesis

must be submitted according to the general requirements established by the College of Graduate Studies. The student is required to defend the thesis in an oral presentation before a committee of graduate faculty from a minimum of two academic disciplines. Students selecting the non-thesis option must successfully complete a comprehensive examination and additional courses for graduation.

COURSE	TITLE	S.H.
Academic Core		
Tools ¹		
CJFS 6942	Research and Statistics in Health and Human Services	3
HHS 6930	Health Informatics	3
or HHS 6981	Grant Writing	
Management Skills		
Select 5-6 hours from the following: ²		5-6
MGT 6930	Managing and Leading in Organizations	
HHS 6971	Optimizing Performance and Commitment	
MKTG 6943	Consumer & Product Management	
MGT 6944	Managing Business Processes	
HHS 6930	Health Informatics	
Issues in Health and Human Services		
HHS 6949	Community Health Practice	3
HHS 6953	Health Behavior	3
HHS 6958	Health Services Issues	3
HHS 6962	Health Care Reform	3
Concentration Area		
Select a concentration area from the following options:		10-14
Health Promotion		
HHS 6959	Foundation and Planning	
HHS 6960	Implementation and Evaluation	
HHS 6980	Seminar	
HHS 6990	Practicum	
or HHS 6999	Thesis	
Administration for Health and Human Services Professions		
HHS 6918	Program Planning and Evaluation	
HHS 6922	Planning and Fiscal Management	
HHS 6980	Seminar	
HHS 6990	Practicum	
or HHS 6999	Thesis	
Health Informatics		
HHS 6935	Clinical Informatics	
HHS 6945	Health Care System Analysis	
HHS 6922	Planning and Fiscal Management	
HHS 6990	Practicum	
or HHS 6999	Thesis	
Total Semester Hours		34-37

¹ Prerequisites for the tools courses include undergraduate research methodology, a statistics course, and ACCT 2602 Financial Accounting or equivalent.

² Prerequisite for the management skills component is AHLT 4810 Management Skills for Health Professionals, MGT 3725 Fundamentals of Management or equivalent.

Learning Outcomes

1. The student will demonstrate skills to access and integrate important facts, concepts, principles, and theories in the field of management when developing solutions to problems.

- The student will utilize current technologies such as, computer and online systems/services, to access and communicate information.
- The student will demonstrate effective research skills.
- The student will produce a manuscript in a style suitable for publication.
- The student will demonstrate skills to critically analyze health and human services issues.

Master of Music Program Director

Ewelina Boczkowska
3025 Bliss Hall
(330) 941-1833
eboczkowska@ysu.edu

Program Description

Master's degrees are offered in music education, music performance, music history, music theory/composition, and jazz studies through the Dana School of Music, which was founded in Warren, Ohio, in 1869 as Dana's Musical Institute. A member of the National Association of Schools of Music, Dana currently enrolls 300 undergraduate and graduate students. The Dana School of Music is designated an All-Steinway School, featuring 68 Steinway pianos in addition to six mechanical action organs, two harpsichords, an electronic music laboratory, and 80 acoustically treated practice rooms, all housed in the \$6 million Bliss Hall. In addition, the University library contains a large music section, especially notable for its collected and scholarly editions, while the Multimedia Center holds several thousand recordings, and practical edition scores.

Admission Requirements

Applicants for admission to graduate study in the Master of Music degree must present a baccalaureate degree in music from an accredited college or university. Admission requires a cumulative undergraduate grade point average of at least 2.7 (on a 4.0 scale). Students with less than a 2.7 average must provide satisfactory scores on the aptitude portion of the Graduate Record Examination. Upon admission and before the end of the first semester of graduate study, each student must take a placement examination in music history and music theory. Failure to do so will result in an addition of six semester hours (three semester hours in music theory, three semester hours in music history) to the 32-semester-hour degree program. Theory/composition applicants must submit evidence of compositional or analytic activity. All performance degree applicants must audition on their principal instrument for acceptance to the appropriate applied music level. Students with a major in conducting performance must show evidence of conducting skill through an audition and interview. Students wishing to enroll in any music course under non-degree status must have the approval of the Coordinator of Graduate Studies in Music.

Ewelina Boczkowska, Ph.D., Associate Professor
Music, memory, and Polish film; "auteur" cinema; American musicals; Chopin; music in the 1960's

Kent J. Engelhardt, Ph.D., Professor
Charlie Parker; Bebop; Kansas City Jazz

Francois P. Fowler, D.M., Associate Professor
Guitar performance, pedagogy, and literature

Stephen L. Gage, Ed.D., Professor
Instrumental music education; conducting

Randall E. Goldberg, Ph.D., Associate Professor
Historical musicology; early modern Europe; 18th century music; Jewish identity

Hae-Jong Lee, D.M.A., Associate Professor

Choral conducting and literature; voice studies

J. Paul Louth, Ph.D., Associate Professor
Instrumental music education; brass methods; trombone

David S. Morgan, D.M.A., Professor
Jazz performance; composition; music theory

Caroline Oltmanns, D.M.A., Professor
Piano performance

Jena Root, Ph.D., Associate Professor

Glenn Schaft, D.M.A., Professor
Percussion; classical, contemporary, jazz, Afro-Cuban, and Brazilian music

James C. Umble, D.M.A., Professor
Japanese flute; flute; guitar

Kathryn T. Umble, D.M.A., Associate Professor
Technology in education; music technology; music performance and pedagogy (saxophone); curriculum development in the arts; integrated arts

- Completion of all requirements outlined in respective courses of study.
- Students who fail to meet the standards set by the School of Music may, upon recommendation of the Dana Graduate Committee, be required to withdraw at the end of the semester. Any student with an overall grade-point average below 3.0 (i.e. not in good standing) for two consecutive semesters shall be dismissed from the master's program in music.
- An entrance examination and a final qualifying examination is required of all M.M. candidates. Students who pass the theory entrance exam will qualify to test out of 6921 Graduate Analysis I. All students will take three core required courses (6977 Philosophies of Music, 6922 Graduate Analysis II, 6960 Research in Music).
- Students who require a thesis (MUHL, MUTC and jazz studies) will do an oral examination on the thesis as well as take an exit examination comprised of three questions covering the content from at least one core required course and at least on specialized seminar. Performance majors will submit a document supporting the recital in lieu of a thesis, and will also complete the exit examination. Music education majors electing the non-thesis option will only be required to complete the exit examination. Procedural regulations governing the final qualifying examination are available from the Coordinator of Graduate Studies in Music.
- Thesis students who have completed MUHL 6990 Thesis 1 and MUHL 6991 Thesis 2, (2+2 s.h.), and have completed all course requirements but have not defended the thesis are required to maintain current student status if they expect to receive advisor or committee assistance or utilize University services (e.g., library, computer, parking, and so forth). This can be accomplished by registering for one hour of MUHL 6991 Thesis 2.

COURSE	TITLE	S.H.
Music Theory and Composition (A)		
MUTC 5821 & MUTC 5822	Composition for Minors and Composition for Minors	4
MUTC 5828	Music Technology	3
MUTC 5830	Materials of 20th Century Music	3
MUTC 5831	Modal Counterpoint	3
MUTC 5832	Tonal Counterpoint	3
MUTC 5833	Theory Seminar	3
MUTC 5834	Electronic Music	3
MUTC 6903 & MUTC 6904	Advanced Composition and Advanced Composition	6
MUTC 6913	Pedagogy of Theory	3
MUTC 6916	Fugue	3
MUTC 6921 & MUTC 6922	Graduate Analysis 1 and Graduate Analysis 2	6

MUTC 6930 & MUTC 6931 & MUTC 6932 & MUTC 6933	Baroque Music Styles and Classic Music Styles and Romantic Music Styles and Twentieth-Century Music Styles	12
MUTC 6935	Jazz Theory	3
MUTC 6936	Jazz Composition	3
Music History (B)		
MUHL 5871	Baroque Music	3
MUHL 5872	Eighteenth Century and the Viennese Classical School	3
MUHL 5873	Opera History	3
MUHL 5874	Nineteenth Century	3
MUHL 5878	Selected Topics in Music History	3
MUHL 6940	Music in the Middle Ages	3
MUHL 6941	Music in the Renaissance	3
MUHL 6943	Seminar in Musicology	3
MUHL 6946	Selected Topics in Jazz History	3
Music Education (C)		
MUED 5814	Selected Topics in Music Education	2
MUED 5841	Music Workshop	1-3
MUED 6970	Foundations of Music Education	3
MUED 6972	Seminar in Music Education	3
MUED 6975	Music and the Humanities	3
MUED 6976	Directed Study in Conducting	3
MUED 6978	Contemporary Trends in Music Education	3
MUED 6979	Workshop in Music Education	1-3
MUED 6981	Elementary School Music Practicum	3
MUED 6982	Secondary School Music Practicum	3
Pedagogy (D)		
MUED 5858	Piano Pedagogy	3
MUED 5880	Vocal Pedagogy	1
MUSIC 6913	Pedagogy of Theory	3
Music Literature (E)		
MUED 6950	Conducting Pedagogy	2
MUHL 5860	Keyboard Literature	3
MUHL 5879	Vocal Literature	3
MUHL 6944	Seminar in Symphonic Literature	3
MUHL 6945	Selected Topics in Music Literature	3
Music Electives (F)		
MUED 6973	Research Methods and Materials in Music Education	3
MUHL 6990	Thesis 1	2
MUHL 6991	Thesis 2	2
MUED 6992	Independent Projects in Music	1-4

Performance

COURSE	TITLE	S.H.
6900 level applied ¹		12
Music History/music theory electives (A/B/E) ²		9
Music Literature (F)		3
Music Electives (A-F)		5
Total Semester Hours		29

Music History and Literature

COURSE	TITLE	S.H.
Music history/literature (B/E)		15
Music Theory (A)		3
5800- or 6900-level applied or electives (A-F)		7

Thesis (2+2 s.h.)	4
Total Semester Hours	29

Music Theory and Composition

COURSE	TITLE	S.H.
Music Theory (A) ³		15
Music history (B/E)		3
5800- or 6900-level applied or electives (A-F)		7
Thesis (2+2 s.h.)		4
Total Semester Hours		29

Music Education

COURSE	TITLE	S.H.
Music Education (C) ⁴		9
MUED 6970	Foundations of Music Education	3
MUED 6978	Contemporary Trends in Music Education	3
Music history/music theory electives (A/B/E)		9
5800- or 6900-level applied or electives (A-F)		5
Total Semester Hours		29

Jazz Studies

COURSE	TITLE	S.H.
MUTC 6935	Jazz Theory	3
MUTC 6936	Jazz Composition	3
MUHL 6946	Selected Topics in Jazz History	3
Music Theory (A)		3
Music history (B/E)		3
Jazz Ensemble		2
Jazz Combo		2
Applied study or electives (A-F) ⁵		6
Thesis (2+2 s.h.)		4
Total Semester Hours		29

(A) Courses to be selected from List A
 (B) Courses to be selected from List B
 (C) Courses to be selected from List C
 (D) Courses to be selected from List D
 (E) Courses to be selected from List E
 (F) May include up to two semester hours of ensemble courses and up to four additional semester hours of applied music courses. Selection is subject to results of entrance placement examination in music theory and music history. All music electives must be approved by the advisor.

- Conducting majors must take four semester hours of vocal or instrumental applied and eight semester hours of applied conducting.
- Both areas must be represented in the coursework.
- Students in the theory emphasis should take MUSIC 6913 Pedagogy of Theory
- Music education majors may count up to four semester hours of S/U graded workshops toward degree fulfillment.
- Must represent two areas.

Learning Outcomes

- Students will demonstrate an understanding of specialized knowledge of at least one era of Music History (MUHL). Assessment: EXIT EXAM
- Students will demonstrate an understanding of specialized knowledge of at least one aspect of Music Theory (MUTC). Assessment: EXIT EXAM

- Students will demonstrate research skills and techniques through the creation of an original scholarly project. Assessment: RUB RIC / FINAL ASSIGNMENT 6942 or 6973
- Students will demonstrate the ability to write in a scholarly manner about their area of specialization within music. Assessment: RUBRIC / RECITAL DOCUMENT, THESIS, OR FINAL PROJECT IN 6973.

Master of Public Health Program Directors

Keisha T. Robinson, YSU Program Coordinator
1080 Cushwa Hall
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Amy Lee, CEOMPH Program Director
Consortium of Eastern Ohio Master of Public Health
NEOMED
(330) 325-6179
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Program Description

The Master of Public Health program at Youngstown State University is part of Consortium of Eastern Ohio Master of Public Health (CEOMPH). CEOMPH is a multidisciplinary, interdepartmental, and interinstitutional program that provides opportunities for graduate studies in public health. It is housed in the Bitonte College of Health and Human Services. Although the M.P.H. degree is awarded by Youngstown State University, the M.P.H. program is consortium-based. It draws its faculty from several departments at The University of Akron, Cleveland State University, the Northeastern Ohio Medical University (NEOMED), Ohio University, and Youngstown State University.

The mission of the Consortium of Eastern Ohio Master of Public Health program is to provide accredited public health education designed for the working professional. It does this through a collaborative learning community, drawing on the collective resources of its five member institutions and partnering community agencies. The program strives to produce respected and competent professionals able to improve public health practice, especially in eastern Ohio. Other unique features of the program include the use of distance learning and Saturday course offerings, which accommodate the typical professional student's work schedule.

The program is structured as a weekend college program with core courses scheduled on Saturdays from 9:00 a.m. to 4:00 p.m. Alternate scheduling will be considered to accommodate students with special circumstances. Students take core courses at any one of the distance learning sites on the participating campuses. Electives are taken at The University of Akron, Cleveland State University, NEOMED, Ohio University, or YSU. Electives are taken on the campus where they are being offered and may be taken anytime during the program.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, applicants must hold a bachelor's degree from an accredited college or university, with a minimum GPA of 2.75. Applicants must have successfully completed a college-level mathematics or statistics course, and a college social science or natural science course, and have acceptable GRE scores within the last five years.

GRE scores may be waived if the applicant has a professional degree (master's or doctorate) in a relevant area. Official results from other equivalent standardized tests used for graduate admissions, also taken within the last five years, may be substituted. These accepted tests are the following: DAT, GMAT, MCAT, and PCAT. Please use institution code #1903 in the designated area of your GRE application form. TOEFL is required from applicants from countries where English is not the language of instruction; the minimum score

must be 550 (paper-based) or 213 (computer-based) or 79-80 with read/speak/listen=17, write=14 (Internet-based). Please use the institution code #1903 in the designated area on your TOEFL application form.

Two years of work experience in a relevant field is highly recommended. The applicant must provide three letters of recommendation from individuals familiar with the applicant's academic or professional background. If the applicant has not been involved in an academic institution for two years or more, he or she may submit letters of recommendation by supervisors from his or her place of employment. The letters should include an assessment of the applicant's current work quality and ability to successfully complete graduate training. Letters are to be mailed to the following address:

M.P.H. Admissions Committee
Consortium of Eastern Ohio Master of Public Health
NEOMED
4209 State Route 44
PO Box 95
Rootstown, Ohio 44272

Guang-Hwa (Andy) Chang, Ph.D., Professor
Biostatistics

Alan M. Jacobs, Ph.D., Professor
Environmental health sciences in public health

Rachael J. Pohle-Krauza, Ph.D., Associate Professor
Nutrition

Keisha T. Robinson, Dr.P.H., Associate Professor
Epidemiology and health education/health promotion

The curriculum consists of eight core courses, directed elective, required capstone project, and electives. In addition, a portfolio, and an exit presentation are required. Students should plan on taking the core courses as a cohort. Core courses will be offered on Saturdays, one course in the morning and one in the afternoon. Students may take core courses in any one of the distance learning classrooms at the partner universities. Distance learning will involve interactive electronic technology and web-based learning. Students may take electives at any time in the program, and may select an elective from any of the partner universities from a list of approved electives.

If the student is interested in an elective that is not on the approved list, an Elective Approval form must be submitted, along with the course syllabus, for review and approval by the CEOMPH Curriculum Committee:

CEOMPH Curriculum Committee
Consortium of Eastern Ohio Master of Public Health
NEOMED
4209 State Route 44
PO Box 95
Rootstown, Ohio 44272

Students will be assigned an advisor upon entering the program. The advisor will offer guidance on choosing electives appropriate to student career goals and interest. Students must maintain a minimum GPA of 3.0. The program requires 42 semester hours to comply with accreditation criteria.

COURSE	TITLE	S.H.
Core Courses		
MPH 6901	Public Health Concepts	3
MPH 6902	Social and Behavioral Sciences in Public Health	3
MPH 6903	Epidemiology in Public Health	3
MPH 6904	Biostatistics in Public Health	3
MPH 6905	Health Services Administration in Public Health	3
MPH 6906	Environmental Health Sciences in Public Health	3
Generalist Track		
MPH 6907	Grant Writing in Public Health Practice	3

MPH 6908	Public Health Practice and Issues	3
MPH 6909	Public Health Research and Evaluation	3
Electives		
MPH 6994	Individual Investigation in Public Health	1-3
MPH 6996	MPH Practicum	3
Elective		3
Required Project		
MPH 6998	Capstone Project 1	3
MPH 6999	Capstone Project 2	3
Total Semester Hours		42

Core Competencies

Use basic techniques and statistical software to access, evaluate, and interpret health data.

Apply analytic reasoning and methods.

Interpret scientific and statistical results, including the strengths and limitations of scientific articles.

Explain characteristics, strengths and limitations of epidemiological study design types.

Apply behavioral health theories/models in developing community health promotion and intervention programs, and applications for research funding.

Apply principles of strategic planning to public health, including continuous quality improvement, leadership, teamwork, systems thinking, and social marketing.

Assess associations found between environmental hazards and health outcomes to influence environmental policies designed to protect populations.

Apply principles of program planning, development, implementation, management, and evaluation in organizational and community initiatives.

Use collaborative strategies in the design of policies, interventions, and programs.

Communicate public health information to lay and professional audiences, using appropriate channels and technologies and with linguistic and cultural proficiency.

Demonstrate ability to use credible evidence and rationale to guide well-reasoned decisions, proposals, and attitudes.

Use individual, team and organizational learning opportunities for personal and professional development.

Generalist Competencies

Prepare proposals for funding from external sources.

Demonstrate the ability to design, implement and execute a research protocol.

Consider the role of cultural and social factors in the planning and delivery of public health services and interventions.

Demonstrate critical evaluation of ethical values, theories, and principles that guide public health inquiry and decision-making.

Analyze the public health information infrastructure used to collect, process, maintain, and disseminate data in order to allow for decision-making at an administrative level.

Apply theory and strategy-based communication principles adapted to different contexts.

Explain how biological, chemical, and physical agents affect human health.

Master of Respiratory Care

Program Director

Mary Yacovone
1110 Cushwa Hall
(330) 941-1764
mlyacovone@ysu.edu

Program Description

The Master of Respiratory Care program has been designed specifically for respiratory therapists who desire to enhance their career options in clinical and/or leadership roles within the respiratory care profession. The many resources available to respiratory care practitioners through key professional organizations are also integrated throughout the program. The core of the program builds on skills related to clinical research, grant writing, leadership development, and technology applications related to educational/administrative settings. Specialty tracks encourage the student to further develop their skill base in education, management, and advanced clinical applications.

Admission Requirements

All respiratory care applicants must meet the following requirements:

- Regular admission requires a cumulative undergraduate grade-point average of at least 3.0 (on a 4.0 scale). Applicants with a cumulative undergraduate grade point average of 2.7 to 2.99 may be admitted provisionally. Applicants with a cumulative undergraduate grade point average of less than 2.7 will be required to submit an official report of the Graduate Record Examination (General Test) scores completed within the last five years for admission consideration.
- Current state license as a respiratory care practitioner
- National Board for Respiratory Care (NBRC) professional RRT (advanced practitioner) credential
- Membership in the American Association for Respiratory Care (AARC) in order to access data/projects that will be needed in academic coursework
- An (optional) personal interview and/or additional information as requested by the program's admission committee.
- Students not meeting regular admission requirements may be provisionally admitted. See the *Graduate Catalog* under Provisional Admission.

Applicants must submit the following items to Graduate Admissions:

- Official transcripts from each college or institution of higher learning attended (other than YSU)
- Three (3) letters of recommendation from individuals familiar with the applicant's academic or professional background
- A letter of intent stating one's professional goals and how graduate education in respiratory therapy will help fulfill said goals
- An official report of the Graduate Record Examination (General Test) scores completed within the past five years if the applicant's cumulative grade point average is less than 2.7

Amanda Roby, M.H.H.S., Assistant Professor

Salvatore Sanders, Ph.D., Professor
Technology applications for health care, education and management; student and faculty attributes related to learning; instructional design; distance learning

Mary Yacovone, M.Ed., Associate Professor

COURSE	TITLE	S.H.
Required Core Courses		
RESC 6900	The Respiratory Care Profession	3
RESC 6950	Respiratory Care Research	3
HHS 6981	Grant Writing	3
RESC 6906	Respiratory Care Seminar	3
RESC 6908	Leadership Development in Respiratory Care	3
AHLT 5807	Epidemiology	3
RESC 6920	Technology Applications for Health and Human Services	3
CJFS 6942	Research and Statistics in Health and Human Services	3
Education /Management/Therapeutic and Monitoring Tracks		
Students are required to take a minimum of 4 classes from 3 individual tracks		12
Education		
RESC 6910	Competency Assessment in Respiratory Care	
RESC 6915	Education and Accreditation in Respiratory Care	
Management		
HHS 6922	Planning and Fiscal Management	
RESC 6930	Managing Respiratory Services	
Therapeutic and Monitoring Applications		
RESC 6943	Advanced Monitoring and Therapeutics	
RESC 6926	Advanced Mechanical Ventilation	
Recommended Electives		
Select one of the following:		3
AHLT 5816	Environmental Regulations	
HHS 6950	Professional Codes in Healthcare	
HHS 6958	Health Services Issues	
AHLT 5840	Comparative Health Systems	
RESC 6922	Special Topics in Respiratory Care	
Other electives may be approved by program director or faculty advisor.		
Total Semester Hours		39

- ecology,
- microbiology,
- molecular biology,
- genetics,
- immunology,
- entomology,
- vertebrate physiology,
- neuroendocrinology,
- neurobiology,
- cell biology, or
- human anatomy.

The department is housed in Ward Beecher Hall. Specialized facilities include an analytical research laboratory housing modern analytical instruments, tissue culture laboratories, an animal facility, laboratories equipped for molecular and cellular research, and an extensive greenhouse facility. The department has exclusive use of two unique outdoor laboratories for field studies: the Youngstown State University Arboretum (a 115-acre reserve) and the Meander Reservoir (a 6,000-acre wildlife refuge and water impoundment), which collectively provide a valuable resource for environmental biology.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements applicants must have completed:

- at least 20 semester hours of undergraduate biology courses (or equivalents which could include biochemistry) with at least a 3.0 grade point average,
- plus one year of organic chemistry,
- one year of introductory physics, and
- one semester of statistics.

Students with deficiencies in these areas should contact the Biology graduate director prior to applying for admission. The Graduate Record Examination (general test) is also required and students must obtain an acceptable score.

Advisement

Each student's course of study will be devised in consultation with the student's major advisor and will be approved by the student's graduate committee. The course of study will be based on the student's area of specialization, background, and career interests. Students must have their course schedules approved by their major advisor or the graduate director every semester.

David K. Asch, Ph.D., Associate Professor
Gene regulation in eukaryotic organisms; carbon catabolite repression in *Neurospora crassa*

Michael Butcher, Ph.D., Associate Professor
Comparative biomechanics: muscle structure and function with regard to locomotion and adaptive behaviors

Jonathan J. Caguiat, Ph.D., Associate Professor
Industrial microbiology and genetic and molecular biology techniques to characterize selenite and heavy metal resistant bacteria

Chester R. Cooper, Ph.D., Professor
Molecular biology and microbiology; morphogenesis and virulence of pathogenic fungi; identification of anti-fungal targets

Thomas P. Diggins, Ph.D., Professor
Field-based community and ecosystem ecology of streams and riparian zones

Diana L. Fagan, Ph.D., Professor

Master of Science in Biology

Program Director

Mark D. Womble
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mdwomble@ysu.edu

Program Description

The Department of Biological Sciences offers a graduate program leading to the M.S. degree. This program provides both a strong foundation in fundamental principles and theories and an understanding of the advanced application of this information within the diverse disciplines of the life sciences. Students prepare, through coursework and faculty-guided original research, to pursue career paths in the professions, academia, research, business, and industry.

The Department of Biological Sciences includes faculty in:

1. molecular biology, microbiology, and genetics;
2. physiology and anatomy; and
3. environmental biology.

Students may pursue specific areas of specialization within and among these areas, including:

Microbiology and immunology; inflammation and regulation of immune responses; stem cell in wound healing

Jill M. Gifford, Ph.D., Associate Professor

Effects of environmental influences on acute inflammatory and chronic neuropathic pain

Carl G. Johnston, Ph.D., Professor

Microbiology; microbial and fungal ecology; interactions within microbial communities

Johanna Krontiris-Litowitz, Ph.D., Professor

Neurobiology and physiology; regulation and phenotypic expression of collagen in ventricular hypertrophy and fibrotic diseases

Xiangjia Min, Ph.D., Associate Professor

Bioinformatics; gene and genome annotation and evolutionary analysis; knowledge database development for secretomes and alternatively spliced genes

Ian J. Renne, Ph.D., Associate Professor

Plant community ecology; invasive species; community structure; allelopathic systems; avian ecology

Gary R. Walker, Ph.D., Professor

Cellular growth and movement in embryonic tissue; molecular processes underlying cell division; biofuel production

Mark D. Womble, Ph.D., Professor

Human anatomy; neurophysiology; histological analysis of tissues and wound healing

Students may pursue the M.S. degree in biological sciences in one of two options.

- The thesis option is a research-intensive program designed to provide students a strong foundation in fundamental biological principles and theories through coursework and the completion of a faculty-guided research project (thesis).
- The nonthesis option allows students to gain an in-depth understanding of biology through coursework and the writing of a graduate research paper.

Thesis Option

Under this option, students work on a faculty-guided, original research project and gain practical experience in research techniques and data collection. It is designed for students who wish to pursue careers in academic or industrial laboratories or continue toward the Ph.D. degree.

A minimum of 36 semester hours of credit is required for the M.S. degree with thesis option.

COURSE	TITLE	S.H.
Students must submit an acceptable thesis proposal, pass an oral review of the proposal, submit an acceptable thesis reporting the results of a faculty-supervised research project, and pass an oral defense of the thesis.		
BIOL 6990	Master's Thesis Research (may repeat up to a maximum of six semester hours)	1-6
BIOL 6991	Research Methods for Thesis	6
BIOL 6988	Seminar in Biological Sciences (must take two semester hours)	2
One semester hour of Topics (BIOL 6996-BIOL 7000)		
An additional 21 semester hours of course work with no more than eight semester hours at the 5000 level		
A minimum grade point average of 3.0 is required for graduation.		
Total Semester Hours		36

Nonthesis Option

This option provides students with a strong understanding of biological theories and principles but does not require an original research project. It is designed for students whose future goal is a nonresearch-oriented career, such as professional school or pharmaceutical sales.

A minimum of 38 semester hours of credit is required for the M.S. degree with a nonthesis option.

COURSE	TITLE	S.H.
BIOL 6994	Research Methods for Nonthesis ¹	2
BIOL 6998	Topics in Physiology (must take two semester hours)	2
One semester hour of Topics (BIOL 6996-BIOL 7000)		1
An additional 33 semester hours of coursework must be completed with no more than 12 semester hours at the 5000 level		33
Students must also pass a final examination administered by their graduate committee and achieve a minimum grade point average of 3.0 for graduation.		
Total Semester Hours		38

¹ Requires the submission of an acceptable graduate research paper and the oral review of this paper before their graduate committee.

Learning Outcomes

1. Students will be able to integrate and critique information in a specified sub-discipline of biology.
2. Students will be able to evaluate the scientific literature in the biological sciences.
3. Thesis students will conduct independent research in the biological sciences.
4. Students will create a thesis or position paper that critiques current literature, evaluates scientific data and presents a conclusion.

Master of Science in Chemistry

Program Director

Sherri R. Lovelace-Cameron
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(330) 941-1997
srlovelacecameron@ysu.edu

Program Description

The Department of Chemistry offers a program of study leading to the M.S. degree with concentrations available in:

- analytical,
- biochemistry,
- inorganic,
- materials,
- organic, and
- physical chemistry.

The program prepares the student for practice as a professional chemist by teaching academic fundamentals, creative and independent thinking through independent study and research, and leadership skills through interaction with undergraduate students as graduate teaching assistants. The program is also excellent preparation for further advanced study at other institutions, leading to the Ph.D. degree in chemistry or professional degrees in chemistry-related fields. The department has state-of-the-art instrumentation facilities and a wide assortment of instruments readily available for student and faculty research including: two powder- and three single-crystal X-ray diffractometers, a transmission electron microscope, a Focused Ion Beam/Scanning Electron

Microscopy system, two 400 MHz NMRs, FTIR, ICP-AES, AA, GC-MS, LC-MS, high resolution MS, several HPLCs, X-ray fluorescence, thermogravimetric analyzers, differential scanning calorimeter, gel permeation chromatograph, diode array spectrophotometers, and electrochemical systems.

Admission Requirements

In addition to the minimum admission requirements of the College of Graduate Studies, an applicant for admission to the M.S. degree program in the Department of Chemistry must present an undergraduate major in chemistry or the equivalent. Ordinarily, this entails the completion of at least a year's study in both organic and physical chemistry. In those cases where the undergraduate preparation is slightly deficient, the applicant may be admitted with provisional status with the approval of the chair of the Chemistry Department and the Graduate Dean. Students must achieve an acceptable score on the Graduate Record Examination general test (GRE) for admission to the program. The Chemistry or Biochemistry subject GRE test is also required of all students who do not have a B.S. or B.A. in chemistry or biochemistry.

Advisement

Entering students are advised by the program director. Within the first semester of full-time graduate studies, the student should select a thesis advisor, who will assist the student in planning the remainder of the program. Within the first year of full-time graduate studies, the student should select a thesis advisory committee in consultation with the thesis advisor. The committee, including the advisor, will meet periodically with the student to evaluate the progress of the research and to provide guidance.

Ganesaratnam K. Balendiran, Ph.D., Professor

Biomolecular structural biochemistry; structure and function of biological molecules and manipulation of their physiological properties with novel chemicals for health benefits

Larry S. Curtin, Ph.D., Associate Professor

Electroanalytical chemistry; synthetic inorganic chemistry; self-assembled monolayers; buckminsterfullerene; conducting polymers and charge transfer salts

Douglas T. Genna, Ph.D., Assistant Professor

Merging organic chemistry with metal organic frame-works; stabilization of reactive intermediates

John A. Jackson, Ph.D., Associate Professor

Synthetic organic chemistry; organophosphorus chemistry; synthetic methodology; biologically active compounds; asymmetric synthesis

Brian D. Leskiw, Ph.D., Associate Professor

Mass spectrometric investigation of various compounds, including chemical vapor deposition precursors, substituted phenols, and trace analysis of pyrazines/haloanisoles

Clovis Linkous, Ph.D., Professor

Ceramic electrolytes, polymer membrane electrolytes, solid state hydrogen storage, photovoltaic materials, photocatalytic decomposition of hydrogen sulfide; algae inhibition

Sherri R. Lovelace-Cameron, Ph.D., Professor

Synthesis and electrochemistry of novel organometallic polymers; synthesis of metal organic frameworks

Peter Norris, Ph.D., Professor

Synthesis of novel monomers, oligomers, and polymers derived from carbohydrates; environmentally friendly methods to organic synthesis; catalytic decomposition of natural azide nad diazo

Michael A. Serra, Ph.D., Associate Professor

Effects of free radicals on proteins

Josef B. Simeonsson, Ph.D., Professor

Analytical atomic and molecular spectroscopy; trace and ultratrace analysis; laser induced fluorescence spectroscopy; laser ionization spectroscopy; Raman spectroscopy; environmental analysis

Nina V. Stourman, Ph.D., Associate Professor

Studies of bacterial functional genomics during response to stress; bacterial glutathione metabolism and the mechanism and biological role of bifunctional enzyme glutathionyl spermidine synthetase/amidase (GSS) and its products in *E. coli*

Timothy R. Wagner, Ph.D., Professor

Synthesis of inorganic oxide and mixed-anion materials; structure characterizations using single crystal and powder X-ray diffraction; electron microscopy techniques

A minimum of 35 semester hours of credit is required for the M.S. degree.

COURSE	TITLE	S.H.
Required Courses		
CHEM 6980	Introduction to Chemical Research (taken the first year)	3
CHEM 6981	Seminar 1	1
CHEM 6982	Seminar 2	1
Content Chemistry Courses		
Select 15 semester hours		15
Electives		
Select 6 semester hours in consultation with advisor		6
Thesis		
CHEM 6990	Thesis	9-12
Total Semester Hours		35-38

For graduation, the student must achieve a grade point average of 3.0 or higher in chemistry and must complete an acceptable research proposal, written thesis, and oral defense of the thesis.

Teaching Assistants

COURSE	TITLE	S.H.
Required Courses		
CHEM 6980	Introduction to Chemical Research (taken the first year)	3
CHEM 6981	Seminar 1	1
CHEM 6982	Seminar 2	1
CHEM 6975	An Introduction to Teaching Chemistry (taken the first year)	1
Select one of the following each semester:		2
CHEM 6976	Teaching Practicum in General Chemistry	
CHEM 6977	Teaching Practicum in Allied Health Chemistry	
CHEM 6978	Teaching Practicum in Organic Chemistry	
CHEM 6979	Teaching Practicum for Chemistry in Modern Living Lab	
Content Chemistry Courses		
Select 15 semester hours		15
Electives		
Select 6 semester hours in consultation with advisor		6
Thesis		
CHEM 6990	Thesis	9-12
Total Semester Hours		38-41

For graduation, the student must achieve a grade point average of 3.0 or higher in chemistry and must complete an acceptable research proposal, written thesis, and oral defense of the thesis.

Learning Outcomes

1. Graduate students should demonstrate the ability to critically review the literature pertaining to their research projects, and connect the earlier literature to their own results.
2. Graduate students should demonstrate a thorough understanding of the applications and basic principles of the chemical instrumentation and/or software vital to their thesis projects.
3. Graduate students should demonstrate the ability to effectively communicate their research ideas and findings both orally and in writing.
4. Graduate students should demonstrate a thorough understanding of the chemical principles related to their area of research.

Master of Science in Criminal Justice

Program Director

John M. Hazy
2090 Cushwa Hall
(330) 941-1789
jmhazy@ysu.edu

Program Description

The Master of Science in criminal justice at YSU provides professional education for criminal justice students. Criminal Justice faculty members are currently involved in research in police management theory, applied police management, correctional organization and treatment, crime statistics, and criminological theory. Students are encouraged to participate in this ongoing research.

Students considering a career in the field of criminal justice should be aware that many employers and agencies may require applicants to meet certain preemployment qualifications. These may include, but are not limited to,

- lack of a criminal record,
- satisfactory background checks,
- physical standards and conditions, and
- emotional stability.

