



OHIO UNIVERSITY

College of Health Sciences
and Professions

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DATE: October 15, 2010
TO: David Thomas
FROM: Randy Leite, Interim Dean, CHSP
SUBJECT: PDP Forms

Department of Social
and Public Health
Grover Center W324
T: 740.593.4675

Attached please find 4 degree designation change requests.

School of Applied Health
Sciences and Wellness
Grover Center E317
T: 740.566.0470

After UCC approval, the graduate "Program Development Plans" (PDPs) will be forwarded to Graduate Council, and then to RACGS. Dr. Jennifer Hines (for Rathindra Bose) is coordinating this effort across the Colleges of Business, Education and Human Services, and Health Sciences and Professions. In turn, the program designation change request for the B.S. in Family Studies will be forwarded to Dr. Marty Tuck.

School of Nursing
Grover Center E365
T: 740.593.4494

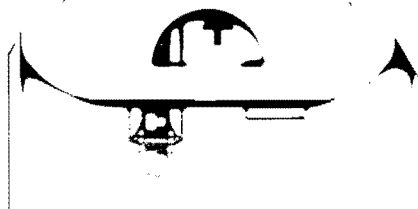
We are aware that UCC has temporarily suspended program changes, but our requests represent the final steps of our college restructuring, and we hope that UCC will be willing to make an exception so that we can update our websites, recruitment materials, and advising materials as soon as possible.

School of Rehabilitation
and Communication Sciences
Grover Center W290
T: 740.593.1224

Thank You.

Randy Leite, Ph.D.

CC: Sally Marinellie, Chair
Deborah Brewer



Degree Designation Change for the Graduate Program in
Family Studies (MS 6351) and Child Development and Family Studies (MS 6402)
at Ohio University

PROPOSAL

Overview

The purpose of this proposal is to change the *name of the degree* awarded to students who successfully complete the graduate degrees in Family Studies and in Child Development and Family Studies program of study. There are currently 2 major codes for the graduate programs in Family Studies. We propose to change the current 2 into 1 degree name. The current degrees in the Family Studies graduate program are: 1) Master of Science in Family Studies (MS 6351) and 2) Master of Science in Child Development and Family Studies (MS 6402); the proposed degree name is Master of Science in Child and Family Studies (MS-CFS). This proposal to change the *name of the degree* is necessitated by the fact that family studies program of study has been realigned with the Department of Social and Public Health in the College of Health Sciences and Professions. The degree name graduate students currently receive is a Master of Science in Human and Consumer Sciences. The new degree designation will be a Master of Science in Child and Family Studies.

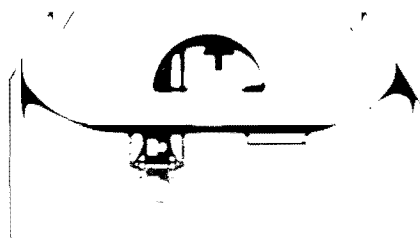
Prior to academic year 2010-2011, the Family Studies program was located in the College of Health and Human Services (subsequently restructured and renamed the College of Health Sciences and Professions). The Child and Family Studies program was previously housed in the School of Human and Consumer Sciences and the prefix for Family Studies was HCCF. This program is now housed in the Department of Social and Public Health and is known as Child and Family Studies, with the prefix CFS. The program of study, enrollments, faculty, and facilities in the Child and Family Studies program have not changed; this proposal merely requests a change in the name of the degree to Master of Science in Child and Family Studies (MS-CFS).

1. Rationale, Purpose, and Significance

The requested change in degree designation is based on the following rationale:

- On July 1, 2010, the Ohio University administration realigned the above-mentioned graduate programs by moving them from the School of Human and Consumer Sciences (HCCF – a school no longer in existence) to the Department of Social and Public Health.
- This proposal is only requesting a change in the degree name awarded. No changes will be made to the program requirements, faculty, or facilities.
- Clarity of degree designation will help the program enhance its competitive advantage, recruit high quality students, and increase its national visibility.

