

**MINUTES OF THE MEETING  
OF THE GRADUATE ACADEMIC POLICIES AND PROCEDURES COMMITTEE  
February 20, 2017  
APPROVED**

The Graduate AP&P Committee met on Monday, February 20, 2017 at 3:00 pm in the William C. Strickland Conference Room (224) of I.G. Greer Hall.

Present: John Abbott, Jeff Bates, Mark Bradbury, Amy Cheney, Scott Collier, Patty Dale, Audrey Dentith, Beth Fiske, Marty Hall, Marie Hoepfl, Holly Hirst, Nickolas Jordan, Victor Mansure, Gary McCullough, Kim McCullough, Bill Pollard, Ben Powell, Robert Sanders, Tracy Smith, Susan Staub, Sandra Vannoy

Excused: Karen Fletcher, Max Poole

Absent: Sharron Grimes, Dru Henson, Lisa Houser, Phyllis Kloda, Laura Padgett, Dontrell Parson, William Pelto, Debbie Race, Terry Rawls

Guests: David Koppenhaver and Kathleen Schroeder

**1. CALL TO ORDER and INTRODUCTIONS**

At 3:03 pm, Chairperson Hoepfl called the meeting to order.

**2. APPROVAL OF MINUTES**

**MOTION 1:** It was moved (Cheney) and seconded (Mansure) to approve the minutes of the January 30, 2017 Graduate AP&P Meeting – **PASSED** with following corrections: change word “department” to “proposal” on page 1 and replace Proposal G\_CAS\_CS\_2016\_08 with correct version from department that reflects number of hours and set electives.

**3. ANNOUNCEMENTS/FIOs:**

Procedural notes: All dual-listed undergraduate course changes are approved through the Undergraduate AP&P Committee. Except as otherwise noted in these minutes, curriculum and policy motions are made from the respective Grad AP&P subcommittees and do not require a second.

**4. NEW BUSINESS**

A. Curriculum Proposals:

**Beaver College of Health Sciences**  
**Department of Nursing**

- MOTION 2:** Motion from Curriculum Subcommittee to approve the following proposals from the Department of Nursing – PASSED with corrections
- G\_HS\_NUR\_2016\_37** Change the prerequisite for **NUR 5999. Thesis (1-4).F;S;SS.** to read as follows: Prerequisite: Admission to candidacy.
- G\_HS\_NUR\_2016\_38** Change the prerequisite for **NUR 5600. Research Project (1-4).F;S;SS.** to read as follows: Prerequisite: Admission to candidacy.
- G\_HS\_NUR\_2016\_39** Change the prerequisites and corequisites for **NUR 5050. Educational Theories for Nursing Academic and Practice Settings (3).F.** to read as follows: Prerequisite or Corequisite: **NUR 5040.**
- G\_HS\_NUR\_2016\_40** Change the prerequisites and corequisites for **NUR 5250. Nursing Research for Evidence-Based Practice (3).F.** to read as follows: Prerequisite or Corequisite: **NUR 5040.**
- G\_HS\_NUR\_2016\_41** Change the prerequisites and corequisites for **NUR 5715. Instructional Strategies for Nursing and Infomatics (3).S;SS.** to read as follows: Prerequisite or Corequisite **NUR 5810.**
- G\_HS\_NUR\_2016\_42** Change the prerequisites for **NUR 5810. Educational Tests and Measurement in Nursing (3).S.** to read as follows: Prerequisites: **NUR 5040, NUR 5050, NUR 5250.**
- G\_HS\_NUR\_2016\_43** Change the prerequisites or corequisites for **NUR 5820. Nursing Program Development and Evaluation (3).F.** to read as follows: Prerequisite or Corequisite: **NUR 5050.**
- G\_HS\_NUR\_2016\_44** Change the prerequisite, number of semester hours and course description for **NUR 5900. Nursing Education Practicum (3).F;SS.** to read as follows: Prerequisite: Permission of Instructor. Graded on an S/U basis.
- G\_HS\_NUR\_2016\_45** Change the prerequisite for **NUR 5901 Advanced Clinical Practicum (3).SS.** to read as follows: Prerequisite: Permission of Instructor.