Admission Requirements

While an undergraduate degree in this discipline is not required for admission, a substantial background in the social sciences is preferred. Students lacking such preparation will, at the discretion of the department, be required to make up deficiencies. Each student must have completed:

- the equivalent of CJFS 1500 Introduction to Criminal Justice,
- a course in criminology and/or crime and delinquency,
- an introductory course in statistics, and
- a research methodology course.

Students admitted with deficiencies in any of these requirements must remove them by completion of the second semester of graduate coursework.

Regular Admission

To obtain regular admission, students must have a cumulative grade point average in undergraduate work of 3.0 or higher (on a 4.0 scale) or a satisfactory standardized test score (30th percentile or higher on the GRE overall, or MAT group overall score) and undergraduate GPA of 2.7 or higher. If students meet these criteria but have undergraduate coursework deficiencies, they may be granted provisional admission.

Provisional Admission

A student with a cumulative GPA in undergraduate work below a 3.0 must have either of the following two criteria in order to obtain provisional admission:

1. a satisfactory standardized test score (30th percentile or higher on the MAT, GRE, or GMAT)
2. an undergraduate GPA of 3.0 or higher (on a 4.0 scale) in the last 30-40 hours of coursework.

Upon admission to the criminal justice graduate program and selection of emphasis area, each student is guided by a committee of three faculty members. The student selects a graduate advisor in the area of concentration from the faculty of the Department of Criminal Justice and Forensic Sciences. This advisor serves as the chair of the student's graduate committee. The student and advisor select the other two members of the committee, both of whom must be members of the graduate faculty and one of whom may come from a department other than Criminal Justice. This committee will assist the student as appropriate with the planning of the program, preparation and oral defense of the thesis, or the graduate paper and its defense in the case of the nonthesis option.

Academy Training and Life Experience

Opportunities are available through the Department of Criminal Justice and Forensic Sciences for students who do not have life experience or police academy training.

Christopher M. Bellas, Ph.D., Associate Professor
Criminology; criminal courts; jury decision-making; substantive and procedural law

Susan Ann Clutter, M.F.S., Associate Professor
Crime scene investigation; blood spatter interpretation; forensic toxicology; fingerprint development at fire scenes

John M. Hazy, Ph.D., Professor
Community health; life course issues; teaching effectiveness

Richard Lee Rogers, Ph.D., Assistant Professor
Social problems and criminology; organizational and economic sociology; statistics and research methods; social history; Anglo-American religious movements; ecological analysis

The graduate program in criminal justice adheres to the position that the administration of criminal justice is a continuous, integrated process from prevention of crime through completion of all legal intervention. The program is designed to provide society with individuals who have both a substantial awareness of the overall system and the essential competencies required to perform professional roles within it. To achieve this objective, the program broadens the student's knowledge of the total criminal justice process and provides professional education so that its graduates may assume positions of leadership within the criminal justice system. The program also prepares students for doctoral studies in criminal justice or criminology.

Students seeking the M.S. degree in criminal justice may elect either a thesis or nonthesis option. The Department of Criminal Justice and Forensic Sciences will accept courses from other departments offering 5000- or 6000-level courses. Students should see their graduate advisor or graduate coordinator when selecting these courses.

COURSE	TITLE	S.H.
Study in the general substantive areas of criminal justice, met by completing the graduate core of:		
CJFS 6910	Law and Criminal Justice	3
CJFS 6920	Criminal Justice Studies, Practices, and Theories	3
CJFS 6925	Administration and Management Theory	3
CJFS 6942	Research and Statistics in Health and Human Services	3

CJFS 6970	Applied Police Management	3
Any departure from this requires prior approval of the student's committee and graduate coordinator.		
CJFS 6980	Managing Correctional Operations	3
Study in courses outside the core		
Graduate Research Paper		2
Oral Exam (defense)		

Thesis Option

A minimum of 30 semester hours is required in this option, of which up to six hours may be thesis. No more than nine semester hours may be below the 6900 level.

Non-Thesis Option

A minimum of 35 semester hours is required of which no more than 12 semester hours may be below the 6900 level. The nonthesis option will require a major graduate research paper worth two credits and an oral exam (defense) upon its completion.

Learning Outcomes

Students will demonstrate the ability to review critically the literature pertaining to their research projects and connect the literature to their own research results.

Students will demonstrate the ability to administrate and provide leadership skills relative to key criminal justice issues.

Master of Science in Environmental Science

Program Director

Felicia Armstrong
2080 Moser Hall
(330) 941-1385
fparmstrong@ysu.edu

Program Description

The Environmental Science program offers a multidisciplinary, interdepartmental graduate program leading to a Master of Science degree. The program office is housed in Moser Hall and is administered by the Department of Geological and Environmental Sciences (GES). This program is intended for individuals who have undergraduate degrees in Environmental Science/science, other natural or social sciences, engineering, or health professions. It is designed to meet the needs of students and working professionals preparing for supervisory roles in environmental science (research and management), with emphasis on a risk-based approach to the solving of environmental problems. The curriculum requires students to broaden their knowledge with core courses in Environmental Science, to deepen their expertise with elective courses, and to demonstrate their abilities to prepare a scholarly thesis. This degree will benefit students who are planning careers with regulatory agencies, regulatory compliance and management, research facilities, and consulting firms providing state-of-the-art assessment, management, and remediation.

Admission Requirements

- One year of college-level general chemistry with lab
- One semester of calculus
- A minimum of 15 semester hours of additional science courses with two of these additional courses containing a lab component (chemistry, biology, environmental science, geology, environmental engineering and/or physical geography).

- An cumulative undergraduate minimum grade point average of 3.0 (on a 4.0 scale) is required for admission. Students with a GPA of under 3.0 could be considered for provisional admission.
- Satisfactory performance on Graduate Record Examination (general test)
- Three letters of recommendation.

Applicants not satisfying the minimum admission requirements may be accepted provisionally at the discretion of the Department Graduate Committee. In those cases where the undergraduate preparation is deficient in three or fewer courses, students must satisfy the deficiencies by completing the equivalent undergraduate courses with a grade of B or better within the first year of study as a provisional graduate student.

Any student admitted with provisional status will be reviewed for regular graduate admission to the program at the completion of 9 semester hours of degree-credit coursework. Students with an undergraduate course deficiency greater than three courses must remove the deficiency as a post baccalaureate, undergraduate student.

Isam E. Amin, Ph.D., Professor

Ground water contamination and remediation; characterization and remediation of Mahoning River banks; sediment transport in rivers and streams; intra-state water conflicts

Felicia P. Armstrong, Ph.D., Associate Professor

Environmental chemistry of soils; water quality; ecotoxicology; soil remediation

Jeffrey C. Dick, Ph.D., Professor

Groundwater contamination; water quality characterization/baseline investigations and petroleum geology

Alan M. Jacobs, Ph.D., Professor

Environmental health sciences in public health

Colleen McLean, Ph.D., Associate Professor

Aqueous and environmental geochemistry; paleolimnology; biogeochemistry

Ian J. Renne, Ph.D., Associate Professor

Plant community ecology; invasive species; community structure; allelopathic systems; avian ecology

Bradley A. Shellito, Ph.D., Professor

Applications of geospatial technology (Geographic Information Science, remote sensing, global positioning systems, and 3D Modeling)

Josef B. Simeonsson, Ph.D., Professor

Analytical atomic and molecular spectroscopy; trace and ultratrace analysis; laser induced fluorescence spectroscopy; laser ionization spectroscopy; Raman spectroscopy; environmental analysis

Environmental Science program requires courses that are designed to provide breadth in environmental science and understanding of environmental issues and regulations. Each student admitted to the program will meet with the coordinator to choose initial coursework and meet graduate faculty. It is highly recommended that new students enroll in ENST 6995 Introduction to Environmental Science Research. Each graduate student is required to select a thesis committee with the recommendation of his or her thesis advisor within the first year of full-time graduate study.

All students in the Environmental Science graduate program must have their course schedules approved by their thesis advisors every semester. A proposed course of study must be approved by the thesis committee. The course of study will be based on the student's area of specialization, background, and career interests.

The thesis committee will consist of three to five faculty members in appropriate fields of expertise and one non-faculty professional. The non-faculty member must qualify for appointment as an adjunct graduate faculty member at YSU. Research proposals and proposed course of study must be

completed and approved by the thesis committee by the end of the second semester of full-time graduate study.

The thesis shall advance knowledge in environmental science and be applicable to the solving of environmental problems. The thesis requirement includes a formal document and a draft article in journal format suitable for publication submittal. A draft of the thesis must be reviewed by the thesis advisor then submitted to the thesis committee two weeks before the thesis defense. The thesis defense will comprise an oral presentation before the thesis committee for final thesis approval.

COURSE	TITLE	S.H.
Required Courses		
ENST 6900	Advanced Environmental Studies	3
BIOL 5853	Biometry	3
Select two of the following:		6
ENST 5800	Environmental Impact Assessment	
ENST 5830	Risk Assessment	
ENST 5860	Environmental Regulations	
ENST 6901	Sources of Contamination	
ENST 6920	Environmental Compliance	
ENST 6921	Industry/Institutional Management for the Environmental Professional	
ENST 6931	Ecological Risk Assessment	
Electives		
Select an additional 15 semester hours. Elective courses can come from Environmental Science, Geology, Biology, Civil/Environmental Engineering, Geography, Chemistry or other disciplines recommended by the graduate committee.		15
Note: Additional ENST courses may be taken as electives.		
ENST 6995	Introduction to Environmental Science Research (recommended)	
ENST 5810	Environmental Safety (recommended)	
Thesis		
ENST 6990	Thesis	6
Total Semester Hours		33

All graduate students in Environmental Science are required to successfully pass a graduate exam during the second year of their graduate program. Currently the Environmental Professional Intern (EPI) exam is being utilized. This exam covers topics in environmental science with respect to chemistry, biology, regulations, analysis, and other environmental issues.

No more than nine (9) semester hours from the 5800 level (swing course) may be counted towards the Master of Science degree. (Note: More courses at the 5800 level can be taken, but only 9 s.h. count towards the 27 s.h. required for the Master's degree). Additional background courses (undergraduate or graduate) may be required as prerequisites for some of the graduate courses.

Credits earned for the Graduate Certificate in Environmental Studies may be applied to the Master of Science degree to the extent allowed by the School of Graduate Studies (normally nine semester hours). Students in the certificate program, who intend to pursue the Master's degree, must apply to and meet all the requirements for the Environmental Science Master of Science program.

Learning Outcomes

Communicate effectively using the language, concepts, and models of environmental science in written, visual, and numerical formats.

Properly apply the scientific method to research an environmental problem and formulate conclusions.

Demonstrate ability to apply appropriate field-and laboratory-based methods (of acquiring, quantitatively and qualitatively analyzing and interpreting environmental data and information).

Apply environmental science research as demonstrated by the successful completion of the comprehensive exam and a Master's thesis.

Master of Science in Mathematics

Program Director

G. Jay Kerns
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(330) 941-3310
gkerns@ysu.edu

Program Description

The Department of Mathematics and Statistics offers the M.S. degree in mathematics. Options for this degree include:

- predoctoral studies,
- applied mathematics,
- computer science,
- secondary mathematics,
- statistics, and
- actuarial science.

Graduate faculty members have a broad range of research interests in both pure and applied areas. The curriculum stresses theoretical as well as computational mathematics and is flexible enough to key a student's program to individual interests and abilities. Receiving a well-rounded education in mathematics, graduates can pursue a Ph.D., secure a position in government or industry, or further a teaching career. The department has extensive computing facilities that include microcomputers, workstations, mainframe, and access to supercomputers.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, students must also have the following:

COURSE	TITLE	S.H.
A cumulative undergraduate cumulative grade point average of at least 3.0 (on a 4.0 scale) in all undergraduate mathematics and statistics courses.		
A completed sequence in standard calculus comparable to:		
MATH 1571	Calculus 1	4
MATH 1572	Calculus 2	4
MATH 2673	Calculus 3	4
Previous courses in discrete structures and linear algebra comparable to:		
MATH 3715	Discrete Mathematics	3
MATH 3720	Linear Algebra and Matrix Theory	3
Previous course in abstract algebra comparable to:		
MATH 5821	Topics in Abstract Algebra	4
MATH 5851	Topics in Analysis	4
The Graduate Record Examination		

Students not satisfying all of the above may be admitted with provisional status subject to the approval of the graduate program director and the graduate dean.

Guang-Hwa (Andy) Chang, Ph.D., Professor
Biostatistics

Jozsi Z. Jalics, Ph.D., Associate Professor

Computational neuroscience; mathematical biology; dynamical systems; partial differential equations

G. Jay Kerns, Ph.D., Professor

Signed measures; infinite divisibility; exchangeability in probability and statistics; applications of stochastic processes

Lucy Xiaojing Kerns, Ph.D., Assistant Professor

Simultaneous confidence bands; minimum effective doses; benchmark dose methodology

Thomas L. Madsen, Ph.D., Assistant Professor

Abstract algebra; group theory; representation theory

Nguyet Thi Nguyen, Ph.D., Assistant Professor

Financial models; Monte Carlo simulation; actuarial science

Anita C. O'Mellan, Ph.D., Professor

Graph theory; combinatorics; early childhood mathematics education

Stephen Rodabaugh, Ph.D., Professor

Foundations of topology and fuzzy logic: point-set, lattice-theoretic, and categorical methods

Thomas Smotzer, Ph.D., Professor

Real analysis; measure theory; operator theory

Angela Spalsbury, Ph.D., Professor

Functional analysis; operator theory; measure theory

Jamal K. Tartir, Ph.D., Professor

Set-theoretic topology

Thomas P. Wakefield, Ph.D., Associate Professor

Character theory; actuarial science

Eric J. Wingler, Ph.D., Professor

Real analysis; complex analysis; operator theory

George Yates, Ph.D., Professor

Applied mathematics; partial differential equations; mathematical biology; nonlinear waves

- A minimum of 33 semester hours of credit excluding MATH 5821 Topics in Abstract Algebra and MATH 5851 Topics in Analysis
- A cumulative grade point average of at least 3.0
- Students entering without a prior course in abstract algebra must include MATH 5821 Topics in Abstract Algebra in their program, to be taken in the earliest available semester, and students entering without a prior course in theoretical analysis must include MATH 5851 Topics in Analysis in their program, to be taken in the earliest available semester. These courses are not included in the 33-semester-hour minimum requirement.
- The student's combined undergraduate and graduate programs must include a mathematics core comprising the following courses or their equivalent:

COURSE	TITLE	S.H.
MATH 5821	Topics in Abstract Algebra (taken in the earliest available semester)	4
MATH 5851	Topics in Analysis (taken in the earliest available semester)	4
MATH 5825	Advanced Linear Algebra	3
MATH 5852	Real Analysis 2	3
MATH 6996	Mathematical Project	1-3

- Satisfactory performance on written and oral examinations. The subject matter for these examinations must be approved by the Graduate Executive Committee. Additionally, the following distribution requirements apply:

- Written exams in MATH 5852, Math 5825 and the first course in the student's chosen course sequence
- Oral exam on thesis, or oral exam on a project and two courses
- At least half of the hours of the courses examined must be at the 6900 level
- At least 17 hours of the student's approved program must be at the 6900 level. In addition to completing the courses which make up the mathematics core, students must complete at least one course sequence for depth and at least fifteen additional hours of elective courses to satisfy the breadth requirement for the degree. The course groupings are described below.
- MATH 6999 Thesis is highly recommended
- Before completing 12 semester hours, the student must submit the entire degree program for approval and evaluation by the Graduate Executive Committee in the Department of Mathematics and Statistics. Subsequent revisions to this program must be approved by the Graduate Executive Committee. An abstract of a proposed thesis must be submitted for approval prior to registering for the course.
- Students must participate in an exit interview during the semester in which they plan on graduating. The exit interview will be conducted with one or more members of the Graduate Executive Committee and must be scheduled by the student prior to the thesis or project presentation.

Course Sequences for Depth

The description of the recommended course sequences for depth will refer to the following list. The sequences offered depend upon student interest.

COURSE	TITLE	S.H.
Abstract Algebra		
MATH 6922	Advanced Topics in Group and Ring Theory	
MATH 6923	Advanced Topics in Field Theory	
Actuarial Mathematics		
STAT 5802	Theory of Interest	
Advanced Data Analysis		
STAT 6940	Advanced Data Analysis	
STAT 6948	Linear Models	
MATH 6955	Advanced Differential Equations	
MATH 6957	Partial Differential Equations	
Mathematical Statistics		
STAT 6943	Mathematical Statistics 1	
STAT 6944	Mathematical Statistics 2	
Operations Research		
MATH 5845	Operations Research	
MATH 6942	Advanced Operations Research	
Topology		
MATH 6980	Topology 1	
MATH 6981	Topology 2	

Predocutorial Studies in Mathematics and Applied Mathematics

COURSE	TITLE	S.H.
MATH 6922	Advanced Topics in Group and Ring Theory	
MATH 6923	Advanced Topics in Field Theory	
MATH 6975	Complex Analysis 1	
MATH 5852	Real Analysis 2	
MATH 6980	Topology 1	
STAT 6940	Advanced Data Analysis	
MATH 6955	Advanced Differential Equations	
STAT 6943	Mathematical Statistics 1	

MATH 5861	Numerical Analysis 2
MATH 5845	Operations Research

Electives
 Select two or more sequences in areas of interest

Total Semester Hours 0

Statistics

COURSE	TITLE	S.H.
Core Requirements		
STAT 6940	Advanced Data Analysis	3
STAT 6948	Linear Models	3
STAT 6943	Mathematical Statistics 1	3
STAT 6944	Mathematical Statistics 2	3

Electives
 Select 9 additional hours of statistics courses. 9

Total Semester Hours 21

Actuarial Science

COURSE	TITLE	S.H.
Core Requirements		
STAT 5802	Theory of Interest	3
STAT 6943	Mathematical Statistics 1	3
STAT 6944	Mathematical Statistics 2	3

Electives
 Select from statistic and actuarial science course offerings 9

Total Semester Hours 9

Applied Mathematics

COURSE	TITLE	S.H.
Core Requirements		
STAT 6940	Advanced Data Analysis	
MATH 6955	Advanced Differential Equations	
STAT 6943	Mathematical Statistics 1	
MATH 5861	Numerical Analysis 2	
MATH 5845	Operations Research	

Depth Requirement
 Select the second course in one of the sequence

Total Semester Hours 0

Secondary/Community College Mathematics

COURSE	TITLE	S.H.
MATH 6915	Mathematical Foundations	
STAT 6940	Advanced Data Analysis	
or		
STAT 6943	Mathematical Statistics 1	
or STAT 6940	Advanced Data Analysis	
Select one of the following: 3		
MATH 6922	Advanced Topics in Group and Ring Theory	
MATH 6923	Advanced Topics in Field Theory	
MATH 6975	Complex Analysis 1	
MATH 6965	Abstract Analysis 1	
MATH 6980	Topology 1	
MATH 6922	Advanced Topics in Group and Ring Theory	
MATH 6923	Advanced Topics in Field Theory	

Those students seeking certification should consult an advisor in the school of Education.

Total Semester Hours 3

Computer Science

Students in coursework in computer science in addition to mathematics should plan their graduate program in consultation with advisors in both the Department of Mathematics and Statistics and the Department of Computer Science and Information Systems.

Accelerated MS Mathematics

Undergraduate students can apply for admission into the accelerated program for the MS in Mathematics after completing 78 semester hours with a GPA of 3.3 or higher. After being admitted into the program, students can take a maximum of nine semester hours of graduate coursework that can count toward both an bachelor's and master's degree from the Department of Mathematics and Statistics. The courses chosen to count for both undergraduate and graduate coursework must be approved by the Graduate Executive Committee within the Department upon admission into the program. An additional six hours of graduate coursework can be completed as an undergraduate and used exclusively for graduate credit.

Learning Outcomes

Students will develop and demonstrate the ability to reason mathematically by constructing mathematical proofs and recognizing and analyzing accurate numerical data in appropriate core courses. Students will learn that truth in mathematics is verified by careful argument, and will demonstrate the ability to make conjectures and form hypotheses, test the accuracy of their work, and effectively solve problems.

Students will learn to identify fundamental concepts of mathematics as applied to science and other areas of mathematics, and to interconnect the roles of pure and applied mathematics.

Students will demonstrate that they can communicate mathematical ideas effectively, both orally and in writing, by completing a graduate project or thesis involving an investigative mathematical project, together with oral and written examinations.

Students in cooperative doctoral programs will demonstrate their ability to create significant, original mathematics.

Master of Science in Education in Counseling

Introduction

The counseling program prepares individuals as professional counselors in the areas of clinical mental health counseling, school counseling, student affairs and college counseling, and addiction counseling. Our program is designed to prepare graduates who have necessary knowledge, skills, and dispositions to best serve in mental health centers, schools, recovery centers, and colleges. Our program is exemplified by the quality and diversity of classroom instruction, field experiences, program options, students, faculty and the outstanding reputation of graduates in the community. The required core courses are those considered to represent basic knowledge and skills essential for professional counselors in all environments. The common CACREP core includes knowledge and skills in:

- professional orientation and ethics,
- human growth and development,
- social and cultural diversity,
- helping relationships (e.g., counseling theory, counseling methods),
- career development,

- group work,
- assessment,
- research and program evaluation.

The Counseling Program also maintains the Community Counseling Clinic that provides free or reduced cost counseling services to residents of the Youngstown area. All students in the clinical, school, addiction and college counseling options take one practicum course and counsel clients via the clinic during their first practicum experience. We have a strong connection with alumni, program supervisors, agencies and schools, and community leaders who support the profession of counseling in the Youngstown area.

For more information about the Department of Counseling, Special Education, and School Psychology, contact the Department Office at 330-941-3257 or visit our Department website (<http://web.yosu.edu/bcoe/cse>).

Welcome

Our program is designed to prepare graduates that have necessary knowledge, skills, and dispositions to best serve in mental health centers, schools, recovery centers, and colleges in the area. Our program seeks to meet the Addiction Counseling, Clinical Mental Health Counseling, School Counseling, Student Affairs & College Counseling needs of Northeast Ohio, Western Pennsylvania and other areas of the state/country.

We are CACREP accredited and nationally awarded - 2015 ACES Outstanding Counselor Education Program Award and the 2014 NCACES Innovative Counselor Education Program Award. Our program is exemplified by the quality and diversity of classroom instruction, field experiences, program options, students, faculty and the outstanding reputation of graduates in the community. We have a 45 year history and over 1500 master's degree graduates who have served the area as licensed professional clinical counselors, licensed/certified school counselors, licensed/certified chemical dependency counselors, student affairs professionals, professors, agency directors, and public servants. We have a strong connection with alumni, program supervisors, agencies and schools, and community leaders who support the profession of counseling in the Youngstown area. Master's students will find a unique educational experience that prepares them for employment and/or advanced study in Counseling. I encourage you to review the website and to contact the program director with any questions.

Jake J. Protivnak, Ph.D.
Chair / Associate Professor
Department of Counseling, Special Education & School Psychology
(330) 941-1936
jjprotivnak@ysu.edu

Program Director

For specific questions about the Master of Science in Education Counseling program, please contact the program director:

Matthew Paylo, Ph.D., Associate Professor
3312 Beeghly Hall
(330) 941-3264
mpaylo@ysu.edu

Addiction Counseling

The Addiction Counseling Program prepares students to work in a variety of community settings, including addiction/recovery centers, residential/community mental health centers, hospitals, employee assistance programs, and private practice. Students are taught to diagnose and treat mental and emotional disorders using a variety of interventions and methods. Students within this program focus on all areas of addiction including drug and alcohol, gambling, sexual, and other process addiction. The Addiction Counseling Program is currently accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Community Counseling programs as a Community Counseling

program. The CACREP 2009 standards provide a new CACREP specialty in Addiction Counseling. Completion of this program will satisfy the educational portion of the requirements for Professional counselor and Professional Clinical Counselor licensure by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. In addition to the 63 semester hours of coursework, students complete experiential activities early in the program, a practicum, and a 600-hour internship in one of a variety of addiction settings in Northeast Ohio or Western Pennsylvania.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program prepares students to work with children, adolescents, and/or adults and are employed in a variety of settings, including:

- community mental health centers,
- hospitals,
- addiction/recovery centers,
- employee assistance programs, and
- private practices.

Students are taught to diagnose and treat mental and emotional disorders using a variety of interventions and methods. Students are also taught ways to facilitate clients' growth and wellness, and how to help people live optimally as they move through developmental changes. The Clinical Mental Health Counseling program is currently accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). A completed 600-hour internship in an appropriate community setting is required. Students interested in clinical mental health counseling complete a 63-semester-hour curriculum that is recognized by the state of Ohio's Counselor, Social Worker, and Marriage and Family Therapist Board. The curriculum enables graduates to pursue Ohio Professional Counselor licensure and Professional Clinical Counselor licensure. Students seeking counselor licensure in other states, such as Pennsylvania, have the responsibility to ensure that they meet the requirements of those particular states.

School Counseling

The School Counseling option prepares students to work in public or private K-12 education settings. The program is designed to help students with or without teaching backgrounds to support the academic, career, and personal/social development of all students within a school system. The program has an urban focus and seeks to prepare students who understand the impact of poverty and culture on disenfranchised populations. The School Counseling program is currently accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the education requirements for school counselor licensure in the state of Ohio. Students seeking school counselor licensure who do not have teacher certification in Ohio must have completed an approved school counseling program with a one-year induction process. Students must also pass the school counseling specialty portion of the Praxis Exam administered by Educational Testing Service for the State of Ohio or any other state required standardized testing. In addition to the 54 semester hours of coursework, students complete experiential activities early in the program, a practicum, and a 600-hour internship in one of a variety of school counseling settings in Northeast Ohio or Western Pennsylvania. Students seeking school counselor licensure/certification in other states, such as Pennsylvania, have the responsibility to ensure that they meet the requirements of those particular states.

Student Affairs and College Counseling

The Student Affairs & College Counseling program option prepares entry level student affairs practitioners and college counselors with the knowledge, skills, and practical experiences to facilitate the learning and development of college students. Preparation is guided by an understanding of student affairs and college counseling history and research, college student development theory, legal and ethical issues, college student diversity, current issues,

administrative and leadership components, assessment practices, and an understanding of the dynamic nature of higher education. The Student Affairs and College Counseling program is currently accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Graduates from the Student Affairs & College Counseling program option pursue careers as professionals at college and universities across the country. Recent graduates have been:

- academic advisors,
- career services coordinators,
- international recruiters,
- residence directors,
- area coordinators,
- directors of residence life,
- directors of student activities and
- faculty members.

Individuals who complete the 66 hour licensure option are prepared to work with college students in community mental health centers, hospitals, addiction/recovery centers, employee assistance programs and private practices. Individuals are taught to diagnose and treat mental and emotional disorders using a variety of interventions and methods. Completion of the 66 semester hour licensure track will satisfy the educational portion of the requirements for licensure as a Professional Counselor and a Professional Clinical Counselor by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board. Individuals complete experiential activities early in the program, a practicum, and a 600-hour internship in one of a variety of college and university settings in Northeast Ohio or Western Pennsylvania.

Mission

The mission of the Counseling Program is to educate students, and to help them develop into counselors and related professionals who are sensitive to the impacts of human development, culture, and context upon students and consumers of counseling services; who are caring and compassionate counselors and people; who are self-reflective; who promote opportunity and social justice for the impoverished urban and rural populations; and, who are committed to empowering consumers of counseling services to thrive, and to achieve their fullest potential.

The Counseling Program advocates equality of opportunity for all persons. The curriculum and all educational experiences are designed to educate counselors in understanding and applying various counseling methods and techniques to aid a multicultural and diverse population with psychological, educational, vocational, and personal concerns. The Counseling Program fosters a learning environment that is challenging for both personal and professional development, humane in its emphasis upon respect for the dignity and worth of the individual, and realistic through its emphasis upon integration of academic, clinical, and field-based learning.

Program faculty are involved in scholarship, and university, professional, and community service, and to use those involvements to mentor students, to enhance students' learning experiences, to serve the community, the counseling profession, and consumers of counseling services who reside in northeast Ohio.

Admission Requirements

Students from a variety of undergraduate majors (i.e. psychology, social work, education, communication, sociology, religion, philosophy, business, general studies, etc.) may pursue a master's degree in counseling. Undergraduate and/or graduate grade point average, a letter of intent, letters of recommendation, and a required interview are important factors in determining the admissibility of an applicant to the counseling degree program. Applicants will be interviewed by members of the Counseling Admissions Committee and must meet the standards prescribed in the counseling program's admission policies. The following are the admission requirements

- Applicants must have earned above a 2.7 grade-point average. (If an applicant's GPA is slightly below the minimum required, an applicant may include a GRE or MAT score to have their application reviewed.);
- Letter of Intent (approximately 4 pages double-spaced) with response to the following items:
 1. What factors are motivating you to pursue a masters degree in Counseling at this time?
 2. Please give an example of when you have determined to make desired changes in your life. What motivated you to seek this change and what obstacles did you overcome?
 3. What do you believe are the most important counseling skills for helping a culturally-different individual?
 4. The Counseling Program offers four (4) options; Addiction Counseling, Clinical Mental Health Counseling, School Counseling, and Student Affairs/College Counseling. Which Counseling Program option(s) are you most interested in pursuing? What is your motivation to specialize in this area and what type of work would you like to be doing in 5 years?
- Three Letters of Reference or Reference forms, at least two of which should be prepared by current or former faculty;
- Official transcripts of all undergraduate or graduate work completed;
- Counseling Interview.

Accreditation

The Counseling Program emphasizes high standards of professional competence. The Counseling Program continues to remain committed to its stated mission through ongoing accreditations by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and National Council for Accreditation of Teacher Education (NCATE). The Counseling Program also emphasizes ethical practice and keeps with state and national standards for certification and licensure for practice in educational, mental health and social service environments. Department programs have full approval by the Ohio Counselor, Social Worker, and Marriage and Family Therapists Board (OCSWMFT), and the Ohio Department of Education (ODE). The Department engages in ongoing program development and refinement based on accrediting bodies' and licensure boards' developments and recommendations, and sensitivity to licensure requirements and legal and ethical issues is a priority.

Our program is fully accredited by CACREP through 2023. Our last site visit was December 4, 2014 and we will have our next campus visit prior to the date of our next accreditation in 2023.

Victoria E. White Kress, Ph.D., Professor

Self-injurious behavior; complex psychological trauma; child abuse, domestic violence, rape/sexual trauma survivors; DSM; strength-based/creative counseling interventions

Don Martin, Ph.D., Professor

Academic and social skills among students of poverty; neuropsychology rehabilitation of stroke and CNS disorders; sports psychology with emphasis on D1 athletes

Kenneth L. Miller, Ph.D., Professor

Measurement of cultural bias and discrimination; child abuse; technology use in clinical supervision; gender equity

Matthew Paylo, Ph.D., Associate Professor

Child and adolescent treatment; qualitative research; residential and prison mental health; advocacy and social justice issues

Jake J. Protivnak, Ph.D., Associate Professor

School counseling; professional advocacy and development in counselor education; ethical issues; career development

Students are required to complete appropriate coursework for their program option, including satisfactory completion of the counseling comprehensive

examination prior to beginning their field placements. Coursework related to specialized cognate areas (e.g., electives and/or thesis) serve to enhance each program option.

Twelve semester hours of internship are required. Since this requirement entails 20 hours per week at the internship site, students who are employed full time may need to arrange for accommodations with their employers to fulfill this requirement.

Addiction Counseling Program Curriculum

1. Internship placement involves a minimum of 600 clock hours completed over two semesters. COUN 7002 Clinical Mental Health Counseling Practicum 2 is to be completed the semester immediately prior to beginning the internship. Students are to apply for their field placement for the fall or summer semesters no later than the fourth week of the spring semester. (Application forms are online and should be submitted to the internship coordinator.) If a student would like to begin his or her field placement in the spring semester, the student should apply no later than the fourth week of the fall semester. Students who fail to submit their field placement application form by the deadline will not be permitted to complete their field placement during the specified semester. For further information refer to the appropriate *Fieldwork Handbook*.
2. Not all courses are offered every semester. It is the student's responsibility to carefully plan his or her program of study in order to meet all prerequisite course and graduation requirements.
3. All candidates are required to purchase a Task Stream account to complete the critical task for each courses which is essential for the CACREP accreditation.

COURSE	TITLE	S.H.
Required Courses		
COUN 5898	Orientation and Ethical Issues in Community Counseling (take within the first 3 semesters)	3
COUN 6900	Counseling Methods and Practice	3
COUN 6902	Theory and Foundation of Addictions Counseling	3
COUN 6903	Addictions Counseling: Treatment and Intervention	3
COUN 6910	Human Development and Family Systems Counseling	3
COUN 6962	Counseling Theory	3
COUN 6964	Appraisal Techniques in Counseling	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3
COUN 6980	Diagnosis of Mental Disorders	3
COUN 7001	Counseling Practicum 1	3
COUN 7002	Clinical Mental Health Counseling Practicum 2	3
COUN 7031	Clinical Psychopathology and Treatment	3
COUN 7034	Advanced Evaluation of Mental and Emotional Status	3
COUN 7037	Counseling and Psychopharmacological Treatments of Mental and Emotional Disorders	3
or COUN 7003	Counseling Children and Adolescents	
COUN 7041	Case Conceptualization, Treatment Planning, and Clinical Supervision	3
Internship		
COUN 7010	Clinical Mental Health Counseling Internship	12
Total Semester Hours		66

Comprehensive examination prerequisites

COURSE	TITLE	S.H.
COUN 5898	Orientation and Ethical Issues in Community Counseling	3

COUN 6900	Counseling Methods and Practice	3
COUN 6910	Human Development and Family Systems Counseling	3
COUN 6962	Counseling Theory	3
COUN 6964	Appraisal Techniques in Counseling	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3
COUN 6980	Diagnosis of Mental Disorders	3

Clinical Mental Health Counseling Program Curriculum

1. Internship placement involves a minimum of 600 clock hours completed over two semesters. COUN 7002 Clinical Mental Health Counseling Practicum 2 is to be completed the semester immediately prior to beginning the internship. Students are to apply for their field placement for the fall or summer semesters no later than the fourth week of the spring semester. (Application forms are online and should be submitted to the internship coordinator.) If a student would like to begin his or her field placement in the spring semester, the student should apply no later than the fourth week of the fall semester. Students who fail to submit their field placement application form by the deadline will not be permitted to complete their field placement during the specified semester. For further information refer to the appropriate *Fieldwork Handbook*.
2. Not all courses are offered every semester. It is the student's responsibility to carefully plan his or her program of study in order to meet all prerequisite course and graduation requirements.
3. All candidates are required to purchase a Task Stream account to complete the critical task for each courses which is essential for the CACREP and CAEP accreditation.

