

TO: Full-Service Faculty, Administration, and Student Government
FROM: Bege K. Bowers, Secretary, Academic Senate
SUBJECT: Meeting of the Academic Senate
Wednesday, 3 April 1996, 4:00 P.M.
Room 132 DeBartolo Hall

AGENDA

1. Call to Order.
2. Approval of Minutes for 6 March 1996.
3. Address by Cynthia Anderson, Vice President for Student Affairs.
4. Report of the Charter and Bylaws Committee.
5. Senate Executive Committee Report.
 - A. Report from Chair
 - B. Faculty Advisory Committee to the Chancellor
6. Report of the Elections and Balloting Committee.
7. Reports from Other Senate Committees.
 - A. Academic Standards Committee
 - B. Academic Programs Committee—see attached, pp. 2-36.
 - C. Curriculum Committee—see attached, pp. 42-49.
 - D. Academic Planning
 - E. Integrated Technologies—see attached, pp. 37-38.
 - F. University Outreach
 - G. Library
 - H. Academic Research
 - I. Student Academic Affairs
 - J. Student Academic Grievance
 - K. Honors—see attached, pp. 39-41.
 - L. Academic Events
8. Unfinished Business.
9. New Business.
10. Adjournment.

Stay updated on Academic Senate matters via the on-line Academic Senate Newsgroup, which you can reach through Pine.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date 3/13/96 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Academic Programs

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Appointed Chartered

Names of Committee Members: Beary, Cala, Chan, Claypool (Chair), Gergits,
Harris, Jiang, Mann, White, Yemma

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): The attached program proposals have been approved by the Academic Programs Committee and are submitted for information purposes.

Do you anticipate making a formal motion relative to the report? No

If so, state the motion: _____

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? N/A

Other relevant data: _____

Gregory A. Claypool
Chair



Academic Programs Division

PD# _____ Date Rec'd _____

Addition of a new program (Complete B, C)
 Deletion of an existing program (Complete A,C)
 Change in an existing program (Complete A,B,C)

Program title American Studies Department n/a

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

See attached

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

See attached

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

See attached

Signatures:

Department Chairperson Mary L. Linker Dean Barbara Botter

Program Division Gregory A. Claypool Senate _____

AMERICAN STUDIES MAJOR -- REVISED

Coordinator: Associate Professor Linkon (English)

Committee Members: Professors Castronovo (Communication and Theater), J. Russo (Management), Shale (English); Associate Professors Brown-Clark (English), Mullen (English), Schramer (English), Shutes (Anthropology), Tingley (English); Assistant Professors Attardo (English), Arroyo (English), Campbell (Geography), Levin (Foundations of Education), Okawa (English), Pallante (History), Palmer-Fernandez (Religious Studies), Sracic (Political Science), Strom (English).

American Studies offers students the opportunity to examine the central themes and issues in American life using materials and approaches from a variety of disciplines. Through an interdisciplinary core and a set of courses in associated fields representing key areas of knowledge and primary methodologies in American Studies, students will gain awareness of the broad outlines of American history and culture as well as an understanding of important theories of culture and ways of studying American life. Students will also complete courses in a focus area designed to deepen their understanding of one aspect of American culture. A senior project will allow students to demonstrate their knowledge and skills through an extended, independent study of a topic of their choice.

The program is quite flexible, allowing each student to tailor the major to fit individual goals, and close work with an advisor, usually the program Coordinator, will ensure the coherence and rigor of the major.

Minimum requirements:

- 1) Students will take 72 hours of coursework including 16 hours of American Studies Core courses, 20 hours of courses to fulfill the Literacy goals, 8 hours to fulfill Competency goals, and 28 hours in a Focus Area (see below for descriptions of these goals and areas).
- 2) At least 44 hours of coursework must be taken in courses numbered 700 and above.
- 3) Students must take a different course to fulfill each literacy or competency goal; no single course may count in more than one category for an individual student.
- 4) Students must take courses from at least 3 programs or departments other than American Studies.
- 5) Coursework must reflect a range of historical periods.
- 6) Before registering for AMS801, American Studies Research Seminar, each student must file a Major Proposal, listing the student's goals, the coursework for the major, and possible topics for the senior project, and the proposal must be approved by the Coordinator and the Advisory Committee.

CORE COURSES

601. *American Identity*. Study of American identity through historical, literary, artistic, material, media, and other sources. Emphasis on American pluralism and cultural debates over the meaning of American identity. May be applied to humanities requirements. 4 q.h.

701. *Approaches to American Studies*. Survey of central issues and themes in American cultural studies, with emphasis on interdisciplinary approaches and cultural diversity. May focus on a theme chosen by the instructor, such as Nature and Culture, Work, or Class in America. May be repeated once with a different topic. May be applied to either humanities or social science requirements, depending upon the discipline of the instructor(s). If taken with AMS 601, must be taken for social science credit. 4 q.h.

801. *American Studies Research Seminar*. Capstone seminar. Focus on development and implementation of research proposal and current American Studies research related to topics chosen by students for their senior projects. Prerequisite: AMS701 and permission of instructor. 4 q.h.

810. *Independent Project on American Culture*. Work with faculty advisor on senior projects. A total of 4 hours is required for completion of the major. Prerequisite: AMS801 and permission of instructor. Variable credit, 1-4 hours. May be repeated with permission of the coordinator.

LITERACY AND COMPETENCY GOALS

To ensure that students gain broad understanding of American culture and to fulfill specific learning goals, they will choose courses to fulfill a set of literacy and competency goals. Literacies reflect areas of knowledge; competencies focus on methods of study. Students must take 4 hours for each goal. The Coordinator will provide a list of approved courses for these goals, to be updated yearly.

Literacies:

Textual -- includes all kind of "texts," including visual arts, media, literary texts, material artifacts, maps, historical documents, and so on.

Social -- includes knowledge about theories of culture and social processes, difference, and interactions between Americans as individuals and as members of groups as well as interactions between Americans/America and other countries and peoples.

Historical -- emphasizes awareness of historical narratives of the U.S., both in general and within specific fields. This area would include any American history course as well as courses focusing on history within other disciplines.

Philosophical -- concerned with the study of how ideas have influenced and developed out of American culture.

Cultural Pluralism -- focus on the diversity of American culture, with particular attention to ethnicity, race, gender, class, sexuality, language, and region. This area also includes attention to the politics of difference, concepts of identity, history of immigration, and other theoretical paradigms for thinking about difference in U.S. culture and life.

Competencies:

Quantitative -- the ability to use appropriate quantitative data gathering and analysis techniques, including statistics, opinion polls, demographics, content analyses, and other methods.

Qualitative -- the ability to use appropriate qualitative data gathering and analysis techniques, including interviewing, close reading of a variety of texts and artifacts, aesthetic interpretations, use of primary historical documents, and other methods.

FOCUS AREA

Students will complete a set of seven courses in one of the following focus areas:

Multiculturalism
Popular Culture
Work in America

These three fields are central in current American Studies scholarship, and YSU offers sufficient courses in these areas to meet students' needs. In addition, students will have the option of designing their own focus areas, with approval from the American Studies Committee.

RATIONALE

The American Studies Committee proposes to revise the American Studies major extensively. The current major does not accurately reflect either the field or YSU's American Studies resources. It includes a number of courses that no longer exist, and it limits students' access to appropriate courses outside of the College of Arts and Sciences. It also lacks intellectual definition; the reasoning behind the program requirements must be clarified. We have proposed a flexible program, solidly grounded in current American Studies scholarship and with a strong core of American Studies courses, that could encompass courses in four of YSU's colleges and more than fifteen departments.

The new major will improve the program in several ways:

It will be more flexible and thus better able to meet students' needs.

American Studies attracts students with strong self-direction and diverse interests, and the major can educate students for a variety of occupations and graduate studies. The program must allow significant flexibility while still providing a clear, appropriate structure. The new configuration will allow students to design programs to fit their individual goals, and it ensures that students fulfill a set of learning goals that reflect current trends in the field of American Studies.

It reduces the total number of courses students must take, thus making the major more manageable. The new major requires 72 hours, including 16 hours of core courses, 28-hours of courses chosen to fulfill 7 learning goals, and a 28-hour "focus area." The old major required 89 hours, and it carried a number of additional "hidden" requirements in the form of departmental prerequisites. For example, in order to take the required course in Historical Geography, students also had to take Human Geography, adding another 4 hours to an already overloaded major. Because students have a wider range of choices for their coursework, they will be less hampered by prerequisites. In the new program, for example, a student could count Human Geography under the Social Literacy goal and then take Historical Geography to fulfill the Historical Literacy goal.

With the new major, the American Studies program will be able to adjust more easily to curriculum changes in other departments. We no longer require students to take specific courses outside of American Studies, so we will not have to revise our major every time an affiliated department changes its course offerings. The list of approved courses will be reviewed regularly to ensure that it reflects current offerings in other departments.

The new configuration reflects the wide range of American Studies work being done at YSU. It will encourage students to work with faculty from different

departments and colleges and increase faculty awareness of our connections across traditional disciplinary boundaries.

IMPACT ON OTHER PROGRAMS

This program will affect other programs and departments only in terms of staffing. Because we have no faculty lines in American Studies, the program will need to "borrow" one or two faculty members per quarter from other departments in order to run its courses regularly. We offered two sections of AMS601 and one section of AMS701 during the 1995-96 academic year with faculty from English and History. Chairs of other departments have agreed to "loan" us their faculty for courses next year, and we do not anticipate that this arrangement will cause significant problems for American Studies or for associated departments.