**Department of Social Work**

- MOTION 3:** Motion from Curriculum Subcommittee to approve the following proposals from the Department of Social Work – **PASSED**

**G\_HS\_SW\_2016\_7**

Change the title and course description of **SW 5005. American Social Welfare History and the Social Work Profession**

**(3).F.** to read as follows:

**SW 5005. Foundations of Social Work Practice (3).F.** This course is an introduction to MSW-level professional social work. It provides a comprehensive overview of the social, political and economic contexts that led to the emergence of the profession of Social Work, areas of social work practice and service delivery systems, and professional ethics and values. This class examines both personal and professional issues related to social work practice with a focus on sensitivity to, understanding of, and appreciation for diverse cultural backgrounds.

**G\_HS\_SW\_2016\_8**

Change the course description of **SW 5200. Social Welfare Policy Analysis and Practice (3).S.** to read as follows:

This course provides an in-depth knowledge of the historical contexts of social welfare systems and social welfare policies, including the exploration of social problems, assessment of policy alternatives, analysis of policy implementation, prioritization of revisions, and introduction to strategies for policy change. Students will develop a comprehensive understanding of the impact of policies on varied client populations. Prerequisites: successful completion of **SW 5005, SW 5010, SW 5020, SW 5030** and **SW 5040** or permission of the MSW Program Director.

**G\_HS\_SW\_2016\_9**

Change the course description of **SW 5810. Advanced Community Social Work Practice (3).F.** to read as follows:

This advanced course focuses on the social work principles of empowerment and social change as they apply to communities. Students will develop advanced knowledge of the skills and strategies needed to engage effectively in community organizing, development and planning. Consistent with social work's focus on oppressed and disenfranchised populations, students will explore the concept of diversity, including race, ethnicity, gender, and class. Students will also gain advanced skills in the use of community-based participatory research and an understanding of the use of media and social media in community practice. Prerequisites: successful completion of the MSW foundation curriculum (**SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240**) or permission of the MSW Program Director.

**G\_HS\_SW\_2016\_10**

Delete **SW 5820. Social Welfare Organizational Management (3).F.** Note that this course will be deleted from the graduate certificate in **Non-Profit Administration (149A)**.

**G\_HS\_SW\_2016\_11**

Delete **SW 5840. Nonprofit and Public Human Services Administration (3).S**. Note that this also deletes the course from the graduate certificate in **Gerontology (110A)** and the graduate certificate in **Non-Profit Administration (149A)**.

**G\_HS\_SW\_2016\_12**

Delete **SW 5850. Community and Organizational Cultures (3).S**.

**G\_HS\_SW\_2016\_13**

Course Addition:

**SW 5825. Leadership in Health and Human Service Organizations (3).F**. This course provides students with advanced knowledge and skills to become effective leaders within nonprofit, public and private health and human service organizations in the 21st century. Students will have the opportunity to learn about a variety of management topics including identification and assessment of key leadership skills and roles, community collaboration and engagement, needs assessment, strategic planning, personnel and Board management, and incorporation of a social justice framework based on organizational and social work ethics. Prerequisites: successful completion of the MSW foundation curriculum (**SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240**) or permission of the MSW Program Director.

**G\_HS\_SW\_2016\_14**

Course Addition:

**SW 5845. Advanced Advocacy Practice (3).S**. This course provides an in-depth examination of social welfare advocacy, including exploration of policy and grant writing advocacy skill implementation. Students will engage in applied policy practice activity and will develop a comprehensive understanding of the impact of policies and grants on varied client populations. Prerequisites: successful completion of the MSW foundation curriculum (**SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240**) or permission of the MSW Program Director.

**G\_HS\_SW\_2016\_16**

Change the prerequisites for **SW 5860. Community and Organizational Practice Field Practicum and Seminar II (3).S** to read as follows:

Prerequisites: successful completion of **SW 5810, SW 5825, and SW 5830**.

**MOTION 4:**

It was moved (Smith) and seconded (Collier) to approve the following proposals from the Department of Social Work – **PASSED**

**G\_HS\_SW\_2016\_15**

Course Addition:

**SW 5855. Program Development and Evaluation for Health and Human Services (3).S.** This advanced course in the Community and Organizational Practice concentration provides an in-depth examination of theories of community, management skills, and organizational theories. Students will gain skills in developing and managing organizational culture, facilitating design and development of organizational programs and services, developing implementation plans, and creating and managing program and service outcome evaluation. In addition, students will gain experience in fiscal management and resource development. Prerequisites: successful completion of the MSW foundation curriculum (**SW 5005, SW 5010, SW 5020, SW 5030, SW 5040, SW 5200, SW 5210, SW 5220, SW 5230, and SW 5240**) or permission of the MSW Program Director.