COURSE	TITLE	S.H.
Required Courses		
COUN 5898	Orientation and Ethical Issues in Community Counseling (take within the first 3 semesters)	3
COUN 6900	Counseling Methods and Practice	3
COUN 6902	Theory and Foundation of Addictions Counseling	3
or COUN 6903	Addictions Counseling: Treatment and Intervention	
COUN 6910	Human Development and Family Systems Counseling	3
COUN 6962	Counseling Theory	3
COUN 6964	Appraisal Techniques in Counseling	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3
COUN 6980	Diagnosis of Mental Disorders	3
or COUN 7013	Topical Seminar in Counseling	
COUN 7001	Counseling Practicum 1	3
COUN 7002	Clinical Mental Health Counseling Practicum 2	3
COUN 7031	Clinical Psychopathology and Treatment	3
COUN 7034	Advanced Evaluation of Mental and Emotional Status	3
COUN 7037	Counseling and Psychopharmacological Treatments of Mental and Emotional Disorders	3
or COUN 7003	Counseling Children and Adolescents	
COUN 7041	Case Conceptualization, Treatment Planning, and Clinical Supervision	3
Internship		

COUN 7010	Clinical Mental Health Counseling Internship	12
Total Semester Hours		63

Comprehensive examination prerequisites

COURSE	TITLE	S.H.
COUN 5898	Orientation and Ethical Issues in Community Counseling	3
COUN 6900	Counseling Methods and Practice	3
COUN 6910	Human Development and Family Systems Counseling	3
COUN 6962	Counseling Theory	3
COUN 6964	Appraisal Techniques in Counseling	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3
COUN 6980	Diagnosis of Mental Disorders	3

School Counseling Program Curriculum

1. Internship placement involves a minimum of 600 clock hours completed over two semesters. COUN 7007 School Counseling Practicum 2 is to be completed in the fall semester immediately prior to beginning internship. Students are to apply for their field placement for the fall or summer semesters no later than the fourth week of the spring semester. (Application forms are online and should be submitted to the internship coordinator.) Students who fail to submit their field placement application form by the deadline will not be permitted to complete their field placement during the specified semester. For further information refer to the appropriate *Fieldwork Handbook*.
2. Internships must be completed in approved educational settings. In order to provide a comprehensive experience, Practicum II/Internship are only offered beginning in the fall semester of the final year in the program. This experience is comprised of 750 supervised hours in an approved setting in an August through June format.
3. Not all school counseling courses are offered every semester. Students are responsible for carefully planning their programs of study in order to meet all prerequisite course and graduate requirements.
4. Students are required to purchase a Task Stream account to complete the critical tasks for each course which is essential for CACREP and CAEP.

COURSE	TITLE	S.H.
Required Courses		
COUN 6900	Counseling Methods and Practice	3
COUN 6910	Human Development and Family Systems Counseling	3
COUN 6961	Orientation and Ethical Issues in School Counseling (take within the first 3 semesters)	3
COUN 6962	Counseling Theory	3
COUN 6964	Appraisal Techniques in Counseling	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3
COUN 7001	Counseling Practicum 1	3
COUN 7003	Counseling Children and Adolescents	3
COUN 7018	Diagnosis and Treatment of Children and Adolescents	3
COUN 7019	School Counseling Program Development	3
COUN 7007	School Counseling Practicum 2	3
Internship		

COUN 7010	Clinical Mental Health Counseling Internship	12
Total Semester Hours		54

Comprehensive examination prerequisites

COURSE	TITLE	S.H.
COUN 6900	Counseling Methods and Practice	3
COUN 6910	Human Development and Family Systems Counseling	3
COUN 6961	Orientation and Ethical Issues in School Counseling	3
COUN 6962	Counseling Theory	3
COUN 6964	Appraisal Techniques in Counseling	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Theory and Practice	4
COUN 6976	Social and Cultural Issues in Counseling	3

Student Affairs and College Counseling Program Curriculum

1. Internship placement involves a minimum of 600 clock hours completed over two semesters. COUN 7004 Practicum in Student Affairs and College Counseling is to be completed in the fall semester immediately prior to beginning internship. Students are to apply for their field placement (note: application forms are in the central office and should be turned in to the internship coordinator) for the fall or summer semesters no later than the fourth week of the spring semester. Students who fail to turn in their field placement application form by the deadline will not be allowed to complete their field placement during the specified semester. Refer to *Fieldwork Handbook* for additional information.
2. Not all courses are offered every semester. It is the student's responsibility to carefully plan his/her program of study in order to meet all prerequisite course and graduation requirements.

COURSE	TITLE	S.H.
Required Courses		
COUN 6900	Counseling Methods and Practice	3
COUN 6930	College Counseling and Student Mental Health	3
COUN 6962	Counseling Theory	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3
COUN 7021	Legal and Ethical Issues in Student Affairs ²	3
COUN 7023	Life Span and College Student Development	3
COUN 7026	Orientation and Functions of Student Affairs (take within the first 3 semesters)	3
COUN 7044	Leadership and Administration in Student Affairs	3
COUN 7046	Assessment in Student Affairs Practice	3
Ohio Licensure Option ²		
COUN 5898	Orientation and Ethical Issues in Community Counseling	
COUN 6980	Diagnosis of Mental Disorders	
COUN 7031	Clinical Psychopathology and Treatment	
COUN 7034	Advanced Evaluation of Mental and Emotional Status	
COUN 7041	Case Conceptualization, Treatment Planning, and Clinical Supervision	
COUN 7001	Counseling Practicum 1 (permit required)	
Practicum/Internship		

COUN 7004	Practicum in Student Affairs and College Counseling (permit required) ¹	3
COUN 7005	Internship in Student Affairs and College Counseling (permit required) ¹	6
COUN 7005	Internship in Student Affairs and College Counseling ¹	6
Total Semester Hours		51

¹ COUN 7004 Practicum in Student Affairs and College Counseling & COUN 7005 Internship in Student Affairs and College Counseling will have licensure and non-licensure track internship settings

² Ohio Licensure Option will include an additional 18 semester hours of listed coursework. COUN 7021 will not be required for Non-Licensure students.

Comprehensive examination prerequisites

COURSE	TITLE	S.H.
COUN 7026	Orientation and Functions of Student Affairs	3
COUN 7023	Life Span and College Student Development	3
COUN 6900	Counseling Methods and Practice	3
COUN 6962	Counseling Theory	3
COUN 7046	Assessment in Student Affairs Practice	3
COUN 6968	Research in Counseling	3
COUN 6972	Career Counseling	3
COUN 6973 & 6973L	Group Counseling Theory and Practice and Group Counseling Laboratory	3
COUN 6976	Social and Cultural Issues in Counseling	3

Learning Outcomes

1. Students will demonstrate an understanding of the curriculum content of CACREP's eight core courses
2. Students will demonstrate the ability to use foundational counseling techniques/ micro-skills
3. Students will demonstrate knowledge of, and the ability to apply ethical standards and engage in ethical counseling and professional practices
4. Students will demonstrate knowledge of, and skills related to counseling diverse populations
5. Demonstrate a professional identity, as well as professionalism, and fitness to practice as a professional counselor
6. Students will demonstrate knowledge and skills specific to their program areas (i.e., Clinical Mental Health, School, Student Affairs)

Master of Science in Education— Educational Administration

Department Chair

Charles Vergon
4103 Beeghly Hall
(330) 941-1574
cbvergon@ysu.edu

Program Description

The Department of Educational Foundations, Research, Technology, and Leadership prepares reflective administrative practitioners who are capable of providing effective management and instructional leadership in public and nonpublic school settings (also see the Doctor of Education in Educational Leadership section of this catalog). Post-master's programs are also provided which lead to:

- Ohio administrative licensure as elementary principal for ages 3 through 12;
- middle school principal for ages 8 through 14;
- secondary principal for ages 10 through 21;
- administrative specialist in curriculum, instruction, and professional development; and
- superintendent.

In addition, the department offers programs for Pennsylvania administrative certification as principal for grades K–12 and the letter of eligibility for superintendent.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, the Department of Educational Foundations, Research, Technology, and Leadership requires that master's applicants have the following:

- Qualification for a teaching certificate or license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement. Students without a teaching certificate or license may be admitted on an individual basis to graduate programs leading to certification or licensure in certain areas.
- A satisfactory score on the aptitude portion of the Graduate Record Examination or on the Miller Analogies Test if the student's undergraduate grade point average is below 3.0
- One reference letter from the applicant's principal, superintendent or other administrator to evaluate your professional knowledge, skills, professionalism and leadership potential
- Two professional recommendations
- Professional résumé
- A brief essay (500-750 words) addressing why you aspire to be a principal or building level leader and why you think you will be an effective one
- Personal interview upon departmental request

Jane Beese, Ed.D., Associate Professor
Organizational leadership; economics of education; program evaluation

Charles Jeffords, Ed.D., Assistant Professor
Administrative practices; school and community relations; school finance

Charles B. Vergon, J.D., Professor
Education law; policy development; educational change

A minimum of 30 semester hours is required for the degree. In addition to the following educational administration and foundations courses, students must successfully complete a comprehensive examination covering the educational administration courses listed under Special Notes.

Master's Degree

Introduction to School Leadership and Educational Organizations

This program introduces students to the realities of school leadership, providing them a broader vision and deeper understanding of educational policy and organizations and the role of the school leader in promoting effective instruction and continuous school improvement. It begins to transform their perspectives from that of a classroom teacher to one of an administrator. Other courses develop leadership knowledge and skills specific to building level operations, focusing on the role of principal in relation to staff and community, school safety and the administration of discipline, support programs and services for students with disabilities, and how legal and fiscal considerations shape and influence administrative decision making and the exercise of leadership.

Students must complete a minimum of 30 hours satisfying the following distributional requirements:

COURSE	TITLE	S.H.
Foundations		
FOUN 6904	Introduction to Educational Research	6
FOUN 6902	Sociological Bases of Education	
Leadership Courses		
EDAD 6915	Learning, Teaching, and Instructional Leadership	12
EDAD 6933	Educational Policy, Politics, and Change	
EDAD 6947	School Building Leadership: Models and Processes	
EDAD 7014	Systematic Use of Information for Continuous School Improvement	
Administrative Specialty Courses		
EDAD 6949	Legal and Ethical Issues in Public Administration	12
EDAD 6952	School Finance, Resource Planning, and Management	
EDAD 6954	Educational Marketing and Community Relationships	
EDAD 7018	School Discipline and Student Support Services: Policies, Programs, and Prevention Strategies	
Total Semester Hours		30

Special Notes

Before granting the degree, candidates must successfully complete a comprehensive examination covering leadership and administrative specialty courses.

This program provides no license in administrative areas. Upon completion of the M.S. in Education in Educational Administration degree or the equivalent thereof as evaluated by the Department, students have the opportunity to enroll in specific administrative licensure areas.¹

All transfer students, including those seeking a master’s degree and those who hold a master’s degree, will be evaluated using the criteria listed previously. Students who have been evaluated through direct contact with the Ohio Department of Education should be aware that they must meet the criteria established by the Department of Educational Foundations, Research, Technology, and Leadership at YSU before the M.S. in Education in Educational Administration will be granted.

¹ Completion of the minimum number of semester hours indicated for each program and any other Ohio or Pennsylvania Department of Education requirements must be achieved before recommendation for any license. Those seeking initial administrative licensure in the State of Ohio must also obtain a passing score on the state-prescribed administrative licensure exam for the license they seek.

Post-master’s Licensure Requirements

Candidates for Ohio administrative license must have completed the 30 semester hours for the M.S. in Education degree in Educational Administration as required by YSU or its equivalent as evaluated by the Department of Educational Foundations, Research, Technology, and Leadership.

Principal License (OHIO) (6 semester hours)

Elementary Principal License Grades PK-6

Middle School License Grades 4-9

Secondary Principal License Grades 5-12

The licensure course work is entirely clinical in nature, consisting of two courses comprising 6 semester hours. The courses are designed to afford candidates the opportunity to apply the content knowledge from their course work and practice the skills necessary to effective leadership. Across the two courses, candidates observe and then carry out a range of administrative

responsibilities including analyzing student performance, carrying out clinical supervision of teaching staff, writing a staff improvement plan, designing a HQ staff development program, creating a master schedule, participating in teacher hiring processes, administering student discipline, conducting school safety drills, and coordinating special education meetings ad functions, among others. In addition, in the second clinical practice candidates design and implement an Integrated School Improvement Project addressing a real need in their school setting. Candidates and faculty participate in an interactive on-line clinical learning community spanning diverse and geographically dispersed clinical sites.

COURSE	TITLE	S.H.
EDAD 6975	Introduction to Administration Clinical Experience	3
EDAD 7022	Field Experience (Elementary 7022E; Middle 7022M; or Secondary 7022S)	3

Total Semester Hours 6

Candidates must hold or qualify for a valid teacher certificate/license at the same level as the administrative license being sought; and have two years of successful teaching under a professional teaching license at the same level as the administrative license being sought. In addition, candidates must have a passing score on the state-prescribed administrative licensure exam for the principalship.

Administrative Specialist License

Administrative Specialist License in Curriculum, Instruction, and Professional Development

Master’s degree in educational administration, plus 18 hours of course work from the following list, which must include EDAD 7040 Clinical Practice for the Administrative Specialist:

COURSE	TITLE	S.H.
TCED 6922	Principles of Instruction	3
TCED 6934	Assessment and Accountability	3
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
SPED 6900	Issues, Trends & Foundations in Special Education	3
SPED 7077	Leadership in Special Education	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
EDAD 7018	School Discipline and Student Support Services: Policies, Programs, and Prevention Strategies	3
EDAD 7040	Clinical Practice for the Administrative Specialist	3

Or a Master’s degree in curriculum at YSU, plus coursework as follows:

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6947	School Building Leadership: Models and Processes	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance, Resource Planning, and Management	3
EDAD 6954	Educational Marketing and Community Relationships	3
EDAD 6955	Professional Development and Human Resources	3
EDAD 6975	Introduction to Administration Clinical Experience	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
EDAD 7018	School Discipline and Student Support Services: Policies, Programs, and Prevention Strategies	3
EDAD 7040	Clinical Practice for the Administrative Specialist	3

Total Semester Hours 30

Individuals qualifying for licensure at the Elementary or Secondary level are also issued licensure at the Middle School level.

Candidates must qualify for/hold a valid professional teacher certificate/license and have two years of successful teaching under a professional teaching certificate/license. In addition, candidates must have completed the prescribed number of hours and have an official score report indicating a passing score on the state prescribed administrative licensure examination required for the license.

Superintendent License (OHIO)

Candidates must hold an administrative certificate or license issued upon the recommendation of YSU or the equivalent thereof as evaluated by the Department of Educational Foundations, Research, Technology, and Leadership at YSU, complete the following course sequence, and meet any other Ohio State Department of Education requirements.

This model shifts the leadership focus from the micro (school site) to the macro (school systems) level and familiarizes prospective superintendents with systems knowledge and perspective on leadership in areas from educational governance to human resource administration to technology and facilities.

COURSE	TITLE	S.H.
EDAD 7024	Collective Bargaining and Systems Issues in Human Resources Administration	3
EDAD 7025	Educational Governance: Advanced Law and Policy Seminar	3
EDAD 7026	Technology and Facilities for Learning Organizations	3
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7050	Clinical Experience: Superintendency	3
Total Semester Hours		15

PRINCIPAL CERTIFICATE K-12 (Pennsylvania)

Candidates must hold a Master's degree from an accredited program. The professional education program provides evidence that School Principal certification candidates demonstrate knowledge of and competence in working in the elementary and secondary public school settings, including completion of the 33 semester hours listed below, many of which are included in the typical master's degree in educational administration. They must also provide an official score report indicating:

- a score of at least 143 on Praxis II Specialty Test #0411 in Educational Leadership: Administration and Supervision; or
- a 163 score on Praxis Specialty Test #6011 in School Leadership Licensure Assessment (SLLA); and
- satisfy any other Pennsylvania Department of Education Requirements, plus:

Completion of 33 s.h. below (to extent not already taken as part of a master's degree program):

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6931	Leadership in Educational Organizations: Theory to Best Practices	3
EDAD 6947	School Building Leadership: Models and Processes	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance, Resource Planning, and Management	3
EDAD 6954	Educational Marketing and Community Relationships	3
EDAD 6955	Professional Development and Human Resources	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
SPED 7077	Leadership in Special Education	3

Select one clinical experience course as appropriate to the licensure level being sought:

EDAD 7022	Field Experience (Elementary 7022E; Secondary 7022S)	3
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Total Semester Hours **33**

The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies that foster professionalism and ethical practices in school/community settings including:

1. Professional organizations, professional literature, resources and advocacy groups.
2. Integrity and ethical behavior, professional conduct as stated in *Pennsylvania's Code of Professional Practice and Conduct for Educators*; and local, state, and federal laws and regulations.
3. Communicating effectively (orally and in writing) with students, colleagues, faculty, families, paraprofessionals, related service personnel, outside agencies and the community.
4. Recognizing the professional responsibilities of administrators' and teachers' roles as collaborators, team members, advocates, and service coordinators.

Certification for the Pennsylvania Superintendent's Letter of Eligibility

Candidates must:

- hold a Master's degree from an accredited program;
- have six years of professional service in schools, three of which shall have been in supervisory or administrative positions;
- have an official score report indicating a score of at least 160 on the School Superintendent Assessment Exam #6021;
- all other State of Pennsylvania Department of Education requirements must be met;
- plus completion of the 57 semester hours listed below, many of which may already have been completed as part of the candidate's master's degree in educational administration and principalship certification programs.

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6947	School Building Leadership: Models and Processes	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance, Resource Planning, and Management	3
EDAD 6954	Educational Marketing and Community Relationships	3
EDAD 6955	Professional Development and Human Resources	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
EDAD 7024	Collective Bargaining and Systems Issues in Human Resources Administration	3
EDAD 7025	Educational Governance: Advanced Law and Policy Seminar	3
EDAD 7026	Technology and Facilities for Learning Organizations	3
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7050	Clinical Experience: Superintendency	3
FOUN 6901	Philosophical Analysis of Education	3
FOUN 6902	Sociological Bases of Education	3
FOUN 6904	Introduction to Educational Research	3
FOUN 6905	Educational Challenges in Historical Perspective	3
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
TCED 6946	Supervision of Instruction	3

TCED 6951

Interpersonal Communications for Educators

3

jjprotivnak@ysu.edu

Total Semester Hours**57**

Learning Outcomes

1. Candidates will be able to facilitate the development, articulation, implementation, and stewardship of a building level vision of learning that is supported by the school community.
2. Candidates will be able to promote a positive school building culture, provide an effective instructional program, apply best practice to student learning, and design comprehensive professional growth plans for building staff.
3. Candidates will be able to manage school building organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Candidates will be able to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.
5. Candidates will be able to act with integrity, fairly, and in an ethical manner in carrying out building level functions.
6. Candidates will be able to influence the larger political, social, economic, legal, and cultural context.
7. Candidates will be able to synthesize and apply the above outcomes through substantial, sustained, standards-based work in real school building settings in their choice of post-master's licensure programs- Ohio Administrative Specialist Licensure, Ohio Principal Licensure and Pennsylvania Principal Certification.

Master of Science in Education – Special Education

Introduction

The master's degree program in special education provides advanced cognitive and educational skills for those who are presently working or expect to work as clinical/developmental personnel serving individuals with exceptionalities or as supervisors of special education programs. This degree program prepares candidates for work as an intervention specialist. Candidates will be introduced to advanced and in-depth teaching strategies which will provide understanding and provide the ability to implement tools as an intervention specialist working with learners with significant disabilities and exceptionalities.

Welcome

Our program is designed to prepare graduates with the knowledge, skills, and dispositions to best serve in schools and agencies in the area. Our accredited Special Education program seeks to meet the educational and service needs of Northeast Ohio and Western Pennsylvania. Our program is exemplified by the quality and diversity of classroom instruction, field experiences, program options, student, faculty, and graduates in the community. We have a long history of producing graduates who have served the area as Special Education teachers, Intervention Specialists, and Special Education Professionals. We have a strong connection with our alumni, program supervisors, schools and agencies, and others who support students with exceptional learning needs in the Youngstown area.

Undergraduate and graduate candidates will find a unique educational experience that prepares them for employment and/or advanced study in Special Education. For more information, review our website and contact Special Education faculty with any questions.

Jake J. Protivnak, Ph.D.

Department Chairperson / Associate Professor

3312 Beeghly College of Education

(330) 941-1936

For more information about the Department of Counseling, Special Education, and School Psychology, contact the Department Office at 330-941-3257 or visit our Department website (<http://web.ysu.edu/bcoe/cse>)

Program Director

For specific questions about the Master of Science in Education - Special Education program, please contact the program director:

Jennifer S. Vaschak, MS, Ed
3312 Beeghly College of Education
(330) 941-1931
jvaschak01@ysu.edu

Mission

The Special Education Program supports the mission of both Youngstown State University and the Beeghly College of Education through our work to:

- Prepare outstanding potential special education teachers by providing a rigorous educational program that is contemporary in its approaches, up to the minute in its content base knowledge, based upon didactic learning and practical experience and requiring demonstrated competency prior to graduation;
- Foster and require community and school based practicum experiences that involve the candidate developing cultural awareness and the acceptance of the diversity;
- Encourage candidates to expand their learning experiences through volunteerism by identifying campus and community opportunities for such practices;
- Connect candidates with community leaders and current practitioners in the field via guest lecturers and campus and community based presentations as a means of enhancing candidates' learning and advancing their awareness of the cultural and economic life of the community;
- Extend the University's efforts in advancing the intellectual and economic life of the state and region by providing advanced education and degrees to enable practitioners in the field to expand their knowledge base, meet the ever changing federal and state requirements to maintain licensure or certification in their field, and improve the economic status of those practitioners through acquisition of advanced degrees.

Admission Requirements

In addition to the minimum College of Graduate Studies admission requirements, all master's in special education applicants must have the following:

- Applicants must have earned above a 2.7 grade-point average. (If an applicant's GPA is slightly below the minimum required, an applicant may include a GRE or MAT score to have their application reviewed.);
- Three Letters of Reference or Reference forms, at least two of which should be prepared by current or former faculty;
- Official transcripts of all undergraduate or graduate work completed;
- Letter of intent – Candidates must provide a one page response to each of the following:
 - What are the personal attributes that have prepared you for this profession?
 - What is the purpose of obtaining this degree?
- Special Education interview
- Application Deadline: July 15th. Students admitted once per year for fall semester.

To take classes as a non-degree candidate, the approval of the department chair must be obtained. Non-degree candidates choosing to earn a degree

must make formal application for admission to the degree program. A GPA of 3.0 must be maintained in order to convert from non-degree to regular status.

Candidates without a teaching certificate or license may be admitted on an individual basis to special education graduate programs. However, additional coursework may be required for licensure. Candidates with bachelor's degrees outside the College of Education will be required to complete additional coursework for licensure. For all candidates seeking a new area of licensure, 12 s.h. in reading is required (TERG 3701, TERG 3702, TERG 3703, TERG 3701), and passage of the appropriate PRAXIS exam is required by the Ohio Department of Education (ODE).

Individuals without a teaching certificate will also need to complete the 12 s.h. in reading, (TERG 3701, TERG 3702, TERG 3703, TERG 3701), PSYC 3709 or PSYC 6903 or equivalent, SPED 4849 Supervised Student Teaching, and SPED 4869 Student Teaching Seminar, and passage of the appropriate licensure exam as required by ODE.

Accreditation

The Master of Science - Special Education graduate degree program is accredited by the National Council Association of Teacher Education (NCATE). Our last campus visit was March 20-24, 2010. Our next campus visit is scheduled for April 2, 2017. To contact our accreditation body, please go to: www.caepnet.org.

Both the Intervention Specialist Mild/Moderate Disabilities and the Autism & Related Disabilities Option (Moderate/Intensive Disabilities) Program) Special Education Graduate Programs have received full recognition from the Council for Exceptional Children (CEC) <https://www.cec.sped.org>.

Sung Hee Lee, Ph.D., Assistant Professor

Application of speech recognition technology for remediation of writing difficulties for students with learning disabilities; online writing support; literacy-related interventions; technology interventions

Jennifer Vaschak, M.S., Instructor

Restorative practices with students with disabilities; restorative practices in Alternative Education Settings (AES); collaboration between school psychologists and intervention specialists in implementing RTI

Degree Requirements- Intervention Specialist Mild/Moderate Disabilities

The Intervention Specialist Mild to Moderate Licensure option is designed for teachers holding licensure in elementary, middle, and/or adolescent education to complete a master's degree and obtain teaching licensure for students (K-12) with disabilities (Intervention Specialist in Mild to Moderate Disabilities).

Candidates with bachelor degrees outside the college of education will be required to complete additional coursework for licensure. Candidates seeking initial licensure are required to successfully complete student teaching and edTPA for licensure.

For all candidates seeking a new area of licensure, 12 S.H. in reading, which includes a course in phonics, and passage of the appropriate licensure examination are required by the Ohio Department of Education. Individuals holding teacher certification must fulfill the Ohio Reading requirement (12 S.H.).

Candidates are given six (6) years in which to complete a master's degree from the day of acceptance into the Graduate Program. All candidates are required to purchase a Taskstream account to complete the critical tasks for each course, which is essential for the Council for the Accreditation of Educator Preparation (CAEP). Successful completion of all parts of the comprehensive examination is required. Candidates will be required to pass the appropriate licensure exam before completion of the clinical experience (SPED 6932).

COURSE	TITLE	S.H.
Common Core		
FOUN 6904	Introduction to Educational Research	3
SPED 6900	Issues, Trends & Foundations in Special Education	3
SPED 6906	Characteristics and Behaviors of Learners with Mild/Moderate and Moderate/Intensive Exceptional Le	3
SPED 6914	Behavior Management for Educators	3
SPED 6929	Assessment of Gifted and Exceptional Learners	3
Intervention Specialist Option		
SPED 6915	Classroom Management and Crisis Intervention for Learners with Severe Emotional and Behavior Disor	3
SPED 6927	Curriculum Design, Adaptations and Resources for Learners with Mild/Moderate Exceptional Learning	3
SPED 6928	Transition and Life Skill Supports for Learners with Moderate/Intensive Exceptional Learning Needs	3
SPED 6930	Instructional Methodologies for Learners with Mild/Moderate and Moderate/Intensive Exceptional Lea	4
SPED 6931	Clinical Experience-Learners with Exceptional Learning Needs 1	3
SPED 6932	Clinical Experience-Learners with Exceptional Learning Needs 2	3
SPED 6998	AAC Strategies	3
Total Semester Hours		37

Degree Requirements-Autism and Related Disabilities

The Moderate/Intense Autism and Related Disabilities Option prepares candidates to teach students with autism and related disabilities as well as to develop advanced systematic instruction in life skills areas including learning and leadership skills appropriate to the area of specialization.

Candidates with bachelor degrees outside the college of education will be required to complete additional coursework for licensure. Candidates seeking initial licensure are required to successfully complete student teaching and edTPA for licensure.

For all candidates seeking a new area of licensure, 12 S.H. in reading, which includes a course in phonics, and passage of the appropriate licensure examination are required by the Ohio Department of Education. Individuals holding teacher certification must fulfill the Ohio Reading requirement (12 S.H.).

Candidates are given six (6) years in which to complete a master's degree from the day of acceptance into the Graduate Program. All candidates are required to purchase a Taskstream account to complete the critical tasks for each course, which is essential for the Council for the Accreditation of Educator Preparation (CAEP). Successful completion of all parts of the comprehensive examination is required. Candidates will be required to pass the appropriate licensure exam before completion of the clinical experience (SPED 6999).

A candidate for the program must meet all requirements for admission to the Graduate School as outlined in the YSU Graduate Bulletin. Candidates are responsible for adhering to all special education policies.

A new cohort of students will begin each fall. Applications must be received no later than July 15th for consideration for the fall cohort.

COURSE	TITLE	S.H.
Core Requirements		
FOUN 6904	Introduction to Educational Research	3
SPED 6900	Issues, Trends & Foundations in Special Education	3
SPED 6906	Characteristics and Behaviors of Learners with Mild/Moderate and Moderate/Intensive Exceptional Le	3

SPED 6929	Assessment of Gifted and Exceptional Learners	3
SPED 6914	Behavior Management for Educators	3
Autism and Related Disabilities Option		
SPED 5810	Introduction to Sign Language	3
SPED 6928	Transition and Life Skill Supports for Learners with Moderate/Intensive Exceptional Learning Needs	3
SPED 6993	Health and Related Issues in Early Childhood Special Education	2
SPED 6996	Teaching Strategies/Autism	4
SPED 6998	AAC Strategies	3
SPED 6999	Field Experiences Autism/Related Disorders	3
Total Semester Hours		33

Learning Outcomes

1. Candidates will analyze learners to determine unique needs using the principles and theories of human development.
2. Candidates will prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
3. Candidates will individualize instruction to meet the unique learning, communication, social and behavior needs of students with exceptional learning needs.
4. Candidates will develop and use appropriate technology adaptations for all individuals with exceptional learning needs.
5. Candidates will demonstrate reinforcement-based classroom management interventions with students with exceptional learning needs.
6. Candidates will evaluate the progress of students with exceptional learning needs on their IEP goals to inform the adjustment of learning and behavior plans

Master of Science in Education— Teacher Education

Dr. Marcia Matanin, Department Chairperson and Graduate Program Coordinator
 2407 Beeghly College of Education
 (330) 941-3255
 mjmatanin@ysu.edu

Department of Teacher Education Master of Science Programs

Introduction

The master's degree teacher education programs provide advanced professional preparation for teachers. The Department of Teacher Education provides master's degrees in three specialty areas for post baccalaureate study toward the M.S. in Education: Content Area Concentration, Curriculum and Instruction, and Literacy. The Teacher Education Master's programs focus on the development of professional practitioners committed to quality teaching. These professionals are committed to reflecting on, and applying knowledge, skills, and dispositions so that all students can learn. Central to the development of such professionals is the refinement of competencies in the areas of scholarship, teaching, leadership, management, communication, and interpersonal relations. Professional practitioners are committed to the belief that all children can learn.

For more information about the Department of Teacher Education, please contact the Teacher Education Office at (330)-941-3251 or visit the Teacher Education website (<http://bcoe.ysu.edu/bcoe/teachered>).

Mission

The Department of Teacher Education's mission is to empower teachers for professional practice. The mission commits the faculty to a theme of critical reflective practice where candidates are engaged in activities that build on their knowledge, skills, and dispositions related to effective teaching. Faculty members are committed to educating practicing professionals in the areas of: scholarship, teaching, leadership, management, communication, and interpersonal relations. The Department also offers a variety of professional development courses and workshops.

Admission Requirements

To be admitted to the Master of Science in Education degree program in the Department of Teacher Education, the applicant must have earned a bachelor's degree from an accredited college or university.

Regular Admission

In addition, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement. However, those individuals who have earned baccalaureate degrees but do not possess certificates/licenses will be admitted on a case-by-case basis after review of their credentials and needs relative to specific career paths. (Please check the program descriptions to see additional program requirements for separate master's strands in Teacher Education).
- A undergraduate cumulative grade point average of at least 2.7 (on a 4.0 scale) or a cumulative graduate grade point average of 3.0.
- adequate preparation for the graduate program in which the student wishes to enroll, as evidenced by three professional recommendations.

Provisional Admission

For provisional admission, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement.
- a cumulative undergraduate grade point average of at least 2.7, or a graduate grade point average of less than 3.0, then an MAT raw score of 39 (1992 norms) or an MAT scaled score of 394 (2003 norms) is required.
- adequate preparation for the graduate program in which the student wishes to enroll, as evidenced by three professional recommendations.

Once admitted provisionally, and after nine semester hours of graduate level work have been completed, the department automatically reviews the student's record. If a GPA of at least 3.0 has been maintained, the student is converted from provisional to regular status. A provisional student whose GPA falls below a 3.0 will immediately be dismissed.

Non-degree Admission

For non-degree admission, the applicant must meet the following criteria:

- qualification for a teaching certificate/license (Ohio provisional or equivalent) if enrolled in a program leading to additional certification, licensure, validation, or endorsement.
- a written statement verifying that he or she has a degree and an undergraduate grade point average of 2.7. An official transcript must be provided by the end of the semester in which the student is first enrolled for verification.
- an undergraduate grade point average of less than 2.7 or a graduate grade point average of less than 3.0, then an MAT raw score of 39 (1992 norms) or an MAT scaled score of 394 (2003 norms) is required.
- If the undergraduate grade point average is below 2.7 and the MAT score is below the cutoff score, admission is refused. If the graduate grade

point average is below 3.0 and the MAT score is below the cutoff score, admission is refused.

- Workshop courses:
 - Anyone can sign up for credit-bearing workshops; however, in order to move those credits into a graduate program, the above applies
 - In order to move workshop credit into a graduate program, approval must be given in advance of the workshop
 - Only two YSU workshops totaling 6 hours may count in graduate programs

Non-degree status students may be blocked from enrollment in selected courses.

Non-degree students who later wish to earn a degree must make formal application for admission to the degree program and meet all requirements of the regular admission process. Non-degree status performance may inform, but in no way assures, admission into the degree program.

Once admitted as a non-degree student, a maximum of nine semester hours of regular course graduate-level work may be applied toward a degree. A GPA of 3.0 must be maintained in order to convert from non-degree to regular status. Any student in non-degree status whose cumulative grade point average drops below the minimum (3.0) will be prohibited from enrolling in further graduate coursework.

Accreditation

The master's programs in the Department of Teacher Education are accredited by the National Council for Accreditation of Teacher Education (NCATE). <http://www.ncate.org/>.

M. Kathleen L. Cripe, Ph.D., Associate Professor
STEM education; co-teaching

Lauren Cummins, Ed.D., Professor
Literacy development; mentorship; developmentally appropriate practice; learning communities; professional dispositions; digital storytelling; distance education

Mary Lou DiPillo, Ph.D., Associate Professor
Content area literacy

Theresa Duncko, Ph.D., Assistant Professor
Content area literacy

Mary E. LaVine, Ph.D., Assistant Professor
Teacher mentoring; school/university partnerships

Megan List, Ph.D., Assistant Professor
Technology in social studies; school/university partnerships; LGBTQ issues

Marcia Matanin, Ph.D., Professor
Assessment of student learning; program assessment; clinical partnerships

Crystal L. Ratican, Ph.D., Assistant Professor
Early childhood education; early childhood intervention specialists, literacy; teacher education

Gail Saunders-Smith, Ph.D., Associate Professor
Development of emergent writing; role of text structures on comprehension; impact of teacher-student discourse on student learning

Content Area Concentration Program

The Content Area Concentration Program in Teacher Education provides in-depth advanced study in the content area in which a teacher is licensed. Core requirements provide breadth of knowledge related to best practices in teaching, along with a research base for these practices. The content area concentration provides in-depth content knowledge, and in some cases, leads to a content area certificate. The completion of this master's degree,

along with the certificate, enables teachers to teach in the College Credit Plus Program.

COURSE	TITLE	S.H.
Core Requirements		
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
TCED 6933 or PSYC 6903	Brain Based Teaching and Learning Psychology of Learning and Education	3
TCED 6932 or FOUN 6904	Action Research in Urban and Rural Education Introduction to Educational Research	3
TCED 6922	Principles of Instruction	3
TCED 6905	Introduction to Digital Teaching and Learning	3
Content Area Courses		18
Students choice of 18 semester hours of content area coursework in the respective area of licensure.		
Content Area, Art		
Content Area, Economics		
Content Area, English		
Content Area, Family & Consumer Science		
Content Area, Foreign Language		
Content Area, Health		
Content Area, History		
Content Area, K-12 Reading Endorsement		
Content Area, Mathematics		
Content Area, Music		
Content Area, Physical Education		
Content Area, Science		
Content Area, Teaching English to Speakers of Other Languages		
Or:		
Students choose content coursework from one of the following approved CCP certificate programs:		
Biological Sciences		
Economics		
English		
Environmental Sciences		
History		
Mathematics		
Total Semester Hours		33

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation The Council for the Accreditation of Educator Preparation (CAEP).