Ohio University students have been earning a graduate degree in Family Studies for over 25 years. It was designed to provide a meaningful program of study leading to a master's degree for the students who wanted to pursue a career in human services agency work, in a variety of non-profit settings. In Fall of 2007, we began to offer the courses required for a concentration in child life within our family studies program, for students who wanted to be qualified for the child life specialist credentials (CCLS). OU's program is distinctive because it is designed specifically to prepare graduate students for health care settings (e.g., children's hospitals). We



join one other State of Ohio university (Akron) in offering a graduate program that prepares students for the child life field.

2. Description of Curriculum

The Child and Family Studies program is a two-year program designed to prepare students for careers in social service agencies that deal with individuals and families across the lifespan, including non-profit agencies that work with children and families of varying ages, and gerontology focused agencies and institutions. In addition, a specific concentration within the CFS graduate degree is the child life concentration. This concentration prepares students for a profession as a child life specialist and follows the curriculum recommendations of the Child Life Council, the national certifying organization of the child life specialist profession (CCLS).

Instruction of the Child and Family Studies program is provided primarily by the faculty in the Child and Family Studies program area, augmented by adjunct faculty members who have earned a terminal degree and have had experience in the fields of gerontology, child life, and human service agency administration. Permanent Group 1 faculty members include both a gerontology focused tenured associate professor, and a tenured associate professor who is certified as a child life specialist (CCLS).

The Child and Family Studies program includes 50 required credit hours. Students in the program are required to take the following CFS (formerly HCCF) courses:

Child and Family Studies Required Core Courses

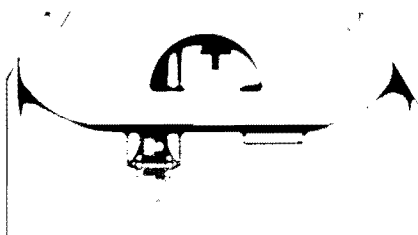
- CFS 674 Advanced Family Development
- CFS 626 Seminar in Child and Family Studies
- CFS 591 Research Methods in Child and Family Studies
- CFS 670 Qualitative Methods in Child and Family Studies
- CFS 692 Research
- CFS 695 Thesis

Child and Family Studies Required Core Courses-Child Life Concentration

- CFS 576 Children & Families in Healthcare Settings
- CFS 577 Professional Practices in Child Life
- CFS 628 Foundations & Theory in Child Life

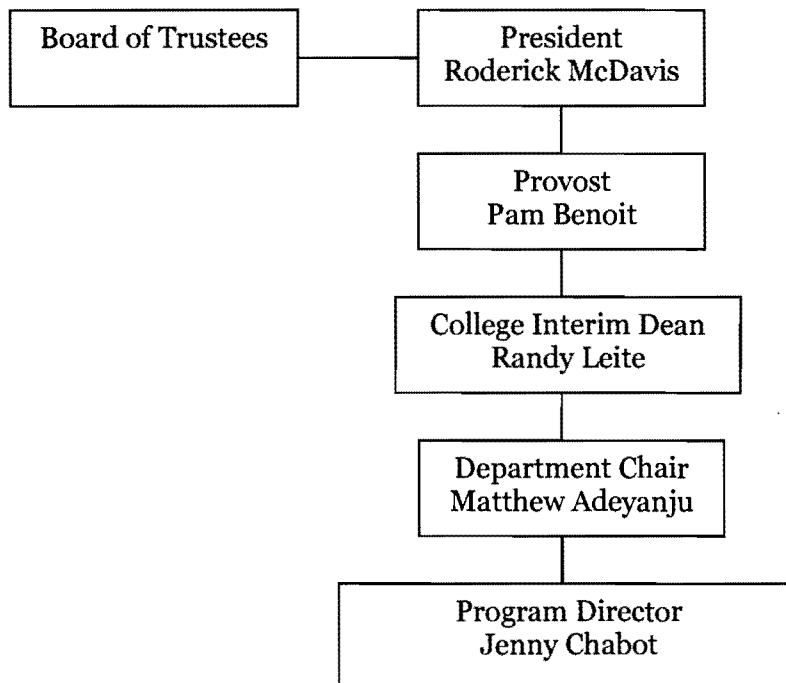
Child and Family Studies Core Courses From Which Students May Choose, Based on Area of Concentration