PD# _____ Date Rec'd _____

<input type="checkbox"/> Addition of a new program (Complete B, C)
<input type="checkbox"/> Deletion of an existing program (Complete A,C)
<input checked="" type="checkbox"/> Change in an existing program (Complete A,B,C)
Program title <u>B.S. Degree Mathematics</u> Department <u>Mathematics & Statistics</u>

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

12 additional quarter hours of coursework applicable to the mathematics major with at least 8 q.h. at the 800-level; the remaining 4 q.h. may be selected from 800-level courses or 700-level courses with a 700-level prerequisite. The total number of hours of credits in Mathematics is 54. The minor field of study must be selected from one of the following disciplines: Biology, Chemistry, Computer Science, Economics, Geology, Physics, Psychology, or one Engineering specialty (from Chemical, Civil, Electrical, Industrial, Materials, Mechanical).

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

16 additional quarter hours of coursework applicable to the mathematics major with at least 4 q.h. chosen from 755 or 760, and at least 8 q.h. at the 800-level; the remaining 4 q.h. may be selected from 800-level courses or 755 or 760. In some cases 706 may be substituted for 755 with the approval of the department chair. The total number of hours of credits in Mathematics is 58. The minor field of study must be selected from one of the following disciplines: Biology, Chemistry, Computer Science, Economics, Geology, Physics, Psychology, or one Engineering specialty (from Chemical, Civil, Electrical, Industrial, Materials, Mechanical).

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets,

a) The effect of this change will be that all our majors receiving a BS Degree will have exposure to either differential equations or numerical analysis. Such exposure is currently lacking as a requirement, and is perceived as a weakness in our program. It is believed that students should not graduate with a BS Degree in Mathematics without exposure to one of these areas. By increasing the total number of additional hours by four, this adjustment in degree requirement will not weaken the remainder of the student's program.

b) Math 755 as is currently taught with its 674 and 725 prerequisites, is more appropriate for our majors than the current form of 705 and linear systems portion of 706. Then Math 855 (with its additional 752 prerequisite) is a natural sequel to 755, where students would have an opportunity to gain exposure to boundary value problems (more appropriate to them than the current form of 706). As well as existence and uniqueness theory. Implied by this change then is the fact that we expect Math 755 to be offered on a regular basis.

Signatures:

Department Chairperson John J. Beane Dean Barbara Bakers

Program Division Gregory A. Claypool Senate _____



Academic Programs Division

PD# _____ Date Rec'd _____

Addition of a new program (Complete B, C)
 Deletion of an existing program (Complete A,C)
 Change in an existing program (Complete A,B,C)

Program title B.S., A.B., B.S. in Education Department Mathematics and Statistics

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

Computer Science 610

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

CSCI 540	Survey of Computer and Information Sciences	(4 QH)
CSCI 610	Computer Programming I	(4 QH)
CSCI 610L	Programming Laboratory	(1 QH)

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

Rationale for CSCI 540. In a sense, this is already a defacto requirement since this course is now a prerequisite for CSCI 610. In addition, this course includes an introduction to the YSU computing environment and the use of communication and information networks. This would be beneficial for students that enroll in any future mathematics courses that seek to use Gateway-Math or any of the campus computing laboratories. Students would also benefit from knowing how to utilize electronic mail, and how to access the wealth of mathematical information available on the Internet.

Rationale for CSCI 610L. Again, this is already a defacto requirement anyway, since students taking CSCI 610 are strongly encouraged to take the lab concurrently. This course is required of all Computer Science majors.

Signatures:

Department Chairperson John J. Beconi Dean Barbara Brothers

Program Division Gregory A. Claypool Senate _____

B. NEW MATERIAL

Mathematics may be the major subject for the following degree programs: Bachelor of Science (B.S.), Bachelor of Arts (A. B.), and Bachelor of Science in Education (B.S. in Ed.).

In addition to satisfying the general University requirements (see Requirements for the Degree, at the beginning of the College of Arts and Sciences section of this Bulletin), all students majoring in Mathematics must complete the following courses: Mathematics 571, 572, 673, 674, 683, 721, 722, 725, 745, 751, 752, 896; CSCI 540 Survey of Computer and Information Sciences, CSCI 610 Computer Programming I and CSCI 610L Programming Laboratory.

Additional requirements, specified for the individual degree programs include:

BS Degree Program: 16 additional quarter hours of course work applicable to the mathematics major with at least 4 q.h. chosen from 755 or 760, and at least 8 q.h. at the 800-level; the remaining 4 q.h. may be selected from 800-level courses or 755 or 760. In some cases 706 may be substituted for 755 with the approval of the department chair. The total number of hours of credits in Mathematics is 58. The minor field of study must be selected from one of the following disciplines: Biology, Chemistry, Computer Science, Economics, Geology, Physics, Psychology, or one Engineering specialty (from Chemical, Civil, Electrical, Industrial, Materials, Mechanical).

AB Degree Program: 12 additional quarter hours of Mathematics at the upper division, with at least two courses at the 800 level. The total number of hours of credits in Mathematics is 54. The minor field of study may be any discipline.

In selecting the elective Mathematics courses, the student should consult a departmental advisor, since certain courses are to be preferred according to whether the student contemplates graduate study, secondary school teaching, or a career in business, industry, or government. Further, in selecting elective courses in Mathematics, the student should note that certain courses are not applicable towards the major in Mathematics. Students seeking secondary certification in Mathematics must complete MATH 730 or 830.

Students who plan to go on to graduate work in Mathematics should study at least one of the languages: French, German or Russian.

Students receiving transfer credit from another Institution for courses in Mathematics should consult the department chair to determine how this credit will apply toward the major requirements.

Statistics. Students with a major in Mathematics can elect to concentrate in statistics by taking the following courses: MATH 743, 841, 843, 845. MATH 815 is also recommended but does not count toward the minimum requirements for a Mathematics major. Non-Mathematics majors, including students under the individualized curriculum program, may obtain counseling in statistics

from the Department of Mathematics and Statistics.

Actuarial Science. Students with a major in mathematics can elect to concentrate in actuarial science by taking the following courses: MATH 760, 841, 842, 843 and 845. Any student may obtain counseling in actuarial science from the Department of Mathematics and Statistics.

Mathematics Minors. Recommended Mathematics courses for students who minor in Mathematics are as follows:

For scientific applications: MATH 571, 572, 673; and two or more of 674, 705, 725, 743, 841, 760, 861.

For business application: MATH 642, 714, and calculus (550 or 571-572); electives to complete 21 q.h.

For mathematical theory: MATH 571, 572, 673, 683, 725 and one sequence 751-752 or 721-722.

SUGGESTED MAJOR CURRICULUM

FIRST YEAR

Courses	Cr.Hrs.
Fall Quarter	
MATH 571 Calculus 1	5
Winter Quarter	
MATH 572 Calculus 2	4
Spring Quarter	
MATH 673 Calculus 3	5
MATH 683 Transition to Advanced Math	2
Computer Science 540, 610, and 610L should also be taken in the first two years.	

SECOND YEAR

Course	Cr.Hrs.
Fall Quarter	
MATH 674 Calculus 4	4
MATH 725 Matrix Theory & Linear Algebra	4
Winter Quarter	
MATH 743 Mathematical Statistics 1	4
MATH 721 Abstract Algebra 1	3
Spring Quarter	
MATH 722 Abstract Algebra 2	3
MATH Elective	

THIRD YEAR

Course	Cr.Hrs.
Fall Quarter	
MATH 751 Intermediate Real Analysis 1	3
MATH Elective	
Winter Quarter	
MATH 752 Intermediate Real Analysis 2	3
MATH Elective	

Spring of the third year and the entire fourth year are available to take more electives and complete the senior project. The sequence 751-52 and 721-22 should be taken in consecutive quarters.



PD# _____ Date Rec'd _____

<input type="checkbox"/> Addition of a new program (Complete B, C) <input type="checkbox"/> Deletion of an existing program (Complete A,C) <input checked="" type="checkbox"/> Change in an existing program (Complete A,B,C)
Program title <u>B.S. Education</u> Department <u>Mathematics & Statistics</u>

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

We would request the following change on p. 173.

REPLACE the sentence

"Also required are Math electives at the 700 - 800 level except those not applicable toward the Math major and Special Methods SEDUC 800M."

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

WITH the sentence

"Also required are 8 additional quarter hours of coursework applicable to the mathematics major to be selected from courses numbered 750 or above, and Special Methods SEDUC 800M."

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

The current state of the catalog does not specify which additional requirements for the B.S. in Ed. are required except for 730 or 830. Note however, that Proposals #1 and #2 specify different requirements for the two degrees mentioned because we recognize that the B.S. in Ed. requires more coursework (and student teaching) through the School of Education. We also do not propose any changes to the A.B. Degree Program additional requirements.

Signatures:

Department Chairperson John J. Burns Dean Barbara Brothers

Program Division Gregory A. Claypool Senate _____

A. CURRENT MATERIAL

Mathematics (Major for Secondary Teaching, Grades 7-12). Minimum of 58 q.h. to include MATH 571, 572, 673, 674, 683, 721, 722, 725, 743, 751, 752, 896; one of the following two: MATH 730 or 830; the following computer science course CSCI 610. Also required are Math electives at the 700-800 level except those not applicable toward the Math major and Special Methods SEDUC 800M.