**G\_HS\_SW\_2016\_17** Change the Program of Study for the **Master of Social Work (135\*/44.0701)**. The revised program of study is at the end of the minutes.

**Reich College of Education**  
**Department of Curriculum & Instruction**

**MOTION 5:** Motion from Curriculum Subcommittee to approve proposals from the Department of Curriculum & Instruction and the Department of Leadership and Educational Studies – **PASSED** with corrections

**G\_COE\_CI\_2016\_16** Course Addition:  
**CI 6050: Critical Perspectives and Research in New Media and Literacies (3).On Demand.** This course will position students as scholarly professionals, leaders, and researchers in the theoretical, critical, aesthetic, and practical dimensions of information communication technologies, emerging literacies, and new media. Students will investigate theory and research across the areas of communication studies, literacy studies, technology education, and sustainability as they relate to new media and emerging technologies. Using qualitative methodologies—specifically arts-based research and visual ethnography— students will examine the artistic/aesthetic, technical, social, cultural, political, economic, and environmental dimensions of media and technology as they develop perspectives on new media, technologies, and literacies that will inform their future research, advocacy, and leadership.

**Department of Leadership and Educational Studies**

**G\_COE\_LES\_ITC\_2016\_6** Course Addition:

**ITC 6010. Learning, Design, and Technology (3).On Demand.**

This course will address the many areas related to promoting instructional innovation and effective technology integration in schools. Areas of focus will include developing a broader understanding of the emerging literature base that informs instructional innovation and emerging contexts for learning, identifying mechanisms and strategies for professional development and systemic change, and identifying local and global communities of practice that promote effective instruction and technological integration across disciplines. Focus will be on designing programs and processes at the school level to promote effective technology integration.

**G\_COE\_LES\_ITC\_2016\_7 Course Addition:**

**ITC 6020. Social, Legal, and Ethical Issues in Utilizing Digital Technologies (3).On Demand.** This advanced seminar in instructional technology focuses on trends and emerging technologies that are currently transforming society, and which have the potential to profoundly impact our lives in the future. Advances in robotics, artificial intelligence, genetic engineering, and data analytics have and will continue to result in innovations in healthcare, productivity, and economic advantages for some, however, it is important to examine how these emerging technologies may influence social systems in developing regions, and impact issues related to human rights and equality. This course, then, takes a critical look at the relationship between technology and society, with consideration given to globalizations' advancement of technology, and the impact this has on issues of social justice, such as human rights, gender equality, wealth equity, and sustainable development.

**G\_COE\_LES\_ITC\_2016\_8 Course Addition:**

**ITC 6030. Planning for Instructional Technology Initiatives (3).On Demand.** This course includes a detailed investigation of the leadership expertise needed to develop and support a variety of instructional technology integration initiatives. Students will explore and assess the necessary infrastructure components, support models, connectivity considerations, policy development and security protections related to technology systems and device integration in educational environments. Students will develop a deep understanding of the importance of aligning organizational vision and mission goals with the planning and implementation of technology-related systems, facilities, infrastructure, policy development and security to support instructional initiatives. Students will assess, design and develop plans to implement technological initiatives into existing educational environments, new construction and renovation, and explore RFPs and other funding considerations for instructional systems and devices.

Maintenance considerations, Total Cost of Ownership and Return on Investment will also be explored.

**G\_COE\_LES\_ITC\_2016\_9** Course Addition:

**ITC 6040. Technology Leadership and Management for Systemic Improvement (3).On Demand.** This course is designed to help individuals provide digital age leadership and management to continuously improve organizations through the effective use of information and technology resources. Participants will explore management strategies for technology organizations, effective tools and strategies for change management, and plans for advocacy for instructional technology procedures and initiatives.

**G\_COE\_LES\_ITC\_2016\_10** Course Addition:

**ITC 6910. Research and Applications in Instructional Technology Leadership (3).On Demand.** This capstone course provides students the opportunity to incorporate their knowledge and experiences to date by working individually to develop, deploy and evaluate applications of digital technologies in educational organizations. Candidates will employ needs assessments, develop a research basis for the project chosen, and participate in action research and/or program evaluation to determine the success of the selected initiative. In doing so, students will gain practical experience while taking the initiative for independent and authentic learning. Graded on an S/U basis. Permission of advisor or instructor required.

**G\_COE\_LES\_ITC\_2016\_5** **Add Certificate in Instructional Technology Leadership (431A/13.0501).** This program will consist of six new 6000-level courses. The catalog addition is at the end of the minutes.