Content Area majors are to consult with assigned graduate faculty advisors regarding the choice of content coursework. For students choosing the CCP certificate programs, they are required to consult with the individual departmental graduate faculty or director for acceptance and advisement. Please contact the Department of Teacher Education for CCP program director contact information.

All candidates must take and successfully pass the Comprehensive Examination which covers the Core Requirements (TCED 6936, TCED 6933, TCED 6932, TCED 6922, and TCED 6905) in order to apply for graduation. Please see the Department of Teacher Education for applications, times, and dates for the examination.

Curriculum and Instruction Program

The Curriculum & Instruction program is a comprehensive program completely related to curriculum and instruction in the classroom. Additionally, this

programs gives students the opportunity to take other related courses of interest.

COURSE	TITLE	S.H.
Core Requirements		9
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	
PSYC 6903	Psychology of Learning and Education	
FOUN 6904	Introduction to Educational Research	
Core Options		6
Choose one:		
FOUN 6901	Philosophical Analysis of Education	
FOUN 6902	Sociological Bases of Education	
Choose one:		
EDTC 6905	Technology in Instructional Settings	
TCED 6951	Interpersonal Communications for Educators	
TCED 6959	Law and Ethics for the Classroom Teacher	
TCED 6999	Proactive Grantseeking	
Speciality Program Area		18
TCED 6922	Principles of Instruction	
Select five courses (15 s.h.) from the College of Education approved by the student's advisor. Generally it is advised that one course in each of the foundations, counseling and special education is taken as well as three courses from the Department of Teacher Education.		
Total Semester Hours		33

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation through The Council for the Accreditation of Educator Preparation (CAEP).

Curriculum and Instruction majors are to consult with assigned graduate faculty advisors regarding the choice of elective coursework.

All candidates must take and successfully pass the Comprehensive Examination which covers the following coursework (TCED 6936, FOUN 6904, FOUN 6901 or FOUN 6902, and TCED 6922) in order to apply for graduation. Please see the Department of Teacher Education for applications, times, and dates for the examination.

Literacy Program

The Literacy Master and/or Reading (Pre K-12) Endorsement program specialty area prepares candidates to develop advanced cognitive and leadership skills appropriate for lead teacher, curriculum coordinator, and mentor in literacy. Literacy professionals with an endorsement and/or master's degree in literacy are responsible for meeting literacy needs of all students. The standards and criteria for judging candidates are established by the International Literacy Association (ILA) and mandated by the Ohio Department of Education.

COURSE	TITLE	S.H.
Core Requirements		9
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	
TCED 6933	Brain Based Teaching and Learning	
or PSYC 6903	Psychology of Learning and Education	
TCED 6932	Action Research in Urban and Rural Education	
or FOUN 6904	Introduction to Educational Research	
Specialty Area Courses		24
The following courses should be taken in sequence. Please see advisor for more information.		
TERG 6917	Literacy, Reading, and Language Arts Programs	

TERG 6922	Organizing and Managing Diverse Literacy Environments	
TERG 6923	Literacy and Phonics Instruction: Early Years	
TERG 6924	Content Literacy Young Adolescent to Adult	
TERG 6926	Reading and Language Arts Assessment 1	
TERG 6927	Practicum: Coaching for Effective Literacy Instruction	
TERG 6928	Practicum: Case Study in Reading and Language Arts	
TERG 6929	The Reading and Language Arts Professional	
Total Semester Hours		33

Candidates must purchase a TaskStream account at the beginning of their studies, which is necessary for our accreditation through The Council for the Accreditation of Educator Preparation (CAEP).

All literacy candidates must pass a comprehensive examination covering all of the Specialty Area Courses. Please see the Department of Teacher Education for applications, times, and dates.

"An endorsement of a teacher license, valid for teaching the subject or learners named, shall be issued to an individual who holds a baccalaureate degree; who is deemed to be of good moral character; who has successfully completed an approved program of preparation; who has successfully completed an examination prescribed by the State Board of Education; and who has been recommended by the dean or head of teacher education at an approved institution. The endorsement may be added to any standard teaching certificate, or provisional or professional teaching license." (From ODE, 2004, Teacher Education Licensure Standards) The courses required for the Endorsement are TERG 6923, TERG 6924, TERG 6926, TERG 6927, and TERG 6928.

Passage of the Ohio Assessments for Educators (OAE) is required by the Ohio Department of Education for the endorsement. There are two parts to this examination: OAE Reading-Subtest I (038) passing score of 220 or higher; and the OAE Reading-Subtest II (039) passing score of 220 or higher. To register for the exams go to <http://www.oh.nesinc.com>.

Learning Outcomes

- Advanced candidates think analytically and critically as they use research, theory, and wisdom of practice to inform pedagogy.
- Advanced candidates employ reflective professional judgment across all facets of practice.
- Advanced candidates apply ethical and legal practices in performing professional responsibilities.
- Advanced candidates strive to meet the educational needs of all students or clients in a caring, nondiscriminatory, and equitable manner.
- Advanced candidates think in systemic, analytical, and collaborative ways about professional decision making & practice as leaders in their respective fields.
- Advanced candidates are proficient in the procedures, techniques, technologies, and methods of their respective fields.

Master of Science in Engineering

The Rayen School of Engineering and Engineering and Technology, as part of the College of Science, Technology, Engineering, and Mathematics, offers a graduate program leading to the Master of Science degree in engineering. Admission to any of the five engineering options, including chemical, civil and environmental, electrical, industrial and systems, and mechanical engineering, is granted to qualified applicants who have been judged to have a good chance of succeeding in the program and obtaining a graduate degree. Several technical concentration areas are available in each option. Students may select a thesis, non-thesis, or management curriculum plan. These opportunities serve the practicing engineer, as well as the student, who wants to pursue advanced graduate study and research. Courses offered on campus are usually held during the evenings. The educational opportunities include

traditional classroom and laboratory courses, seminars, and research projects guided by experienced members of the graduate faculty.

Teaching or research assistantships are available to qualified applicants on a competitive basis upon review and recommendation by the home department. In addition, the College of Graduate Studies may offer scholarships or grants-in-aid to qualified students. Students desiring assistantships or scholarships must submit an application to the College of Graduate Studies by the specified deadlines.

This description provides an overview of admission and degree requirements, advising, and program plans. Information concerning course scheduling and prospective course offerings can be obtained from the YSU website or the individual engineering departments. Further assistance with any matter related to engineering graduate programs may be obtained by telephone, email, or personal visit to the program option coordinator in the student's area of interest.

Admission Requirements

Degree Programs

Applicants must meet all of the general requirements for admission to the College of Graduate Studies. Admission to the program is selective and based on the qualifications of the applicant, the needs of the program, and the availability of funding. Applicants with lesser qualifications may be granted provisional graduate student status based on evaluation of their undergraduate records, standardized test (e.g. GRE) results, work experience, and other professional qualifications.

Graduate Assistantships

Students interested in a graduate assistantship position must submit a separate application along with three recommendations to the College of Graduate Studies. Further details are provided elsewhere in the Graduate Catalog under Financial Assistance. The College of Graduate Studies will forward the application to the department. Each engineering department has established a process for evaluating applicants. Applicants should contact the option coordinator in their field of interest for details. Final recommendations are forwarded to the dean of the College of Graduate Studies. Applicants are notified by mail of the dean's decision.

In cases where the applicant is not fully prepared for their intended graduate program, completion of undergraduate deficiency courses may be required. This is common when the applicant's undergraduate degree is in a different discipline than the intended graduate program. Such applicants may be granted provisional admission as long as they require no more than 9 semester hours of undergraduate deficiency courses. In addition, some programs may require stronger evidence of academic ability (e.g. higher GPA) for applicants having undergraduate degrees outside the discipline.

Non-Degree Admission

Students meeting all requirements for admission to the College of Graduate Studies, but who do not intend to pursue a Master of Science degree, may apply for non-degree admission. In addition, an applicant whose academic record does not meet the required standards for admission to a Master of Science program may apply for non-degree admission to the College of Graduate Studies. For students wishing to pursue a Master of Science in Engineering degree, non-degree admission provides an opportunity to demonstrate his/her academic capability. Non-degree students completing nine semester hours of appropriate graduate courses with grades of B or better may apply for admission to a specific engineering degree option with regular or provisional status to continue his/her study for the Master of Science in Engineering.

Advisement

The Rayen School of Engineering and Engineering Technology requires an advisor for each individual graduate student. An advisor is recommended by the option coordinator in the student's discipline and assigned by the

College of Graduate Studies upon acceptance. It is the responsibility of the student to initiate contact with his or her advisor, and this should be done as soon as possible before registering for the first time and at the time of course registration each semester. The student, with the help of his or her advisor, shall develop a study plan that includes goals and desired outcomes, and a coursework plan. The plan may be revised, if necessary, as the study progresses, with the approval of the advisor and option coordinator.

Chemical Engineering

Option Coordinator

Douglas M. Price
2068 Moser Hall
(330) 941-3019
dmprice@ysu.edu (scmartin@ysu.edu)

Option Description

Chemical engineers apply scientific and engineering knowledge to design and produce a wide variety of consumer and industrial products, including food, fuels, plastics, pharmaceuticals, etc. Chemical engineers find exciting global career opportunities in the chemical, biomedical, nuclear, pharmaceutical, and energy fields. Graduate study in chemical engineering provides students with the scientific and professional knowledge necessary for their field of interest and develops student abilities to formulate solutions to new and complex problems in the context of current environmental, social, and economic considerations. These objectives are accomplished by flexible plans of study designed to meet the needs of the program's graduate students. The program includes thesis, non-thesis, and engineering management plans.

Facilities for advanced study and research are located in Moser Hall, which houses a variety of well-equipped laboratories. These include the heat transfer lab, distillation lab, and biochemical engineering lab. In addition, the college computer lab provides access to a large number of modern PCs with high-speed internet connections.

Civil and Environmental Engineering

Option Coordinator

Anwarul Islam
2445 Moser Hall
(330) 941-3026
aaislam@ysu.edu

Program Description

Civil and environmental engineers apply scientific and engineering knowledge to protect and improve the infrastructure, public health and environment. Graduate study in civil and environmental engineering provides students with advanced scientific and engineering knowledge in their field of interest and develops their abilities to formulate solutions to new and complex problems in the context of current environmental, social, and economic considerations. These objectives are accomplished by flexible plans of study designed to meet the needs of individual graduate students. Graduates find fulfilling careers in public and private industries and consulting practices, and are prepared for doctoral-level work leading to research/teaching careers. The program includes thesis, non-thesis, and management plans. The civil and environmental engineering program offers opportunities for advanced study in two main areas:

- structural/geotechnical engineering and
- environmental/water resources engineering.

Facilities for advanced study and research are located in Moser Hall, which houses a variety of well-equipped laboratories. These include the infrastructure research lab, strength of materials lab, hydraulics/fluid mechanics lab, environmental engineering lab, geotechnical engineering lab, and concrete mixtures lab. In addition, the college computer lab provides

access to a large number of modern PCs equipped with high-speed internet connections and latest software for modeling in various fields of research.

Electrical Engineering

Option Coordinator

Jalal Jalali
2055 Moser Hall
(330) 941-3012
jjalali@ysu.edu

Option Description

The Department of Electrical and Computer Engineering provides opportunities for post-baccalaureate study toward the Master of Science in Engineering. These opportunities serve the practicing engineer as well as the student who wants to pursue advanced graduate study and research. Thesis, non-thesis, and management options/plans are available. Areas of study include control systems, digital systems, computer engineering, RF communications, computer-aided design, device and circuit modeling, solid-state devices, sensors, power systems and energy, power electronics, electromagnetic fields, electromechanical systems, and system analysis and design. The student is encouraged to interact with the faculty and explore these opportunities.

Industrial and Systems Engineering

Option Coordinator

Hojjat Mehri
2500 Moser Hall
(330) 941-3023
hmehri@ysu.edu

Option Description

The industrial engineering program option provides opportunities for interdisciplinary graduate studies toward the Master of Science in Engineering with specialization in engineering management or industrial/manufacturing systems engineering. Students can also pursue study focused on specialized areas of industrial and systems engineering, such as operations research.

All study plans are interdisciplinary and include some coursework from outside the department. They are designed to serve practicing engineers, as well as those students who want to pursue advanced graduate studies beyond the Master of Science in engineering.

Mechanical Engineering

Option Coordinator

Virgil Solomon
2505 Moser Hall
(330) 941-1730
vcsolomon@ysu.edu

Option Description

The program option in mechanical engineering offers the Master of Science in Engineering with specialization within the general mechanical engineering disciplines. Specializations are available in the areas of mechanical analysis/design and fluid thermal systems. The thesis and non-thesis plans are for students who seek to deepen their theoretical knowledge and strengthen their ability to solve more advanced engineering problems, while the management plan is for those who wish to include managerial training in their program of preparation.

The Department of Mechanical Engineering has excellent computer and laboratory facilities that provide for the following design and research capabilities: solid modeling, FEA in stress analysis, structural dynamics and heat transfer, experimental stress analysis, vibrations and noise control,

computational and experimental heat transfer and fluid dynamics, and advanced machine design.

Chemical Engineering

Martin A. Abraham, Ph.D., Professor
Green engineering; sustainability

Pedro Cortes, Ph.D., Associate Professor
Structure-property relationships of polymers; composites and hybrid materials; smart materials and structures; development of chem-bio sensing platforms based on carbon nanotubes

Jeanette M. Garr, Ph.D., Professor

Civil and Environmental Engineering

Shakir Husain, Ph.D., Professor

AKM Anwarul Islam, Ph.D., Professor
Impact of blast on highway bridges; use of CFRP in enhancing structural strength of concrete members; structural health monitoring of bridges using wireless sensor network

Suresh Sharma, Ph.D., Assistant Professor
Complex hydrologic and water quality modeling using various types of data driven, conceptual, physically based and distributed and semi-distributed watershed models in climate change/variability context

Anthony S. Vercellino, Ph.D., Assistant Professor

Electrical and Computer Engineering

Jalal Jalali, Ph.D., Professor
Electromagnetic; power systems; power electronics; FR engineering; energy efficiency

Frank Xiyang Li, Ph.D., Professor
Electron spin resonance imaging; EMC, RF, and software engineering; networks; applied magnetic fields

Faramarz Doc Mossayebi, Ph.D., Associate Professor
Control systems; nonlinear dynamic systems; chaos theory; digital signal processing

Industrial and Systems Engineering

Martin Cala, Ph.D., Professor
Human factors; quality and productivity

Brett P. Conner, Ph.D., Associate Professor
Materials and process development for additive manufacturing also known as 3D printing; functionally graded materials (FGMs); high-strain rate behavior of AM materials; 3D printing of metal casting tooling; business models for additive manufacturing

Mechanical Engineering

Kyosung Choo, Ph.D., Assistant Professor
Jet impingement; two-phase flow; electronics cooling; energy audit of building and data center; microchannel heat exchanger; thermal management of energy systems

Hazel Marie, Ph.D., Associate Professor
FEA/CFD modeling applied to solid-fluid interaction of thin film lubrication sealing; mechanical material modeling of soft biological tissue

Stefan Moldovan, Ph.D., Assistant Professor
Multi-scale computational fluid dynamics; experimental techniques as applied to crystal growth within reactors, finger seals, hydrodynamic bearings and dampers; wet friction materials in torque converters

Jae Joong Ryu, Ph.D., Assistant Professor

Mechanical contact, fatigue, fracture, wear and environmental corrosion on structured surfaces under applied forces; fundamental investigation of tribo-corrosion of metallic joint replacements in physiological environment

Elvin B. Shields, Ph.D., Professor**Virgil C. Solomon, Ph.D., Associate Professor**

Synthesis of shape memory alloys, ceramic-metal composites and nanostructures and their characterization using metallography, thermal analysis and analytical scanning and transmission electron microscopy techniques.

The Master of Science in Engineering may be characterized as being both career-oriented and flexible. Program plans and options are available to accommodate the needs of nearly every engineering graduate student. Graduate students enrolled in any of the engineering graduate programs must complete:

- 30 semester hours for the thesis plan,
- 33 semester hours for the nonthesis plan, or
- 36 semester hours for the management plan.

The degree requirements consist of core courses, technical courses, and project courses. The management plan also requires a series of business courses. These degree programs are designed to provide graduate students with the knowledge and skills to excel in professional careers and/or pursue a PhD or doctorate degree in engineering. To obtain a list of core and technical course requirements for a particular engineering discipline, students should contact the option coordinator for the program of interest.

Program Plans

Thesis Plan

Graduate students choosing the thesis plan are required to complete 30 semester hours of graduate coursework. This generally consists of:

- six to nine semester hours of core courses,
- 15-18 semester hours of technical concentration courses, and
- six semester hours of thesis.

This plan is strongly recommended for all candidates who wish to continue their graduate studies beyond the master's degree. The thesis provides firsthand experience with experimental design, literature searches, research methodology, technical report writing, and oral presentation of results. Additionally, the thesis option can lead the graduate student to a higher level of expertise in the chosen area of specialization.

Non-thesis Plan

The non-thesis plan is designed for students who wish to enhance their knowledge and skills to succeed in careers as practicing engineers, but are unlikely to pursue a PhD or doctorate degree. A total of 33 semester hours of coursework is required for this plan. In addition to 6-9 semester hours of core courses, every student enrolled in this option is required to complete 21-24 semester hours of technical courses related to their discipline, and a 3-semester-hour graduate project course. A graduate student enrolled in a graduate project course will be required to defend the results of his or her project by giving a presentation to the engineering faculty and students.

Management Plan

Students who have been in the work arena and are moving into an engineering management role may wish to choose the management plan. A total of 36 semester hours of coursework is required for this plan. This consists of:

- 6-9 semester hours of core courses,
- 9-12 semester hours of business courses,
- 12-18 semester hours of technical courses, and

- a 3-semester-hour graduate project.

A graduate student enrolled in a graduate project course will be required to defend the results of his or her project by giving a presentation to the engineering faculty and students.

Chemical Engineering Requirements

At the time of initial enrollment, the student will select a program plan (thesis, non-thesis, or management) and technical area of interest (e.g. chemical processes, biochemical, environmental, materials). The degree requirements for each program plan are listed in the general description of the Master of Science in Engineering program. A list of required courses and possible electives for each plan may be obtained from the graduate program's option coordinator.

In cooperation with an assigned faculty advisor, each student will establish a set of academic goals and desired outcomes, and a coursework plan to meet those objectives. Upon completion of the graduate program, all students will complete either a written or an oral assessment of the effectiveness of the program in meeting their established goals and outcomes.

Thesis students who have registered for all required thesis hours and have completed all course requirements but have not finished the thesis are required to maintain current student status if they expect to utilize any University service (e.g., parking, computers, library, advisors' assistance, thesis defense, etc.). This can normally be accomplished by registering for at least one hour of thesis credit.

Civil and Environmental Engineering Requirements

At the time of initial enrollment, the student will select a program plan (thesis, non-thesis, or management) and technical concentration area (structural/geotechnical or environmental/water resources). The requirements for each program plan are listed in the general description of the Master of Science in Engineering program. Lists of required courses and possible electives for each plan may be obtained from the graduate program coordinator.

In cooperation with an assigned faculty advisor, each student will establish a set of academic goals and desired outcomes, and a coursework plan to meet those objectives. Upon completion of the graduate program, all students will complete either a written or an oral assessment of the effectiveness of the program in meeting their established goals and outcomes.

Thesis students, who have registered for all required thesis hours and have completed all course requirements but have not finished the thesis, are required to maintain current student status if they expect to utilize any University service (e.g., parking, computers, library, advisors' assistance, thesis defense, etc.). This can normally be accomplished by registering for at least one hour of thesis credit.

Non-thesis students must complete a graduate project under the guidance of a faculty member. Students with management option should consult the graduate program coordinator to develop their coursework plan.

Electrical Engineering Requirements

The basic degree requirements for each program plan are described under the general program description for the Master of Science in Engineering. Descriptions of course requirements and available electives for each program plan in the electrical engineering master's program can be obtained from the graduate option coordinator.

Within the first semester of graduate study, every graduate student must complete an option plan form signed by the student, academic advisor, and the department graduate option coordinator. The student may seek another advisor in case of interest changes. Likewise, the student-advisor relationship may be terminated at the advisor's recommendation. The graduate option coordinator is available to discuss these and other issues as appropriate.

Selected electrical engineering (ECEN) graduate courses are offered each semester based on the available teaching resources and student needs. Each

graduate candidate is required to receive advising each semester from the department graduate option coordinator before registration. Based on the graduate student's academic background, work experience, and academic goals, the department graduate option coordinator may approve a student's request to substitute a graduate course not listed on the applicable program plan description.

Industrial and Systems Engineering Requirements

At the time of initial enrollment, the student will select a program plan (thesis, non-thesis, or management) and technical concentration area (engineering management, industrial/manufacturing systems engineering, operations research, etc.) The requirements for each option are enumerated in the general description of the Master of Science in Engineering program. Lists of required courses and possible electives for each plan may be obtained from the graduate program option coordinator. Every graduate student is responsible for selecting an area of specialization by signing a special form designed for this purpose. A student may change his or her area of concentration or program of study in consultation with his or her advisor.

In cooperation with an assigned faculty advisor, each student will establish a set of academic goals and desired outcomes, and a coursework plan to meet those objectives. Courses taken without the permission of the advisor may not be used to meet the degree requirements.

Thesis students who have registered for all required thesis hours and have completed all course requirements but have not finished the thesis are required to maintain current student status if they expect to utilize any University service (e.g., parking, computers, library, advisors' assistance, thesis defense, etc.). This can normally be accomplished by registering for at least one hour of thesis credit in ISEN 6990 Special Topics.

Mechanical Engineering Requirements

At the time of initial enrollment, the student will select a program plan (thesis, non-thesis, or management) and technical concentration area (mechanical analysis/design of rigid and deformable bodies, analysis/design of thermal-fluid systems, etc.). The requirements for each option are listed in the general description of the Master of Science in Engineering program. Lists of required courses and possible electives for each plan may be obtained from the graduate program option coordinator. In cooperation with an assigned faculty adviser, each student will establish a set of academic goals and desired outcomes, and a coursework plan to meet those objectives.

Thesis students who have registered for all required thesis hours and have completed all course requirements but have not finished the thesis are required to maintain current student status if they expect to utilize any University service (e.g. parking, computers, library, advisors' assistance, thesis defense, etc.). This can normally be accomplished by registering for at least one hour of thesis credit in MECH 6990 Thesis.

Learning Outcomes Chemical Engineering

- an ability to formulate and solve advanced engineering problems;
- an ability to apply advanced knowledge of chemistry, biology and/or material science in chemical engineering.
- an ability to design and conduct research projects;
- technical writing and oral communication skills.

Learning Outcomes: Electrical Engineering

The Department graduate program offers diverse educational opportunities with its high-standard multidisciplinary curriculum and prepares its students to: Advance their mathematical knowledge and application of electrical engineering;

- Obtain depth of knowledge in specific electrical engineering disciplines;
- Conduct research and develop new ideas for engineering practice;
- Understand methodologies and their applications;

- Enhance their technical writing and oral communication skills

Master of Science in Nursing Clinical Options

- Adult-Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner (FNP)
- School Nurse
- Nurse Anesthetist
- Nurse Education

Post-master's Certificates

- Adult-Gerontology Acute Care Nurse Practitioner
- Family Nurse Practitioner (FNP)
- Nurse Education

School Nurse Licensure

- School Nurse

MSN Program Director

Dr. Valerie O'Dell
3132 Cushwa Hall
(330) 941-2177
vmodell@ysu.edu

Program Description

The Master of Science in Nursing program is designed for baccalaureate-prepared nurses who have strong undergraduate foundations in critical thinking, decision-making, and nursing practice. The program consists of five options, with specialization in clinical nursing for chronic illness care, nurse anesthesia, school nursing, and nurse education. The core curriculum centers on professional nursing issues, nursing science, and research methods for building nursing knowledge. The advanced practice chronic illness care option focuses on the delivery of comprehensive care to individuals and groups experiencing chronic illnesses. The nurse anesthetist option focuses on the administration of anesthesia to individuals requiring surgical and nonsurgical diagnostic procedures. The school nurse option focuses on delivery of comprehensive care to individuals in the school environment. The nurse education option focuses on delivery of nursing and patient education to individuals in academic, health-care delivery, and community settings.

The Master of Science in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). In addition, the nurse anesthetist option is fully accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). For additional information regarding accreditation, contact the ACEN:

ACEN
3343 Peachtree Road NE
Suite 850
Atlanta, GA 30326
Phone: (404) 975-5000

The Master of Science in Nursing in nurse anesthesia is a cooperative program between Youngstown State University and St. Elizabeth Health Center School for Nurse Anesthetists, Inc. All courses are taught by YSU graduate faculty. Humility of Mary Health Partners supports the program by providing clinical and other resources at St. Elizabeth Health Center. Students gain experience in the use of many anesthetic agents and techniques and are supervised by Certified Registered Nurse Anesthetists (CRNAs) and Staff Anesthesiologists from Bel-Park Anesthesia Associates, Inc. Upon successful completion of the degree program, graduates are eligible to sit for the National Certification Exam by the Council on Certification of Nurse Anesthetists. Once certified, CRNAs must apply for a Certificate of Authority to practice as an Advanced

Practice Nurse in the State of Ohio or abide by the laws of the state in which they intend to practice.

Acceptance into the YSU Master of Science in Nursing program is contingent upon acceptance into the St. Elizabeth Health Center School for Nurse Anesthetists, Inc. For additional admission information specific to the Nurse Anesthetist option please contact Beverly A. Rodgers:

Dr. Beverly A. Rodgers, CRNA, DNAP
Program Director
St. Elizabeth Health Center School for Nurse Anesthetists, Inc.
(330) 480-3444
brodgers@belpark.net

Admission Requirements

All nursing applicants must meet the following requirements:

- Regular admission requires a cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale)
- Satisfactory completion of undergraduate courses in health assessment, statistics, and research methods
- Hold a B.S.N. degree from an accredited program
- Current Ohio Registered Nurse license and minimum of one year professional work experience
- Current CPR certification, current immunizations, drug screening, and criminal background checks are to be maintained while in the program.
- All nurse anesthetist applicants must submit an official report of Graduate Record Examination (General Test) scores completed within the past five years.
- Applicants with a cumulative grade point average of less than 3.0 (on a 4.0 scale) must submit an official report of Graduate Record Examination (General Test) scores completed within the past five years.
- Successful/satisfactory interview is required for all MSN nursing applicants meeting minimum requirements.
- Students not meeting regular admission requirements may be provisionally admitted. See the *Graduate Catalog* under Provisional Admission.

Applicants must submit the following items to Graduate Admissions in Coffelt Hall:

- Official transcripts from each college or institution of higher learning attended (other than YSU)
- Three satisfactory Recommendation Reference Forms: one each from a faculty member, an employer, and a colleague
- Letter of intent (300 words maximum) stating one's professional career goals and how graduate education in nursing will help fulfill said goals
- Resume or curriculum vita (including education, work and/or research experience, publications, certifications, licenses, grants, professional affiliations, awards, honors, presentations, and/or courses taught)

Application deadline for Family Nurse Practitioner (FNP) option: February 1. The FNP option is a cohort-based program (beginning each Fall).

Terri L. Coffee, D.N.P., Clinical Assistant Professor
Gerontology; surgery; addiction

Patricia L. Hoyson, Ph.D., Professor
Diabetes; critical thinking; patient education; nursing education

Nicole Kent-Strollo, M.S.N., Clinical Instructor
Women's health; athletics

Susan A. Lisko, D.N.P., Associate Professor
Critical thinking; nursing simulation; medical-surgical nursing

Valerie Marie O'Dell, D.N.P., Associate Professor

Maternal-child nursing; simulation scenario development; nursing education

Jill E. Rankin, D.N.P., Clinical Assistant Professor
Pediatrics; community health; health advocacy

Pamela A. Schuster, Ph.D., Professor
Clinical nursing research; research in nursing education

Kimberly A. Serroka, D.N.P., Professor
Pediatric issues; children and families; simulation in nursing education; motivating nursing students; preceptorships

Cynthia M. Shields, D.N.P., Clinical Associate Professor
Critical care nursing; nurse practitioner education and practice

Nancy Wagner, D.N.P., Professor
Pediatrics; educational research/simulation; transcultural

Amy Weaver, Ph.D., Assistant Professor
Geriatric education; geriatrics; simulation

The areas of coursework in the M.S.N. program include core courses (16 semester hours), and one of the following options:

- Adult-Gerontology Clinical Nurse Specialist option (30 semester hours),
- Family Nurse Practitioner option (37 s.h.),
- School Nurse option (27 semester hours),
- Nurse Anesthetist option (34 semester hours),
- Nurse Education option (27 semester hours).

The breakdown of these course requirements is as follows:

Adult-Gerontology Clinical Nurse Specialist

COURSE	TITLE	S.H.
Core Courses		
NURS 6900	Professional Issues in Nursing	3
NURS 6901	Nursing Science and Research 1	3
NURS 6902	Advanced Pathophysiology	3
NURS 6906	Advanced Statistics	3
NURS 7002	Nursing Science and Research 2	2
NURS 7005	Capstone Practicum	2
Adult-Gerontology Clinical Nurse Specialist Courses		
NURS 6903	Advanced Pharmacology	3
NURS 6904	Advanced Health Assessment	3
NURS 6905	Advanced Health Assessment Practicum	5
NURS 6998	Anatomy and Physiology of Aging	3
NURS 7000	Adult and Gerontology Care	3
NURS 7001	Adult-Gerontology Care Practicum	5
NURS 7003	Role Development	3
NURS 7004	Role Development Practicum	5
Total Semester Hours		46

Family Nurse Practitioner (FNP) Option

COURSE	TITLE	S.H.
Core Courses		
NURS 6900	Professional Issues in Nursing	3
NURS 6901	Nursing Science and Research 1	3
NURS 6902	Advanced Pathophysiology	3
NURS 6906	Advanced Statistics	3
NURS 7002	Nursing Science and Research 2	2

NURS 7005	Capstone Practicum	2
Family Nurse Practitioner (FNP) Option Courses		
NURS 6903	Advanced Pharmacology	3
NURS 6904	Advanced Health Assessment	3
NURS 7003	Role Development	3
NURS 7004	Role Development Practicum	5
NURS 7024	Family and Women's Health	3
NURS 7025	Family and Women's Health Practicum	4
NURS 7026	Infant, Child and Adolescent Health	3
NURS 7027	Infant, Child and Adolescent Health Practicum	5
NURS 7028	Adult and Older Adult Health	3
NURS 7029	Adult and Older Adult Health Practicum	5
Total Semester Hours		53

School Nurse Option

COURSE	TITLE	S.H.
Core Courses		
NURS 6900	Professional Issues in Nursing	3
NURS 6901	Nursing Science and Research 1	3
NURS 6902	Advanced Pathophysiology	3
NURS 6906	Advanced Statistics	3
NURS 7002	Nursing Science and Research 2	2
NURS 7005	Capstone Practicum	2
School Nurse Option Courses		
FOUN 6902	Sociological Bases of Education	3
NURS 6907	Health Assessment of School Children	3
NURS 6908	Health Assessment of School Children Practicum	2
NURS 7008	Schools and Health	3
NURS 7014	Health Management in Schools	3
NURS 7015	Health Management in Schools Practicum	2
NURS 7016	School Nurse Role	3
NURS 7017	School Nurse Role Practicum	5
SPED 6900	Issues, Trends & Foundations in Special Education	3
Total Semester Hours		43

Nurse Anesthetist Option

The total semester hours required for the nurse anesthetist option are greater than the usual hour requirements for other master's programs at YSU. The increased number of hours is necessary in order to meet the COA requirements for a nurse anesthesia program.

COURSE	TITLE	S.H.
Core Courses		
NURS 6900	Professional Issues in Nursing	3
NURS 6901	Nursing Science and Research 1	3
NURS 6902	Advanced Pathophysiology	3
NURS 6906	Advanced Statistics	3
NURS 7002	Nursing Science and Research 2	2
NURS 7005	Capstone Practicum	2
Nurse Anesthetist Option Courses		
NURS 6910	Professional Aspects of Nurse Anesthesia	3
NURS 6911	Pharmacology 1 for Nurse Anesthetists	3
NURS 6912	Pharmacology 2 for Nurse Anesthetists	3
NURS 6913	Medical Chemistry and Physics for Nurse Anesthetists	3
NURS 6914	Human Anatomy, Physiology, and Pathophysiology 1 for Nurse Anesthetists	3
NURS 6916	Anesthesia Principles 1	2

NURS 7010	Human Anatomy, Physiology, and Pathophysiology 2 for Nurse Anesthetists	3
NURS 7011	Anesthesia Principles 2	6
NURS 7012	Anesthesia Principles 3	8
Total Semester Hours		50

Nurse Education Option

COURSE	TITLE	S.H.
Core Courses		
NURS 6900	Professional Issues in Nursing	3
NURS 6901	Nursing Science and Research 1	3
NURS 6902	Advanced Pathophysiology	3
NURS 6906	Advanced Statistics	3
NURS 7002	Nursing Science and Research 2	2
NURS 7005	Capstone Practicum	2
Nurse Education Option Courses		
NURS 6904	Advanced Health Assessment	3
NURS 7018	Nursing Curriculum Design	3
NURS 7019	Nursing Instructional Methods	3
NURS 7020	Evaluation in Nursing Education	3
NURS 7021	Nurse Educator Role	4
NURS 7022	Nurse Educator Role Practicum	5
Cognates: Education Technology		
Select two of the following:		6
EDTC 6905	Technology in Instructional Settings	
EDTC 6920	Instructional Design	
EDTC 6930	Instructional Multimedia Authoring	
EDTC 6940	Distance Education and Online Information Dissemination	
Total Semester Hours		43

School Nurse Licensure

Youngstown State University's School Nurse Licensure Program is designed to build upon undergraduate education and to prepare the school nurse to be an effective member of the professional school community. This program requires 15-17 semester credit hours with courses taught by both the Nursing Program and the College of Education. Included in the program are 300 practicum hours (5 s.h. credit) in a school setting under the supervision of a licensed school nurse preceptor and a university faculty member. This practicum may be taken in increments to accommodate the working student. Opportunities for practicum hours to be waived (up to 200 hours) are considered on an individual basis for nurses with school nurse experience. Courses are either online or hybrid, meeting about 4 times during the semester.

Students seeking admission into the School Nurse Licensure Program must have a baccalaureate degree with course work in growth and development, psychology, sociology, and community health. Students must be licensed to practice nursing in Ohio, or eligible to be licensed (graduate of an approved school of nursing). The Ohio RN license is necessary prior to practicum placement.

COURSE	TITLE	S.H.
School Nurse License Required Coursework		
SPED 6900	Issues, Trends & Foundations in Special Education	3
NURS 6907	Health Assessment of School Children	3
NURS 7014	Health Management in Schools	3
NURS 7016	School Nurse Role	3
NURS 7017	School Nurse Role Practicum	3-5
Total Semester Hours		15-17

For further information about School Nurse Licensure, contact Dr. Valerie O'Dell, Department of Nursing at (330) 941-2177 or at vmodell@ysu.edu.