B. NEW MATERIAL

Mathematics (Major for Secondary Teaching, Grades 7-12). Minimum of 58 q.h. to include MATH 571, 572, 673, 674, 683, 721, 722, 725, 743, 751, 752, 896; one of the following two: MATH 730 or 830; the following computer science courses CSCI 540, 610, and 610L. Also required are 8 additional quarter hours of coursework applicable to the mathematics major to be selected from courses numbered 750 or above, and Special Methods SEDUC 800M.

YOUNGSTOWN STATE UNIVERSITY

ACADEMIC PROGRAMS DIVISION

PD#

Date Rec'd

<input type="checkbox"/> Addition of a new program (Complete B, C)
<input type="checkbox"/> Deletion of an existing program (Complete A, C)
<input checked="" type="checkbox"/> Change in an existing program (Complete A, B, C)
Program title <u>Physical Therapy</u> Department <u>Allied Health</u>

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

Current program requires 111 quarter hours of professional physical therapy credit, and 100 quarter hours of physical therapy course credits. Total of 211 hours required. See attached current curriculum sheet dated December 12, 1994 and attached justification, pages 1 - 4.

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

Propose program credit hour change to require 112 quarter hours of professional physical therapy credit and 93 quarter hours of pre-physical therapy course credit. Total of 205 hours required. See attached revised draft curriculum sheet dated March 1, 1996 and attached justification, pages 1 - 4.

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

See attached justification, pages 1 - 4.

Signatures

Department Chairperson Madelene Hoggerty

Dean John J. Ferrara Prog. Div. Gregory A. Clayton

Senate _____

**Youngstown State University
Physical Therapy Program
Curriculum and Program Changes**

JUSTIFICATION

I. Academic

A. Proposed Changes:

Numerous corrections, revisions and enhancements to the new physical therapy curriculum and program are being recommended. These changes include corrections to course titles, revisions to course descriptions, additions, deletions, and the resequencing of courses in both the pre-professional phase and in the professional phase of the program. Enhancements include adding one quarter hour to individual physical therapy courses and adding one new physical therapy course.

Rationale for Change:

After reviewing the current physical therapy curriculum program, the accreditation requirements and the Undergraduate Bulletin, the new program coordinator Robert "BJ" Farr, Jr. M.B.A., P.T., A.T.C. has recommended changes to courses, the curriculum and the program. A consultant Mr. Frank Pierson, M.S., P.T., the previous physical therapy program director at The Ohio State University, who was hired to assist in the planning process, gave recommendations and supported those of Mr. Farr related to the physical therapy curriculum and program changes.

Corrections to course titles on the physical therapy curriculum sheet (see attached current and revised curriculum sheets) required changing the course title numbers from Roman numerals to English numbers to match the listed titles in the Undergraduate Bulletin.

Revisions to the catalog description for each of the physical therapy courses were done for several reasons. Correction in wording of the catalog description was done so that it accurately followed the same wording format of lecture, laboratory and clinical courses in the physical therapy curriculum. All the course descriptions must reflect the theoretical frame work used in the program. This is done for accreditation and to increase the students understanding of the theoretical thread linking each course in the program.

One quarter hour was added to six individual physical therapy courses to accommodate additional lecture and laboratory context material required for accreditation. These specific courses dealing with patient assessment and treatment principles and technique include PHYTH 701, 701L, 830, 830L, 831 and 831L.

The resequencing of lecture and laboratory content among eight physical therapy courses was the other reason for revising the catalog descriptions. This reorganization of didactic content and practical learning experiences will enhance the curriculum design and help facilitate the students attainment of required accreditation competencies. The physical therapy courses reorganized include PHYTH 701, 701L, 702, 702L, 710, 710L 711, and 711L.

Courses added:

Pre-Professional Phase (prerequisites):

BIOL 793 and 793L, Human Physiology 2 and Human Physiology 2 Lab. The Department of Biological Science retooled the human physiology courses by transferring course from the current required BIOL 792/L Human Physiology I course content to BIOL 793 and 793L. This content on specific human physiological systems, i.e. cardiovascular, respiratory and renal is essential foundation knowledge students must have prior to entering the physical therapy program. Dr. Toepfer currently teaches this course.

Professional Phase:

PHYTH 808. Physical Therapy and Human Development. Physical Therapy students must have specific knowledge on physical therapy intervention for pediatric and geriatric dysfunctions and conditions. This course content is required for physical therapy accreditation and has been developed as an upper level course. The course will be taught by physical therapy faculty with that faculty position currently being advertised.

HPES 807, Exercise Testing and Prescription. Physical therapy students must have knowledge and competency performing exercise testing and prescription. This course will have special topics on human development and aging and on individuals with cardiovascular and pulmonary diseases. This course and its specific content are required by physical therapy accreditation. Dr. Bosso is qualified to teach this course.

Courses deleted:

Pre-professional Phase:

HSC 590 Strategies for Health and Wellness. This course was deleted by decision of the U.C.C./Academic Program Division on March 1, 1996. This course is not required in other health care professional programs, i.e. Nursing and Respiratory Care and should not be required in the Physical Therapy Program.

PHIL 600. Introduction to Philosophy. The physical therapy program meets the general University requirements with the two other required Philosophy courses, PHIL 530, Critical Thinking and PHIL 825, Biomedical Ethics. The deletion of this course is in effort to reduce the total program quarter hours required.

MATH 714. Probability and Statistics. The deletion of this course was in an effort to minimize the duplication of course content. Based on accreditation requirements, important probability and statistics principles will be taught in the professional phase by Dr. Harris in AHLTH 806, Research Methodology for Health Sciences.

HPES 714. Fitness Management.

HPES 770. Physical Activity and Aging.

AHLTH 730. Cardiopulmonary Stress Testing.

Specific principles, theories and competencies from these three courses have been integrated into HPES 807, Exercise Testing and Prescription and PHYTH 808. Physical Therapy and Human Development. This consolidation of courses meets accreditation requirements and helps to reduce the total program quarter hours required.

AHLTH 801. Special Topics in Allied Health. The deletion of this course from the Spring Quarter of the fourth year was in an effort to minimize the duplication of courses. This course is currently offered in the Spring Quarter of the third year and will remain in the program. This course will allow students to apply knowledge gained from the AHLTH 806 course, as they independently pursue areas of interest that will be used as part of their requirements for AHLTH 820, Directed Individual Research.

Course Sequence Changes:

Pre-Professional Phase:

Activity course for Health Education and Physical Education was moved from the spring quarter of the first year to the spring quarter of the second year to better balance total quarter hours.

Activity courses (two) for Health Education and Physical Education was replaced with HPES 589, Scientific Principles of Personal Fitness, a two quarter hour course. The content of this course is very appropriate for pre-P.T. students.

PHIL 825. Biomedical Ethics was moved to Fall Quarter of second year. This change was made to accommodate the course addition of BIOL 793, Human Physiology 2 and BIOL 793L, Human Physiology 2 Lab.

BIOL 792/L. Human Physiology 1 was moved to Winter Quarter of the second year. This change was made to accommodate the heavy pre-physical therapy student load and the pre-nursing student load that the Biological Science faculty will be teaching.

PSYCH 702. Abnormal Psychology was moved to Fall Quarter of the second year. This course was switched with BIOL 792/L for the above stated reason. This course is offered quarterly.

Professional Phase:

HPES 795. Kinesiology and Applied Anatomy

HPES 896. Physiology of Exercise

Those two courses were switched in the program with HPES 795 moving to Fall Quarter and HPES 896 moving to the Summer Quarter of the third year. This move improves both the sequencing of required content for accreditation and corresponds to the hiring of the new HPES faculty to teach Kinesiology in Fall Quarter.

Effect of Proposed Changes:

These changes will impact the total credit hours for the revised program by a reduction of 6 quarter hours (refer to current and revised curriculum sheets). There will be a reduction of 7 quarter hours in the pre-professional phase of the revised program and an increase of 1 quarter hour in the professional phase.

II. Faculty

The program coordinator, Mr. Farr, hired September 15, 1995 was the first full-time physical therapy faculty. He is responsible for development, administration and teaching in the physical therapy program. The second full-time physical therapy faculty position, the academic coordinator of clinical education (ACCE), will be hired for a March 25, 1996 start date. The third full-time physical therapy faculty position is currently being advertised for a September 15, 1996 start date. There is appropriate qualified faculty to teach the first class of students that will start June 17, 1996. Faculty at the University include Mr. Farr, the new ACCE, and Dr. Harris from Allied Health, Dr. Bosso and the new faculty person from Human Performance and Exercise Science and Dr. Womble and Dr. Litowitz from Biological Sciences. Qualified instructors have been secured to teach Pathology from Northside Medical Center and for the Gross Anatomy Cadaver Lab from Northeastern Ohio College of Medicine.

III. Facilities

The facilities for the physical therapy program has been secured, designed and are currently being renovated. The primary facility location will be housed on the ground floor of Cushwa Hall. The anatomy/neuroanatomy laboratory room will be located in 4021 on the fourth floor of Ward Beecher Hall. Agreements have been

secured with the Northeastern Ohio College of Medicine (NEOUCOM) for the use of their anatomy cadaver dissection laboratory as well as for pathology at Northside Medical Center's Pathology Department.