**Department of Educational Leadership**

The Curriculum Subcommittee, in conversation with the department, recommended that the following proposal from the Department of Educational Leadership be TABLED – NO MOTION made.

**G\_COE\_EDL\_2016\_2** Change concentration title in EdD from “GENERAL” concentration \*702C) to “INTERDISCIPLINARY” concentration (702x) – **TABLED**

**MOTION 6:** It was moved (Abbott) and seconded (Mansure) to approve the following proposal from the Department of Educational Leadership– **PASSED**

**G\_COE\_EDL\_2016\_3** Add two dual degree programs by combining **Ed.D./EdS Program in Educational Leadership** and **Ed.D./EdS Program in Higher**

**Education (702D/428A-702F/455G).** The program of study is at the end of the minutes.

**MOTION 7:** It was moved (Mansure) and seconded (Cheney) to approve the following proposal from the Department of Educational Leadership– **PASSED** with corrections

**G\_COE\_EDL\_2016\_4** Add a Concentration in the **Doctor of Education (Ed.D.) (Major Code: 702\*/13.0401) of Instructional Technology Leadership (702H).**

B. Policy Proposals:

5. **OLD BUSINESS**

**Department of Reading Education and Special Education**

**MOTION 8:** Motion from Curriculum Subcommittee to approve the following proposals from the Department of Reading Education and Special Education– **PASSED**

**G\_COE\_RESE\_2016\_3** Course Addition:  
**SPE 6110. Literacy Instruction for Students with Challenging Behaviors (3). F;S.** This course is designed to help students learn and think about effective methods of meeting the literacy (reading and writing) needs of students with challenging behaviors, a population with low academic achievement. The focus will be on tier-2 (small group) and tier-3 (one-on-one) literacy instruction and strategy instruction for students in grades K-8. Critical analysis of select methods and strategies as evidence-based practices for specific student populations will also be undertaken.

**G\_COE\_RESE\_2016\_2** Change the title of the **Reading and Literacy Concentration (702E) to Literacy in Exceptionalities (702I)** and change course requirements for this concentration within the **Doctoral Program in Educational Leadership (702\*/13.0401).** Changes are at the end of the minutes.

**G\_COE\_RESE\_2016\_4** Revise program of study for **MA degree (476\*/13.1001)** to include **SPE 5040. Teacher as Researcher (3).F;S./RE 5040. Teacher as Researcher (3).F;S.** The program of study is at the end of the minutes.

**G\_COE\_RESE\_2016\_5** Revise program of study for **ASD certificate (445A/13.1013)** by listing **SPE 5040. Teacher as Researcher (3).F;S./RE 5040. Teacher as Researcher (3).F;S.** The program of study is at the end of the minutes.



## Department of Geography and Planning

**MOTION 9:** Motion from Curriculum Subcommittee to approve the following proposals from the Department of Geography and Planning–  
**PASSED** with corrections.

**G\_CAS\_G&P\_2016\_22** Add the Graduate Certificate for **Climate Change (153A/45.0799)**. Catalog copy and program of study are at the end of the minutes. Program of Study should read: “Choose one of the following with approval of certificate director.”

### 6. DISCUSSION ITEMS/ANNOUNCEMENTS

#### A. Graduate School Updates

1. Representing the Policy Committee, Scott Collier discussed a proposed policy on dropping the university admission requirement for GRE/GMAT test scores. Rob Sanders discussed the connection between test scores and success in graduate programs. The Subcommittee will meet again in early March and will take into consideration program directors’ concerns.
2. Rob Sanders announced that 3MT awardee Madelyn Sharp and her faculty mentor, Kim McCullough (CSD program) will be accompanying Graduate School staff to the CSGS Conference in Maryland next month. Madelyn will be competing.
3. The Graduate School is running its first GRD 5530 – Selected Topics course, which is “From Grad School to the Workforce” with a focus on immigration. Various speakers have been engaged to speak throughout the term and the course will culminate in a trip to the New York loft.
4. The Grad School is calling for nominations for both faculty and students awards. The deadline is March 3, 2017. The awards reception banquet is scheduled for Thursday, April 13, 2017.
5. One new requirement for certificate programs that qualify for financial aid is that a “Gainful Employment” statement must be posted any time and everywhere a Certificate program is referenced or mentioned. At the very least, a link to a webpage that contains program data must be provided. Rob Sanders is creating a webpage of employment data for every certificate program the Graduate School offers.