Nurse Education Certificate

Youngstown State University offers a nurse education certificate designed to prepare post-baccalaureate nurses with professional development opportunities to enhance and refine skills by providing education that prepares them for nurse educator roles in academic and service settings. At the completion of this certificate program, students will be eligible to sit for the National League for Nursing, Nurse Educator Certification examination.

See the Graduate Certificates section of this Catalog for additional information about the Nurse Education Certificate, or contact Dr. Valerie O'Dell, Department of Nursing at (330) 941-2177 or at vmodell@ysu.edu.

Learning Outcomes

All graduates of the program are prepared to:

- utilize appropriate theories to provide high quality nursing care
- provide cost-effective, ethical, and quality management of health care resources in diverse settings
- apply knowledge of the Health Care Delivery System through utilization of appropriate system mechanisms
- synthesize research findings for practice utilization
- conduct and participate in nursing research studies

Upon successful completion of the MSN program, graduates are eligible to sit for national certification examinations. Once certified, graduates must apply for a Certificate of Authority to practice as an Advanced Practice Nurse in the State of Ohio or in the state in which they intend to practice.

Graduates of the Adult-Gerontology Clinical Nurse Specialist option are prepared to:

- practice in advanced nursing roles and provide care to the entire adult/older-adult age spectrum across the continuum of care from wellness to acute care. The patient population of the Adult-Gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including young-old, old, and old-old adults)
- incorporate a variety of theories from nursing and related fields into adult-gerontological nursing practice and management roles.
- analyze social issues related to the health care delivery system and advanced nursing practice.

Graduates of the School Nurse option are prepared to:

- work in the clinical practice specialty of school health utilizing advanced practice nursing roles.
- incorporate a variety of theories from nursing and related fields into nursing practice and management roles.
- analyze social issues related to the Health Care Delivery System and advanced nursing practice.

Graduates of the Nurse Anesthetist option are prepared to:

- administer anesthesia in a variety of practice settings to patients needing anesthesia care.
- utilize advanced practice nursing roles within the Health Care Delivery System.

Graduates of the Nurse Education option are prepared to:

- practice in advanced nurse educator roles within Academic, Health Care Delivery and Community settings.

- incorporate a variety of theories from nursing and related fields into nursing practice and education roles.
- analyze social issues related to Health Care Delivery Systems and nursing education.

Graduates of the Family Nurse Practitioner option are prepared to:

- provide primary care to families and persons of all ages within the health care delivery system
- incorporate a variety of theories from nursing and related fields into the nurse practitioner role
- analyze social issues related to the health care delivery system and advanced nursing practice

Master of Social Work

Program Director

Mari Alschuler

3383 Cushwa Hall
(330) 941-3297
mlalschuler@ysu.edu (dpmorawski@ysu.edu)

Program Description

The Master of Social Work program prepares graduates for advanced social work practice with disenfranchised clients. The organizing framework for the M.S.W. program is the strengths-based empowerment approach. This approach emphasizes:

- helping individuals, families, and communities recognize and utilize their capacities;
- gain awareness of available options;
- understand the barriers and obstacles they may face;
- reinforce their hopes and aspirations; and
- integrate internal and external resources to improve the quality of their lives.

The M.S.W. program focuses on advanced direct practice with individuals, families.

A critical purpose of the M.S.W. program is to develop competent, ethical, and effective professionals capable of utilizing advanced knowledge, skills, and values to promote social justice in the delivery of social services within a diverse society. The integration social work knowledge, values, and skills are achieved through both academic coursework and field placement experiences.

Program Locations

Full-time two-year programs and part-time three- and four-year programs are available on the Youngstown campus. A one-year (39 hour) program is also available on the main (Youngstown) campus. Courses on the Youngstown campus are offered on Saturdays and weekday evenings. Students should be available at additional times (18 hours per week) for field internship engagement that most frequently occurs during daytime, weekday hours.

Part-time three- and four-year programs are available in partnership with Lorain County Community College in Elyria, Ohio and Lakeland County Community College in Kirtland, Ohio. One-year (39 hour) programs are also available at the Lorain and Lakeland community college sites. Face-to-face courses at these location are offered on Saturdays with other courses in online format. Students should be available at additional times (18 hours per week) for field internship engagement that most frequently occurs during daytime, weekday hours.

Accreditation

The Master of Social Work program is accredited by the Council on Social Work Education <http://www.cswe.org/>. Most recent accreditation was achieved in 2012. The program will be due for reaccreditation in 2020. Graduates of the MSW program are eligible for a license in social work (LISW) granted by the Ohio Counselor, Social Work, and Marriage and Family Therapist Board. Seventy-six percent of graduates who took the exam passed in 2015.

Admission Requirements

Applicants to the M.S.W. program are encouraged to review the admission criteria listed below, as they exceed the minimum standards established by the College of Graduate Studies. Meeting minimum criteria does not guarantee admission. Applicants are evaluated by the Social Work Department's Graduate Admissions Committee to ensure that qualifications are evaluated in a manner consistent with the M.S.W. program's requirements. Application packets are available through the Department of Social Work or Graduate Admissions in Coffelt Hall. Students who are admitted may enter the program only during the fall semester of each academic year.

Admission to the M.S.W. program is based on the following criteria that allow evaluation of the student's potential to succeed in graduate-level social work education, as well as an assessment of their ability to engage in ethical and competent social work practice in a diverse society.

Regular Admission

In addition to the minimum College of Graduate Studies admissions requirements, all applicants must meet the following requirements for regular admission to the Master of Social Work program:

- an undergraduate degree, preferably in a social science, from an accredited college or university;
- a cumulative grade point average of 3.0 or above (on a 4.0 scale) in all undergraduate coursework;
- work or volunteer experience related to preparation for professional social work practice;
- three letters of recommendation completed on official forms. Recommendations should include one academic source, one professional source, and one additional source from either of the aforementioned;
- a professional statement reflecting how completion of the M.S.W. will impact upon the student's professional goals and objectives; and
- an optional personal interview and/or additional information as requested by the program's admission committee.
- For non-B.S.W. applicants, one approved social work course OR one course each in the following is required: psychology, sociology, or political science.

Provisional Admission

Applicants with a cumulative undergraduate cumulative grade point average of 2.7 to 2.99 (on a 4.0 scale) may be admitted provisionally. Applicants with a cumulative undergraduate cumulative grade point average of less than 3.0 (on a 4.0 scale) must achieve a score at the 30th percentile or above on the Miller's Analogy Test (MAT), or achieve a score at the 30th percentile or above on the verbal and analytical writing sections of the Graduate Record Examination general test (GRE). Applicants with cumulative undergraduate cumulative grade point averages of 3.0 or better (on a 4.0 scale) are not required to submit MAT or GRE scores.

One year Program ADMISSION (39 semester hours)

The Advanced Standing Program is accelerated for highly qualified graduates of the Council on Social Work Education (C.W.S.E.) accredited Bachelor of Social Work (B.S.W.) programs. The Advanced Standing Program permits students to complete all requirements of the M.S.W. degree in 39 semester hours. The regular program is completed in 60 semester hours.

Applicants seeking admission to the ASP must meet all admission requirements for the Master of Social Work program in addition to the following:

- possess a Bachelor of Social Work degree from a C.W.S.E. accredited program within six years prior to enrollment;
- have achieved a cumulative grade point average of at least a 3.25 (on a 4.0 scale) in all undergraduate coursework;
- have achieved A's and B's in all junior and senior level social work courses.

Individuals who wish to take coursework for the purpose of continuing education and/or expansion of professional competencies should contact the Department of Social Work. The Social Work Department chairperson or his or her designee must approve any graduate social work courses taken by students not admitted to the M.S.W. program.

Qualified students who have been convicted of misdemeanor or felony offenses may be admitted to the program. However, field internship opportunities may be restricted due to agency prohibitions pertaining to the engagement of students in agency work in possession of criminal records. Additionally, students should be aware that state licensure in social work may not be possible for individuals with past convictions. Students with convictions are advised to become informed of requirements pertaining to social work licensure and possible avenues of appeal as they consider enrollment in the MSW program and the limitations prior convictions may impose on their ability to practice the profession of social work.

Mari L. Alschuler, Ph.D., Assistant Professor

Reflective journaling; creative arts therapies; LGBTQI issues; student veterans; clinical supervision; group work; macro practice

Dana Davis, Ph.D., Assistant Professor

Harm reduction; housing; teaching methodology

Stephanie Lyu Rhee, Ph.D., Assistant Professor

Gerontological cultural adaptation

Thelma Silver, Ph.D., Professor

Community mental health; mental health recovery; crisis intervention; group work

Regular Program

Sixty semester hours of coursework are required for completion of the Master of Social Work degree. The program may be completed in two years, three years, or four years. Foundation social work content is comprised of eight courses and two field practicums with an emphasis on the following areas:

- social work values and ethics,
- diversity,
- populations at risk,
- social and economic justice,
- human behavior in the social environment,
- social welfare policy and services,
- social work practice,
- research, and
- business skills for social workers.

The foundation field practicum is designed to provide the student with learning experiences that promote and integrate the achievement of foundation objectives. The foundation field practicum is taken in two consecutive semesters for a total of six credit hours (480 clock hours). All social work courses are 3 semester hours.

Advanced content areas consist of eight courses and two advanced field practicum with an emphasis on knowledge, skills, and values for advanced direct social work practice with individuals and families. The advanced field practicum is designed to provide learning experiences that promote and

integrate the achievement of advanced program objectives. The advanced practicum is taken in two consecutive semesters for a total of six credit hours (540 clock hours).

Students in the Master of Social Work program must maintain all College of Graduate Studies 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.

Course Outline: Regular Program

COURSE	TITLE	S.H.
Foundation Courses		
SCWK 6900	Human Behavior and the Social Environment 1	3
SCWK 6901	Oppression and Cultural Competence	3
SCWK 6902	Social Welfare Policy and Program Analysis	3
SCWK 6903	Social Work Foundation Practice 1	3
SCWK 6904	Field Education 1	3
SCWK 6905	Human Behavior and the Social Environment 2	3
SCWK 6906	Business Skills for Social Workers	3
SCWK 6907	Social Work Foundation Practice 2	3
SCWK 6908	Research	3
SCWK 6909	Field Education 2	3
Advanced Courses		
SCWK 7000	Advanced Direct Practice 1	3
SCWK 7002	Adversities and Resiliencies	3
SCWK 7004	Practice Evaluation	3
SCWK 7008	Social Work and the DSM	3
SCWK 7009	Field Education 3	3
SCWK 7003	Theory and Practice of Supervision	3
SCWK 7010	Advanced Direct Practice 2	3
SCWK 7012	Field Education 4	3
SCWK 7013	Capstone	3
Graduate Elective		3
Total Semester Hours		60

One Year Program (39 hours)

This program is completed in 3 consecutive semesters beginning the summer semester. Courses are advanced social work courses combined with three semesters of field practicum. The advanced field practicum is designed to provide learning experiences that promote and integrate the achievement of advanced program objectives. The advanced practicum is taken in three consecutive semesters for a total of 9 credit hours (700 clock hours).

Course Outline: One Year Program (39 hours)

COURSE	TITLE	S.H.
Summer Semester		
SCWK 6910	Integrated Foundation	3
Approved Graduate Elective		3
SCWK 6909	Field Education 2	3
Fall Semester		
SCWK 7000	Advanced Direct Practice 1	3
SCWK 7002	Adversities and Resiliencies	3
SCWK 7003	Theory and Practice of Supervision	3
SCWK 7008	Social Work and the DSM	3
SCWK 7009	Field Education 3	3
Spring Semester		

SCWK 6906	Business Skills for Social Workers	3
SCWK 7010	Advanced Direct Practice 2	3
SCWK 7004	Practice Evaluation	3
SCWK 7013	Capstone	3
SCWK 7012	Field Education 4	3
Total Semester Hours		39

Learning Outcomes

The MSW Program through the Department of Social Work at Youngstown State University is accredited by the Council for Social Work Education (CSWE). As a result, our Learning Outcomes are dictated by the accreditor and continue to reflect the new 2015 standards for social work education set forth by CSWE. These Learning Outcomes focus on the mastery of nine core competencies set by CSWE, and contain specific knowledge, values, skills, and resulting practice behaviors which guide assessment and accreditation standards.

Coursework contained in the MSW curriculum contribute to the achievement of the competencies. Foundation practice behaviors and advanced practice behaviors serve to evaluate the extent to which these competencies have been met at the Foundation and Advanced Practice level of graduate social work education both within the classroom and in Field.

Learning Outcomes (Competencies):

1. Students will demonstrate ethical and professional behavior.
2. Students will engage diversity and difference in practice.
3. Student will advance human rights and social, economic, and environmental justice.
4. Students will engage in research-informed practice and practice-informed research and apply critical thinking skills.
5. Students will engage in policy practice.
6. Students will engage with individuals, families, groups, organizations, and communities.
7. Students will assess with individuals, families, groups, organizations, and communities.
8. Students will intervene with individuals, families, groups, organizations, and communities.
9. Students will evaluate with individuals, families, groups, organizations, and communities.

Certificate in Aging Studies

Department of Sociology, Anthropology and Gerontology

Daniel J. Van Dussen, Ph.D.

440 DeBartolo Hall

(330) 941-1683

djvandussen@ysu.edu

Certificate Description

The curriculum is designed from an interdisciplinary perspective of gerontology with a focus on epidemiology and health. This program will provide students with advanced education in issues facing older adults, their families and provide an in depth knowledge of the policies which impact aging and our population. The program consists of 18 semester hours, which may be completed in two semesters of full-time coursework or part time.

Applicants for this graduate certificate must meet the requirements for admission to the College of Graduate Studies at YSU.

COURSE	TITLE	S.H.
SOC 6905	Social Gerontology	3
GERO 6915	Service Delivery Aging Policy	3
GERO 6906	Perspectives in Gerontology	3
GERO 6960	Epidemiology of Aging	3
GERO 6998	Anatomy and Physiology of Aging	3
Gerontology Elective		3
Total Semester Hours		18

Notes:

Students will be required to take one elective (3 semester hours). We will schedule at least one selected topics elective class per academic year. This gives students the opportunity to plan when they want to take this course based upon their professional goals.

Proposed Sequencing of Courses for Full-Time Students:

Course	Title	S.H.
Year 1		
Fall		
GERO 6960	Epidemiology of Aging	3
GERO 6906	Perspectives in Gerontology	3
GERO 6915	Service Delivery Aging Policy	3
Semester Hours		9
Spring		
GERO 6998	Anatomy and Physiology of Aging	3
GERO 7094	Selected Topics	3
SOC 6905	Social Gerontology	3
Semester Hours		9
Total Semester Hours		18

Certificate in Applied History

Department of History

Donna M. DeBlasio, Certificate Director
537 DeBartolo Hall
(330) 941-3453
dmdeblasio@ysu.edu

Certificate Description

The certificate in applied history is designed both to give students a grounding in American history and historical research at the graduate level and to introduce them to ideas and techniques useful in applied history of the built environment. Students earning the certificate may find work with state or local preservation groups, museums, or government agencies. Students choose from among three possible tracks described below.

COURSE	TITLE	S.H.
Select one of the following tracks:		
Track I: History Preservation		
HIST 5806	American Architectural History 1	3
HIST 5807	American Architectural History 2	3
HIST 5810	Conservation of the Historic Built Environment	3
HIST 6942	Applied History	3
HIST 6943	Practicum in Applied History	3
HIST 6944	Applied History Internship	3
Track II: Museum Studies		
HIST 6941	American Material Culture	3
HIST 6942	Applied History	3

HIST 6943	Practicum in Applied History	3
HIST 6944	Applied History Internship	3
HIST 6955	Museum Curation and Interpretation 1	3
HIST 6956	Museum Curation and Interpretation 2	3
Track III: Applied History Sequence		
HIST 5806	American Architectural History 1	3
HIST 6940	Oral History	3
HIST 6941	American Material Culture	3
HIST 6942	Applied History	3
HIST 6944	Applied History Internship	3
HIST 6946	Historical Editing	3

Total Semester Hours 18

Certificate in Autism Spectrum and Related Disabilities

Department of Counseling, Special Education & School Psychology

Program Director

For specific questions about the Autism Spectrum & Related Disabilities Certificate, please contact the program director:

Jennifer S. Vaschak, MS, Ed
3312 Beeghly College of Education
(330) 941-1931
jvaschak01@ysu.edu (jprotivnak@ysu.edu)

Certificate Description

This five-course certificate (16 semester hours) is designed to meet the needs of candidates in education or related fields, such as psychology, nursing, school counseling, and speech and language therapy. Candidates complete specialized coursework in characteristics and methods for students with moderate to intensive needs and specifically, autism. During a summer practicum experience, candidates seeking this graduate certificate are required to assess students, analyze data, and apply evidence-based practices as specified by the Council for Exceptional Children. Frequency of course offerings allow most candidates to earn the certificate within two semesters and two summer sessions.

Applicants for this graduate certificate must meet the requirements for admission to the College of Graduate Studies at YSU.

Certificate Requirements

Students must complete the following five courses:

COURSE	TITLE	S.H.
SPED 5810	Introduction to Sign Language	3
SPED 6914	Behavior Management for Educators	3
SPED 6996	Teaching Strategies/Autism	4
SPED 6998	AAC Strategies	3
SPED 6999	Field Experiences Autism/Related Disorders	3
Total Semester Hours		16

Certificate in Biological Sciences

Department of Biological Sciences

Mark Womble, Graduate Program Director
4063 Ward Beecher Science Hall
(330) 941-4727

mdwomble@ysu.edu

Certificate Description

The Graduate Certificate in Biological Sciences provides CCP high school teachers who teach General Biology courses for college credit the required 18 credit hours of graduate-level Biology content courses.

The Certificate requires the completion of at least 18 credit hours of Biology graduate courses. At least 9 credit hours of this coursework must be at the 6900 level. All courses must be graded and all course grades must be at the A or B level.

Students should consult with the departmental Graduate Director to decide which Biology courses best meet his/her educational goals and to devise a curricular plan for completion of the Certificate program.

Admission Requirements

- A previously obtained undergraduate degree from an accredited college or university, with a minimum cumulative grade point average of 2.7.
- Must be a licensed science teacher.
- Have an undergraduate degree that included a minimum total of 20 credit hours in Biology, Chemistry, and/or Physics.
- Submission of two (2) letters of recommendation.

Certificate in Economics

Department of Economics

Tod Porter, Chair
303 DeBartolo Hall
(330) 941-3428 ([http://catalog.ysu.edu/graduate/graduate-programs/certificate-economics/tel:\(330\)%20941-3428](http://catalog.ysu.edu/graduate/graduate-programs/certificate-economics/tel:(330)%20941-3428))
tsporter@ysu.edu

CERTIFICATE DESCRIPTION

This is a six-course certificate (18 semester hours) designed for high school teachers who wish to participate in the College Credit Plus program and teach principles of economics.

CERTIFICATE REQUIREMENTS

COURSE	TITLE	S.H.
ECON 6912	Microeconomic Theory ¹	3
ECON 6922	Macroeconomic Theory ¹	3
ECON 6939	The Economics of Financial Markets and Institutions	3
ECON 6945	Public Finance	3
Two 3-hour courses at the 6900 or 5800 level (the 5800-level classes must be taken as a graduate student)		6
Total Semester Hours		18

¹ Students must pass ECON 6912 Microeconomic Theory and ECON 6922 Macroeconomic Theory with a grade of "B" or better prior to teaching ECON 2610 Principles 1: Microeconomics or ECON 2630 Principles 2: Macroeconomics.

Note that prior to starting the program students must have taken of one of the following courses:

COURSE	TITLE	S.H.
MATH 1552	Applied Mathematics for Management	4
MATH 1570	Applied Calculus 1	4
MATH 1571	Calculus 1	4

Certificate in English

Department of English

Stephanie Tingley, Graduate Director
245 DeBartolo Hall
(330) 941-2482
satingley@ysu.edu

Certificate Description

This is a six-course certificate (18 semester hours) specifically targeted at teachers in the College in High School program. It responds directly to the state's demand for training College in High School teachers and to YSU's recent scholarship program for such teachers.

Certificate Requirements

COURSE	TITLE	S.H.
ENGL 6906	Teaching of Literature	3
ENGL 6907	Teaching of Writing	3
ENGL 6922	Twentieth-Century American	3
ENGL 6915	Early American Studies	3
or ENGL 6917	Nineteenth-Century American Studies	
Select two of the following:		6
ENGL 6911	The Medieval World	
ENGL 6912	Sixteenth- and 17th-Century British Studies	
ENGL 6913	Shakespeare and Renaissance Drama	
ENGL 6914	Restoration and 18th-Century British Studies	
ENGL 6915	Early American Studies	
ENGL 6916	Nineteenth-Century British Studies	
ENGL 6917	Nineteenth-Century American Studies	
ENGL 6919	Studies in Young Adult Literature	
ENGL 6920	Twentieth-Century British Studies	
ENGL 6923	Working Class Literature	
ENGL 6935	Studies in Romanticism	
ENGL 6963	Perspectives in Multicultural Studies	
ENGL 6968	Studies in Literary Form	
ENGL 6975	English Education Seminar	
ENGL 6976	Studies in English Education	

Total Semester Hours **18**

Certificate in Enterprise Resource Planning

Department of Management

Ram Kasuganti, Chair
3337 Williamson Hall
(330) 941-3070
rrkasuganti@ysu.edu

Certificate Description

This four-course certificate (8 semester hours) is designed to meet the needs of current M.B.A. students and M.B.A. graduates interested in enhancing their effectiveness in organizations using Enterprise Resource Planning software, which is increasingly prevalent in today's business organizations. Students will have intensive hands-on experience with SAP-ERP software. The program covers topics such as ERP software evaluation and selection, materials management, configuration, and supply chain management. The overall goal of this certificate is to enable students (both current and future managers) in all areas of a business organization to be effective users of integrated

ERP software and to be effective participants in managing the evaluation, installation, and use of ERP software.

Applicants for this graduate certificate must meet the requirements for admission to the College of Graduate Studies at YSU.

Certificate Requirements

COURSE	TITLE	S.H.
MGT 6944	Managing Business Processes	2
MGT 6947	Managing Information & Technology	2
MGT 6968	Special Topics in Management	4
Total Semester Hours		8

Non-business graduate students and area professionals with non-business degrees must complete 8 s.h. of M.B.A. foundations courses in addition to the 8 s.h. required for the certificate (total of 16 s.h.).

Certificate in Environmental Studies

Department of Geological and Environmental Sciences

Felicia Armstrong
2080 Moser Hall
(330) 941-1385
fparmstrong@ysu.edu

Certificate Description

This sequence of 15 semester hours is designed to meet the needs of students and working professionals preparing for leadership roles in environmental science or management. The graduate certificate is focused in two tracks, with specialization in risk management and industrial/institutional management. This program is especially useful for careers with:

- regulatory agencies,
- industries seeking compliance with environmental regulations or focusing on environmental management systems,
- research facilities, and
- consulting firms providing state-of-the-art assessment, management, and remediation.

The program will also prepare the student to continue graduate studies leading to higher degrees.

Applicants for this graduate certificate must meet the requirements for admission to the College of Graduate Studies at YSU.

Certificate Requirements

To receive a certificate in environmental studies, all students must complete 15 semester hours of credit from coursework listed below. A grade point average of 3.0 or above must be achieved for all 15 semester hours of credit.

Risk Management Track

COURSE	TITLE	S.H.
Core courses (taken by certificate candidates in both tracks)		
ENST 6900	Advanced Environmental Studies	3
ENST 6901	Sources of Contamination	3
Risk Management Track		
ENST 6930	Risk Management	3
ENST 6931	Ecological Risk Assessment	3
Select one of the following:		3
AHLT 5807	Epidemiology	
BIOL 5804	Aquatic Biology	

BIOL 5806	Field Ecology	
BIOL 6996	Topics in Ecology	
CHEM 6941	Advanced Organic Chemistry 1	
ENST 5830	Risk Assessment	
Total Semester Hours		15

Industrial/Institutional Management Track

COURSE	TITLE	S.H.
Core courses (taken by certificate candidates in both tracks)		
ENST 6900	Advanced Environmental Studies	3
ENST 6901	Sources of Contamination	3
Industrial/Institutional Management Track		
ENST 6920	Environmental Compliance	3
ENST 6921	Industry/Institutional Management for the Environmental Professional	3
Select one of the following:		3
ENGR 6925	Applied Environmental Management	
ENST 5800	Environmental Impact Assessment	
ENST 5830	Risk Assessment	
ENST 6910	Environmental Management Systems Standards (ISO 14001)	
ENST 6930	Risk Management	
Total Semester Hours		15

Undergraduate courses will not qualify for the certificate, but the following may be suggested for preparation for courses above:

COURSE	TITLE	S.H.
AHLT 4831	Industrial Hygiene	3
CHEM 3764	Chemical Toxicology	3

Certificate in Health Care Management

Department of Health and Human Services

Joseph Lyons
1086 Cushwa Hall
(330) 941-3658
jplyons@ysu.edu

Certificate Description

The health care management graduate certificate is a collaborative program between The Bitonte College of Health and Human Services and the Warren P. Williamson, Jr. College of Business Administration. The sequence of 18 semester hours is designed to meet the needs of students and working professionals preparing for leadership roles in health care management. The certificate consists of six semester hours of business tool courses and twelve semester hours of health care management courses.

Certificate Requirements

Applicants interested in the healthcare management certificate must apply to and be accepted into the Master of Health and Human Services degree program. Students in the healthcare management certificate track are not obligated to complete the Master of Health and Human Services degree.

COURSE	TITLE	S.H.
Select six hours from the following:		
ECON 6900	Statistical Problems	6
or CJFS 6942	Research and Statistics in Health and Human Services	
ECON 6921	Economic Analysis of Markets and Industries	

FIN 6900	Financial Accounting and Finance for Decision Making	
FIN 6923	Corporate Financial Management	
HHS 6930	Health Informatics	
MKTG 6943	Consumer & Product Management	
Select nine hours from the following:		9
HHS 6918	Program Planning and Evaluation	
HHS 6922	Planning and Fiscal Management	
HHS 6959	Foundation and Planning	
HHS 6960	Implementation and Evaluation	
MGT 6975	Strategic Management	
Select one of the following:		3
HHS 6949	Community Health Practice	
HHS 6953	Health Behavior	
HHS 6958	Health Services Issues	
Total Semester Hours		18

Certificate in Instructional Communication

Department of Communication

Rebecca M.L. Curnalia

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Certificate Description

This 18-semester hour, six-course certificate is designed for people who have earned, or are in the process of earning, a Master's Degree who also need focused coursework to teach college-level communication courses.

Certificate Requirements

COURSE	TITLE	S.H.
CMST 6945	Communication for the Classroom Teacher	3
CMST 6980	Applied Research Methods	3
CMST 6950	Computer Mediated Communication Research	3
CMST 5860	Persuasion and New Media	3
Choose two of the following		6
CMST 5898	Seminar	
CMST 5852	Conflict Management and Negotiation	
CMST 6953	Group Dynamics: Theory and Research	
CMST 6957	Organizational Communication Research	
CMST 6991	Communication Problems: Independent Study	
Total Semester Hours		18

Certificate in Literature for Children and Young Adults

Department of English

Stephanie Tingley, Graduate Director
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Certificate Description

This four-course certificate (12 semester hours total) is designed to increase students' knowledge of children's and young adult literature while helping them achieve certain career goals. For students who intend to pursue doctoral work, concentrated study in children's and young adult literature will help to prepare them to specialize in these fields at the doctoral level. For those who teach at the elementary, middle school, and high school levels, such study will enhance their teaching careers by increasing their knowledge of literature for young people and helping satisfy certain professional development requirements of local school districts. For prospective or practicing librarians, the certificate will provide further expertise in establishing and maintaining library collections for young readers. Depending upon course rotation, students may finish the certificate within one year.

Certificate Requirements

COURSE	TITLE	S.H.
ENGL 6918	Studies in Children's Literature	3
ENGL 6919	Studies in Young Adult Literature	3
ENGL 6927	Historical Survey of Literature for Young People	3
Complete one course from the following, if the topic relates to children's or young adult literature, with permission of the certificate director:		3
ENGL 6906	Teaching of Literature	
ENGL 6918	Studies in Children's Literature (may be repeated with a different topic)	
ENGL 6919	Studies in Young Adult Literature (may be repeated with a different topic)	
ENGL 6975	English Education Seminar	
ENGL 6976	Studies in English Education	
ENGL 6990	Special Topics	
ENGL 6969	Writing the Youth Novel	
Or students may elect to take one course in a related discipline (e.g., psychology, history, education, art) when content is appropriate, with permission of the certificate director.		
Total Semester Hours		12

To be eligible for the graduate certificate in literature for children and young adults, students need not have an undergraduate degree in English, but they must have a B.A. or B.S. degree and meet the requirements for admission to the College of Graduate Studies at YSU. Certificate courses must be completed with a GPA of at least 3.0.

Certificate in Mathematics

Department of Mathematics and Statistics

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Certificate Description

The Department of Mathematics and Statistics, responding to state requirements that College in High School mathematics teachers, adjunct faculty at colleges, and faculty at community colleges obtain at least 18 semester hours of mathematics at the graduate level, offers a Graduate Certificate in Mathematics. The certificate is an attractive option for recognizing those looking to improve their credentials and teach College in High School courses. In addition to teachers looking to strengthen their credentials and background in mathematics, the certificate is a viable option for students who seek to strengthen their mathematical background before pursuing graduate study in mathematically-intense disciplines such as economics and finance. The educational objectives of this additional option within the program are to strengthen the mathematical background and preparation of secondary mathematics educators who teach approved college-

level mathematics courses in their high schools and to provide students a means to strengthen their graduate mathematical background without having to complete a graduate degree in mathematics.

Admission Requirements

The admission standards for the Graduate Certificate in Mathematics are the following:

- The minimum admission standards of the College of Graduate Studies.
- An undergraduate cumulative grade point average of at least 3.0 in all undergraduate mathematics and statistics courses.
- A completed sequence in standard calculus including multivariable calculus.

Certificate Requirements

The GCM requires 6 courses (18 semester hours) selected from our rotation of graduate course offerings in mathematics and statistics and completed with a 3.0 GPA. At least 12 of the hours of the certificate must be completed at the 6900-level. The student, in consultation with the Graduate Executive Committee, will submit a curricular plan for the certificate by deciding which mathematics and/or statistics graduate courses best meet his/her educational goals. Course substitutions must be approved by the Graduate Executive Committee within the Department of Mathematics and Statistics.

Certificate in Professional and Technical Writing

Department of English

Stephanie Tingley, Graduate Director
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satingley@ysu.edu

Certificate Description

This four-course certificate (12 semester hours) is designed to meet the needs of students preparing for careers as:

- technical writers and editors;
- company news and information directors;
- or grant and proposal writers for schools, hospitals, nonprofit organizations, and fine and performing arts groups.

Frequency of course offerings allows most students to finish the certificate within four semesters.

Certificate Requirements

COURSE	TITLE	S.H.
Required Courses		
ENGL 6943	Technical Communication	3
ENGL 6944	Document Design and Production	3
Select two courses from Group A or one course from each Group:		6
Group A		
ENGL 6945	Theory of Professional and Technical Communication	
ENGL 6949	Professional and Technical Editing	
ENGL 6953	Publications Issues and Management	
ENGL 6992	Professional Communication	
Group B		
ENGL 6950	Sociolinguistics	
ENGL 6958	English Grammar	
ENGL 6993	Discourse Theory	
Total Semester Hours		12

Although ENGL 6998 Professional Writing Internship does not count toward the 12 semester hour requirement for the certificate, students are strongly urged to take this course or seek equivalent professional experience. To be eligible for the **Professional and Technical Writing** graduate certificate, students need not have an undergraduate degree in English, but they must have a B.A. or B.S. degree and meet the requirements for admission to the College of Graduate Studies at YSU.

Certificate in Teaching English to Speakers of Other Languages (TESOL)

Department of English

Stephanie Tingley, Graduate Director
245 DeBartolo Hall
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Certificate Description

This four-course sequence (12 semester hours) is valuable for anyone who wishes to gain more knowledge of second/foreign language learning. It is also useful as a springboard to further graduate work in the field. It is designed to meet the needs of:

- K–12 language arts instructors who want more information but not necessarily state endorsement;
- writing instructors at two-year colleges; and
- students who would like to enter doctorate programs in applied linguistics, English as a second language, or second language acquisition.

Students gain an understanding of issues of language acquisition and language pedagogy.

Certificate Requirements

Students who have not taken an introductory linguistics course at the undergraduate level will be expected to do extra reading to get an understanding of basic terms. The department's advanced linguistics course (ENGL 6955 Advanced Linguistics) may also serve to provide background. Students should see an advisor for the TESOL certificate program.

Students must complete the following four courses:

COURSE	TITLE	S.H.
ENGL 6950	Sociolinguistics	3
ENGL 6951	Language Acquisition	3
ENGL 6956	TESOL Methods	3
ENGL 6958	English Grammar	3

Total Semester Hours

12

To be eligible for the graduate certificate in the teaching of English to speakers of other languages, students need not have an undergraduate degree in English or linguistics but must have a B.A. or B.S. and meet requirements for admission to the College of Graduate Studies at YSU.

Certificate in the Teaching of Literature

Department of English

Stephanie Tingley, Graduate Director
245 DeBartolo Hall
(330) 941-2482

satingley@ysu.edu

Certificate Description

This is a four-course certificate (12 semester hours) that will be valuable for teachers of literature at junior high schools, high schools, and two-year colleges. It would also be useful as a springboard to further graduate study in literature. This certificate would allow those teaching literature or interested in teaching literature a focus within the MA in English or a stand-alone foundation in the subject.

Certificate Requirements

COURSE	TITLE	S.H.
Required Courses		
ENGL 6906	Teaching of Literature	3
ENGL 6902	Literary Thought	3
Students must take one course from two of the following three areas: 6		
British Literature		
ENGL 6911	The Medieval World	
ENGL 6912	Sixteenth- and 17th-Century British Studies	
ENGL 6913	Shakespeare and Renaissance Drama	
ENGL 6914	Restoration and 18th-Century British Studies	
ENGL 6916	Nineteenth-Century British Studies	
ENGL 6920	Twentieth-Century British Studies	
ENGL 6935	Studies in Romanticism	
American Literature		
ENGL 6915	Early American Studies	
ENGL 6917	Nineteenth-Century American Studies	
ENGL 6922	Twentieth-Century American	
ENGL 6923	Working Class Literature	
Multicultural Literature		
ENGL 6963	Perspectives in Multicultural Studies	
Total Semester Hours		12

Certificate in Teaching of Writing

Department of English

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Certificate Description

This four-course certificate (12 semester hours) is valuable as an enhancement for employment as a writing instructor and also as a springboard to further graduate work in the field. It is designed to meet the needs of K–12 language arts teachers; writing instructors at two-year colleges; and YSU graduate students who would like to enter doctorate programs in rhetoric and composition. Students gain understanding of issues in the field of rhetoric and composition, such as:

- current writing pedagogy,
- assessment of writing,
- language theory,
- language varieties,
- multicultural literacies,
- electronic literacies, and
- teaching strategies incorporating electronic media.

Frequency of course offerings allows most students to finish the certificate in two to three semesters.