The library has sufficient holdings related to physical therapy. Over twelve thousand dollars has been spent on books and periodicals.

a:justifiy

revised 3/1/96

YOUNGSTOWN STATE UNIVERSITY
DEPARTMENT OF ALLIED HEALTH
B.S. IN PHYSICAL THERAPY

PRE-COLLEGE REQUIREMENTS (High School Credits)

**REQUIRED	EARNED	MUST HAVE GRADES OF "C" OR BETTER IN:	GRADE	DEFICIENCY	MAKE-UP COURSE
	4	English			*ENGL 540 or 550
**1		Algebra I			MATH 500 & 501 or 502
**1		Algebra II			MATH 503 & 504 or 505
**1		Geometry			MATH 511
**1		Trigonometry			MATH 520
**1		Biology			BIOL 510/L
**1		Chemistry			CHEM 501
**1		Physics			PHYS 501
1		U.S. History			
1		Social Science (Including 1/2 U.S. Government)			
1		Science or Social Science			
2		Foreign Language (both in same language)			
1		Fine and Performing Arts (Music, Art, Drama)			
2		Other			
19		TOTAL (See advisor concerning deficiencies.)			

High school deficiencies must be made up and these hours DO NOT count toward graduation.

*Course taken is determined by the English Placement Test.

***Permission of Physical Therapy Faculty necessary to register for these classes.

FIRST YEAR

Fall Quarter (Pre-Professional P.T.)	
BIOL 509/L Principles of Biology I	4 ()
CHEM 505/L Chemistry for Allied Health Science 1	4 ()
ENGL 550 Composition I	4 ()
PSYCH 560 General Psychology	4 ()
	<u>16</u>

Winter Quarter (Pre-Professional P.T.)	
BIOL 611/L Principles of Biology III	4 ()
CHEM 506/L Chemistry for Allied Health Science 2	4 ()
ENGL 551 Composition 2	4 ()
SOCIO 500 Fundamentals of Sociology	4 ()
	<u>16</u>

Spring Quarter (Pre-Professional P.T.)	
PHYS 501 Fundamentals of Physics I	4 ()
PHIL 530 Critical Thinking	4 ()
SPCH 550 Public Speaking	4 ()
PSYCH (755, 756 or 757) Developmental Psychology	4 ()
	<u>16</u>

SECOND YEAR

Fall Quarter (Pre-Professional P.T.)	
PSYCH 702 Abnormal Psychology	4 ()
PHYS 502 Fundamentals of Physics 2	3 ()
PHYS 502L Fundamentals of Physics 2 Lab	1 ()
PHIL 825 Biomedical Ethics	4 ()
MATEC 605 Pharmacology	4 ()
	<u>16</u>

Winter Quarter (Pre-Professional P.T.)	
SOCIO 703 Aging and Society	4 ()
ANTHR 701 Cultural Anthropology	4 ()
BIS 613 Microcomputer Applications	4 ()
BIOL 792 Human Physiology I	5 ()
	<u>17</u>

Spring Quarter (Pre-Professional P.T.)	
BIOL 710 Mammalian Anatomy	4 ()
BIOL 793 Human Physiology 2	4 ()
BIOL 793L Human Physiology 2 Lab	1 ()
HPES 589 Scientific Principles of Personal Fitness Activity	2 ()
	<u>1</u>
	<u>12</u>

Subtotal

STUDENTS ACCEPTED INTO PROFESSIONAL PHASE OF P.T. PROGRAM MAY ENROLL IN THE FOLLOWING PHYTH, BIOL, HPES AND ABLTH COURSES

Summer Quarter (Professional P.T.)	
PHYTH 700 Intro to Physical Therapy	4 ()
***BIOL 868 Gross Anatomy I	4 ()
***HPES 896 Physiology of Exercise	4 ()
	<u>12</u>

THIRD YEAR

Fall Quarter (Professional P.T.)		
***BIOL 869 Gross Anatomy II	4 ()	
***BIOL 832 Principles of Neurobiology	4 ()	
***HPES 795 Kinesiology & Applied Anatomy	4 ()	
PHYTH 701 P.T. Procedures I	3 ()	
PHYTH 701L P.T. Procedures I Lab	2 ()	
		<u>17</u>

Winter Quarter (Professional P.T.)		
***BIOL 829 Neuroanatomy	4 ()	
PHYTH 703 Pathology	3 ()	
PHYTH 702 P.T. Procedures 2	3 ()	
PHYTH 702L P.T. Procedures 2 Lab	2 ()	
PHYTH 710 Physical Agents I	4 ()	
PHYTH 710L Physical Agents I Lab	1 ()	
		<u>17</u>

Spring Quarter (Professional P.T.)		
PHYTH 711 Physical Agents 2	4 ()	
PHYTH 711L Physical Agents 2 Lab	1 ()	
PHYTH 704 The Musculoskeletal System	3 ()	
***AHLTH 806 Research Methodology for Health Sciences	4 ()	
PHYTH 720 Clinical Education I	3 ()	
***AHLTH 801 Special Topics in Allied Health	2 ()	
		<u>17</u>

Summer Quarter (Professional P.T.)		
PHYTH 721 Clinical Education 2 (10 weeks)	8 ()	

FOURTH YEAR

Fall Quarter (Professional P.T.)		
PHYTH 805 The Neuromuscular System	3 ()	
***AHLTH 810 Management Skills for the Health Care Supervisor	4 ()	
PHYTH 808 Physical Therapy and Human Development	4 ()	
PHYTH 830 Therapeutic Exercise I	3 ()	
PHYTH 830L Therapeutic Exercise I Lab	2 ()	
PHYTH 822 Clinical Education 3	2 ()	
		<u>18</u>

Winter Quarter (Professional P.T.)		
***HPES 807 Exercise Testing & Prescription	4 ()	
PHYTH 831 Therapeutic Exercise 2	3 ()	
PHYTH 831L Therapeutic Exercise 2 Lab	2 ()	
PHYTH 823 Clinical Education 4 (5 weeks)	4 ()	
		<u>13</u>

Spring Quarter (Professional P.T.)		
PHYTH 824 Clinical Education 5 (10 weeks)	8 ()	
***AHLTH 820 Directed Individual Research	2 ()	
		<u>10</u>

Subtotal 112

Total 205

All courses in PHYTH, BIOL, CHEM, PHYSICS, and HPES must be completed with a minimum grade of "C". Students will be dismissed from the Physical Therapy Program if they receive an "F" in any PHYTH course or 6 hours of "D" grades in any PHYTH, AHLTH, BIOL, or HPES courses.



Academic Programs Division

PD# _____ Date Rec'd _____

<input type="checkbox"/> Addition of a new program (Complete B, C) <input type="checkbox"/> Deletion of an existing program (Complete A,C) <input checked="" type="checkbox"/> Change in an existing program (Complete A,B,C)
Program title <u>B.S. in Geology</u> Department <u>Geology</u>

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

See pages 2 - 3

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

See pages 4 - 5

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.).

See pages 6 - 7

Signatures:
Department Chairperson *Shan Khawaja* Dean *Barbara Brokers*
Program Division *Gregory A. Claypool* Senate _____
23

B. Describe the requirements of the proposed program.

Curriculum for the Bachelor of Science Degree With a Major in Geology.

For the Bachelor of Science degree, the student majoring in Geology must complete, in addition to the general University requirements, a minimum of 53 quarter hours of courses in geology, of which 41 are specified and 12 are elective. The specified courses are Geology 505, 513, 514, 608, 700, 701, 704, 704L, 713, 718, 802 and a course in Field Geology. The latter must carry a minimum of four quarter hours of transferable credit. An additional 34 quarter hours of courses in Chemistry, Mathematics and Physics are required. Students should consult with the geology chair for details in the B.S. program.

The Field Camp and the specific courses for the minor are chosen in consultation with the advisor and the department curriculum committee.

I. Required Courses (41 Q.H.)

GEOL 505. Physical Geology.	4 q.h.
GEOL 513. Physical Evolution of North America.	4 q.h.
GEOL 514. Life of the Geologic Past.	4 q.h.
GEOL 608. Geology Laboratory.	4 q.h.
GEOL 700. Mineralogy.	4 q.h.
GEOL 701. Geomorphology	4 q.h.
GEOL 704. Structural Geology.	3 q.h.
GEOL 704L. Structural Geology Laboratory	2 q.h.
GEOL 713. Optical Mineralogy	4 q.h.
GEOL 718. Igneous and Metamorphic Petrology	4 q.h.
GEOL 802. Stratigraphy and Sedimentation	4 q.h.
GEOL XXX Field Camp (minimum 4 Q.H.)	

II Geology Electives (minimum of 12 Q.H.)

GEOL 602. Introduction to Oceanography	4 q.h.
GEOL 615. Geology and the Environment I.	4 q.h.
GEOL 702. Glacial Geology	4 q.h.
GEOL 706. Geology of Economic Mineral Deposits	5 q.h.
GEOL 707. Applied Geophysics	4 q.h.
GEOL 709. Subsurface Investigations	4 2 q.h.
GEOL 714. Principles of Paleontology	4 q.h.
GEOL 716. Environmental Impact of Abandoned Mines	4 q.h.
GEOL 717. Geochemistry	4 q.h.
GEOL 804. Ground Water	4 3 q.h.
GEOL 806. Introduction to X-Ray Diffraction	3 q.h.
GEOL 807. Engineering Geology	4 q.h.
GEOL 812. Sedimentology	2 q.h.
GEOL 815. Geology and the Environment II	4 q.h.
GEOL 817. Environmental Geochemistry	4 q.h.
GEOL 818. Advanced Igneous and Metamorphic Petrology	4 q.h.
GEOL 824. Tectonics	4 q.h.