- CFS 560 Human Sexualities
- CFS 562A Diversity in Families
- CFS 562B Parenthood
- CFS 562C Middle Childhood
- CFS 562E Youth Identity Crisis
- CFS 562F Family Ties & Aging
- CFS 564 Children, Families & Poverty
- CFS 571 Family Life Education



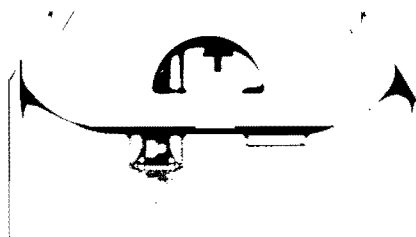
- CFS 580 Death & Dying
- CFS 675 Introduction to Principles of Family Consulting
- CFS 679 Special Studies in Family Relations
- CFS 689 Self, Aging, and Society
- CFS 690 Thanatology
- CFS 559 Child and Family Studies Seminar, Workshop, and Short Course in International Service
- CFS 579 Workshop in Child and Family Studies
- CFS 590 Independent Study in Child and Family Studies
- CFS 640 Supervision in Child and Family Studies

3. Administrative Structure



4. Evidence of Need

The Child and Family Studies graduate program meets a need for current social service agency workers who desire a more advanced training/education in their perspective fields. We offer these individuals an opportunity to advance their knowledge from their undergraduate discipline, which often allows them to move into more administrative responsibilities. In addition, meeting the need for graduate gerontology training, particularly within the region in which OU is located and with an ever increasing aging population, we can offer a gerontology focus to those who work in this field. And lastly, our child life concentration meets a growing demand for child life professionals, as required child life internships take only those students coming from a child life academic program. We receive many inquiries on behalf of our graduate child life program, from undergraduate students who do not have the appropriate child and family courses, child life courses, and hands-on training to enter the field. We find they have a



Degree Designation Change for the
Graduate Program in Speech-Language Pathology
at Ohio University

PROPOSAL

Overview

The purpose of this proposal is to change the *Master of Arts in Hearing, Speech and Language Sciences* awarded to students who successfully complete the graduate speech-language pathology program of study. The current degree name is *Master of Arts in Hearing, Speech and Language Sciences* (MA-HSLS); the proposed degree name is *Master of Arts in Speech-Language Pathology* (MA-SLP). This proposal to change the *Master of Arts in Hearing, Speech and Language Sciences* is necessitated by the fact that the speech-language pathology program of study has been realigned with School of Rehabilitation and Communication Sciences as well as better reflecting the specific discipline to which the degree is dedicated.

Prior to academic year 2010-2011, the program was located in the College of Health and Human Services (subsequently restructured and renamed the College of Health Sciences and Professions). The program is now housed in School of Rehabilitation and Communication Sciences. The programs of study, enrollments, faculty, and facilities in the program have not changed. This proposal merely requests a change in the name of the degree to *Master of Arts in Speech-Language Pathology* (MA-SLP).

1. Rationale, Purpose, and Significance

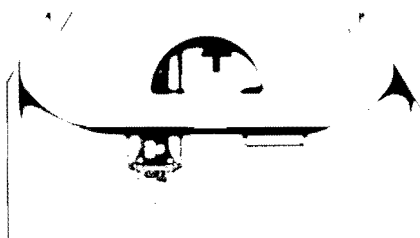
The requested change in degree designation is based on the following rationale:

- This proposal is only requesting a change in the degree name awarded. No changes will be made to the program requirements, faculty, or facilities.
- The proposed change eliminates use of a term associated with the previous school name.
- Clarity of degree designation will help the program enhance its competitive advantage, recruit high quality students, and increase its national visibility.

Ohio University started to offer this program in 1955. It is designed to provide a meaningful program of study leading to a master's degree for students who want to pursue a career in speech-language pathology and/or a doctorate of philosophy in communication sciences and disorders.