Certificate Requirements

COURSE	TITLE	S.H.
ENGL 6901	Methods of Composition Research	3
ENGL 6907	Teaching of Writing	3
Select one of the following:		3
ENGL 6900	Methods of Literary Research	
ENGL 6906	Teaching of Literature	
ENGL 6943	Technical Communication	
ENGL 6956	TESOL Methods	
ENGL 6976	Studies in English Education ¹	
Select one of the following:		3
ENGL 6950	Sociolinguistics	
ENGL 6958	English Grammar	
ENGL 6993	Discourse Theory	
Total Semester Hours		12

To be eligible for the graduate certificate in teaching of writing, students need not have an undergraduate degree in English but must have a B.A. or B.S. degree and meet requirements for admission to the College of Graduate Studies at YSU.

¹ If topic applied to rhetoric and composition.

Certificate in Nurse Education

Department of Nursing

Valerie O'Dell, Certificate Director
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vmodell@ysu.edu

Certificate Description

The five-course (16 – 18 s.h.) nurse education certificate is designed to prepare the post-masters prepared nurse with opportunities to further their education and develop and refine new skills that will enhance their professional development as nurse educators.

The certificate nurse educator program is not a degree program. This program is designed to enhance the professional development of registered nurses by providing education and training that prepares them for nurse educator roles and teaching positions in academic and service settings. At the completion of this certificate program, the student would be eligible to sit for the National League for Nursing Certified Nurse Educator examination.

Admission Requirements

- MSN degree in Nursing from an accredited college/university
- Official transcript from each college or university attended (except YSU)
- Overall grade point average of 3.0 in graduate work
- Current Ohio Registered Nurse licensure or eligibility for Ohio licensure as a registered nurse
- Current CPR certification and current immunization
- Personal statement describing career goals
- Three letters of reference: one each from a faculty member, an employer, and a colleague
- Computer competency that includes word processing skills and the ability to communicate electronically
- Letter of intent (300 words) maximum stating one's professional career goals and how graduate education in nursing will help fulfill said goals

Curriculum

The Nurse Education Certificate Program consists of 16-18 semester hours. The curriculum is designed to prepare students to implement the nurse educator role in a variety of settings. Students will develop competencies in program and curriculum design, implementation, instructional methods, and evaluation methods for diverse populations in a variety of settings.

Students are provided an opportunity to synthesize learning and function in the roles of a nurse educator by completing a required capstone practicum of 3-5 semester hours.

COURSE	TITLE	S.H.
NURS 7018	Nursing Curriculum Design	3
NURS 7019	Nursing Instructional Methods	3
NURS 7020	Evaluation in Nursing Education	3
NURS 7021	Nurse Educator Role	4
NURS 7022	Nurse Educator Role Practicum	3-5
Total Semester Hours		16-18

Educational Licensure

Educational Foundations, Research, Technology and Leadership Department Chair

Charles Vergon
4103 Beeghly Hall
(330) 941-1574
cbvergon@ysu.edu

Post-master's Licensure Requirements

Candidates for Ohio administrative license must have completed the 30 semester hours for the M.S. in Education degree in Educational Administration as required by YSU or its equivalent as evaluated by the Department of Educational Foundations, Research, Technology, and Leadership.

Principal License (OHIO) (6 semester hours)

Elementary Principal License Grades PK-6

Middle School License Grades 4-9

Secondary Principal License Grades 5-12

The licensure course work is entirely clinical in nature, consisting of two courses comprising 6 semester hours. The courses are designed to afford candidates the opportunity to apply the content knowledge from their course work and practice the skills necessary to effective leadership. Across the two courses, candidates observe and then carry out a range of administrative responsibilities including analyzing student performance, carrying out clinical supervision of teaching staff, writing a staff improvement plan, designing a HQ staff development program, creating a master schedule, participating in teacher hiring processes, administering student discipline, conducting school safety drills, and coordinating special education meetings and functions, among others. In addition, in the second clinical practice candidates design and implement an Integrated School Improvement Project addressing a real need in their school setting. Candidates and faculty participate in an interactive on-line clinical learning community spanning diverse and geographically dispersed clinical sites.

COURSE	TITLE	S.H.
EDAD 6975	Introduction to Administration Clinical Experience	3

EDAD 7022	Field Experience (Elementary 7022E; Middle 7022M; or Secondary 7022S)	3
Total Semester Hours		6

Candidates must hold or qualify for a valid teacher certificate/license at the same level as the administrative license being sought; and have two years of successful teaching under a professional teaching license at the same level as the administrative license being sought. In addition, candidates must have a passing score on the state-prescribed administrative licensure exam for the principalship.

Administrative Specialist License

Administrative Specialist License in Curriculum, Instruction, and Professional Development

Master's degree in educational administration, plus 18 hours of course work from the following list, which must include EDAD 7040 Clinical Practice for the Administrative Specialist:

COURSE	TITLE	S.H.
TCED 6922	Principles of Instruction	3
TCED 6934	Assessment and Accountability	3
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
SPED 6900	Issues, Trends & Foundations in Special Education	3
SPED 7077	Leadership in Special Education	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
EDAD 7018	School Discipline and Student Support Services: Policies, Programs, and Prevention Strategies	3
EDAD 7040	Clinical Practice for the Administrative Specialist	3

Or a Master's degree in curriculum at YSU, plus coursework as follows:

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6947	School Building Leadership: Models and Processes	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance, Resource Planning, and Management	3
EDAD 6954	Educational Marketing and Community Relationships	3
EDAD 6955	Professional Development and Human Resources	3
EDAD 6975	Introduction to Administration Clinical Experience	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
EDAD 7018	School Discipline and Student Support Services: Policies, Programs, and Prevention Strategies	3
EDAD 7040	Clinical Practice for the Administrative Specialist	3
Total Semester Hours		30

Individuals qualifying for licensure at the Elementary or Secondary level are also issued licensure at the Middle School level.

Candidates must qualify for/hold a valid professional teacher certificate/license and have two years of successful teaching under a professional teaching certificate/license. In addition, candidates must have completed the prescribed number of hours and have an official score report indicating a passing score on the state prescribed administrative licensure examination required for the license.

Superintendent License (OHIO)

Candidates must hold an administrative certificate or license issued upon the recommendation of YSU or the equivalent thereof as evaluated by the Department of Educational Foundations, Research, Technology, and

Leadership at YSU, complete the following course sequence, and meet any other Ohio State Department of Education requirements.

This model shifts the leadership focus from the micro (school site) to the macro (school systems) level and familiarizes prospective superintendents with systems knowledge and perspective on leadership in areas from educational governance to human resource administration to technology and facilities.

COURSE	TITLE	S.H.
EDAD 7024	Collective Bargaining and Systems Issues in Human Resources Administration	3
EDAD 7025	Educational Governance: Advanced Law and Policy Seminar	3
EDAD 7026	Technology and Facilities for Learning Organizations	3
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7050	Clinical Experience: Superintendency	3
Total Semester Hours		15

PRINCIPAL CERTIFICATE K-12 (Pennsylvania)

Candidates must hold a Master's degree from an accredited program. The professional education program provides evidence that School Principal certification candidates demonstrate knowledge of and competence in working in the elementary and secondary public school settings, including completion of the 33 semester hours listed below, many of which are included in the typical master's degree in educational administration. They must also provide an official score report indicating:

- a score of at least 143 on Praxis II Specialty Test #0411 in Educational Leadership: Administration and Supervision; or
- a 163 score on Praxis Specialty Test #6011 in School Leadership Licensure Assessment (SLLA); and
- satisfy any other Pennsylvania Department of Education Requirements, plus:

Completion of 33 s.h. below (to extent not already taken as part of a master's degree program):

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6931	Leadership in Educational Organizations: Theory to Best Practices	3
EDAD 6947	School Building Leadership: Models and Processes	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance, Resource Planning, and Management	3
EDAD 6954	Educational Marketing and Community Relationships	3
EDAD 6955	Professional Development and Human Resources	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
SPED 7077	Leadership in Special Education	3
Select one clinical experience course as appropriate to the licensure level being sought:		
EDAD 7022	Field Experience (Elementary 7022E; Secondary 7022S)	3
Total Semester Hours		33

The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies that foster professionalism and ethical practices in school/community settings including:

1. Professional organizations, professional literature, resources and advocacy groups.
2. Integrity and ethical behavior, professional conduct as stated in *Pennsylvania's Code of Professional Practice and Conduct for Educators*; and local, state, and federal laws and regulations.
3. Communicating effectively (orally and in writing) with students, colleagues, faculty, families, paraprofessionals, related service personnel, outside agencies and the community.
4. Recognizing the professional responsibilities of administrators' and teachers' roles as collaborators, team members, advocates, and service coordinators.

Certification for the Pennsylvania Superintendent's Letter of Eligibility

Candidates must:

- hold a Master's degree from an accredited program;
- have six years of professional service in schools, three of which shall have been in supervisory or administrative positions;
- have an official score report indicating a score of at least 160 on the School Superintendent Assessment Exam #6021;
- all other State of Pennsylvania Department of Education requirements must be met;
- plus completion of the 57 semester hours listed below, many of which may already have been completed as part of the candidate's master's degree in educational administration and principalship certification programs.

COURSE	TITLE	S.H.
EDAD 6915	Learning, Teaching, and Instructional Leadership	3
EDAD 6947	School Building Leadership: Models and Processes	3
EDAD 6949	Legal and Ethical Issues in Public Administration	3
EDAD 6952	School Finance, Resource Planning, and Management	3
EDAD 6954	Educational Marketing and Community Relationships	3
EDAD 6955	Professional Development and Human Resources	3
EDAD 7014	Systematic Use of Information for Continuous School Improvement	3
EDAD 7024	Collective Bargaining and Systems Issues in Human Resources Administration	3
EDAD 7025	Educational Governance: Advanced Law and Policy Seminar	3
EDAD 7026	Technology and Facilities for Learning Organizations	3
EDAD 7035	The Superintendency and Evolving Ways of Looking at Leadership	3
EDAD 7050	Clinical Experience: Superintendency	3
FOUN 6901	Philosophical Analysis of Education	3
FOUN 6902	Sociological Bases of Education	3
FOUN 6904	Introduction to Educational Research	3
FOUN 6905	Educational Challenges in Historical Perspective	3
TCED 6936	Curriculum, Assessment, and Instruction to Improve Learning	3
TCED 6946	Supervision of Instruction	3
TCED 6951	Interpersonal Communications for Educators	3
Total Semester Hours		57

Post-masters Family Nurse Practitioner Certificate Program

Department of Nursing

Certificate Director

Valerie O'Dell, Certificate Director
3132 Cushwa Hall
(330) 941-2177
vmodell@ysu.edu

Certificate Description

The Family Nurse Practitioner Certificate Program at Youngstown State University is designed to prepare the Post-Masters prepared nurse with opportunities to build upon their current knowledge and obtain additional advanced practice knowledge and skill which will enable them to provide direct primary care to individuals and families. The Family Nurse Practitioner Certificate Program is not a degree program. This certificate program is designed to enhance the professional development of the masters prepared nurse by providing education and training that prepares them for a family nurse practitioner's role.

Family Nurse Practitioner (FNP) Option Curriculum

COURSE	TITLE	S.H.
NURS 6903	Advanced Pharmacology	3
NURS 6904	Advanced Health Assessment	3
NURS 7003	Role Development	3
NURS 7004	Role Development Practicum	5
NURS 7024	Family and Women's Health	3
NURS 7025	Family and Women's Health Practicum	4
NURS 7026	Infant, Child and Adolescent Health	3
NURS 7027	Infant, Child and Adolescent Health Practicum	5
NURS 7028	Adult and Older Adult Health	3
NURS 7029	Adult and Older Adult Health Practicum	5
Total Semester Hours		37

Students will complete 570 hours of supervised clinical practice as part of this certificate option for national certification eligibility.

Post-Master's Adult-Gerontology Acute Care Nurse Practitioner

Department of Nursing

Certificate Director

Valerie O'Dell, MSN Director
3132 Cushwa Hall
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vmodell@ysu.edu

Cynthia Shields, AG-ACNP Coordinator
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Certificate Description

The Adult Gerontology – Acute Care Nurse Practitioner (AG-ACNP) Master of Science in Nursing (MSN) Certificate program option is designed to prepare the post-masters prepared nurse with opportunities to build upon their current knowledge and obtain additional advanced practice knowledge and skill to

enable them to provide direct acute care to adult and older adult individuals and families.

Graduates of this program will be qualified and eligible to take the American Nurses Credentialing Center and/or the American Academy of Nurse Practitioners AG-ACNP certification examinations. Following national certification, graduates are also qualified to be recognized as an adult gerontology – acute care nurse practitioner and granted prescriptive authority through the state Board of Nursing.

COURSE	TITLE	S.H.
NURS 6903	Advanced Pharmacology (unless completed previously)	3
NURS 6904	Advanced Health Assessment (unless completed previously)	3
NURS 7037	Adult-Gero Acute Care 1	3
NURS 7038	Adult-Gero Acute Care 1 Practicum	4
NURS 7039	Adult-Gero Acute Care 2	3
NURS 7040	Adult-Gero Acute Care 2 Practicum	5
NURS 7041	Adult-Gero Acute Care 3	3
NURS 7042	Adult-Gero Acute Care 3 Practicum	5
Total Semester Hours		29

Workshops

Students who wish to take a workshop for graduate credit but who have not completed the regular College of Graduate Studies admission process will be permitted to register in the College of Graduate Studies as non-degree students. Graduate workshops are graded on an S/U (satisfactory/unsatisfactory) basis.

Certain Youngstown State University workshop courses, upon approval of the graduate advisor, may later be applied to degree work if regular admission to the College of Graduate Studies is obtained and if those courses are part of the degree program. Workshop courses are those specifically designated as such in this catalog or by the Graduate Council.

Transfer Credits

Transfer hours from an accredited institution will be considered for acceptance at the time of application/acceptance to the College of Graduate Studies. After admission to a program of study, a student who wishes to attend another university to complete coursework toward a YSU graduate degree must complete the Request for Transient Status form available from the College of Graduate Studies in order to transfer credits to a YSU degree. Every transfer course must either replace a required course of the program or, if not a direct replacement, integrate satisfactorily into the student's program. While transfer of a course might generate excess hours, such hours may not count toward degree requirements unless they replace a complete course in the program.

An accredited institution is one that is approved or accredited by the appropriate regional accrediting agency (e.g., North Central Association of Colleges and Schools) for graduate-level work.

Credits for courses in which grades of S or CR were received will not be transferred. The number of transfer credits to be accepted in each case will be determined by the graduate dean upon evaluation and recommendation by the department of the student's major. It is the responsibility of the student to initiate a request for the approval of transfer credits. Transfer hours are not included in the calculation of the student's cumulative grade point average.

In general, workshop format courses are not acceptable for transfer. Professional development workshops are not acceptable. However, if the workshop fulfills the following requirements, credit may be considered for transfer to Youngstown State University:

- The workshop must be taught as part of a master's degree curriculum of the university at which the course was taken.
- The workshop should consist of a minimum of 12.5 contact hours per semester hour.
- The workshop must include exposure to the disciplinary research literature appropriate to the course.
- The workshop must include the opportunity for outside work, such as term or research papers or other major assignments appropriate to a graduate course.
- Credits for courses in which grades of S or CR were received will not be transferred.

Graduate Certificate and Degree Programs

The following guidelines indicate the **maximum** credit hours of graduate work completed at other accredited institutions that **may** be applied toward a graduate certificate or degree at YSU, provided the student earned a grade of A or B in such courses:

- Up to 3 semester hours (4 quarter hours) for programs requiring 12-15 semester hours
- Up to 6 semester hours (8 quarter hours) for programs requiring 16-29 semester hours
- Up to 9 semester hours (12 quarter hours) for programs requiring 30-44 semester hours
- Up to 12 semester hours (16 quarter hours) for programs requiring 45-59 semester hours
- Up to 15 semester hours (20 quarter hours) for programs requiring 60-89 semester hours
- Up to 18 semester hours (24 quarter hours) for programs requiring 90 or more semester hours

Registration Advisement

Before initial registration, the student would be well advised to consult with the faculty member in charge of the program to which the student has been admitted or with an assigned advisor for advice in developing a program of study that leads to the desired degree. The ultimate responsibility for selection of graduate courses, based upon the requirements of the student's program as set forth in the Catalog, remains with the student. Continued consultation with the advisor is encouraged. Because of the nature of certain programs, an advisor may require consultation before each registration.

Registration Procedure

All Youngstown State University class registration takes place online through the MyYSU Portal (<http://my.ysu.edu>). Registration days and times are determined by a student's classification and earned hours completed. Registration dates and appointment times for current students are determined by the Office of the Registrar and available to view on the MyYSU Portal under e-Services for Students - Important Dates. All significant dates are also listed on the Registrar's website and on the MyYSU Portal announcements for each specific semester. Registration requires that the student agrees to pay all tuition and fees associated with the registration. Failure to withdraw during the 100% refund period does not release the student from his or her financial obligation incurred by registration. Assistance with all registration related functions can be found at the Student One Stop located on the second floor of Meshel Hall (Phone: (330) 941-6000, Email: onestop@ysu.edu).

Change of Registration

Students may change their registration up to the last day to add a class. All dates are available on the /MyYSU/ Portal.

Withdrawal from a course must be accomplished through the online registration system. Failure to attend class or notification to an instructor is insufficient. A grade of F will be recorded unless a student officially withdraws.

Complete Withdrawal of Registration

The student who wishes to withdraw from all classes in a particular semester must also process this through the /MyYSU/portal (<http://my.ysu.edu>). If a student withdraws from all classes during the first two weeks of the semester, the academic record will contain the statement, "Student completely withdrew during the first two weeks of the semester."

Cross-Registration of Courses Among Northeast Ohio Public Universities

Under specific circumstances, a graduate student may take one or more graduate courses at Cleveland State University, Kent State University, The University of Akron, NEOMED, Ohio University, or Youngstown State University without registering as a transient student at the university delivering instruction. The course should contribute to the student's program of study and be unavailable when needed to complete the student's program at the student's home institution. The student must be in good standing (GPA > 3.0) and be within the time limits for completion of the program. The graduate program unit at the student's home institution will establish a graduate special topics or independent study course identification capable of being tagged by the home university with a title that will correspond to the course title at the host university and with the initials of that university (i.e., CSU, KSU, or UA). Registration for such a course is controlled by the home department and will be permitted only upon receipt of the Approval for Acceptance of Course Work at Northeast Ohio Public Universities form, which is available on the graduate school's website: www.ysu.edu/gradcollege (<http://www.ysu.edu/gradschool>). Any department that has no established special topics or independent study course may not participate in this cross-registration program.

Time Limit

Master's Degree

All coursework, including transfer credits, offered in fulfillment of the minimum credit-hour requirement for the degree, all comprehensive exams, and thesis (if required) must have been taken within the six-year period immediately preceding the date on which the last requirement is completed.

Doctoral Degree

All post-master's coursework, including transfer credit, must be taken within an 11-year period.

Matriculation to Doctoral Candidacy

Doctoral students shall be granted a six-year period to successfully complete the general examination and acquire candidacy status.

Doctoral Candidacy to Final Dissertation Copy

Doctoral candidates will have five years from the acquisition of candidacy status to file the final dissertation copy. Failure to meet this time frame will result in cancellation of the candidacy. With the approval of the dissertation advisor and the College Graduate Studies Committee, the student may take a supplemental general examination to reacquire candidacy. If the student passes the supplemental general examination, he or she is readmitted to candidacy and must complete the dissertation within two years. The supplemental general examination may be repeated once.

In special cases, with appropriate justification by the student, the dean of The College of Graduate Studies may grant an extension of the coursework

time limit upon the written request of the chair or program director of the department of the master's or doctoral study.

Courses approved upon entering a graduate program remain active for the length of time the student remains current in their program.

Other Regulations

Graduate Courses

Graduate credit may be earned in the following courses:

- 8000-level courses, which are for doctoral students only
- 6900- and 7000-level courses, which are open to graduate students (see Graduate Courses for Undergraduates). At least one-half of the credits applied toward the master's degree must be earned in courses in the 6900- and 7000-series.
- Upper-division undergraduate swing courses (5800-level), in which the student may enroll for graduate credit only

Only certain upper-division undergraduate courses may be taken for graduate credit. Those in this category are listed in the Courses section of this catalog. To earn graduate credit in an upper-division course, the student must be admitted to the College of Graduate Studies before the course is taken. Graduate students in undergraduate courses that offer graduate credit will be required to pursue the subject matter in greater depth than the undergraduate student.

Graduate students may register for 4000-level or lower courses, but these courses do not apply toward the requirements of a graduate degree. Although the grades received and semester hours for such courses appear on the student's record, the hours and quality points are not included in the student's cumulative totals.

Seminar

A seminar generally consists of a group of advanced students studying a subject under a professor, each making some pertinent contribution and all exchanging results through informal lectures, reports, and discussions.

Research Using Human or Animal Subjects

Research using human or animal subjects requires prior approval by the appropriate committee (YSU Human Subjects Research Committee or YSU Institutional Animal Care and Use Committee). Assistance with the process of obtaining approval may be obtained from the Office of Grants and Sponsored Programs.

Thesis or Dissertation

Certain programs accept or require a thesis or dissertation as partial fulfillment of the requirements for the degree. Students are asked to initiate an online form as soon as thesis committee is identified. Students follow the style manual used by the field as determined by the department. The deadline for presenting one copy on regular paper and all signed signature pages on acid-free cotton bond paper and the Originality of Thesis/Dissertation Verification form for approval to the Dean of College of Graduate Studies is:

Fall and Spring semesters: Dissertations submitted by the Monday of the 14th week of class. Theses submitted by the Monday of the 15th week of class.

Summer semester: Dissertations submitted by the Monday of the 10th week of the full term. Theses submitted by the Monday of the 11th week of the full term.

Additional thesis and dissertation presentation information is available on the College of Graduate Studies website and individual departments. Research using human or animal subjects requires prior approval by the appropriate

committee (YSU Human Subjects Research Committee or YSU Institutional Animal Care and Use Committee).

Second Master's Degree

A student who has a master's degree from YSU and desires a second master's degree must earn a minimum of 12 semester hours of credit in addition to the total that the student had when requirements for the first degree were completed, and he or she must complete the requirements for another graduate program. Students with a master's degree from another university will be limited to the maximum of transfer credit hours as determined by the transfer credit policy.

Interrupted Enrollment

Students who interrupt their attendance for three or more semesters (one calendar year) must apply for readmission as former students at least two weeks before late and final registration. Graduate students who fail to take courses or otherwise pursue their graduate education for one year will be readmitted only under regulations at the time of reapplication and after review by the department for approval of the readmission.

Full-Time Status

Full-time students carry nine or more semester hours for credit. Graduate students who complete less than nine hours per semester may lose eligibility for federal financial aid as a full-time student.

Reduced Load for Employed Students

The College of Graduate Studies recommends that the employed student carry less than a full academic load as determined in consultation with his or her academic advisor.

Graduate Courses for Undergraduates

The Application by Undergraduate to Enroll in a Graduate Course form is available in the College of Graduate Studies office.

An undergraduate student who is enrolled as a senior at Youngstown State University or at another member institution of the Academic Alliance (currently including Lake Erie College, Slippery Rock University of Pennsylvania, Thiel College, Walsh University, and Westminster College) or another institution of higher education with which YSU has a formal academic agreement at the graduate level, and who has an grade-point average of at least 2.7 may enroll in 5800-, 6900- and 7000- level graduate courses, provided the total schedule for the semester (including undergraduate courses) does not exceed 15 semester hours. Before registering for courses, the student must have the approval of the Graduate Program Director in the program where the credit will be applied, the course instructor, and the Dean of The College of Graduate Studies. The credit earned may be used for graduate credit at YSU only after the student is admitted to the College of Graduate Studies and the credit is accepted by the department in which the student continues graduate work. (Such coursework intended for graduate credit cannot count toward fulfillment of the requirements for a bachelor's degree at Youngstown State University.) The maximum amount of such credit that will be accepted at Youngstown State University is 9 semester hours.

Academic Standards

A cumulative grade point average of at least 3.0 (on a 4.0 scale) is required for graduation. All graduate courses taken at YSU are included in the grade point average calculation (see Grading System for grades less than C). Good academic standing for graduate students is a cumulative grade point average of at least 3.0 (on a 4.0 scale) for all graduate credit courses taken at YSU.

Satisfactory Academic Progress

Satisfactory academic progress at the graduate level is maintained by satisfying the following criteria:

- A degree-seeking graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale). Any course grade of D or F must be repeated and passed with a grade of A or B.
- A degree-seeking graduate student must successfully meet the requirements, including the time requirement, of all comprehensive examinations of the degree program.
- A degree-seeking graduate student must complete with a passing grade any thesis requirements (or the equivalent) of the degree program.
- A non-degree graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale).

For degree programs requiring up to 39 semester hours for completion, a student may count no more than six semester hours of coursework with a grade of C toward the minimum graduation hour requirements. For students in programs requiring 40 semester hours or more for completion, no more than nine semester hours of coursework with a grade of C may count toward the minimum graduation hour requirement.

Academic Suspension

A graduate student who is not maintaining satisfactory academic progress as determined by the graduate academic program director or department chairperson and graduate dean may be excluded from registration and dropped from the program in which he or she is enrolled. Such action constitutes academic dismissal from the College of Graduate Studies.

Academic suspension for a student with regular admission is automatic if:

- The cumulative grade point average is below the minimum after two semesters during which the student registered "not in good standing";
- The student fails to pass a comprehensive exam after three tries.

A provisionally admitted graduate student must maintain a minimum grade point average of 3.0 (on a 4.0 scale). A provisional student whose GPA falls below a 3.0 will immediately be dismissed.

Any student in non-degree status whose cumulative grade point average drops below the minimum (3.0) will be prohibited from enrolling in further graduate coursework.

Registration for any session or continuous registration during a full summer counts as one semester for these purposes.

A graduate program may utilize additional academic standards to determine satisfactory academic progress and/or standards for academic suspension; however, such standards must be distributed in writing to all graduate students in the program and must be filed and approved by the dean of The College of Graduate Studies.

Readmission Procedures

- Under exceptional circumstances and with the approval of the Dean of The College of Graduate Studies, a program may readmit a suspended student. In such cases, the normal six-year limitation on coursework shall be applied.
- Graduate students suspended for failing to maintain satisfactory academic progress may appeal their suspensions within one year in writing to the Graduate Council. The decision of the Council is final.
- After a period of one year, a graduate student who has been suspended for academic reasons may reapply to the College of Graduate Studies in order to begin a new degree program or to pursue studies in non-degree status. A readmitted graduate student is not permitted to register for any courses offered by the program from which he or she was academically suspended.

Grading System

The following grading system is used in reporting a final evaluation of the work of graduate students in courses or thesis research: A, B, C, D, and F. The grade point equivalents are 4, 3, 2, 1, and 0, respectively. A graduate student may not elect to take a course under the credit/no credit option.

Grades of D and F carry no graduate credit but will be used to determine the student's grade point average. Failure will normally be indicated by a D; a grade of F indicates that the student has not achieved even a minimum grasp of the essentials of the course. A grade of F can also result from failure to withdraw officially from a course (see Change of Registration (p. 644) and Reduction/Refund of Fee Charges Upon Withdrawal (p. 656)). A student has the privilege of repeating a course once, but the repetition is treated merely as another course, along with the first, in calculating the student's grade point average. Any course grade of D or F must be repeated and passed with a grade of A or B.

Upon transfer to a new graduate program, a student with concurrence of the advisor, program director and department chair, may petition to the dean of Graduate Studies for the exclusion from the calculation of the student's grade point average previous courses that do not apply to the new degree program. The grades will be removed from the GPA calculation but will remain on the transcript. In no case may courses be excluded from the calculation of the grade point average once a graduate degree has been conferred.

Graduate workshops are graded on an S/U (satisfactory/unsatisfactory) basis.

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.

A grade of W represents a withdrawal properly processed at any time from the end of the full-refund period through the last day to withdraw with a W (as published in the Academic Calendar for each semester). Withdrawal after the designated date (or an improper withdrawal) is recorded as F. Withdrawal thereafter (or improperly done, at any time) is recorded as F. If the grade resulted from circumstances over which the student had no control, the student may petition the dean of the College of Graduate Studies for a late withdrawal. Any grade of F assigned because of absence may be reviewed upon petition to the dean of The College of Graduate Studies. Where withdrawals change the student's status from full-time to part-time, the student immediately forfeits any privileges contingent upon full-time status, and all interested parties will be notified by the appropriate university officials.

In the case of thesis work, independent study, and other courses where research or scholarship is still in progress at the time grades are to be reported, a PR may be reported in place of a conventional grade. The PR grade is intended to indicate that it is the nature of the scholarship rather than the student's ability to complete the work that is preventing the issuance of a conventional grade. A PR grade must be converted to a regular grade prior to graduation. However, a PR grade can remain on the student's permanent record if the course is not needed. A PR grade in and of itself will not prevent a student from graduating.

AU signifies that the student was enrolled in the class as an auditor.

Grade Changes

Applications for grade changes may be secured from the Office of Records, must be completed by the instructor, and must contain the signature of the dean of The College of Graduate Studies unless the change is from incomplete (I) or progress (PR). All grade changes must be submitted to the Office of

Records by the dean or instructor; they will not be accepted from the student. In no case may a grade be changed for the purpose of changing the grade point average of the completed degree after a student has received a graduate degree.

Intrauniversity Transfer (Change of Curriculum)

A student must request in writing a transfer from one graduate program to another. A transfer is not complete until an advisor in the program to which the student is transferring has been appointed and has accepted the student as an advisee, and when the change has been reported to and approved by the dean of The College of Graduate Studies. In such cases of transfer, courses taken in the original curriculum that also apply toward the degree in the new curriculum will be accepted. The student's academic record and grade point average will reflect all graduate courses taken.

Auditing Courses

A graduate student may register for and attend any course as an auditor. An auditor is not held responsible for the regular classwork, class attendance, and preparation of assignments and receives no credit for the course. The student pays the regular tuition as well as any other applicable fees for the course(s) audited. Assistantships and scholarships do not cover audited courses. Audit courses are carried in a student's load only for fee purposes. A student who has registered for a course for audit may not change that status to credit after the last day to add a class. An AU may be given only to a student who has begun a course as an auditor or who has changed status to that of auditor on or before the last day to add a class.

Foreign Language Proficiency Examinations

The Department of Foreign Languages and Literatures administers proficiency examinations in the following languages:

- French,
- German,
- Italian,
- Latin,
- Russian, and
- Spanish.

The graduate student should consult the major department to learn specific degree requirements. A grade of pass or fail on the proficiency examination will be registered with the College of Graduate Studies.

It is the responsibility of neither the University nor the Department of Foreign Languages and Literatures to tutor students or to recommend tutors for these examinations.

Commencement

The Graduation application must be completed by stated deadline of the semester the student intends to graduate. Submission of the graduation application is the student's responsibility. There are two graduation ceremonies each year:

- fall commencement at the end of the first semester in December and
- spring commencement at the end of the second semester in May.

Please refer to the "Special Purpose Fees and Service Charges" list as well as the section titled "Other Fees" for information about the graduation fee. The Graduation application can be accessed through *My YSU*.

Posthumous Degrees

A deceased student who was enrolled in an undergraduate, graduate or doctoral degree program at the University at the time of his/her death may be recommended for a posthumous degree by a faculty member,

department chairperson, or dean of the appropriate college or academic unit. A recommendation must be in writing and proceed, respectively, for approval as follows:

- faculty member to chairperson,
- chairperson to Dean,
- Dean to Provost and
- Vice President of Academic Affairs.

The Provost and Vice President of Academic Affairs will notify the Registrar if the recommendation is approved.

In order for a posthumous degree to be awarded, a student must be in good academic standing and have substantially completed the applicable degree requirements. Substantial completion means:

- For undergraduate degrees and master degrees without a thesis requirement, the student must be within one semester of completing all coursework and degree requirements.
- For doctoral programs and master degree programs with a thesis requirement, the student must be within one semester of completing all coursework and degree requirements; and the student must have completed a full draft of his/her thesis to the satisfaction of his/her thesis chairperson.

If approved, the appropriate Dean will notify the immediate family of the student who may choose to have the diploma presented at commencement or in a private ceremony. If the diploma will be presented at commencement, it will occur at the next feasible commencement.

Diplomas for posthumous degrees will be identified as "Awarded Posthumously."

Visiting Graduate Students

A visiting graduate student is defined as one who is completing graduate academic work at Youngstown State University for credit at another university. All visiting graduate students shall be required to be granted visiting student status while engaged in academic work at YSU. Applications for visiting student status are available from the College of Graduate Studies. Visiting student status shall provide access to the following campus resources (fees may be required):

- a YSU identification card;
- access to campus buildings and laboratories, including computer labs;
- use of library facilities; and
- campus parking.

The Code of Student Rights, Responsibilities, and Conduct

Youngstown State University is "a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership..."

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We:

- value ethical behavior in scholarly and other endeavors;
- believe in the dignity and worth of all people;
- strive to foster an appreciation of, and respect for, differences among the human race; and
- celebrate the diversity that enriches the University and the world." (Excerpt from YSU core values.)

As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the University's purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the University and is held responsible for compliance with them. All members of the University community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the University.

The policies and regulations as outlined in *The Code of Student Rights, Responsibilities, and Conduct* (hereafter referred to as *The Code*) have been established to ensure a positive educational experience for every student. *The Code* serves as an official University document that outlines conditions and regulations considered essential to the effective functioning of the University.

The student conduct process at Youngstown State University adheres to procedural due process and is intended to be part of the educational process at the University. This student conduct process provides a forum for the impartial and expedient resolution of misconduct in the University community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the University's commitment to developing integrity, respect, and responsibility among all students. *The Code* is available online at the YSU website or in hard copy from the Office of Student Life.

Student Fees and Charges

See Student Fees and Charges below for current figures.

Payment of Tuition and Fees

Student accounts are billed each semester. Tuition statements are sent out electronically, and an e-mail is sent each time a bill is issued. Current account information – including charges, payments, and refund amounts – is available online via the MyYSU Portal. Tuition statements may also be printed from this site.

Students are expected to have their student accounts in a paid status prior to attending the first class meeting for a term. In order to have a student account in a "paid status," students must be either paid in full for the term or officially signed up and paid the first payment on the approved payment plan. Late and/or partial payments are subject to late payment fee assessment. You are strongly encouraged to pay your bill online. You may also make payment:

- in person at the payment windows on the second floor of Meshel Hall. Cashier Office Hours are Monday through Friday 10:00 a.m. - 2:00 p.m.
- via the payment drop box also located on the second floor of Meshel Hall, or
- by mail to the Office of University Bursar (One University Plaza, Youngstown, OH 44555).

You may pay by check (made payable to Youngstown State University) or with Visa, MasterCard, or Discover. Effective July 1, 2012, there is a 2.75% convenience fee minimum \$3.00 for payments made by credit card. If you deliver a check in person, mail it, or place it in the payment drop box, you authorize us to convert that check to an electronic Automated Clearing House (ACH) transaction. That check will then appear on your monthly bank statement as an Electronic Debit. If you do not wish to have your paper check converted to an ACH, you must present it in person or select an alternative payment method (for instance, credit card).

A payment plan is also available that will allow you to spread your payments out over a longer period. Payment plan enrollment must be processed online and requires an initial payment at the time of enrollment. There is a fee for enrollment in the payment plan, and late payments are subject to late payment fee assessment.