### 7. ADJOURNMENT

**MOTION 10:** It was moved (Mansure) and seconded (Powell) that the meeting be adjourned at 4:38 pm. Chairperson Hoepfl reminded members that the next meeting will be held on Monday, March 27, 2017.

## PROGRAM OF STUDY FOR THE MASTER OF SOCIAL WORK

**Admission Requirements:** Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE exam scores; an undergraduate liberal arts background, including knowledge from a variety of disciplines; personal statement.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

**Location:** On Campus and Off Campus.

### Course Requirements for the Master of Social Work

**Semester Hours Required (minimum): 60 (full program); 33 (advanced standing students)**

#### Foundation Courses\*\*

- SW 5005: Foundations of Social Work Practice (3)
  - SW 5010: Human Behavior and the Social Environment I (3)
  - SW 5020: Practice with Individuals and Families (3)
  - SW 5030: Foundations of Social Work Research (3)
  - SW 5040: Field Practicum and Seminar I (3)
  - SW 5200: Social Welfare Policy Analysis and Practice (3)
  - SW 5210: Human Behavior and the Social Environment II (3)
  - SW 5220: Practice with Groups and Communities (3)
  - SW 5230: Evaluation of Professional Social Work Practice (3)
  - SW 5240: Field Practicum and Seminar II (3)
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#### Concentration (CHOOSE ONE)

#### Community and Organizational Practice Concentration (135B):

- SW 5810: Advanced Community Social Work Practice (3)
- 24

- SW 5825: Leadership in Health and Human Service Organizations (3)
- SW 5830: Community and Organizational Practice Field Practicum and Seminar I (3)
- SW 5845: Advanced Advocacy Practice (3)
- SW 5855: Program Development and Evaluation for Health and Human Services (3)
- SW 5860: Community and Organizational Practice Field Practicum and Seminar II (3)
- choose two (6 s.h.) of the following courses:
  - SW 5700: Advanced Social Work Assessment (3)
  - SW 5710: Advanced Social Work Practice with Families (3)
  - SW 5730: Advanced Social Work Practice with Children and Adolescents (3)
  - SW 5740: Advanced Social Work Practice with Adults (3)

**OR****Individuals and Families Concentration (135C):**

- SW 5700: Advanced Social Work Assessment (3)
- SW 5710: Advanced Social Work Practice with Families (3)
- SW 5720: Individuals and Families Field Practicum and Seminar I (3)
- SW 5730: Advanced Social Work Practice with Children and Adolescents (3)
- SW 5740: Advanced Social Work Practice with Adults (3)
- SW 5750: Individuals and Families Field Practicum and Seminar II (3)
- choose two (6 s.h.) of the following courses:
  - SW 5810: Advanced Community Social Work Practice (3)
  - SW 5825: Leadership in Health and Human Service Organizations (3)
  - SW 5845: Advanced Advocacy Practice (3)
  - SW 5855: Program Development and Evaluation for Health and Human Services (3)

**Elective Courses**

6 s.h. of graduate electives selected in consultation with an advisor

6

**\*\*NOTE:** Students admitted as Advanced Standing Candidates will have some or all of the foundation courses waived upon successful completion of the Transitional Seminar SW 5001.

**Note on Academic Standards For Retention in the MSW Program:** Academic standards for retention in the MSW Program include abiding by the ASU Code of Student Conduct and Academic Integrity, the National Association of Social Workers' Code of Ethics, the MSW Program's Competencies, and the following standards: 1) Scholastic Performance; 2) Professional Identity and Self Awareness; 3) Ethical Behavior; 4) Interpersonal Relationships; and 5) Commitment to Diversity, Social Justice, and Human Rights. Failure to meet these standards may result in dismissal from the program. The standards are fully described in the MSW Student Handbook. MSW students must achieve a grade of "C" or higher in all social work courses, maintain an overall GPA of 3.0, earn no more than two final grades of "C" or below in the program of study, and earn a Satisfactory in all foundation and applicable concentration field courses. Students are dismissed from the MSW Program if they earn more than two final grades of a "C" or lower or if they earn an Unsatisfactory in a field course.

**Other Requirements for the MSW:**

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Not required

# G\_COE\_LES\_ITC\_2016\_5 ATTACHMENT A

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## PROPOSED CATALOG COPY:

### PROGRAM OF STUDY FOR THE POST-MASTER'S GRADUATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY LEADERSHIP

**Admission Requirements:** Master's degree in Educational Media, Instructional Technology, or another related field from an accredited college or university; [complete application to the Graduate School](#).