The program is one of ten speech-language pathology graduate programs in the State of Ohio. Program distinctiveness is reflected in the breadth and depth of study, the program's national ranking, and in the following areas:

- Ample and diverse clinical experiences in a variety of settings staffed by our own CSD clinical supervisors, including: a beautiful, well-equipped, highly functional on-campus multidisciplinary clinic located in the same building as academic classrooms, research labs and offices; four hospitals; three local school districts; two regional clinics located in area health departments; three facilities for adults with mental retardation and developmental disabilities; a home health agency; and a regional Veterans Affairs Health Administration clinic.



- A choice of two tracks, leading to either a clinical or a clinical research emphasis.
- Engagement with multicultural, multinational, and multilingual students and faculty.
- Dedicated personalized clinical supervision from seasoned clinicians.
- A nationwide network of over 300 clinical externship sites.
- Classes offered in "smart classrooms" equipped with the most advanced teaching and learning technology.
- Participation in a university and local community that offers a safe and picturesque environment.

This program is designed specifically to prepare students to practice and work as speech-language pathologists in various settings such as, but not limited to:

- Public and private schools
- Hospitals
- Rehabilitation centers
- Short-term and long-term nursing care facilities
- Community clinics
- Colleges and universities
- Private practice offices
- State and local health departments
- State and federal government agencies
- Home health agencies (home care)
- Adult day care centers
- Centers for persons with developmental disabilities
- Research laboratories

The speech-language pathology program is currently accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The newly designated Master of Arts in Speech-Language Pathology (MA-SLP), together with the Doctor of Audiology Degree (AuD), will be included in the accreditation process.

2. Description of Curriculum

The program is a 2-year program designed to prepare students for careers in speech-language pathology and/or a doctorate of philosophy in communication sciences and disorders.

Instruction of the program is provided primarily by the faculty in the Division of Communication Sciences and Disorders in the School of Rehabilitation and Communication Sciences augmented by nationally recruited adjunct faculty members who have earned a terminal degree and/or have had experience in speech-language pathology.

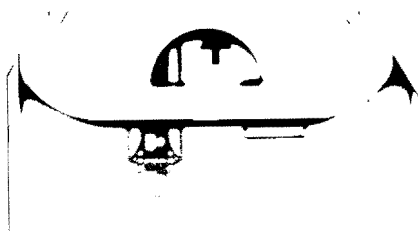
The program requires 91 credit hours. Students in the program are required to take the following CSD courses and electives:

CSD 601 Research Methods in CSD (4 hours)

CSD 603 Neuroscience of Communication (4 hours)

CSD 608 Advanced Study of Language Disorders in Children (4 hours)

CSD 623 Advanced Diagnostics (4 hours)



CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 613 Developmental & Disordered Phonology (4hours)

CSD 629 Adult Language Disorders (4 hours)

CSD 641 Dysphagia (4 hours)

CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 635 Practicum in Diagnosis and Therapy (4 hours credit)

CSD 624 Neuromotor Disorders of Speech (4 hours)

CSD 652 Experimental Phonetics (4 hours)

ELECTIVES: MINIMUM OF 4 CREDIT HOURS MUST BE TAKEN

CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 635 Practicum in Diagnosis and Therapy (4 hours credit)

CSD 617 Disorders of Fluency (4 hours) - offered on-line

ELECTIVES: MINIMUM OF 8 CREDIT HOURS MUST BE TAKEN

CSD 585 Sign Language I (4) if needed. Counts as an elective.

CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 635 Practicum in Diagnosis and Therapy (4 hours credit)

CSD 621 Disorders of Phonation (4 hours)

CSD 640 Augmentative Communication (4 hours)

ELECTIVES: MINIMUM OF 4 CREDIT HOURS MUST BE TAKEN

CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 635 Practicum in Diagnosis and Therapy (4 hours credit)

ELECTIVES: MINIMUM OF 12 CREDIT HOURS MUST BE TAKEN

CSD 571 Aural Rehabilitation (4 hours) if needed. Counts as an elective

CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 635 Practicum in Diagnosis and Therapy (4 hours credit)

TRACK A Spring and Summer 2012

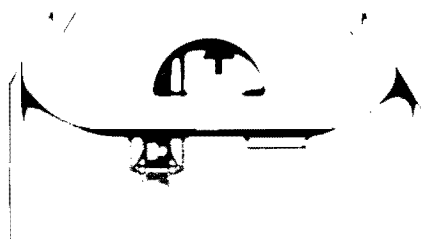
CSD 636 Externship (3-15 hours)

OR

ELECTIVES: AS NEEDED - SUCH AS FOR THESIS, SPECIAL RESEARCH, ETC.

CSD 634 Clinical Methods in SLP (2 hours graded)

CSD 635 Practicum in Diagnosis and Therapy (1-15 hours credit)

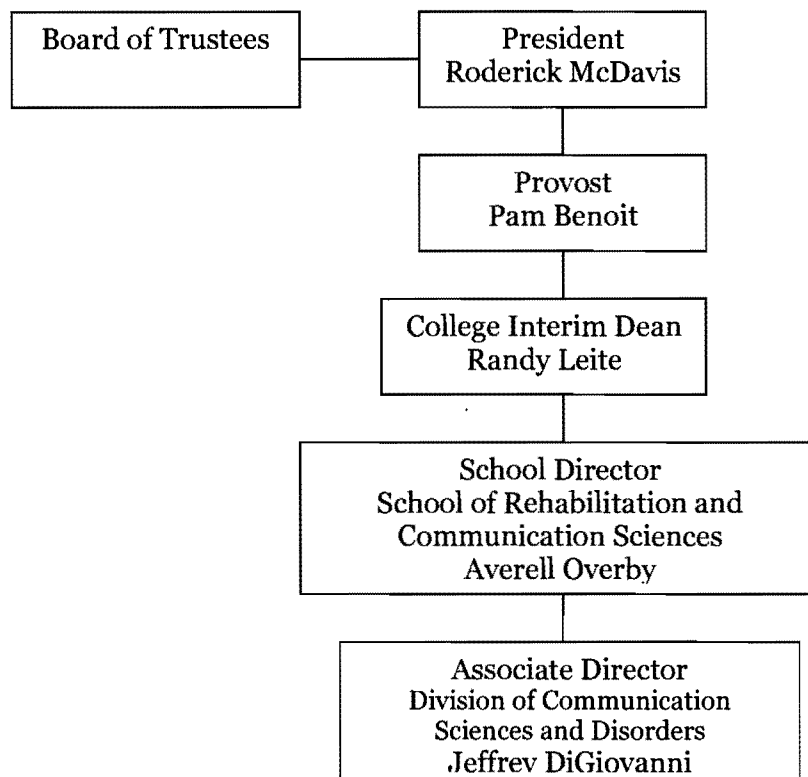


TRACK B - Externships Spring and Summer

Spring 2012 - CSD 636 Externship (3-15 hours)

Summer 2012 - CSD 636 Externship (3-15 hours)

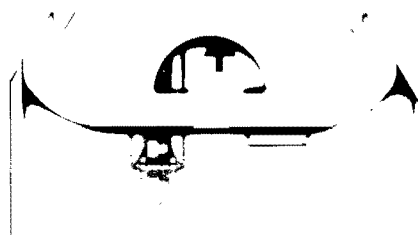
3. Administrative Structure



4. Evidence of Need

Speech-language pathology is expected to grow faster than average through the year 2014. Members of the baby boom generation are now entering middle age, when the possibility of neurological disorders and associated speech, language, swallowing, and hearing impairments increases. Medical advances are also improving the survival rate of premature infants and trauma and stroke victims, who then require assessment and possible treatment. Many States now require that all newborns be screened for hearing loss and receive appropriate early intervention services.

Employment in educational services will increase along with growth in elementary and secondary school enrollments, including enrollment of special education students. Federal law guarantees special education and related services to all eligible children with disabilities. Greater awareness of the importance of early identification and diagnosis of speech, language, swallowing, and hearing disorders will also increase employment.