III Required Allied Science courses:

CHEM 515, 516, 517	12 q.h.
MATH 571	5 q.h.
MATH 572 or 714 or 717	4 or 5 q.h.
PHYSICS 501, 502, 503	10 q.h.
PHYSICS 501L, 502L, 503L	3 q.h.
or	
PHYSICS 510, 610, 611	12 q.h.
PHYSICS 510L, 610L, 611L	3 q.h.

Geology Field Course must carry a minimum of 4 quarter hours of transferable credit. The field camp is chosen in consultation with the advisor and the department curriculum committee.

The subject areas approved for a minor are: Biology, Chemistry, Civil Engineering, Computer Science, Mathematics or Physics.

The Bachelor of Science degree student majoring in geology must complete a minimum of 53 quarter hours of courses in geology.

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this change of program will impact upon the resources of departments other than the one originating the form.

The proposed curriculum change is a result of the review and revision of the Mission, Goals and Objectives of the Department of Geology. It was determined at that time that, in order to achieve several key goals and objectives (listed below) a revision of the Bachelors of Science degree in Geology was necessary.

Relevant Goals and Objectives

1) Provide geology majors with the breadth of knowledge required for successful careers in resource exploration, environmental assessment, recognition and evaluation of natural hazards, and other areas.

- ◇ Provide opportunities for the students to participate in field studies that demonstrate geologic principles, field techniques, and practical experiences.
- ◇ Include in the Geology curriculum a field camp requirement, which allows them to apply what they have learned in the classroom towards the solution of real geologic problems.
- ◇ Provide a variety of courses across the disciplines of Geology to prepare them for the work place or graduate school.
- ◇ Offer courses that are relevant to the needs of the job market today.
- ◇ Encourage students to take a curriculum that includes support courses from other disciplines.

2) Offer a geology curriculum that keeps pace with the ongoing changes in geology as well providing our students with a solid foundation based on classic geologic principles.

- ◇ Review the curricula of other geology departments in Ohio and western Pennsylvania.
- ◇ Review the curricula of geology departments at the twelve four-year private colleges that have been recognized by the Keck Foundation for offering outstanding programs in geology.
- ◇ Review the standards and guidelines of curricula proposed by professional societies and related to career opportunities.
- ◇ Ensure that student input (geology majors) is considered in all curriculum committee matters.

3) Include a major emphasis on the relationship between geology and the environment in the curriculum.

- ◇ Offer both an introductory and advanced course in Environmental Geology.
- ◇ Include reference to environmental concerns in our introductory courses, such as Physical Geology.

- ◇ Emphasize environmental applications in appropriate courses, such as Applied Geophysics, Subsurface Investigations, Ground Water and Engineering Geology.
- ◇ Develop new courses on the environmental aspects of geochemistry and hydrogeology, as needed.

During the previous year the Department of Geology Curriculum Committee performed a detailed study of regional and/or exemplary Geology Programs (as outlined above in Goal 2). The proposed curriculum is the result of that study. In summary the major revisions are:

1. Reduce the minimum number of quarter hours of courses in geology from 58 to 53.
2. Revise the "template" from Required courses and two tiers of Electives to Required courses and Electives. The number of required quarter hours of courses in geology in the proposed curriculum (41 q.h.) is comparable to the number of quarter hours of Required and "required" Elective courses in the current curriculum (42 q.h.).
3. Adjust the prerequisites in several courses to: a) increase the rigor in several courses and b) provide a systematic sequence for the order in which required courses will be taught.
4. Revise the required allied science courses from a minimum of 32 q.h. to a minimum of 34 q.h. The students will be required to take a year of chemistry, two quarters of mathematics and a year of physics.

Impact On Other Departments

The only part of this proposed change of program that will impact departments other than Geology is the revision of the required allied science requirements. However, since many (if not most) of our majors currently take at least one year of chemistry, mathematics and physics, the impact on these departments will be minimal. There may be a slight decrease in the number of geology majors taking courses in biology and computer science. However, students majoring in geology with an interest in the biological aspects of the discipline (e.g. Paleontology) will most likely continue to minor in biology. An analogous situation would also apply to computer science.



Academic Programs Division

PD# _____ Date Rec'd _____

<input type="checkbox"/> Addition of a new program (Complete B, C) <input type="checkbox"/> Deletion of an existing program (Complete A,C) <input checked="" type="checkbox"/> Change in an existing program (Complete A,B,C)
Program title <u>Bachelor of Science in Education</u> Department <u>Human Performance and</u> <u>Program in Physical Education</u> <u>Exercise Science</u>

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.) Please see attached current curriculum guide (APPENDIX A).

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.) Please see attached proposed curriculum guide (APPENDIX B).

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/deletion/change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.). Please see attached RATIONALE

Signatures:
Department Chairperson Barbara Wright Dean J. J. Jumper
Program Division Gregory A. Claypool Senate _____

PROPOSED K-12 CERTIFICATION PROGRAM

**77 TOTAL HOURS
REQUIRED HPES COURSES:**

HPES 595	Intro & Concepts of Physical Education	FW	2		
H Sc 601	First Aid	FWS	3		
HPES 628	Movement for Primary Grades	F (odd)	3		
HPES 661	Games Analysis	S	2		
HPES 671	Principles & Analysis of Motor Development	S	4		
Hsc 680	School Health Programs	S	4		
HPES 750	Principles of Coaching	F	3		
HPES 765	Athletic Training	S	2		
HPES 795	Kinesiology	F	4		
HPES 851	Hist & Phil of PE/SP	S	3		
HPES 852	Psychosocial Aspects of PE/SP	W	3		
HPES 855	Org & Adm of PE	F	4		
HPES 860	Tests & Measurements	F	4		
HPES 895	Adapted Physical Education	W	3		
HPES 896	Physiology of Exercise	W	4		
TOTAL			48		

UPPER DIVISION STATUS (U.D.S.) in the Department of Human Performance and Exercise Science is required for entry into the four courses listed below:

HPES 767	Teaching Behaviors in K-12 Physical Education	W	4		
HPES 780	Methods of Teaching Dance	S	3		
HPES 876	Teaching of Elementary Physical Education	S	4		
HPES 878	Teaching of Middle & Secondary Physical Educ.	F	4		
TOTAL			15		

REQUIRED HPES ACTIVITIES COURSES:

HPES 589	Scientific Principles of Personal Fitness	S	2		
HPES 506	Performance & Analysis of Track & Field	S (odd)	1		
HPES 567	Performance & Analysis of Team Sports 1	S (even)	2		
HPES 568	Performance & Analysis of Team Sports 2	S (odd)	2		
HPES 574	Performance & Analysis of Lifetime Sports	S (odd)	1		
HPES 575	Performance & Analysis of Racquet Sports	S (even)	2		
HPES 577	Performance & Analysis of Aquatic Activities	W(even)	2		
HPES 610	Introduction to Outdoor Pursuits	F (even)	1		
HPES	Elective	FWSSu	1		
TOTAL			14		
TOTAL FOR MAJOR			77		

**ACADEMIC PROGRAMS DIVISION
"C" RATIONALE**

- C. Provide a rationale and estimate how this change of program will impact upon the resources of departments other than HPES (e.g. enrollments, frequency of support, course offerings, staffing, budgets, equipment, duplicate courses, etc.).**

This change in program will not impact on the resources of any other department within the University. The changes that are proposed are simply a restructuring of the courses that are already in existence. Enrollments are expected to stay at about the current level although recruiting efforts might result in slightly higher numbers in the near future. Theory course offerings will remain at the current frequency level while most of the activity offerings will be on an *every other year* basis and should "up" the number of students in each of those classes dramatically each time they are offered. Staffing, budget, equipment, and facility needs will remain at approximately the current level. There will be no duplication of courses with any other department.

The curriculum changes for the Bachelor of Science in Education degree in physical education have been made to meet newly defined standards mandated by the National Council for the Accreditation of Teacher Education (NCATE) and the National Association of Sport and Physical Education (NASPE). The HPES Department was fully accredited in 1993, but it was suggested at that time that some components of the program be revised so that we could ensure that each student was graduating with similar cognitive, motor, and affective backgrounds and experiences. The activity portion of our program had allowed a great deal of flexibility in choosing various sport activities from a wide variety of offerings. The group of courses we are proposing here standardizes the activity offering so that every student will take the same courses with the exception of a one credit elective course. The total number of credits required for the major in the proposed program remains at 77 as it is in the current program (see Appendix A and B).

The new activity courses group *like* activities together into one class. This will allow for instruction in the tactical approach to teaching which encourages instruction in the commonalities of the selected activities in terms of skills, strategy, tactics and drills. Students will then be able to comprehend how these aspects can transfer from one activity to the next.

The changes made in a number of the theory courses will enable the students to practically apply the knowledge they have acquired in the first half of the course in clinical and field-based experiences the second half of the course.