**Location:** Online

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**Course Requirements for the Graduate Certificate in Instructional Technology  
Leadership (Code: 431A/13.0501)**

**Semester Hours Required (minimum): 18**

|                             |   |         |
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| <b>Required<br/>Courses</b> | <ul style="list-style-type: none"><li>• ITC 6010: Learning, Design, and Technology (3)</li><li>• ITC 6020: Social, Legal, and Ethical Issues in Utilizing Digital Technologies (3)</li><li>• ITC 6030: Planning for Instructional Technology Initiatives (3)</li><li>• ITC 6040: Technology Leadership and Management for Systemic Improvement (3)</li><li>• CI 6050: Critical Perspectives and Research in New Media and Literacies (3)</li><li>• ITC 6910: Research and Applications in Instructional Technology Leadership (3)</li></ul> | 18 s.h. |
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## Combined EdD/EdS Program in Educational Administration or Higher Education (702D/428A-702F/455G)

### Course Requirements for the Doctor of Education in Educational Leadership Semester Hours Required (minimum): 60

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| <b>Required Courses</b> | <ul style="list-style-type: none"> <li>• EDL 7011: Multi-Disciplinary Seminar on Emerging Issues I (3)</li> <li>• EDL 7012: Multi-Disciplinary Seminar on Emerging Issues II (3)</li> <li>• EDL 7030: Concepts and Constructs in Curriculum and Instruction (3)</li> <li>• EDL 7065: Writing for the Professional Educator (3)</li> <li>• EDL 7110: Survey of Research Methodologies in Education (3)</li> <li>• EDL 7160: Qualitative Research Methods (3)</li> <li>• EDL 7165: Quantitative Approaches in Non-Experimental Studies (3)</li> <li>• Select one of the courses below with advice and approval of an advisor:             <ul style="list-style-type: none"> <li>○ EDL 7150: Inferential Statistics (3)</li> <li>○ EDL 7180: Advanced Qualitative Research in Education (3)</li> </ul> </li> </ul> | 24 |
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Students are required to register for 3 s.h. of Dissertation for two consecutive semesters, followed by at least 1 s.h. for every semester thereafter until the dissertation is completed. (See index for policy on completion of thesis/dissertation.)

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| <b>Dissertation</b> | <ul style="list-style-type: none"> <li>• EDL 7999: Dissertation (6) -- minimum</li> </ul> | 6 |
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### Educational Administration EdS Concentration (Code: 702D/428A)

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|---|---|--|
| <b>EdS Concentration<br/>(CHOOSE ONE)</b> | <ul style="list-style-type: none"> <li>• LSA 6020: Organization and Systems Theory for District Leaders (3)</li> <li>• LSA 6030: School District Leadership (3)</li> <li>• LSA 6080: District Leadership: Data-Informed Strategic Planning (3)</li> <li>• LSA 6190: Developing and Managing District Resources (3)</li> <li>• LSA 6250: School District Organizational Communications (3)</li> <li>• LSA 6400: Leading Change in Education (3)</li> <li>• ITC 6550: Information Technology Systems in Education (3)</li> <li>• LSA 6700: Policy Analysis in Educational Leadership (3)</li> <li>• Select one of the courses below with advice and approval of an advisor:</li> <li>• LSA 6900: School Administration and Supervision Internship/Field Study (3+3) (for pre-service candidates) OR</li> <li>• LSA 6910: District-Level Action Research Leadership Evidences (3+3) (for in-service candidates)</li> </ul> |  |
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**OR**

### Higher Education EdS Concentration (Code: 702F)

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| <ul style="list-style-type: none"> <li>• HE 6040: Readings in Postsecondary Education (3)</li> <li>• HE 6310: Critical Issues in Adult and Developmental Education (3)</li> <li>• HE 6320: Institutional Effectiveness (3)</li> <li>• HE 6330: Organizing for Learning and Diversity (3)</li> </ul> | 30 |
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- HE 6340: Policy Analysis in Higher Education (3)
- HE 6350: Leading Organizational Change in Higher Education (3)
- HE 6360: Organizational Analysis in Higher Education (3)
- HE 6370: Designing Culturally Responsive Learning Environments (3)
- One approved Graduate Level Elective (3)
- Choose one of the following:
- HE: 6840: Personnel Policy and Practice in Higher Education (3) OR
- HE: 6090: Seminar in Adult and Developmental Education (3)

Current:

**Reading and Literacy Concentration (Code: 702E)**

3 or 6 s.h. of EDL 7900: Internship

and

Select 12 or 15 s.h. from the following courses or other doctoral and graduate level courses with approval of the Doctoral Program Director.