The number of speech-language pathologists in private practice will rise due to the increasing use of contract services by hospitals, schools, and nursing care facilities. In addition to job openings stemming from employment growth, a number of openings for speech-language pathologists will arise from the need to replace those who leave the occupation.

For more detailed information visit the Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010–11 Edition*, Speech-Language Pathologists.

Information in this section was taken from: <http://www.asha.org/careers/professions/slp.htm>

5. Prospective Enrollment

The program has one cohort starting fall quarter of each academic year. The cohort entering in September 2009 had 23 students, and the cohort entering in September 2010 has 25 students. The cohort entering in September 2011 is projected to be similar in size to the September 2010 cohort. Over the next 2-3 years, we project to maintain enrollment consistent with these numbers, resulting in a “steady state” of 25 new students each year.

6. Plan to Ensure Recruitment, Retention and Enrollment of Minority Students

Given that the majority of our students are Ohio-based a long standing goal of CSD has been to enhance diversity of CSD students, faculty, and staff and integrate multicultural content throughout CSD curricula and co-curricular activities. Our strategies to achieve these goals include:

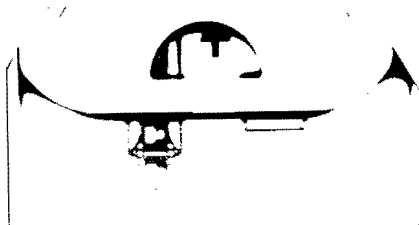
- Actively recruit minority and international students through direct contact with students at professional meetings and career fairs;
- Actively recruit male students, who are a minority in our profession;
- Participate in on-campus minority student recruitment activities;
- Develop minority and international student recruitment fliers and web content;
- Develop partnerships and collaborative research and teaching programs with universities outside the US;
- Provide opportunities for minority and male student mentorship and minority and male peer group experiences.

There are numerous recruiting efforts internationally, especially in India and the Far East (e.g., the People’s Republic of China, Malaysia) Also, we recruit graduate students nationally at the American Speech-Language-Hearing Association’s annual conference.

The recruitment, retention and enrollment of minority students in speech-language pathology are supported by the American Speech-Language-Hearing Association’s Minority Student Leadership Program (MSLP).

The MSLP is a leadership development program established for undergraduate seniors, Master’s students, AuD students who are enrolled in communication sciences and disorders programs and PhD students who are pursuing a research doctoral degree.

The purpose of MSLP is to recruit and retain racial/ethnic minorities that have been historically under-represented in the professions of audiology and speech-language pathology.



- To provide focused educational programming and activities to build and enhance leadership skills.
- To provide an understanding of how the association works.
- To provide an opportunity for program participants to interact with leaders in the professions of audiology, speech-language pathology, and speech, language, and hearing sciences.

Information in this section was taken from: <http://www.asha.org/Students/mslp/#1>

7. Availability and Adequacy of the Faculty and Facilities

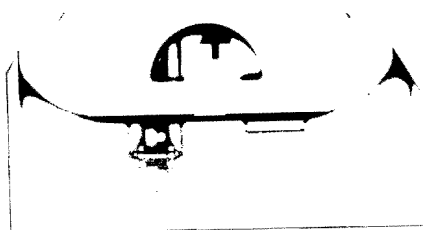
Not applicable. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

8. Additional Facilities, and Faculty Required

None. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

9. Additional Costs

None. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.



Appendix **Program Goals and Objectives**

Program Goals

- Dedication to excellence in research and teaching undergraduate and graduate students who will be successful in future academic study and employment.
- Promote excellence in the clinical education of students and to provide the high quality services to the community.
- Provide a distinctive and nationally prominent MA-SLP program to prepare excellent clinical speech-language pathologists.
- Strengthen integration of clinical knowledge, skills and practice with research and scholarly knowledge, skills and practice through CSD course work, colloquia, one-on-one research mentorship, clinical supervision, clinical research, and extracurricular activities.
- Active participation of faculty and staff in continuing education regarding teaching, learning and assessment methods.