Addition of a new program _____ (Complete B and C)

Deletion of an existing program _____ (Complete A and C)

Change in an existing program ✓ (Complete A, B, and C)

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

see attached sheets

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

see attached sheets

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/ deletion/ change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.)

see attached sheets

Signatures

Department Chairperson *Kevin G. Schuler*

Dean: *Barbara Brothers* Program Division *Gregory A. Claypool*

Proposed requirements for Computer Science program

In addition to completing all general University requirements, students wishing to receive the Bachelor in Applied Science degree must complete the following:

1. At least 59 quarter hours in Computer Science, of which 41 quarter hours are specified. Specified courses are: Computer Science and Information Systems 590, 610, and 617, and Computer Science 620, 701, 740, 805, 806, 870, and at least two quarter hours of credits in 890.

Electives in Computer Science must be selected from upper division offerings, and may not include Computer Science 875, 885, or 886. High level Computer Information Systems courses (numbered 800 or above) may also be used as electives, with advisor approval.

2. A minor in mathematics comprising 26 quarter hours, all of which are specified. They are Mathematics 571, 572, 673, 725, 743, and 760.
3. Additional required non-Computer Science courses. They are English ⁷⁴³~~553~~, and Philosophy 619 and 625.
4. An additional concentration of at least 16 quarter hours in some academic program other than the Computer & Information Sciences department. At least 4 quarter hours of this concentration must be at the 700 level or above.
5. Eight hours of science outside the department.

Reasons for Changes

1. Merged courses

We are merging several low level CSCI and CIS courses (particularly CSCI 540 and CIS 540, CSCI 610 and 610L and CIS 610, and CSCI 615 and CIS 620). We have changed the program requirements of each program to reflect this.

2. Impact on other departments

Since most of these changes involve upper level Computer Science courses, they will have little impact on other departments.

Addition of a new program _____ (Complete B and C)

Deletion of an existing program _____ (Complete A and C)

Change in an existing program ✓ (Complete A, B, and C)

A. Describe the requirements of the program as it currently exists. (Attach additional sheets if necessary.)

see attached sheets

B. Describe the requirements of the proposed program. (Attach additional sheets if necessary.)

see attached sheets

C. Using as many additional sheets as are necessary, provide a rationale and estimate how this addition/ deletion/ change of program will impact upon the resources of departments other than the one originating the form (e.g. enrollments, frequency of support-course offerings, staffing, budgets, equipment, duplicate courses, etc.)

see attached sheets

Signatures

Department Chairperson

Kevin A. Lauer

Dean:

Barbara Botters

Program Division

Brian A. Campbell

Proposed requirements for Computer Information Systems program

Associate Degree Program

In addition to completing all general University requirements, students wishing to receive the Associate in Applied Science Degree must complete the following:

1. At least 41 ~~quarter~~[✓] hours in Computer Information Systems of which 29 quarter hours are specified. Specified courses are: Computer Science and Information Systems 590, 610, and 617, and Computer Information Systems 615, 621, 626, and 640.
2. English 550 and 551.
3. Math 550 or 570.
4. Management 511 and Accounting 602 and 603.
5. Philosophy 619.
6. Twelve hours of social studies, including Economics ~~520~~⁵³⁰ and 624.
7. Four hours of science outside the department.
8. Speech 651.

Bachelor's Degree Program

In addition to completing all general University requirements (including at least 60 quarter hours at the 700 level or above), students wishing to receive the Bachelor in Applied Science Degree must complete the following:

1. At least 77 ~~quarter~~[✓] hours in Computer Information Systems of which 49 quarter hours are specified. Specified courses are: Computer Science and Information Systems 590, 610, and 617, and Computer Information Systems 615, 621, 626, 640, 714, 718, 721, 818, 822, and 840. At least 36 quarter hours must be at the 700 level or above.
2. English 550 and 551.
3. Math 550 or 570, and Math 642 or 645.
4. Management 511 and 725, and Accounting 602 and 603.
5. Twenty hours of social studies, including Economics ~~520~~⁵³⁰ and 624.
6. Twelve hours of humanities, including Philosophy 619 and 625.
7. Eight hours of science outside the department.
8. Speech 651.

Reasons for Changes

1. Merged courses

We are merging several low level CSCI and CIS courses (particularly CSCI 540 and CIS 540, CSCI 610 and 610L and CIS 610, and CSCI 615 and CIS 620). We have changed the program requirements of each program to reflect this.

2. Impact on other departments

None.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date 3/18/96 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Integrated Technologies Committee

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Appointed Chartered

Names of Committee Members: _____

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): _____

- Resolution concerning the development, maintenance and management of an Internet-based electronic information service (World Wide Web site).

Do you anticipate making a formal motion relative to the report? Yes
If so, state the motion: _____

Adopt resolution.

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? Yes

Other relevant data: _____


Chairman (please initial)

Faculty Senate

The ~~Integrated Technologies~~ committee recognizes

- that electronic communication, specifically the World Wide Web, is an important medium of communication with current, former and potential students and employees and the public;
- that our sister institutions have well-developed institutional web sites that serve to market and provide information about their institutions;
- that in order to accomplish stated goals of the Campus 2000 plan, increased enrollment and the electronic campus, YSU must make a concerted effort to develop and maintain electronic information resources comparable to our sister institutions;
- that such resources should include most of the public documents now distributed in print to the campus community and the public and a means of facilitating electronic communication with faculty, staff and students, e.g., an electronic mail directory;
- that institutional, i.e., operational or administrative, information will serve as an essential core to an institutional electronic information service;
- that administrative units, faculty, staff and students should be able to use this service to obtain and provide information;
- that a campus organization, the Student Web Group, maintains a separate information service on their own equipment to support student and student organization needs;
- that other information services also exist on campus, including one in the Computer Center, Alumni Office, Engineering, English, and at least one individual service run by a student;
- that individually maintained services will proliferate, potentially creating a haphazard presentation of information and services that will reflect poorly on YSU;
- that an institutional service should organize access to campus resources through an "official" service;
- that the "official" information service should be concerned with institutional image, the maintenance of official documents and the provision of electronic services to the public, and should be directed through the office of University Relations; *CHAIR OF ELECTRONIC CAMPUS TEAM*
- that providing such a service requires technical, clerical and creative efforts such that an advisory panel consisting of representatives of each unit that provides or receives information directly to or from the campus community or the public, and including the Director of Network Services and at least one academic representative, is necessary for success;
- that responsibility for areas of the information service directly related to a particular unit or individual is best managed by that unit or individual within the framework established by the advisory panel and the "official" service;
- that faculty, staff and students, and to some extent, academic units may exercise a significant degree of flexibility in the creation and maintenance of personal information resources in keeping with extant contractual agreements, policies and standards, including the Student Code;
- that provision for use of these, and similar, resources as a multimedia teaching and learning tool needs to be made; and,
- that the current system, developed by students as a demonstration system and maintained almost exclusively by volunteers on Computer Science & Information Systems departmental equipment, is inadequate.

Therefore, be it resolved that the Faculty Senate recommend that

CHAIR OF ELECTRONIC CAMPUS TEAM

- an advisory panel, directed by University Relations, be formed to encourage the development and maintenance of an institutional, electronic information service based initially on the World Wide Web technology; and
- that this effort be recognized as a vital part of YSU's plans to disseminate information, attract and retain students, and maintain currency in an electronic era.

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date February 20, 1996 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report Honors

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Appointed Chartered

Names of Committee Members: Lee Slivinske, Megan Isaac, Marianne Dove, Ram Kasuganti, Hyun Kim, Ndinzi Masagara, Louise Pavia, C. Wade Raridon, Fred Owens, Amy Cossentino, Nate Ritchey, Nadar Atway (student) and Bill Goebel (student).

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): The statement regarding the requirements of the honors program was edited for clarity, minor curricular changes in the Honors Seminar were proposed, a detailed Faculty Instruction for Contract Honors form was developed, "articulation agreements" with community colleges were established, an Associate Honors Degree will be developed, and more substantive changes to the four-year program will be proposed.

Do you anticipate making a formal motion relative to the report? No
If so, state the motion: _____

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

Lee Slivinske 
Chairman (please initial)

Senate 89-90/covlet.sen

Report of the Honors Committee Academic Senate

Members: Lee Slivinske, Megan Isaac, Marianne Dove, Ram Kasuganti, Hyun Kim, Ndinzi Masagara, Louise Pavia, C. Wade Raridon, Fred Owens, Amy Cossentino, Nate Ritchey, Nadar Atway (student) and Bill Goebel (student).

The Honors Committee reviewed the statement regarding the curricular requirements of the Honors Program and edited it for clarity. The committee also changed the title of 601, 602, 603 Beginning Honors Seminar to Honors Seminar and the number of credit hours from 2+2+2 q.h. to 1-2 q.h. each. The variable credit would permit flexibility in scheduling weekend honors seminars. The requirements of the Honors Program remain essentially the same except the number of honors credits required changes from 38 to 36 q.h. All the above changes were submitted to the University Curriculum and Program Committees and the Academic Senate for approval.

The Honors Committee revised the Request for Contract Honors Credit form. The new Faculty Instruction for Contract Honors form explains in greater detail the process to be used in requesting honors credit for coursework. The Faculty Instruction form also explains in greater detail the expectations and requirements of the proposal which details the work the student must perform in order to fulfill the contract.