- RE 6120: Psychological Processes in Reading (3)
- RE 6568: Language and Linguistics in Reading (3)
- RE 6735: Severe Reading Disability (3)
- RE 6731: Advanced Issues in Literacy and Learning (3)
- RE 7570: Administering Reading/Language Arts Programs: The Research Base (3)
- RE 7710: Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)

Proposed:

**Literacy in Exceptionalities Concentration (Code: 702I/13.0401)**

3 or 6 s.h. of EDL 7900: Internship

and

Select one RE prefixed course and one SPE prefixed course and an additional 6 – 9 s.h. from the following courses or other doctoral and graduate level courses with the approval of the Doctoral Program Director, for a total of 12 or 15 s.h.in the concentration. .

- RE 6120: Psychological Processes in Reading (3)
- SPE 6110 Literacy Instruction for Students with Challenging Behaviors (3)
- RE 6568: Language and Linguistics in Reading (3)
- RE 6735: Severe Reading Disability (3)
- SPE 7120: Issues and Trends in Special Education (3)
- SPE 7121: Organizational Design and Implementation of Special Education Programs (3)
- RE 6731: Advanced Issues in Literacy and Learning (3)
- RE 7570: Administering Reading/Language Arts Programs: The Research Base (3)
- RE 7710: Improving Reading/Language Arts Instruction in the Schools: Problem-Solving Seminar for Administrators (3)



## Proposed:

# PROGRAM OF STUDY FOR THE MASTER OF ARTS IN SPECIAL EDUCATION

+Advanced Licensure: Requirements for this concentration were designed, and have been approved by the appropriate bodies at the state level, to meet the advanced competencies as mandated in the North Carolina Excellent Schools Act for Master-level (M-level) teacher education programs ONLY for students with A-level license from North Carolina or equivalent. Graduates seeking M-level license must have A-level license at the time of application for M-level license.

**Admission Requirements:** Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#); official general GRE or MAT exam scores.

To be considered for admission, applicants must meet the [criteria for admission to the Graduate School](#). Meeting this condition does not guarantee admission.

**Location:** On Campus and Off Campus; Off-Campus cohorts begin periodically, and follow a part-time extended format.

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### Course Requirements for the Master of Arts in Special Education Semester Hours Required (minimum): 36

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#### Required Courses

- RE/SPE 5525: Product of Learning (3)
- SPE 5584: Special Education Law and Leadership (3)
- SPE 5610: Classroom Management for Effective Instruction (3)

#### AND

#### Choose One From the Following Research Courses

- SPE 5030: Research Informing Practice in Special Education (3)
- RE/SPE 5040: Teacher as Researcher (3)

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#### Concentration (CHOOSE ONE)

#### Emotional/Behavioral Disorders Concentration (Code: 476B)

- SPE 5210: Psychoeducational Approaches to Emotional/Behavioral Disorders (3)
- SPE 5646: Advanced Studies in Emotional and Behavioral Disorders (3)

#### OR

#### Intellectual Disabilities Concentration (Code: 476C)

- SPE 5230: Assessment and Instruction of Individuals with Intellectual Disabilities (3)
- SPE 5626: Advanced Studies in Intellectual Disabilities (3)

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**OR**

**Learning Disabilities Concentration (Code: 476D)**

- SPE 5220: Characteristics, Assessment, and Identification of Individuals with Specific Learning Disabilities (3)
- SPE 5636: Advanced Studies in Learning Disabilities (3)

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**Electives**

18 s.h. of elective coursework. Recommended Courses:

- CI/SPE 5045: Advanced Topics in Diversity (3)
- RE 5010: Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3)
- SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3)
- SPE 5130: Autism Spectrum Disorders: Contemporary Issues (3)
- SPE 5140: Social Communication in Autism Spectrum Disorders (3)
- SPE 5205: Inclusion (3)
- SPE 5595: Individual Differences (3)
- SPE 5630: Collaboration and Advocacy (3)
- SPE 5640: Educational and Career Planning (3)

Up to 9 elective hours may be chosen in consultation with the advisor from related areas such as Reading and Instruction, Psychology, Communication Sciences & Disorders, and Child Development.