Students are solely responsible for timely payment of their tuition and fees. In the event that the account becomes past due, the University reserves the

right to withhold services (e.g., transcripts, diplomas, registration, and other University services) until the past-due balance is paid in full. If full payment cannot be obtained, then the delinquent balance must be turned over to the Ohio Attorney General's Collection Enforcement Office for collection and it will be reported to the Credit Bureau. Once an account becomes delinquent, the student will be required to pay in advance of registering for subsequent terms. An account turned over to the Attorney General will incur interest and collection expenses which must be paid before any of the adverse sanctions can be removed.

Your enrollment at the University creates a contract between you and YSU. If you choose not to attend the University, you must officially withdraw from all courses by the 14th day to receive 100% refund or reduction of charges (see refund policy below). All days of the week are counted, including weekends and holidays, to determine the 14th day. Please be advised that all University offices are not open on weekends and holidays; thus, online withdrawal may be required.

If you decide to withdraw from the University once you have enrolled, you must access the registration functions through the MyYSU Portal.

Fees

The Board of Trustees of Youngstown State University has pledged to make every effort to keep the required fees as low as is consistent with providing quality education. It is intended that fees not be adjusted more often than annually and that fee changes be announced in the spring or early summer. The Board of Trustees does, however, reserve the right to change any fee, charge, or fine without notice if conditions warrant.

See Students Fees and Charges. An explanation of each follows.

Tuition

The sum of the instructional fee, the general fee, and the information services fee constitutes tuition.

Instructional Fee

This fee is assessed to all students each term. The rate is per academic semester hour of credit for one to 12 credits or for more than 18 credits; it is a flat rate for students registering for 12 to 18 credits during one term. Students registering for 18 or more credits pay the flat rate plus the per-credit rate for each credit over 18. This fee supplements the state subsidy and is a source of revenue for the University's educational and general fund.

Audited Courses

Students may audit courses (i.e., register to take a course without receiving credit). The fee for auditing a course is the same as if the course were taken for credit.

General Fee

This fee is also assessed to all students each term; the rate depends upon the number of credits registered for. This fee is for non-instructional services such as Kilcawley Center, intercollegiate athletics, intramural sports, performing artists and lecture programs, student government, and the Career Services Office.

Non-Resident Tuition Surcharges

As noted above, all students pay the instructional fee, the general fee, and the information services fee. Those students who are not legal residents of Ohio must pay a surcharge in addition. Students who are residents of the Affordable Tuition Advantage area pay a lesser surcharge than do students who are legal residents of other states and/or areas. The Affordable Tuition Advantage area includes the counties of Chautauqua, New York; Armstrong, Clarion, Fayette, Forest, Greene, Indiana, Jefferson, and Warren counties in Pennsylvania; and Brooke, Hancock, Marshall, and Ohio counties in West Virginia. Also included

Pennsylvania counties of: Allegheny, Beaver, Butler, Crawford, Erie, Lawrence, Mercer, Venango, Washington, and Westmoreland.

Information Services Fee

This fee is charged to all students each term. It is applied on a per-credit basis to provide information technology infrastructure and services across campus, including the new Student Information Systems, wireless connectivity, classroom technology, and a continuous strengthening and securing of the computing and networking environment. It provides support for technology enhancements and initiatives contained within the IT Master Plan, supporting the vision to keep pace with an evolving, interactive, student-centered and collaborative electronic learning environment.

College Fee

This fee is designed to recognize the differential cost of instruction among colleges. Examples of use include research instrumentation, enhanced teaching equipment, specialized software, specialized information resources (databases), maintenance and repair of capital equipment, technical and laboratory personnel support, and lab and instructional space upgrades.

Credit by Examination Fee

A fee is charged for each course for an individual examination provided by an academic department to determine whether a student can be given academic credit for his or her knowledge of the course material. The fee must be paid before the test can be taken. This fee is charged on a per-credit basis.

Graduation Fee

This nonrefundable fee is assessed when students apply to graduate to cover costs associated with graduation. If a student defers graduation and has paid the fee, the payment remains valid for the two academic terms following the term of application. Should a student graduate with more than one degree at a time, the fee will only be charged once.

Late Add Fee

Late adds will be granted on an exceptional basis only and there will be a late-add fee assessed for each course added after the add deadline. This fee is nonrefundable and cannot be appealed.

Late Application for Graduation

Application for Graduation must be submitted within the first three weeks of the term. Applications submitted after this date will be assessed a non-refundable late fee.

Late Payment Fees

Payment of a bill received after the due date results in assessment of a late payment fee. All fees and charges billed must be paid in full. Partial payments will result in assessment of a late fee. Payment plan participants who do not pay their scheduled payment amount by the due date are also subject to assessment of a late payment fee.

Late Registration Fee

A fee is charged a currently enrolled student who fails to register for the next term at the assigned time and later registers at the time assigned new or returning students.

Transportation Fee

This fee is charged to all students each term registered for six or more credit hours in courses designated as on-campus. This fee will allow students to receive a parking permit (at no additional charge). Students must request the permit via MyYSU portal; the permit will give them unlimited access to shuttle service and admission into designated parking areas. The transportation fee supports the operating and maintenance costs of campus parking facilities, roadways and sidewalks, as well as student shuttle service. The fee does not guarantee an available space in any particular lot. Some facilities are restricted (e.g. for students only, for faculty and staff only, or resident hall residents

only). The current Driving and Parking Regulations pamphlet and parking lot map should be consulted. The transportation fee is refundable only if the student has less than 6 credit hours (in courses designated as on-campus courses) by the last day of the 100% tuition refund period AND they return the permit access card and validation sticker within five days of either the withdrawal date or the last date of the 100% tuition refund period-whichever is earlier. The transportation fee is non-refundable after the 100% tuition refund period and cannot be appealed.

Optional Parking Fee

This fee is optional each term for students registered for less than six credit hours in courses designated as on-campus. This fee is charged, upon request of the parking permit via MyYSU portal – and will appear on students' accounts as a "parking fee." The "optional" fee and parking permit will also allow the student to have unlimited access to shuttle service. Students requesting the parking permit after the 14th day of the term will not have the permit issued or shuttle services made available until payment of the fee. The fee supports the operating and maintenance costs of campus parking facilities, roadways and sidewalks, as well as student shuttle service. The fee does not guarantee an available space in any particular lot. Some facilities are restricted (e.g. for students only, for faculty and staff only, or resident hall residents only). The current Driving and Parking Regulations pamphlet and parking lot map should be consulted. The fee is refundable only if the student returns the permit access card, validation sticker, and has less than six credit hours in courses designated as on-campus within five days of either the withdrawal date or the last date of the 100% tuition refund period, whichever is earlier. This fee is non-refundable after the 100% tuition refund period and cannot be appealed.

A daily fee is charged anyone without a permit who wishes to park in facilities designated for cash business. Persons other than employees and students who are on campus for a short period of time to conduct business may park in one of the visitors' lots if space is available.

Performance Music Fee

This fee is charged in addition to the regular tuition. It is assessed students taking music lessons and is applied on a per-credit basis.

Processing/Matriculation Fee

All first-time students will be assessed a non-refundable processing/matriculation fee to cover costs incurred for the use of University facilities, the development of publications, and other program/registration costs. Students are able to pay the fee by using the invoice located in their orientation packet or it will be billed electronically. If a student decides not to attend the University, he/she is still responsible for paying this fee.

Proficiency Examination Fee

A fee is charged for an examination provided by an academic department to determine a student's proficiency for some reason other than assignment of academic credit. If academic credit is to be awarded, the credit by examination fee applies and not this fee.

Technology/Laboratory Materials Fee

This fee is designed to partially offset expenses associated with courses that make use of supplies, equipment or personnel support beyond that associated with typical lecture courses. Examples include chemical supplies, engineering equipment, computers, software, and lab monitors.

Testing Fees

The University Office of Testing supervises a variety of special tests used for admission to college, graduate, or professional schools. The fees are established by the agencies responsible for the tests. Students are advised to contact the Testing Office for information and to make reservations.

Transfer Matriculation Fee

All new transfer students will be assessed a non-refundable processing/matriculation fee to cover costs incurred for the use of University facilities, the development of publications, and other program/registration costs. Students cannot prepay this charge; it will be billed electronically. If a student decides not to attend the University, he/she is still responsible for paying this fee.

graduate Application Fee

This fee is charged to every new applicant for admission. This fee is non-refundable. Former students do not have to pay to apply for re-admission.

Service Charges

Computer-Based Placement Re-Test Fee

A nonrefundable fee is charged each time a computer-based placement test is retaken.

Identification Card Replacement Charge

A nonrefundable charge is made for replacement of an ID card.

Payment Plan Enrollment Fee

A nonrefundable fee is charged for enrollment in the payment plan. All tuition and fees are due in full by the payment due date unless the student enrolls in the payment plan.

Physical Education Activity Charge

Certain activity courses (e.g. bowling, skiing, ice skating, scuba diving) are available only upon the payment of a charge sufficient to cover the cost of the facility or transportation. These charges are set by the operator of the facility, are paid by the student to that operator (not to the University), and are in addition to any other applicable fee.

Housing Charges

University housing is available for the academic year and summer terms. The academic year contract includes fall and spring terms. Charges are billed each semester. The housing contract includes room and full meal plan. In addition to the charge for service, a security deposit is required. Payment and refunds are as scheduled in the housing contract. Meal plans are also available for students who are not residents in University Housing.

PC Remediation Service Fee

Fee assessed for removal of all spyware and viruses from the PC and for installing the most current updates to applications and the operating system to help reduce the risk of future attacks. The first two PC remediation services are provided free of charge to current YSU students; the fee only applies to remediation performed beyond the first two free services.

Data Recovery Service Fee

Fee assessed to recover data and/or transfer data that was successfully recovered onto a media device provided by the students i.e. flash drive, hard drive, or DVD. No fee assessed unless some or all of the data is recovered. Note: If it is necessary to remove the hard drive from the PC in order to recover data, the Tech Desk will NOT be able to perform the service, and no fee will be charged to the student.

Returned Check, ACH (Electronic Check), or Credit Card Charge

A charge is levied on anyone whose check, ACH, or charge is returned unpaid by the bank. If any late payment results therefrom, the applicable fee is also assessed. Failure to pay billing of return check, ACH, and/or charge within six days; and/or a second check, ACH, or charge return will result in the University not accepting this type of payment at any of its collection points and may subject the student to financial suspension for the term.

Student Locker Rental

A limited number of lockers are available in various buildings for the convenience of commuting students. Locker payments and assignments are made in Kilcawley Center.

Thesis-Binding Charge

A charge is made for each copy of a thesis or dissertation bound by the William F. Maag, Jr. Library.

Transcript of Credits Charge

There is a charge for normal transcript processing requests as well as rush or overnight express requests issued by the Office of Records. Transcripts will not be issued for anyone with outstanding debts owed to the University.

Fines

Parking Violation Fine

Parking without a permit, parking in unauthorized areas and other offenses as identified in the *Parking Regulations* brochure will result in the issuance of a citation against the vehicle and its owner, or against the student responsible for the vehicle (e.g., a student driving a parent's car). Payment of a fine removes the citation. In certain cases, vehicles may be towed. See the regulations (<https://cms.ysu.edu/administrative-offices/parking-services/rules-regulations>) for detailed information.

Library Fines

Fines are assessed for failure to return books on time as stipulated or for the unauthorized removal of a reserved book. Willful damage or defacement of library materials or other property is a violation of state law and is punished as such.

Student Code of Conduct Violation

Fines may be assessed to students who have violated the Student Code of Conduct. These fines can be assessed by the Student Conduct Administrator or the Student Conduct Board after a disciplinary hearing. For a complete list of the possible fines that could be assessed to a student who is found responsible, please visit the Student Conduct Office website at <http://cms.ysu.edu/administrative-offices/student-conduct/welcome-student-conduct>.

Reduction/Refund of Fees and Charges Upon Withdrawal

To withdraw from a single course, or from all courses (complete withdrawal), it is necessary to access the registration functions online via the MyYSU Portal – Registration. It is the student's responsibility to confirm that the withdrawal was correctly processed, and the course(s) is (are) deleted. Nonattendance of class, or notification to the instructor or department, does not constitute official withdrawal.

Effective Summer 2009, if a student is permitted to withdraw from the University or if a student reduces his or her academic load, a refund of the tuition charge, and the nonresident tuition surcharge, where applicable, shall be made in conformity with the following schedule for regularly scheduled courses:

Note: For a complete withdrawal from any term, all applicable fees, fines, and penalties will be deducted from any refunds. If fees were paid by scholarship, loan or grant-in-aid, the appropriate credit will be issued to the fund from which the initial payment was made. Student accounts paid with financial aid may be subject to a financial aid repayment. No refunds will be issued until after the 15th day of the term.

If the student withdraws after the prescribed time limits (as indicated above), all tuition and other applicable fees and charges are forfeited.

If fees were paid by scholarship, loan or grant-in-aid, the appropriate credit is issued to the fund from which the initial payment was made. Refunds are calculated for Title IV recipients who completely withdraw during the first 60% of the semester.

Title IV financial aid funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance was awarded. If a student completely withdraws on or before the 60% point in time of the period of enrollment, calculated using calendar days, a portion of the federal aid awarded (Federal Pell, SEOG, Perkins Loans, Direct Loans, and PLUS Loans – but not Federal Work Study) may need to be returned according to the provisions of the Higher Education Amendments of 1998. This recalculation may result in the student's owing a balance to Youngstown State University and/or the federal Department of Education.

Any withdrawal, or reduction in academic hours **after** the schedule outlined above will not be entitled to a reduction of charges and/or refund unless an Application for Involuntary Withdrawal is submitted and approved by the Fees and Charges Appeal Board. All decisions made by this board are final and binding.

If a student withdraws for reasons beyond his or her control (e.g., illness, military service, job transfer, or shift change imposed by the employer that creates a direct conflict with the class schedule), the fee charges may be reduced in proportion to the number of weeks enrolled, upon submission and approval of an application for involuntary withdrawal.

An application for involuntary withdrawal can be processed only for courses in which the student has already received a grade of "W" (withdrawn). Applications for involuntary withdrawal will be considered only for terms falling within the immediately preceding **one-year time period** (3 semesters). Appeals pertaining to terms beyond this one-year time limit will not be accepted. All applications for involuntary withdrawal must be documented, and are processed only by mail on forms provided by Office of University Bursar. Address such correspondence to:

Fees and Charges Appeals Board
c/o University Bursar
Youngstown State University
One University Plaza
Youngstown, OH 44555

Title IV Credit Balance Refunds

Title IV students who meet all eligibility requirements at least 10 days before the start of a payment period and whose funds could have been disbursed and those disbursed funds would have created a Title IV credit balance will receive a refund no later than the seventh day of the payment period. The amount of the refund will be the lesser of the amount of the presumed credit balance or the amount needed to purchase books and supplies as determined by Youngstown State University. Refunds are sent as direct deposit to the student's bank account. A direct deposit profile must be set up via the MyYSU portal. Checks to the current address will be sent if no direct deposit is set up.

Student Fees and Charges

Effective Fall 2016

(Instructional Fee, General Fee, and Information Services fees are required of all students except where noted).

Graduate Tuition:

1 to 11	\$414.80	per credit hour
12 to 18 credits	\$4,977.60	per semester
Credits over 18	\$414.80	per credit hour
Master of Fine Arts	\$541.00	per credit hour
Master of Public Health	\$565.00	per credit hour
New Row		

Graduate Workshops Special Tuition Rates:

In-State Participant	\$150.64	per credit hour
Non-Regional Participant	\$160.64	per credit hour
New Row		

Doctoral Tuition:

1 to 11 credits	\$414.80	per credit hour
12 to 18 credits	\$4,977.60	per semester
Credits over 18	\$414.80	per credit hour

Nurse Anesthetist Program Surcharge \$ 2,895.29 per semester

General Fee Graduate

(Note: General Fee is waived for Beeghly College of Education Off-Campus Graduate Work in Professional Education).

1 to 11 credits	\$56.97	per credit hour
12 to 18 credits	\$683.64	per semester
Credits over 18	\$56.97	per credit hour

Information Services Fee

1 to 11 credits	\$10.00	per credit our
12 to 18 credits	\$120.00	per semester
Credits over 18	\$10.00	per credit hour

Non-Resident Tuition Surcharge Information (As noted above, all students pay the instructional fee, the general fee, and the information services fee. Those students who are not legal residents of Ohio must pay an additional non-resident tuition surcharge. Students who are residents of the Affordable Tuition Advantage area pay a lesser surcharge than do students who are legal residents of other states and or areas. The Affordable Tuition Advantage Area includes the New York counties of Chautauqua; Pennsylvania counties of Allegheny, Armstrong, Beaver, Butler, Clarion, Crawford, Erie, Fayette, Forest, Greene, Indiana, Jefferson, Lawrence, Mercer, Venango, Warren, Washington, Westmoreland; and West Virginia counties of Brooke, Hancock, Marshall, and Ohio.

Affordable Tuition Advantage Surcharge

1 to 11 credits	\$10.00	per credit hour
12-18 credits	\$120.00	per semester
Credits over 18	\$10.00	per credit hour
New Row		

Non-Regional Service Area Surcharge Graduate and Undergraduate: (Includes on-campus students who are out of state and out of the Affordable Tuition Area)

1 to 11 credits	\$250.00	per credit hour
12 to 18 credits	\$3,000.00	per semester
Credits over 18	\$250.00	per credit hour

Distance Learning Out of State Fees (Includes students who are enrolled in distance education programs who are out of state and out of the Affordable Tuition Area).

Undergraduate and Graduate 12-18 credit hours bulk rate

Level 1	\$3,122.40
Level 2	\$3,194.40
Level 3	\$3,338.40

Level 4	\$3,518.40
Level 5	\$3,698.40

Undergraduate and Graduate 1-11 credit hours and over 18 credit hours

Level 1	\$260.20
Level 2	\$266.20
Level 3	\$278.20
Level 4	\$293.20
Level 5	\$308.20

Beeghly College of Education Fee:

(only applies to off-campus Graduate Work in Professional Education)

Regional Delivery Fees (per credit hour and per course).

Level 1	\$10.00	per course
Level 2	\$20.00	per course
Level 3	\$35.00	per course
Level 4	\$60.00	per course
Level 5	\$75.00	per course
Level 6	\$100.00	per course
Level 7	\$125.00	per course
Level 8	\$160.00	per course

Housing Charges

Room and Board per academic year: \$8,990.00 (Payable as follows: \$4,495.00 Fall semester, and \$4,495.00 Spring semester)

Residence Hall Security Deposit - Paid First Semester \$200.00 (If a resident does not stay through Spring semester, the \$200 deposit is forfeited.)

Single Room Surcharge \$ 900.00 per semester

Student Housing during academic breaks

1 to 3 days (no meals, per day) \$ 26.00

Per week (includes 7 meals per week) \$ 205.00

Summer Room and Board (includes 10 meals per week) \$ 260.00

Apartments (room only, per person, per week) \$ 205.00

Voluntary Board Plan (students not in University housing) please call Dining Services at Ext. 3391.

Weller House Apartments (room only) \$ 7,140.00 per academic year

Courtyard Apartments (room only, per person)

- 1 Bed / 1 Bath \$780 per month
- 2 Bed / 2 Bath \$660 per month
- 4 Bed / 2 Bath \$570 per month

Other Fees, Charges, and Fines

A.C.T. Test	\$55.00
Check Replacement Fee	\$25.00
Child Preschool	\$150.00
Laboratory Fee	
College Level Examination Program Test Fee (C.L.E.P.)	\$25.00
Community Counseling Client Fees (per client):	

Level 1	\$1.00
Level 2	\$5.00
Level 3	\$10.00
College Over Sixty Registrarion Fee	\$5.00

Computer-Based Placement Re-Test	\$20.00 per test
Counseling Prep Comprehensive Exam (CPCE)	\$40.00

Course Fees:

Lab & Materials Fee Level 1 \$35.00 per course

Lab & Materials Fee Level 2 \$50.00 per course

Lab & Materials Fee Level 3 \$65.00 per course

Lab & Materials Fee Level 4 \$300.00 per course

Lab & Materials Fee Level 7 \$20.00 per course

Lab & Materials Fee Level 8 \$85.00 per course

Lab & Materials Fee Level 9 \$25.00 per course

Lab & Materials Fee Level 10 \$200.00 per course

Lab & Materials Fee Level 11 \$350.00 per course (cooperative charge)

Lab & Materials Fee Level 12 \$300.00 per course

Lab & Materials Fee Level 13 \$100.00 per course

First Year Experience (Undergrad Only) \$35.00 per course

Credit by Examination \$ 20.00 per credit hour

(Credit awarded for courses based upon the successful completion of a test administered by an academic department at Y S U. The course title appears on the transcript but no grade is listed)

Credit Card Convenience Fee (student accounts only) 2.75% minimum \$3.00

Duplicate Diploma Fee \$40.00

Equipment & Materials Replacement Fee \$ Market Value

Federal Background Check \$28.00

Finger Printing Fee (per occurrence) \$37.00

Graduation fee \$65.00

Graduation fee late application (after 3rd wk. of term) \$38.50

Graduate student admissions application fee \$45.00

Installment payment plan \$45.00 maximum fee

International Graduate Student Credential Evaluation	\$45.00	
International Student Health Insurance (pass-thru, set by insurance carrier)	\$ Variable	
Internal Revenue Service/1098T IRS penalty for incorrect name/SSN match	\$100.00	
Late payment fee	\$50.00 for each month account past due	
Late registration fee	\$75.00	
Late class add fee	\$50.00 per course	
MAT test	\$90.00	
Ohio Attorney General payment/collection fee	\$ Variable	
Parking & Transportation Fees:	Mandatory if enrolled in 6 or more credit hours on campus	
Students, Fall/Spring Terms	\$115.00	
Students, Summer Term	\$58.00	
Parking Permits:	optional if enrolled 0-5 credit hours	
Students, Fall/Spring Terms	\$115.00	
Students, Summer Term	\$58.00	
Parking per day without permit	\$5.00	
Processing/Matriculation Fee (Undergraduate)	\$80.00	
Processing/Matriculation Fee (Transfer Students)	\$35.00	
PC Data Recovery Service Fee	\$100 per occurrence	
PC Remediation service fee 9if 3 or more occurrences per sem)	\$75.00	
Peace Officer Training Academy fee	\$300.00	per semester
Photo ID replacement charge	\$25.00	
Physical Therapy Doctoral Acceptance Deposit	\$500.00	
Proficiency Examination	\$45.00	per course
Program Fees:		
Bachelor of Science in Engineering New Row	\$50.00	per semester
Bachelor of Arts in Telecommunications Studies	\$35.00	per course
Art Usage Fee	\$29.00	per course
Performance Music Fee	\$75.00	per credit
MBA Program Fee	\$50.00	per credit
Master in Early Childhood Education (per credit hour)	\$30.00	per credit

Web-Based Course fee (Distance Learning Fee)	\$75.00	per course
Reading Tutoring Fee	\$38.00	per course
Return check or Credit Card Fee	\$30.00	
Rich Autism Center Pre-School Programs	\$125.00	per week
Student Locker Rental	\$25.00	per week
Student Health Insurance	Go To: http://healthclinic.yzu.edu	
Study Abroad Fee:		
Level 1	\$45.00	per semester
Level 2	\$75.00	per semester
Level 3	\$150.00	per semester
Thesis Binding	\$25.00	
Transcript Fee	\$60.00	
Transcript Rush Fee	\$12.00	same day processing, US mail or in person
Transcript Rush Fee	\$35.00	overnight express
Undergraduate Admissions Application Fee (first-time applicant)	\$45.00	
Undergraduate Admissions Application fee (former student returning)	\$0.00	
Youngstown Early College (per credit hour)	\$106.00	
Youngstown Early College (full time bulk rate, 12-18 cr.hrs)	\$1,272.00	

Parking Violations

Parking Violations: Class 1 – Minor violations: 1st offense \$25; 2nd offense \$30; 3rd offense \$35

Class 2 – Major violations \$100 - Class 3 – Legal violations \$150

For more information go to Parking Violations Information (http://web.yzu.edu/gen/ysu/Parking_Violations_m793.html).

MAGG Library & Curriculum Resource Center Fines & Fees

Overdue charges and loan periods differ by type of materials:

- **Most Library Books, CDs, Videos:** No daily fines. At (15) days past due: \$10.00 processing fee plus the item replacement cost.
- **OhioLINK Materials:** Fine \$0.50 per day to a maximum of \$15.00, plus a \$35.00 processing fee and \$75.00 item replacement cost.
- **Reserves, MMC All Other, CRC Non-Print:** \$0.55 per hour/day to a maximum of \$11.00, plus a \$10.00 processing fee and the item replacement cost.

For further Circulation policy details, visit MAAG Circulation Policy (<http://www.maag.yzu.edu/loanperiod>).

Student Fines for Violations of the Student Code of Conduct

Failure to attend Student conduct Conference of Hearing \$25.00; Failure to complete a disciplinary sanction \$25.00; Restitution for lost/stolen/damaged property while in possession \$50 plus restitution.

Substance Abuse Violation: 1st Offense \$75.00; 2nd Of fence \$125.00; 3rd Offense \$175.00.

Drug/controlled substance use/possession/unauthorized prescription drug: 1st Offense \$100.00; 2nd Offense \$150.00; 3rd + Offense \$250.00

Serious Violations of The Student Code of Conduct: Violent/threatening behavior \$150.00; Theft \$150.00; Weapons \$150.00; Drug sales/distribution \$250.00; Other fines corresponding to the nature of the violation up to \$250.00

THE UNIVERSITY RESERVES THE RIGHT TO CHANGE ANY FEE WITHOUT NOTICE.

Payment of Tuition and Fees

Student accounts are billed each semester. Tuition statements are sent out electronically, and an e-mail is sent each time a bill is issued. Current account information—including charges, payments, and refund amounts—is available online via the *MyYSU* Portal. Tuition statements may also be printed from this site.

Students are expected to have their student accounts in a paid status prior to attending the first class meeting for a term. In order to have a student account in a "paid status", students must be either paid in full for the term, or officially signed up and paid the first payment on the approved payment plan. Late and/or partial payments are subject to late payment fee assessment. You are strongly encouraged to pay your bill online. You may also make payment:

- in person at the payment windows on the second floor of Meshel Hall,
- via the payment drop box also located on the second floor of Meshel Hall, or
- by mail to the University Bursar (One University Plaza, Youngstown, OH 44555).

You may pay by check (made payable to Youngstown State University) or with Visa, MasterCard, American Express, or Discover. Effective July 1, 2012 there is a 2.75% convenience fee for payments made by credit card. If you deliver a check in person, mail it, or place it in the payment drop box, you authorize us to convert that check to an electronic Automated Clearing House (ACH) transaction. That check will then appear on your monthly bank statement as an Electronic Debit. If you do not wish to have your paper check converted to an ACH, you must present it in person, or select an alternative payment method (for instance, credit card).

A payment plan is also available that will allow you to spread your payments out over a longer period. Payment plan enrollment must be processed online and requires an initial payment at the time of enrollment. There is a fee for enrollment in the payment plan, and late payments are subject to late payment fee assessment.

Students are solely responsible for timely payment of their tuition and fees. In the event that the account becomes past due, the University reserves the right to withhold services (e.g., transcripts, diplomas, registration) until the past-due balance is paid in full. If full payment cannot be obtained, then the delinquent balance must be turned over to the Ohio Attorney General's Collection Enforcement Office for collection and it will be reported to the Credit Bureau. Once an account becomes delinquent, the student will be required to pay in advance of registering for subsequent terms. An account turned over to the Attorney General will incur interest and collection expenses which must be paid before any of the adverse sanctions can be removed.

Your enrollment at the University creates a contract between you and YSU. If you choose not to attend the University, you must officially withdraw from all courses by the 14th day to receive 100% refund or reduction of charges (see refund policy on page 44). All days of the week are counted, including weekends and holidays, to determine the 14th day. Please be advised that all University offices are not open on weekends and holidays; thus, online withdrawal may be required.

If you decide to withdraw from the University once you have enrolled, you must access the registration functions through the *MyYSU* Portal (www.yzu.edu) (<http://www.yzu.edu>).

Fees Tuition

The sum of the graduate instructional fee, the general fee, and the information services fee constitutes tuition.

Graduate Instructional Fee

This fee is assessed to all students each semester. The rate is per academic semester hour of credit of registration. This fee supplements the state subsidy and is revenue of the University's Educational General Fund.

General Fee

This fee is also assessed of all students each semester; the rate depends upon the number of credits for which the student is registering. This fee is for non-instructional services, such as:

- Kilcawley Center
- intercollegiate athletics
- intramural sports
- performing artists and lecture programs
- Student Government
- Career Services

Nonresident Tuition Surcharge

As stated, all students pay the instructional fee, the general fee, and the information services fee. Those students who are not legal residents of Ohio also must pay a surcharge.

Performance Music Fee

This fee is in addition to the regular instructional fee. It is assessed to students taking music lessons and applied on a per-credit basis.

Information Services Fee

This fee is charged to all students each term and is applied on a per-credit basis to provide information technology infrastructure and services across campus, including the new Student Information Systems, wireless connectivity, classroom technology, and a continuous strengthening and securing of the computing and networking environment. It provides support for technology enhancements and initiatives contained within the IT Master Plan, supporting the vision to keep pace with an evolving, interactive, student-centered and collaborative electronic learning environment.

Technology/Laboratory Materials Fee

This fee is designed to partially offset expenses associated with courses that make use of supplies, equipment, or personnel support beyond that associated with typical lecture courses. Examples include:

- chemical supplies
- engineering equipment
- computers and software
- laboratory monitors

Beeghly College of Education Regional Delivery Fee

This fee is applied to off-campus graduate programs offered by the Beeghly College of Education. It supports coordination and effective delivery of the off-campus program, recruitment and professional development of instructors, and/or customization of programs to meet the needs of working professionals.

Other Fees

Application Fee

A nonrefundable application fee must accompany the initial application for admission to the College of Graduate Studies.

Graduation Fee

This nonrefundable fee is assessed when students apply to graduate to cover costs associated with graduation. If a student delays graduation and has paid the fee, the payment remains valid for the two academic terms following the term of application.

Late Application for Graduation Fee

There is a fee charged for late application for graduation to anyone who applies after the third week of the semester.

Late Registration Fee

A fee is charged to a currently enrolled student who fails to register for the next term at the assigned time.

MBA Program Fee

This fee will support college-level enhancement activities and value-added MBA Program initiatives, services, and activities.

PC Data Recovery Service Fee

A fee will be assessed to attempt to recover data and/or transfer data that was successfully recovered onto a media device provided by the student, i.e. Flash Drive, Hard Drive, or DVD. No fee will be assessed unless some or all of the data is recovered. Note: If it is necessary to remove the hard drive from the PC in order to recover data, the Tech Desk will NOT be able to perform the service, and no fee will be charged to the student.

PC Remediation Service Fee

A fee will be assessed for removal of all Spyware and Viruses from the PC and for installing the most current updates to applications and the operating system to help reduce the risk of future attacks. The first two PC remediation services are provided free of charge to current YSU students, and the fee only applies to remediations performed beyond the first two free services.

Proficiency Examination Fee

A fee is charged for an examination provided by an academic department to determine a student's proficiency for some reason other than assignment of academic credit.

Transportation Fee

This fee is charged to all students each term registered for 6 or more credit hours in courses designated as on-campus. This fee will allow students to receive a parking permit (at no additional charge). Students must request the permit via MyYSU portal; the permit will give them unlimited access to shuttle service and admission into designated parking areas. The transportation fee supports the operating and maintenance costs of campus parking facilities, roadways and sidewalks, as well as student shuttle service. The fee does not guarantee an available space in any particular lot. Some facilities are restricted (e.g. for students only, for faculty and staff only, or resident hall residents only). The current Driving and Parking Regulations pamphlet and parking lot map should be consulted. The transportation fee is refundable only if the student has less than 6 credit hours (in courses designated as on-campus courses) by the last day of the 100% tuition refund period AND they return the permit access card and validation sticker within five days of either the withdrawal date or the last date of the 100% tuition refund period-which ever is

earlier. The transportation fee is non-refundable after the 100% tuition refund period and cannot be appealed.

Optional Parking Fee

This fee is optional each term for students registered for less than 6 credit hours in courses designated as on-campus. This fee is charged, upon request of the parking permit via MyYSU portal – and will appear on students' accounts as a 'parking fee'. The 'optional' fee and parking permit, will also allow the student to have unlimited access to shuttle service. Students requesting the parking permit after the 14th day of the term will not have the permit issued or shuttle services made available until payment of the fee. The fee supports the operating and maintenance costs of campus parking facilities, roadways and sidewalks, as well as student shuttle service. The fee does not guarantee an available space in any particular lot. Some facilities are restricted (e.g. for students only, for faculty and staff only, or resident hall residents only). The current Driving and Parking Regulations pamphlet and parking lot map should be consulted. The fee is refundable only if the student returns the permit access card, validation sticker, and has less than 6 credit hours in courses designated as on-campus within five days of either the withdrawal date or the last date of the 100% tuition refund period-which ever is earlier. This fee is non-refundable after the 100% tuition refund period and cannot be appealed.

A daily fee is charged anyone without a permit who wishes to park in facilities designated for cash business. Persons other than employees and students who are on campus for a short period of time to conduct business may park in one of the visitors' lots if space is available.

Fines

Fines

Parking Violation Fine

Parking without a permit, parking in unauthorized areas and other offenses as identified in the *Parking Regulations* brochure will result in the issuance of a citation against the vehicle and its owner, or against the student responsible for the vehicle (e.g., a student driving a parent's car). Payment of a fine removes the citation. In certain cases, vehicles may be towed. See the regulations (<https://cms.ysu.edu/administrative-offices/parking-services/rules-regulations>) for detailed information.

Library Fines

Fines are assessed for failure to return books on time as stipulated or for the unauthorized removal of a reserved book. Willful damage or defacement of library materials or other property is a violation of state law and is punished as such.

Student Code of Conduct Violation

Fines may be assessed to students who have violated the Student Code of Conduct. These fines can be assessed by the Student Conduct Administrator or the Student Conduct Board after a disciplinary hearing. For a complete list of the possible fines that could be assessed to a student who is found responsible, please visit Student Conduct Office (<http://catalog.ysu.edu/graduate/student-fees-charges-fines/fines/www.ysu.edu/administrative-offices/student-conduct/art-iv-sect-g>).

Service Charges

Check Replacement Fee

A nonrefundable fee is charged for each request to have a student refund check replaced.

Housing Charge

University housing is available for the academic year and summer terms. The academic year contract includes the Fall and Spring terms. Charges are billed each semester. The housing contract includes room and a flexible meal plan. A security deposit is required. Payment and refunds are as scheduled in the housing contract. Meal tickets are also available for students who are not residents of University-owned housing.

Identification Card Replacement Charge

A charge is made for replacement of an ID.

Returned Check, ACH (Electronic Check) or Credit Card Charge

A charge is made to anyone whose check, ACH, or charge card is returned unpaid by the bank. Any late payment fee applicable is also assessed. Failure to pay billing of return check, ACH and/or charge within six days and/or a second check, ACH, or charge return will result in the University's refusal to accept this type of payment at any of its collection points and may subject the student to financial suspension for the term.