Students receiving contract honors credit are expected to do a minimum of 20-25% more work than regular class members. Rather than simply doing more of the same sort of work, an honors contract must challenge the student in more sophisticated and complex ways. Well designed honors contracts provide the student with unusual opportunities and invite him/her to explore the material in exciting ways. When compared to a non-honors course, and honors course should:

- cover material in greater depth
- encompass more complex concepts, stressing analysis
- place greater emphasis on communication skills
- include discussion of applicable theories in the field
- require of the students more preparation and class participation, including more ambitious papers on projects, as well as a greater share of responsibility for learning
- involve more state-of-the-art technology
- enable more contact time between students and faculty

Also included on the form are examples of proposals from various colleges that were deemed "exceptional." These examples will assist faculty and students prepare their proposals.


The committee discussed "articulation agreements" with community colleges. The committee agreed to accept honors credit from other insitutions. If a student does not perform to

expectations in our honors program, the committee will review the articulation agreement of the community college from which the student transferred. It was also agreed that students must complete at least 20 of the total 36 hours of honors credit required to graduate from YSU.

The honors committee is planning to discuss changing the requirements of the program from "At least 8 q.h. of credit in 700- or 800-level courses (honors or non-honors) must be earned outside whichever one of the four broad areas above . . ." to "At least 8 q.h. of credit in 700- or 800-level honors courses must be . . ." This essentially would increase the amount of honors credit coursework required.

Finally, the committee is planning to develop an Associate Honors Degree. The program has received a number of requests regarding a two-year honors degree program. The intent would be to develop this degree in the 2 + 2 framework (i.e. the Associate Honors Degree requirements would be virtually identical to the first two years of the four-year honors degree program).

Respectfully Submitted,



Lee R. Slivinske, Chair
Honors Committee

COVER SHEET TO BE ATTACHED TO ALL REPORTS SUBMITTED TO THE ACADEMIC SENATE

Date March 25, 1996 Report Number (For Senate Use Only) _____

Name of Committee Submitting Report University Curriculum Committee (UCC)

Committee Status: (elected chartered, appointed chartered, ad hoc, etc.)

Appointed charter

Names of Committee Members: Haiyang Chen (Chair), Gregory Claypool,

Dennis R.Henneman, Shakir Husain, Robert Levin, Loretta M.Liptak, Joe

Multari, Tod S. Porter, Sharon P. Shipton, Eric J. Wingler, and Harold

Yiannaki.

Please write a brief summary of the report which the Committee is submitting to the Senate (attach complete report): The attached proposals have been

approved by the UCC and circulated through the proper channels. There are

no objections. The UCC's report serves as final approval of proposals.

No Senate action is required.

Do you anticipate making a formal motion relative to the report? No.

If so, state the motion: _____

If there are substantive changes made from the floor in your committee recommendation, would the committee prefer that the matter be sent back to committee for further consideration? _____

Other relevant data: _____

HYL
Chairman (please initial)

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- 96-128 Health and Human Services (Add)
HMGT 725. *Food and Beverage Management*. Managerial authority and responsibilities in setting goals; forecasting, controlling quality and costs; establishing policy in the successful operation of a food and beverage department. Prereq.: FNUTR 609. 3 q.h.
- 96-129 Health and Human Services (Add)
HMGT 745. *Hospitality Industry Marketing*. The application of marketing principles to sales of hospitality services; methods, techniques, and services for successful meetings and conventions. Prereq.: MKTG 703; BIS 514 or CIS 520; HMGT 500, 575. 4 q.h.
- 96-166 Health and Human Services (Change)
CRJUS 807. *Criminal Justice Internship*. Field experiences in an appropriate criminal justice agency under the direction of experienced and qualified professionals. The grading is CR/NC. May be repeated for a maximum of 12 q.h. Prereq.: Senior standing in CRJUS and specific emphasis area courses as per department guidelines. 4-12 q.h.
- 96-167 Health and Human Services (Delete)
HMGT 625. *Food and Beverage Management*.
- 96-168 Health and Human Services (Delete)
HMGT 645. *Hospitality Marketing*.
- 96-169 Engineering and Technology (Change)
CEEGR 837. *Environmental Engineering 2*. A study of the elements of water purification and wastewater treatment systems, including principles of operation and design procedures. The course includes the design of actual treatment processes. Prereq.: CEEGR 736 and an unrecalculated GPA of 2.0 or better for all CEEGR (major) courses. 4 q.h.
- 96-171 Arts and Sciences (Add)
AMS 810. *Independent Project in American Culture*. Work with a faculty advisor on senior projects. A total of 4 hours is required for completion of the major. Prereq.: AMS 801 and permission of instructor. May be repeated with permission of the coordinator. 1-4 q.h.
- 96-172 Arts and Sciences (Change)
AMS 801. *American Studies Research Seminar*. Capstone seminar. Focus on development and implementation of research proposal. Will also focus on current American Studies research related to topics chosen by students for their senior projects. Prereq.: AMS 701 and permission of instructor. 4 q.h.

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- 96-173 Health and Human Services (Add)
MLTEC 609. *Topics in Histotechnology*. Instrumentation, processing, fixation, microtomy, staining, and special staining as applied to the histotechnician. Prereq.: MLTEC 501/501L with a grade of C or better. 3 q.h.
- 96-174 Arts and Sciences (Delete)
GERMN 875. *German-American Studies*.
- 96-175 Arts and Sciences (Add)
GERMN 625. *Contemporary Germany*. Modern Germany and her role in the European tradition as seen in political and cultural developments during the last 100 years. Topics on the geography of Central Europe and ethnic Germans; the socio-political-economic history of modern Germany; the influence of German creativity in architecture, religion, fine and performing arts; German unification. Taught in English. 4 q.h.
- 96-176 Arts and Sciences (Add)
GERMN 680. *German-Americans*. Contributions of German immigrants to American life from the earliest adventurers to the present. An examination of immigration history; religious and political groups; German language, press, and schools; Mennonite and Amish communities including Germans in Ohio, especially in the Mahoning Valley. Taught in English. 4 q.h.
- 96-177 Arts and Sciences (Add)
GERMN 765. *Advanced German Translation 1*. German to English translation for the professional translator. Introduction to polysemy, collocation, word level equivalence, cultural equivalence, cohesion, coherence and concept systems. Use and evaluation of translation software. Development of terminology and text summarization. Treatment of scientific, medical, technological, business and literary texts. Prereq.: German 610. 4 q.h.
- 96-178 Arts and Sciences (Add)
GERMN 865. *Advanced German Translation 2*. Advanced German to English translation strategies for the professional translator with emphasis on transposition, amplification, implicitation, compensation, and modulation. Advanced terminology, vocabulary techniques and translation software applications. Techniques of parallel/background texts and post editing. Treatment of semi-professional texts in business, science, technology, journalism, literature, history, and culture. Prereq.: German 765. 4 q.h.
- 96-179 Arts and Sciences (Delete)
CHEM *711, *712. *Biochemistry 1,2*.

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- 96-180 Arts and Sciences (Change)
CHEM 713. *Clinical Biochemical Techniques*. Advanced biochemistry laboratory for Chemistry and Medical Technology majors. Two three-hour laboratories. Prereq. or concurrent: CHEM 786L. 2 q.h.
- 96-181 Arts and Sciences (Change)
CHEM 729. *Inorganic Chemistry 1*. The fundamental principles underlying the structure and properties of the elements and their compounds. Prereq.: CHEM 740 (may be concurrent) or 801. 3 q.h.
- 96-182 Arts and Sciences (Delete)
CHEM 796. *Fundamentals of Biochemistry 1*.
- 96-183 Arts and Sciences (Delete)
CHEM 797. *Fundamentals of Biochemistry 2*.
- 96-184 Arts and Sciences (Add)
CHEM 785. *Biochemistry 1*. Structure and properties of biomolecules including proteins, lipids, carbohydrates, and nucleic acids. Three hours lecture. Prereq.: CHEM 603 and 721. 3 q.h.
- 96-185 Arts and Sciences (Add)
CHEM 786. *Biochemistry 2*. Bioenergetics and intermediary metabolism of biomolecules. Three hours lecture. Prereq.: CHEM 785 3 q.h.
- 96-186 Arts and Sciences (Add)
CHEM 787. *Biochemistry 3*. Biochemical information pathways including nucleic acid synthesis, protein synthesis, and signal transduction. Three hours lecture. Prereq.: CHEM 786. 3 q.h.
- 96-187 Arts and Sciences (Add)
CHEM *785L, *786L. *Biochemistry Laboratory 1,2*. Analysis and separation techniques of biochemistry. Three hours laboratory-discussion. Prereq. or concurrent: CHEM 785 with 785L, 786 with 786L. 1+1 q.h.
- 96-188 Arts and Sciences (Change)
CHEM *801. *Elements of Physical Chemistry*. An introduction to thermodynamics, spectroscopy, chemical structure, reaction rates, and other physical properties of chemical systems. Four hours lecture and three hours laboratory. Prereq.: CHEM 604 and 721, PHYS 603 or 611, and PHYS 510L, 610L, and 611L; and MATH 674 (may be concurrent). 5 q.h.
- 96-189 Arts and Sciences (Add)
CHEM *802. *Biophysical Chemistry*. Principles of chemical thermodynamics, spectroscopy, and kinetics as specifically applied to biological systems. Four hours lecture and three hours laboratory. Prereq.: CHEM 801 or 740. 5 q.h.