**Other Requirements for the MA in Special Education:**

- **Thesis:** Not required
- **Proficiency:** Not required
- **Candidacy:** Not required
- **Comprehensive:** Not required
- **Product of Learning:** Professional Portfolio

Proposed:

PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN AUTISM SPECTRUM DISORDERS

**Admission Requirements:** Baccalaureate degree from an accredited college or university; [complete application to the Graduate School](#). Note: This certificate does not lead to NC licensure.

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**Course Requirements for the Graduate Certificate in Autism Spectrum Disorders (Code: 445A)**  
**Semester Hours Required (minimum): 12**

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**Required Courses**

- Choose one from the following courses:
  - SPE 5030: Research Informing Practice in Special Education (3)
  - RE/SPE 5040: Teacher as Researcher (3)
- Choose three from the following courses:
  - RE 5010: Literacy Instruction and Assessment for Students with Autism Spectrum Disorders (3)
  - SPE 5120: Effective Educational Practices for Students with Autism Spectrum Disorders (3)
  - SPE 5130: Autism Spectrum Disorders: Contemporary Issues (3)
  - SPE 5140: Social Communication in Autism Spectrum Disorders (3)
  - CSD 5530-5549: Selected Topics when the topic is related to Autism (3)

## **PROPOSED Catalog**

**Master of Arts in Geography**  
**Graduate Certificate in Geographic Information Science**  
**Graduate Certificate in Planning**  
**Graduate Certificate in Climate Change**  
**Graduate Minor in Geography**

**Department of Geography and Planning**  
**College of Arts and Sciences**

Kathleen Schroeder, Chair and Professor  
schroederk@appstate.edu

Baker Perry, Graduate Program Director and Associate Professor  
perrylb@appstate.edu

**The Department of Geography and Planning offers the following graduate programs:**

- **Master of Arts degree in Geography, Thesis Option (237A/45.0701)**
- **Master of Arts degree in Geography, Non-Thesis Option (237\*/45.0701) with concentrations:**
  - **General Geography (237B)**
  - **Geographic Information Science (237D)**
  - **Planning (237C)**
  - **Climate Change (237E)**
- **Graduate Certificate in Geographic Information Science (114A/45.0701)**
- **Graduate Certificate in Planning (109A/45.0701)**
- **Graduate Certificate in Climate Change (153A/45.0799)**
- **Graduate Minor in Geography (241/45.0701)**

The graduate degree programs in Geography are designed to provide students with a broad range of academic and professional options. Foundations of the programs include preparing students for: 1) Ph.D. work in geography or planning, and 2) professional opportunities in applied geography and planning.

Past graduates have found jobs working in fields such as: geographic information science, environmental analysis and policy development, transportation planning, urban planning, satellite image analysis, cartography, regional planning and sustainable development, economic development, and land resource management.

Faculty and students are actively engaged in research investigating: climate change, biome change, GIS applications (viticulture; flood modeling; property valuation; visualization), globalization processes, economic development, community development, transportation and land use, precipitation climatology, mountain environments, and natural hazards.

The Department also offers graduate certificates in Planning and in GIScience for students interested in gaining proficiency in those areas without completing an entire degree. Completion of the certificate does not guarantee admission into the MA degree program.

## PROPOSED POS

### PROGRAM OF STUDY FOR THE GRADUATE CERTIFICATE IN CLIMATE CHANGE

**Admission Requirements:** Baccalaureate degree from an accredited college or university; complete application to the Graduate School; official GRE general exam scores; cover letter (not to exceed two pages) stating reasons why applicant wishes to enter the program.

To be considered for admission, applicants must meet the criteria for admission to the Graduate School. The faculty will give preference to applicants who meet or exceed the following: An undergraduate GPA at or above a 3.0 on a 4.0 scale and at least one score on the GRE (V, Q , or A) at or above the 50th percentile. Meeting these criteria does not guarantee admission.

**Location:** On campus

#### **Course Requirements for the Graduate Certificate in Climate Change (Code: 153A) Semester Hours Required (minimum): 12-13**

- GHY 5015: Climate Change: Physical Science Basis (3)
  - GHY 5025: Climate & Society (3)
  - PLN 5030: Planning for Climate Resilience (3)
  - Choose one of the following with approval of certificate director:
    - BIO 5222: Communities and Ecosystem Ecology (4)
    - BIO 5508: Biogeography (3)
    - BIO 5555: Plant Physiology (4)
    - GHY 5150: Seminar in GIScience (3)
    - GHY 5810: Digital Image Processing (3)
    - GHY 5812: Advanced GIS (3)
    - TEC 5210 Theory & Practice of Engineering Thermodynamics (3)
- Required Courses**