Student Locker Charge

A limited number of lockers are available in various buildings for the convenience of commuting students. Payment and assignments are made at the Kilcawley Information Center.

Thesis Binding Charge

A charge is made for each copy of a thesis or dissertation bound by the Maag Library.

Transcript of Credits Charge

There is charge for normal transcript processing requests, rush, or overnight requests issued by the Office of Records. Transcripts will not be issued for students or alumni with outstanding debts owed the University. Only a student may order a transcript; however, students are cautioned that most graduate and professional schools as well as many employers accept transcripts only if sent directly by the University.

Reduction/Refund of Fee Charges Upon Withdrawal

To withdraw from a single course or all courses (complete withdrawal), it is necessary to process a change of registration through BANNER online via the MyYSU Portal—Registration. It is the student's responsibility to confirm that the withdrawal was correctly processed and the course(s) is/are deleted. Nonattendance of class, or notification to the instructor or department, does not constitute official withdrawal.

Effective Summer 2009, if a student is permitted to withdraw from the University or if a student reduces his or her academic load, a refund of the tuition charge, and the nonresident tuition surcharge (if applicable), shall be made in conformity with the following schedule for regularly scheduled courses:

Length of Course	100% Refund	No Reduction of Charges
6 weeks or more	Thru the 14th day ¹	15th day and later
Less than 6 weeks	15% of the course	More than 15% of the course

Note: Because access to change of registration is now available online 24/7, every day of the week is counted (including weekends and holidays) when calculating tuition refunds.

¹ Note: For a complete withdrawal from any term, all applicable fees, fines, and penalties will be deducted from any refunds. If fees were paid by scholarship, loan, or grant-in-aid, the appropriate credit will be issued to the fund from which the initial payment was made. Student accounts paid with financial aid awards may be subject to a financial aid repayment. No refunds will be issued until after the 14th day of the term.

If a withdrawal is after the prescribed time limits (as indicated above), all tuition and other applicable fees and charges are forfeited. All applicable fees, fines, and penalties due must be paid before the refund is paid.

State Residency Status

Place of residency for tuition purposes will be determined at the time of admission or readmission by the Office of Graduate Admissions on the basis of the residency rules stated in this section and information supplied on the Application for Admission form.

If the student has any questions about appropriate classification, at the time of application, or any time thereafter, it is the student's responsibility to immediately bring it to the attention of the Office of Undergraduate Admissions for review, as changes to resident status cannot be made retroactive if supporting documentation is received after the first day of the requested semester. Charges may be made to any student improperly classified as an Ohio resident.

Resident Status Appeal

Appeal for a change in residency classification should be made in writing to the Office of Recruitment and Admissions. The Office may require the student to complete an Application for Nonresident Tuition Surcharge Exemption form. A decision will be sent in writing to the student, who may then appeal the classification in a personal interview.

The student may request the Office of Recruitment and Admissions to arrange an appearance before the Residence Classification Board. Such appearances ordinarily occur within two weeks of the request, if possible. The Residence Classification Board's appellate decision is final.

Ohio Student Residency for State Subsidy and Tuition Surcharge Purposes

A. Intent and authority

1. It is the intent of the chancellor of the Ohio board of regents in promulgating this rule to exclude from treatment as residents, as that term is applied here, those persons who are present in the state of Ohio primarily for the purpose of receiving the benefit of a state-supported education.
2. This rule is adopted pursuant to Chapter 119 of the Revised Code, and under the authority conferred upon the chancellor of the Ohio board of regents by section 3333.31 of the Revised Code.

B. Definitions

1. "Resident" shall mean any person who maintains a twelve-month place or places of residence in Ohio, who is qualified as a resident to vote in Ohio and receive state public assistance, and who may be subjected to tax liability under section 5747.02 of the Revised Code, provided such person has not, within the time prescribed by this rule, declared himself or herself to be or allowed himself or herself to remain a resident of any other state or nation for any of these or other purposes.
2. "Financial support" as used in this rule, shall not include grants, scholarships and awards from persons or entities which are not related to the recipient.
3. An "institution of higher education" shall have the same meaning as "state institution of higher education" as that term is defined in section 3345.011

of the Revised Code, and shall also include private medical and dental colleges which receive direct subsidy from the state of Ohio.

4. "Domicile" as used in this rule is a person's permanent place of abode, so long as the person has the legal ability under federal and state law to reside permanently at that abode. For the purpose of this rule, only one domicile may be maintained at a given time.
5. "Dependent" shall mean a student who was claimed by at least one parent or guardian as a dependent on that person's internal revenue service tax filing for the previous tax year.
6. "Residency Officer" means the person or persons at an institution of higher education that has the responsibility for determining residency of students under this rule.
7. "Community Service Position" shall mean a position volunteering or working for:
 - a. VISTA, Americorps, city year, the peace corps, or any similar program as determined by the chancellor of the Ohio board of regents; or
 - b. An elected or appointed public official for a period of time not exceeding twenty-four consecutive months.

C. Residency for subsidy and tuition surcharge purposes

The following persons shall be classified as residents of the state of Ohio for subsidy and tuition surcharge purposes:

1. A student whose spouse, or a dependent student, at least one of whose parents or legal guardian, has been a resident of the state of Ohio for all other legal purposes for twelve consecutive months or more immediately preceding the enrollment of such student in an institution of higher education.
2. A person who has been a resident of Ohio for the purpose of this rule for at least twelve consecutive months immediately preceding his or her enrollment in an institution of higher education and who is not receiving, and has not directly or indirectly received in the preceding twelve consecutive months, financial support from persons or entities who are not residents of Ohio for all other legal purposes.
3. A dependent student of a parent or legal guardian, or the spouse of a person who, as of the first day of a term of enrollment, has accepted full-time, self-sustaining employment and established domicile in the state of Ohio for reasons other than gaining the benefit of favorable tuition rates. Documentation of full-time employment and domicile shall include both of the following documents:
 - a. A sworn statement from the employer or the employer's representative on the letterhead of the employer or the employer's representative certifying that the parent, legal guardian or spouse of the student is employed full-time in Ohio.
 - b. A copy of the lease under which the parent, legal guardian or spouse is the lessee and occupant of rented residential property in the state; a copy of the closing statement on residential real property located in Ohio of which the parent, legal guardian or spouse is the owner and occupant; or if the parent, legal guardian or spouse is not the lessee or owner of the residence in which he or she has established domicile, a letter from the owner of the residence certifying that the parent, legal guardian or spouse resides at that residence.

D. Additional criteria which may be considered in determining residency may include but are not limited to the following:

1. Criteria evidencing residency:
 - a. If a person is subject to tax liability under section 5747.02 of the Revised Code;
 - b. If a person qualifies to vote in Ohio;
 - c. If a person is eligible to receive Ohio public assistance;
 - d. If a person has an Ohio's driver's license and/or motor vehicle registration.
2. Criteria evidencing lack of residency:

- a. If a person is a resident of or intends to be a resident of another state or nation for the purpose of tax liability, voting, receipt of public assistance, or student loan benefits (if the student qualified for that loan program by being a resident of that state or nation);
 - b. If a person is a resident or intends to be a resident of another state or nation for any purpose other than tax liability, voting, or receipt of public assistance (see paragraph (D)(2)(a) of this rule).
3. For the purpose of determining residency for tuition surcharge purposes at Ohio's state-assisted colleges and universities, an individual's immigration status will not preclude an individual from obtaining resident status if that individual has the current legal status to remain permanently in the United States.

E. Exceptions to the general rule of residency for subsidy and tuition surcharge purposes:

1. A person who is living and is gainfully employed on a full-time or part-time and self-sustaining basis in Ohio and who is pursuing a part-time program of instruction at an institution of higher education shall be considered a resident of Ohio for these purposes.
2. A person who enters and currently remains on active duty status in the United States military service while a resident of Ohio for all other legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.
3. A person on active duty status in the United States military service who is stationed and resides in Ohio and his or her dependents shall be considered residents of Ohio for these purposes.
4. A person who is transferred by his employer beyond the territorial limits of the fifty states of the United States and the District of Columbia while a resident of Ohio for all other legal purposes and his or her dependents shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile as long as such person has fulfilled his or her tax liability to the state of Ohio for at least the tax year preceding enrollment.
5. A person who has been employed as a migrant worker in the state of Ohio and his or her dependents shall be considered a resident for these purposes provided such person has worked in Ohio at least four months during each of the three years preceding the proposed enrollment.
6. A person who was considered a resident under this rule at the time the person started a community service position as defined under this rule, and his or her spouse and dependents, shall be considered a resident of Ohio while in service and upon completion of service in the community service position.
7. A person who graduated from an Ohio high school, left the state, and returns to enroll in an Ohio public institution of higher education and establishes domicile in the state.
8. A person who returns to the state of Ohio due to marital hardship, takes or has taken legal steps to end a marriage, and reestablishes financial dependence upon a parent or legal guardian (receives greater than fifty percent of his or her support from the parent or legal guardian), and his or her dependents shall be considered residents of Ohio.
9. A person who is a member of the Ohio National Guard and who is domiciled in Ohio, and his or her spouse and dependents, shall be considered residents of Ohio while the person is in Ohio national guard service.
10. A person who is eligible, or whose benefits have been exhausted or have expired, for benefits under the Post 9/11 Veterans Educational Assistance Act of 2008 or any prior federal act establishing veterans' education benefits, who has been honorably discharged or released from service, who, as of the first day of a term of enrollment, is domiciled in Ohio, and his or her spouse and dependents, shall be considered residents of Ohio for these purposes as long as Ohio remains the state of such person's domicile.
Documentation determined to be acceptable by the institution:

- a. DD214 or other military document showing honorable discharge.
- b. Documentation of domicile shall include a copy of the lease under which the person or spouse is the lessee and occupant of rented residential property in the state; a copy of the closing statement on residential real property located in Ohio of which the person or spouse is the owner and occupant; or if the person or spouse is not the lessee or owner of the residence in which he or she has established domicile, a letter from the owner of the residence certifying that the person or spouse resides at that residence.

F. Procedures

1. A dependent person classified as a resident of Ohio for these purposes under the provisions of paragraph (C)(1) of this rule and who is enrolled in an institution of higher education when his or her parents or legal guardian removes their residency from the state of Ohio shall continue to be considered a resident during continuous full-time enrollment and until his or her completion of any one academic degree program.
2. In considering residency, removal of the student or the student's parents or legal guardian from Ohio shall not, during a period of twelve months following such removal, constitute relinquishment of Ohio residency status otherwise established under paragraph (C)(1) or (C)(2) of this rule.
3. For students who qualify for residency status under paragraph (C)(3) of this rule, residency status is lost immediately if the employed person upon whom resident student status was based accepts employment and establishes domicile outside Ohio less than twelve months after accepting employment and establishing domicile in Ohio.
4. Any person once classified as a nonresident must apply to the institution he or she attends for reclassification as a resident of Ohio for these purposes if such person in fact wants to be reclassified as a resident. It is the student's responsibility to initiate contact. Should such person present clear and convincing proof that no part of his or her financial support is or in the preceding twelve consecutive months has been provided directly or indirectly by persons or entities who are not residents of Ohio for all other legal purposes, such person shall be reclassified as a resident. Evidentiary determinations under this rule shall be made by the institution which may require, among other things, the submission of documentation regarding the sources of a student's actual financial support.
5. Any reclassification of a person who was once classified as a nonresident for these purposes shall have prospective application only from the date of such reclassification, effective the following semester.
6. Any institution of higher education charged with reporting student enrollment to the chancellor of the Ohio board of regents for state subsidy purposes and assessing the tuition surcharge shall provide individual students with a fair and adequate opportunity to present proof of his or her Ohio residency for purposes of this rule. Such an institution may require the submission of affidavits and other documentary evidence which it may deem necessary to a full and complete determination under this rule.

Financial Assistance Assistantships

Applications for assistantships must be accompanied or preceded by application for admission to the College of Graduate Studies. All applicants and current students with superior credentials including first-year international graduate students may apply for graduate assistantships.

The assistantship program is predicated on the idea that graduate students, given an opportunity to assist the faculty, provide a service to the institution and also gain valuable experience through this work in association with the faculty. Appointments to assistantships are made by the dean of The College of Graduate Studies only upon recommendation by the student's academic department. In those instances in which the student indicates acceptance of an assistantship award after April 15, the student may not accept another appointment without first obtaining formal release for this purpose.

Graduate assistants may be assigned to instructional, research, and/or other academic duties as determined by the department in which the assistant is appointed and as approved by the dean of The College of Graduate Studies. Assistantships require 20 hours per week during the Fall and Spring semester, including exam week, for duties to be assigned by the department chair. Graduate assistants assigned to classroom or laboratory duties are under the direct supervision of a full-service faculty member who will retain full responsibility for the maintenance of high academic and pedagogical standards.

International graduate students, who have been appointed as teaching assistants, including graduate assistants who are assisting with teaching duties, are required to demonstrate oral proficiency in English. Students will be assessed using the speaking subsection of a standardized test. For a TA, a minimum of 23 on the TOEFL is considered satisfactory; a score of 7 is considered satisfactory on the IBT.

The Chair of the department will be responsible for assessing the oral proficiency in English. Students who do not achieve a satisfactory rating will not be permitted to teach, and will be assigned non-teaching duties (research, grading, etc.) They must complete an English course or non-credit ELI tutorials designed to improve their oral proficiency. The cost of the ELI tutorial sessions (\$25 each) will be charged to the TA's home department.

Graduate students who are in provisional status because of undergraduate coursework deficiencies cannot be appointed as teaching assistants until the required coursework is 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 College of Graduate Studies.

Normally, assistantships are awarded for a period of two semesters, beginning with the fall semester. To remain eligible for the assistantship, an appointee must discharge his or her duties satisfactorily and maintain good academic standing. An appointee must maintain enrollment in at least 18 semester hours of degree-credit coursework for the regular academic year and not fewer than nine semester hours of degree-credit coursework for any one semester. (With the advisor's approval, graduate coursework that is not part of the graduate assistant's degree program may be counted toward the 18-semester-hour minimum for the assistantship.) Approval to carry more than 12 semester hours or fewer than nine semester hours in any semester may be granted by the dean of The College of Graduate Studies only upon clear justification from the student's academic program department. (Exception: For a teaching assistant who is the instructor of record and has a teaching load of five semester hours or more, the minimum required enrollment is six semester hours. For a teaching assistant who is the instructor of record and has a teaching load of four semester hours or less, the minimum required enrollment remains at nine semester hours.)

Graduate assistants shall not hold other full-time employment but may accept occasional or temporary employment outside the University during the term of the assistantship, subject to the approval of the department chair or the program director of the department. Other employment on the YSU campus requires the approval of the dean of The College of Graduate Studies.

Each assistantship provides a stipend. Graduate assistants may also be awarded a Graduate College Premiere Scholarship.

Graduate College Premiere Scholarship

Graduate College Premiere Scholarship is typically provided in one of two versions: 36.0 and 20.0

The Graduate College Premiere Scholarship 36.0 provides:

- Up to 36sh of instructional fees during the combined fall and spring semesters and up to 12sh for the summer term (for graduate courses required to complete a single degree program)
- Nonresident tuition surcharge
- Music performance fees (if applicable)

The Graduate College Premiere Scholarship 20.0 provides:

- Up to 20sh of instructional fees during the combined fall and spring semesters and up to 6sh for the summer term (for graduate courses required to complete a single degree program)
- Nonresident tuition surcharge
- Music performance fees (if applicable)

Criteria for Initial Award:

- Acceptance for regular admission to the College of Graduate Studies (Exceptions may be granted by the graduate dean)
- Recommendation by the appropriate academic dean
- Approval by the dean of graduate studies

To Maintain the Scholarship:

- Student must remain in good standing
- Student must maintain a minimum 3.0 GPA on a 4.0-point scale for all graduate coursework
- Student must maintain enrollment of at least 18 semester hours of degree-credit coursework for the academic year and no fewer than 9 semester hours in each of the fall and spring semesters (Exceptions may be granted by the graduate dean)
- Making good progress towards degree completion, as determined by the department chair

Notes:

- Awards are subject to availability of funds
- This compensation may be subject to taxation

Failure to meet any of the criteria to maintain this scholarship will result in termination of the scholarship.

Graduate assistants who have been admitted with undergraduate course deficiencies will make up course deficiencies by taking the appropriate courses at their own expense.

Further information regarding assistantship stipends and scholarships is available at The College of Graduate Studies Assistantship and Fellowship website (<http://cms.yzu.edu/college-graduate-studies/assistantships-fellowships>).

Graduate Assistant/Intern

A special category of graduate assistant, designated as a graduate assistant/intern (GA/I), provides opportunities for University offices or departments, community companies or agencies, or other appropriate external sponsors to involve graduate students as academic assistants/interns in "real life" experiences related to their fields of study. The department/agency of service will provide a stipend to the University, which will be paid to the student through the normal stipend process. Remission of instructional fees will be made in the manner described above under Assistantships. The GA/I will be expected to work in the internship work environment 20 hours per week.

Further information about graduate assistant/intern appointments may be obtained from the College of Graduate Studies.

Cushwa/Commercial Shearing Graduate Fellowships

Cushwa/Commercial Shearing Graduate Fellowships are available for selected outstanding graduate students in YSU's master's degree programs in Science, Technology, Engineering, and Mathematics (STEM). Upon successful completion of the program, Cushwa Fellows will be awarded a master's degree in their field of study. The Charles B. Cushwa, Jr./Commercial Shear-

ing Inc. Graduate Student Scholarship/Fellowship Fund was established in 2003 to provide students the opportunity to pursue advanced degrees, get career experience, and offset some of the financial challenges of continuing their education. In addition, the community will benefit from these scholars interacting with local businesses and bringing the resources of the University into the local economy.

Fellows are expected to devote 20 hours per week for 16 weeks per semester (12 weeks in summer) to fellowship duties. They are assigned to a research or other appropriate work experience that is related to the academic program in which they are enrolled. Fellows are normally expected to complete at least one semester as a graduate intern at a company or industry site related to their degree program. Cushwa/Commercial Shearing Fellows must maintain enrollment in at least 18 semester hours of degree-credit coursework for the regular academic year (fall and spring), not fewer than nine semester hours of degree-credit coursework during each fall and spring semester, and not fewer than six semester hours in the summer. To remain eligible, fellows must discharge their duties satisfactorily and maintain good academic standing in their coursework. Appointments are made annually based on satisfactory performance.

The stipend is \$15,000 for the academic year and summer (three semesters). Fellows will be awarded an appropriate Graduate College Premier Scholarship which will fund instructional fees and out of state surcharge. Other academic fees may be remitted.

Normally, the Cushwa/Commercial Shearing Fellow receives an appointment for two years, including summers. An application for a Cushwa Fellowship should be submitted with the initial application for admission to the College of Graduate Studies or as soon as the student is advised to do so by the graduate faculty advisor. As part of the application process, applicants must submit an official Graduate Record Examination (GRE) score report (regardless of whether or not the GRE is required for the student's graduate program). Applicants must have been awarded a undergraduate degree from a regionally accredited U.S. institution. Contact the College of Graduate Studies for the current year's deadline.

Doctoral Fellowships

Doctoral fellows not only provide a service to the institution but also gain valuable experience through their special association with the faculty. Doctoral fellows are assigned to a research, teaching, or other appropriate work experience that is related to their academic program.

Normally, the doctoral fellow receives an appointment for a period of one calendar year beginning with the fall semester. To remain eligible for a fellowship, fellows must discharge their duties satisfactorily and maintain good academic standing in their coursework. Good academic standing for graduate students is a cumulative grade point average of at least 3.0 in graduate-level courses.

Doctoral fellows will typically be awarded a Graduate College Premier Scholarship.

Graduate College Premiere Scholarship

Graduate College Premiere Scholarship is typically provided in one of two versions: 36.0 and 20.0

The Graduate College Premiere Scholarship 36.0 provides:

- Up to 36sh of instructional fees during the combined fall and spring semesters and up to 12sh for the summer term (for graduate courses required to complete a single degree program)
- Nonresident tuition surcharge
- Music performance fees (if applicable)

The Graduate College Premiere Scholarship 20.0 provides:

- Up to 20sh of instructional fees during the combined fall and spring semesters and up to 6sh for the summer term (for graduate courses required to complete a single degree program)
- Nonresident tuition surcharge
- Music performance fees (if applicable)

Criteria for Initial Award:

- Acceptance for regular admission to the College of Graduate Studies (Exceptions may be granted by the graduate dean)
- Recommendation by the appropriate academic dean
- Approval by the dean of graduate studies

To Maintain the Scholarship:

- Student must remain in good standing
- Student must maintain a minimum 3.0 GPA on a 4.0-point scale for all graduate coursework
- Student must maintain enrollment of at least 18 semester hours of degree-credit coursework for the academic year and no fewer than 9 semester hours in each of the fall and spring semesters (Exceptions may be granted by the graduate dean)
- Making good progress towards degree completion, as determined by the department chair

Notes:

- Awards are subject to availability of funds
- This compensation may be subject to taxation

Failure to meet any of the criteria to maintain this scholarship will result in termination of the scholarship.

Graduate assistants who have been admitted with undergraduate course deficiencies will make up course deficiencies by taking the appropriate courses at their own expense.

Further information regarding assistantship stipends and scholarships is available at The College of Graduate Studies Assistantship and Fellowship website (<http://cms.ysu.edu/college-graduate-studies/assistantships-fellowships>).

Ph.D. in Materials Science and Engineering Fellowship

The appointee to the Ph.D. in Materials Science and Engineering Doctoral Fellowship is expected to devote a minimum of twenty hours per week to fellowship duties.

Doctoral fellows are required to be full-time graduate students as defined in the *Graduate Catalog*. Prior approval to carry more than twelve credit hours or fewer than nine credit hours in any one semester must be obtained from the department concerned and the dean of the College of Graduate Studies. When determining minimum course hours, degree credit coursework will include whatever courses are stipulated by the Ph.D. program coordinator to fulfill the requirements for the degree program.

Institutionally funded first-year doctoral fellowships carry a stipend of \$23,500 for one calendar year. Continuing Ph.D. students, and those funded from external grants, may be awarded at a higher level, dependent upon the recommendation of the advisor, approval of the STEM dean, and availability of funds.

Ed.D. Fellowship

The Ed.D. Fellowship in Educational Leadership is awarded to outstanding doctoral students contributing and studying in the area of education. The Ed.D. Fellowship provides recipients with an academic year service appointment

with the expectation of a minimum of twenty hours per week devoted to fellowship duties. Normally, one fellowship is awarded per year.

Criteria:

- Full-time doctoral status
- Admitted to candidacy by date of application
- Outstanding scholarship
- Minimum 3.0 GPA

Doctoral fellows are required to be full-time graduate students as defined in the *Graduate Catalog*. Prior approval to carry more than twelve credit hours or fewer than nine credit hours in any one semester must be obtained from the department chair of EFRTL and the dean of the College of Graduate Studies. When determining minimum course hours, degree credit coursework will include whatever courses are stipulated by the Ed.D. program coordinator to fulfill the requirements for the degree program.

Award:

The recipient will receive a fellowship stipend for the academic year in the amount of \$10,000. The recipient will also be awarded the Graduate College Premiere Scholarship for 20 s.h. Recipient must meet requirements to maintain the scholarship and stipend.

Application and Selection Processes:

Submit letter of interest and letter of recommendation by April 30 for consideration for the following year. Along with a completed application (including scholarship statement), students are required to submit a CV/ resume, and a letter of recommendation from a current Youngstown State University faculty member. All materials must be received by the deadline.

Applications are reviewed by a committee comprised of faculty representing various ranks and disciplines. Recipients are selected by the Department Chair of Educational Foundations, Research, Technology and Leadership.

For further information on the Ed.D. Fellowship please contact Chuck Vergon at (330) 941-1574.

Federal Financial Aid

Graduate students enrolled in degree programs at YSU may apply for federal financial aid in the Financial Aid and Scholarships Office, 202 Meshel Hall. (See Full-Time Status as it relates to eligibility for federal financial aid. (p. 645))

On-Campus Student Employment

Graduate students enrolled in degree programs are eligible for on-campus student employment. For information on how to apply, contact the Office of Student Life, Jones Hall.

Scholarships

Scholarships

Graduate Premiere Scholarship

Graduate College Premiere Scholarship

Graduate College Premiere Scholarship is typically provided in one of two versions: 36.0 and 20.0

The Graduate College Premiere Scholarship 36.0 provides:

- Up to 36sh of instructional fees during the combined fall and spring semesters and up to 12sh for the summer term (for graduate courses required to complete a single degree program)

- Nonresident tuition surcharge
- Music performance fees (if applicable)

The Graduate College Premiere Scholarship 20.0 provides:

- Up to 20sh of instructional fees during the combined fall and spring semesters and up to 6sh for the summer term (for graduate courses required to complete a single degree program)
- Nonresident tuition surcharge
- Music performance fees (if applicable)

Criteria for Initial Award:

- Acceptance for regular admission to the College of Graduate Studies (Exceptions may be granted by the graduate dean)
- Recommendation by the appropriate academic dean
- Approval by the dean of graduate studies

To Maintain the Scholarship:

- Student must remain in good standing
- Student must maintain a minimum 3.0 GPA on a 4.0-point scale for all graduate coursework
- Student must maintain enrollment of at least 18 semester hours of degree-credit coursework for the academic year and no fewer than 9 semester hours in each of the fall and spring semesters (Exceptions may be granted by the graduate dean)
- Making good progress towards degree completion, as determined by the department chair

Notes:

- Awards are subject to availability of funds
- This compensation may be subject to taxation

Failure to meet any of the criteria to maintain this scholarship will result in termination of the scholarship.

Graduate assistants who have been admitted with undergraduate course deficiencies will make up course deficiencies by taking the appropriate courses at their own expense.

Further information regarding assistantship stipends and scholarships is available at The College of Graduate Studies Assistantship and Fellowship website (<http://cms.ysu.edu/college-graduate-studies/assistantships-fellowships>).

Graduate Scholarship (new students only)

Graduate scholarships are available from the College of Graduate Studies for new graduate students accepted into a YSU graduate degree program.

Criteria for the scholarship

Cumulative undergraduate GPA of 3.5 or above

- All undergraduate coursework for the earned bachelor's degree will be included in determining the GPA.

Each scholarship is renewable for up to 6 semesters if the student maintains a 3.0 graduate GPA and completes a minimum of 6 semester hours of graduate courses each fall and spring semester.

The Graduate Scholarship is applied to the instructional fees only. Students receiving the College Credit Plus Instructor scholarship are ineligible for the Graduate Scholarship.

No scholarship application is required; however, this scholarship is competitive and will be distributed according to GPA until the allocation for each program is met. Students should apply for admission early as funds are limited. The award process begins in April for the following academic year.

The College of Graduate Studies supports the April 15th Resolution Regarding Graduate Scholars, Fellows, Trainees and Assistants of the Council of Graduate Schools. The resolution is available at: <http://www.cgsnet.org/april-15-resolution> (link is external).

Amount: \$500 - \$1,000 to be credited toward the instructional fee each fall and spring semester if renewal requirements are met

Renewable: Yes

College Credit Plus Instructor Scholarship

Minimum Qualifications

Current YSU graduate student OR a new or returning student admitted to the College of Graduate Studies

Instructor of a College Credit Plus dual enrollment course being delivered in a partner high school course (Verification by the Metro Credit office is required.)

Enrolling in YSU graduate level courses

What's Covered

\$333 per credit hour for instructional fees of graduate level courses (3-6 semester hours per semester)

All other fees remain the responsibility of the student

Courses must count towards the College Credit Plus content area requirements and be taken for a grade

Receiving the Scholarship

Contact Karla Krodel (kmkrodel@ysu.edu) in the Metro Credit office to confirm your eligibility for the scholarship.

If you are not a current YSU graduate student you should apply for admission or readmission at www.ysu.edu/gradcollege (link is external) and have all necessary application materials submitted to the College of Graduate Studies at least one month prior to the beginning of the semester in which you plan to enroll.

Register for appropriate graduate courses early and notify Karla Krodel in the Metro Credit office at kmkrodel@ysu.edu

Scholarships will be awarded on a first-come first-served basis until funds are exhausted.

If you receive a graduate assistantship or the Graduate Scholarship you are ineligible for this scholarship

Dr. Eugene D. Scudder Graduate Student Teaching Scholarship

Dr. Eugene D. Scudder Graduate Student Teaching Scholarship is a cash award given to a chemistry graduate student for outstanding performance in teaching assignments. Students cannot apply for this scholarship.

Amount: \$100

Awards Available: 1

Deadline Date: Not Applicable

Renewable: No

Contact: Counseling Department, 330-941-3257

Dr. Robert A. DiGiulio Scholarship

The Dr. Robert A. DiGiulio Scholarship is awarded to a graduate student in the Department of Counseling who has been accepted into the program. The recipient must demonstrate need and be a non-traditional female student over the age of 25 years. Student must have at least a 3.00 average in Departmental courses.

Amount: \$500

Awards Available: 1

Deadline Date: February 1
Renewable: Information not available
Contact: Counseling Department, 330-941-3257

Gertrude Hendricks Family Life Scholarship

The Gertrude Hendricks Family Life Scholarship is available each year to a graduate student whose undergraduate major has afforded preparation for an effective contribution to the family life area. Application is by letter to the School of Graduate Studies and Research. The following information should be included: undergraduate major, degree, and year; other degree work, if any; current graduate program; career goal(s); a statement of how the Hendricks scholarship will help the student to achieve his or her goal(s); and a statement of how the scholarship will prepare the student for "an effective contribution to the family life area."

Amount: Varies
Awards Available: Varies
Deadline Date: Not applicable
Renewable: Yes
Contact: College of Graduate Studies, 330-941-3091

Application Form (http://cms.ysu.edu/sites/default/files/documents/college-graduate-studies/Hendricks_Scholarship_Application.pdf)*

Doris Burdman Scholarship - Graduate

The Doris Burdman Scholarship - Graduate is awarded to a student enrolled in the Master of Social Work program who is maintaining a minimum 3.0 GPA. The recipient must have completed a minimum of 12 semester hours of graduate level social work courses by the semester the award is to be granted. The recipient must showcase a commitment and dedication to the social work field as demonstrated through completion of an essay.

Amount: \$2,500
Awards Available: 1
Deadline Date: February 1
Renewable: No
Contact: Scholarship Committee Chairperson, Department of Social Work, 330-941-1598

Dr. James A. Reeder Graduate Scholarship

Dr. James A. Reeder Graduate Scholarship is awarded to a current chemistry graduate student who will be enrolled at YSU at least part-time during the next academic year. Students cannot apply for this scholarship.

Amount: Varies, minimum \$500
Awards Available: 1
Deadline Date: Not applicable
Renewable: No
Contact: Chemistry Department for more information

Earl E. Edgar Memorial Scholarship

The Earl E. Edgar Memorial Scholarship is awarded to a graduate student studying the humanities. Applicant must be enrolled in the MA program in American Studies, English, or History; have regular admission status; and have at least half of the degree program requirements completed at the time of application. Application is by letter to the College of Graduate Studies. Selection is based on academic excellence and financial need.

Amount: Varies
Awards Available: Varies
Deadline Date: Not applicable
Renewable: Yes
Contact: College of Graduate Studies, 330-941-3091

Application Form (http://cms.ysu.edu/sites/default/files/documents/college-graduate-studies/Edgar_Scholarship_Application.pdf)*

ROTC Scholarship

Army ROTC is an elective curriculum you take along with your required college classes. It prepares you with the tools, training and experiences that will help you succeed in any competitive environment. Along with great leadership training, Army ROTC can pay for your college tuition, too. You will have a normal college student experience like everyone else on campus, but when you graduate, you will be an Officer in the Army. Recipients must pass a physical fitness test, be U.S. citizens, have a minimum 2.5 GPA and minimum ACT of 19 or SAT of 930.

Amount: Up to \$12,000 per school year or \$48,000 for 4 yrs
Awards Available: Not applicable
Deadline Date: Not applicable
Renewable: Yes, must be full-time with 2.5 GPA
Contact: Military Science Department at 330-941-3205

Martha K. Shuster Memorial Scholarships

Martha K. Shuster Memorial Scholarships are awarded in recognition of academic achievement in memory of a former YSU employee and Women's Club president. Scholarships are available to one graduate student. Candidates must have completed one third of degree requirements and a minimum 3.5 GPA. Financial need may be considered and a short essay is required. More information can be found at the following website: www.ysu.edu/womensclub (<http://www.ysu.edu/womensclub>).

Course Numbering System, Abbreviations, and Reference Marks

Courses listed in this catalog are of two types.

- Courses in the 5800 series are upper-division undergraduate courses in which graduate students may enroll for graduate credit with the approval of an advisor.
- Courses in the 6900- and above series are graduate-level courses normally open only to graduate students but which undergraduates may elect under conditions outlined in Graduate Courses for Undergraduates. Courses in the 8100 series are doctoral-level courses.
- The abbreviation *s.h.* at the end of a course description stands for "semester hours of credit." Thus, credit for a three-hour, two-semester course is indicated by the notation 3+3 s.h., meaning three semester hours of credit each semester.
- *Prereq.* stands for "prerequisite."
- *Comma.* Ordinarily, a comma between numbers (e.g., 6907, 6908) indicates that the course extends throughout the year, but that credit toward graduation is given for each course individually.
- *En dash.* An en dash between numbers (e.g., 6907–6908) indicates that credit is not given toward graduation for the work of the first semester until the work of the second semester is completed, except when special permission is granted by the chair of the department in which the course is given. The first semester of such a course is prerequisite to the second.

Application for Involuntary Withdrawal

If a student withdraws for reasons beyond his or her control (e.g., illness, military service, job transfer, or shift change imposed by the employer that creates a direct conflict with the class schedule), the fee charges may be reduced in direct proportion to the number of weeks in attendance. An application for involuntary withdrawal can only be processed for courses in which the student has already received a grade of W (withdrawn). The aforementioned applications will only be considered for semesters falling within the immediately preceding year (three semesters). Appeals pertaining to semesters beyond this one-year time limit will not be accepted. All applications for involuntary withdrawal must be documented and are processed

only by mail on forms provided by the Bursar and Accounts Receivable.
Address such correspondence to:

The Fees and Charges Appeals Board
c/o Bursar and Accounts Receivable
Youngstown State University
One University Plaza
Youngstown, OH 44555

The decision of the Board is final and not subject to reappeal.

University Policies

Graduate Student Grievance Procedure

The Graduate Student Grievance Procedure provides the graduate students at YSU with a formal channel through which complaints concerning academic matters may be heard. It creates a system whereby the student may receive assistance in a claim within the organization of the University.

Informal discussions between persons directly involved in a grievance are essential in the early stages of a dispute and should be encouraged at all stages. An equitable solution to the problem should be sought before the respective persons directly involved in the case have assumed official or public positions that might tend to polarize the dispute and make resolution more difficult. If a problem still exists after discussion, the student should bring the complaint to the attention of the Graduate Program Director and Department Chair. If the problem remains unresolved, students wishing to file a grievance should contact the Coordinator in the College of Graduate Studies for an appropriate referral.

Graduate Faculty

A

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Ph.D., University of Delaware, 1987

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B.A., University of Science and Technology (Ghana), 1987
Dip. Ed., University of Science and Technology (Ghana), 1988
M.Ed., University of New Brunswick (Canada), 1995
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M.S.W., Fordham University, 1990
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B.S., Cleveland State University, 1989
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