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- 96-190 Arts and Sciences (Change)
CHEM *803, *804. *Chemical Instrumentation 1, 2*. The theoretical foundations of instrumental procedures and use of instruments in analytical work. CHEM 803: Two hours lecture and six hours laboratory. CHEM 804: Two hours lecture and three hours laboratory. Prereq.: CHEM 604, and CHEM 741 or 802. 4 + 3 q.h.
- 96-191 Arts and Sciences (Change)
CHEM 805. *Applied Spectroscopy*. Infrared, ultraviolet, nuclear magnetic resonance, electron spin resonance, mass spectrometry, and methods of current interest as applied to chemical systems. Three hours lecture. Prereq.: CHEM 721; Prereq. or concurrent: CHEM 740 or 802. 3 q.h.
- 96-192 Arts and Sciences (Change)
CHEM *831. *Inorganic Chemistry Laboratory*. Preparation of typical inorganic compounds and their characterization. Six hours laboratory-discussion. Prereq. or concurrent: CHEM 729, and 740 or 802. 2 q.h.
- 96-193 Arts and Sciences (Delete)
CHEM *798, *799. *Fundamentals of Biochemistry Laboratory 1, 2*.
- 96-194 College of Health and Human Services (Change)
PHYTH 700. *Physical Therapy*. The physical therapy profession (history, current organizational structure, future direction); roles of physical therapy personnel, practice and legal issues, health professional and patient interaction, medical terminology, documentation and introduction to ethics. Prereq.: Admission to Physical Therapy Program. 4 q.h.
- 96-195 College of Health and Human Services (Change)
PHYTH 701. *Physical Therapy Procedures 1*. Principles of patient care and physical therapy procedures; emphasis on assessment and treatment techniques of wound care, patient handling and mobility and use of assistive equipment. Prereq.: PHYTH 700. 3 q.h.
- 96-196 College of Health and Human Services (Change)
PHYTH 701L. *Physical Therapy Procedures 1 Lab*. Assessment and treatment techniques of infection control, wound care and dressings, body mechanics, transfer activities, gait training, assistive devices, adaptive equipment, coordination and motor control. Four hours of laboratory a week. Prereq.: PHYTH 700. 2 q.h.
- 96-197 College of Health and Human Services (Change)
PHYTH 703. *Pathology*. Disease processes and trauma in humans at a structural and functional level; relationships between pathology and clinical signs and symptoms, etiology, differential diagnosis, prognosis and treatment. Prereq.: PHYTH 700. 3 q.h.

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- 96-198 College of Health and Human Services (Change)
PHYTH 702. *Physical Therapy Procedures 2*. Principles and techniques of patient assessment and treatment; interviewing, measuring, assessing basic cardiopulmonary and musculoskeletal functions and environmental assessment. Prereq.: PHYTH 701. 3 q.h.
- 96-199 College of Health and Human Services (Change)
PHYTH 702L. *Physical Therapy Procedures 2 Lab*. Evaluation and treatment techniques of history taking, observation/inspection, postural alignment, palpations, vital signs, range of motion, manual muscle testing, massage, functional activities and environmental assessment. Four hours of laboratory a week. Prereq.: PHYTH 701L. 2 q.h.
- 96-200 College of Health and Human Services (Change)
PHYTH 704. *The Musculoskeletal System*. Pathophysiology of the musculoskeletal system, including disorders, conditions and medical, surgical and physical therapy intervention. Assessment and treatment principles using problem-solving/clinical decision-making approaches. Prereq.: PHYTH 703 3 q.h.
- 96-201 College of Health and Human Services (Change)
PHYTH 710. *Physical Agents 1*. Theories and techniques in the use of heat, light, water, sound and mechanotherapy to treat various disorders or conditions; application of principles gained in physics; physiological effects, indications and contraindications of agents listed. Prereq.: PHYTH 702. 4 q.h.
- 96-202 College of Health and Human Services (Change)
PHYTH 710L. *Physical Agents 1 Lab*. Use and application of physical therapy modalities including cold and heat agents, hydrotherapy, ultrasound, and mechanotherapy. Three hours of laboratory a week. Prereq.: PHYTH 702L. 1 q.h.
- 96-203 College of Health and Human Services (Change)
PHYTH 711. *Physical Agents 2*. Theories and techniques of the use of electricity to treat various disorders or conditions; application of principles of physics, physiological effects, indications and contraindications. Prereq.: PHYTH 710. 4 q.h.
- 96-204 College of Health and Human Services (Change)
PHYTH 711L. *Physical Agents 2 Lab*. Use and application of physical therapy electric stimulation equipment including EMG, biofeedback, NCV, low volt, high volt, MENS, TENS, and US/ES combined. Three hours of laboratory a week. Prereq.: PHYTH 710L. 1 q.h.

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- 96-205 College of Health and Human Services (Change)
PHYTH 720. *Clinical Education 1*. Preparation for the initial supervised clinical education experience in an assigned clinical setting; problem-solving, documentation and communication skills, social, ethical and medical/legal issues and professional conduct. Prereq.: PHYTH 710, 702. 3 q.h.
- 96-206 College of Health and Human Services (Change)
PHYTH 721. *Clinical Education 2*. Initial clinical observation and application of appropriate physical therapy assessment and treatment skills and procedures under the supervision of physical therapists in an assigned clinical setting. Four hundred clinical hours. Prereq.: PHYTH 720, CPR certification, required inoculations. 8 q.h.
- 96-207 College of Health and Human Services (Change)
PHYTH 805. *The Neuromuscular System*. Theories of neuropathology and neurophysiology with emphases on disorders, conditions, movement dysfunctions, medical, surgical and physical therapy interventions. Assessment and treatment principles using problem-solving/clinical decision-making approaches. Prereq.: PHYTH 704. 3 q.h.
- 96-208 College of Health and Human Services (Add)
PHYTH 808. *Physical Therapy and Human Development*. Principles of development across the life span with medical, surgical and physical therapy interventions. Emphasis on pediatric and geriatric anatomical, physiological and biomechanical changes, psychosocial functions and conditions. Prereq.: PHYTH 704. 4 q.h.
- 96-209 College of Health and Human Services (Change)
PHYTH 830. *Therapeutic Exercise 1*. Principles and techniques relating to the physical therapy management of musculoskeletal disorders or conditions based on normal functions; assessment and appropriate exercises for the treatment of movement dysfunctions. Prereq.: PHYTH 711. 3 q.h.
- 96-210 College of Health and Human Services (Change)
PHYTH 830L. *Therapeutic Exercise 1 Lab*. Techniques designed to prevent, rehabilitate or minimize effects of disease, trauma or dysfunction of the musculoskeletal system; emphasis on postural correction, relaxation, joint mobilization, stretching, strengthening, endurance training and functional activities. Four hours of laboratory a week. Prereq.: PHYTH 711L. 2 q.h.
- 96-211 College of Health and Human Services (Change)
PHYTH 822. *Clinical Education 3*. Preparation for the terminal supervised clinical education experiences; complex problem-solving and clinical decision-making, ethical and medical/legal dilemmas, and licensure requirements. Prereq.: PHYTH 721. 2 q.h.

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- 96-212 College of Health and Human Services (Change)
PHYTH 831. *Therapeutic Exercise 2*. Principles and techniques related to the physical therapy management of neuromuscular dysfunctional clients; includes theories of motor control, normal and abnormal movement, client assessment and therapeutic exercise intervention. Prereq.: PHYTH 830. 3 q.h.
- 96-213 College of Health and Human Services (Change)
PHYTH 831L. *Therapeutic Exercise 2 Lab*. Techniques designed to prevent, rehabilitate or minimize the effects of disease, developmental abnormalities, trauma or dysfunction of the neuromuscular system including traumatic brain injury, CVA, spinal cord injury. Four hours of laboratory a week. Prereq.: PHYTH 830L. 2 q.h.
- 96-214 College of Health and Human Services (Change)
PHYTH 823. *Clinical Education 4*. Clinical application of appropriate physical therapy assessment and treatment skills and procedures under the supervision of the physical therapists in an assigned clinical setting or school; various patient care experiences and conditions, therapy interventions, problem-solving, clinical decision-making and administration procedures. Two hundred clinical hours. Prereq.: PHYTH 822. 4 q.h.
- 96-215 College of Health and Human Services (Change)
PHYTH 824. *Clinical Education 5*. Terminal supervised clinical application of appropriate physical therapy assessment and treatment skills and procedures in an assigned clinical setting; complex clinical problem-solving/decision-making experiences related to ongoing patient care. Four hundred clinical hours. Prereq.: PHYTH 823. 8 q.h.
- 96-216 College of Health and Human Services (Add)
AHLTH 835. *Seminar in Health Care Diversity*. Strategies of communication that enable the student to understand socioeconomic, political, ethnic and religious diversity in health care. Prereq.: AHLTH 708 or permission of the instructor. 1 q.h.
- 96-217 College of Health and Human Services (Add)
NURSG 860. *Home Health Nursing*. Current trends, issues, and approaches related to caring for clients in the home environment. Emphasis placed on the nurse's role in assisting the client and family when making the transition from the acute care setting to the home setting, meeting their self-care needs, and utilizing community resources. 4 hours lecture and 4 hours clinical laboratory. Prereq.: NURSG 741 or permission of instructor. 6 q.h.
- 96-218 Williamson College of Business Administration (Add)
BUSAD 500. *Survey of Business*. An introduction to the functional areas of business including accounting, finance, management, and marketing designed for business and non-business majors. 4 q.h.