Student Learning Objectives

After successful completion of the speech-language pathology program, working with the full range of human communication and its disorders, the student will be able to:

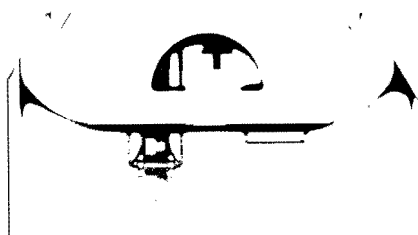
- Evaluate and diagnose speech, language, cognitive-communication and swallowing disorders.
- Treat speech, language, cognitive-communication and swallowing disorders in individuals of all ages, from infants to the elderly.

In addition, student will be prepared to:

- Prepare future professionals in college and universities.
- Manage agencies, clinics, organizations, or private practices.
- Engage in research to enhance knowledge about human communication processes.
- Supervise and direct public school or clinical programs.
- Develop new methods and equipment to evaluate problems.
- Establish more effective treatments.
- Investigate behavioral patterns associated with communication disorders.

As a speech-language pathologist, students will work as part of a team, which may include teachers, physicians, audiologists, psychologists, social workers, rehabilitation counselors and others. Students working in a corporate setting as a speech-language pathologist also work with employees to improve communication with their customers.

The information in this section was taken from: www.asha.org/careers/professions/slp.htm



Degree Designation Change for the Undergraduate Program in
Family Studies (BS 6351)
at Ohio University

PROPOSAL

Overview

The purpose of this proposal is to change the *name of the degree* awarded to students who successfully complete the undergraduate degree in Family Studies. The degree name students currently receive is a Bachelor of Science in Human and Consumer Sciences (BS-HCS). The requested degree designation is Bachelor of Science in Child and Family Studies (BS-CFS). This proposal to change the *name of the degree* is necessitated by the fact that family studies program of study has been realigned with the Department of Social and Public Health in the College of Health Sciences and Professions.

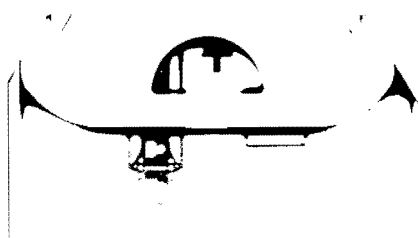
Prior to academic year 2010-2011, the Family Studies program was located in the College of Health and Human Services (subsequently restructured and renamed the College of Health Sciences and Professions). The Family Studies program was previously housed in the School of Human and Consumer Sciences and the prefix for Family Studies was HCCF. This program is now housed in the Department of Social and Public Health and is known as Child and Family Studies, with the prefix CFS. The program of study, enrollments, faculty, and facilities in the Child and Family Studies program have not changed; this proposal merely requests a change in the name of the degree to Bachelor of Science in Child and Family Studies (BS-CFS).

1. Rationale, Purpose, and Significance

The requested change in degree designation is based on the following rationale:

- On July 1, 2010, the Ohio University administration realigned the above-mentioned undergraduate program move from the School of Human and Consumer Sciences (a school no longer in existence) to the Department of Social and Public Health.
- This proposal is only requesting a change in the degree name awarded. No changes will be made to the program requirements, faculty, or facilities.
- Clarity of degree designation will help the program enhance its competitive advantage, recruit high quality students, and increase its national visibility.

Ohio University has been offering an undergraduate degree in Family Studies for over 25 years. It was designed to provide a meaningful program of study leading degree for students who wanted to pursue a career in human services agency work, in a variety of non-profit settings. In Fall of 2007, we began to offer the courses required for a concentration in child life within our family studies program, for students who wanted to be qualified for the child life specialist credentials (CCLS). OU's program is distinctive because it is designed specifically to prepare students for health care settings (e.g., children's hospitals). We join one other State of Ohio university (Akron) in offering an undergraduate program that prepares students for the child life field.



2. Description of Curriculum

The Child and Family Studies program is a four-year program designed to prepare students for careers in social service agencies that deal with individuals and families across the lifespan, including non-profit agencies that work with children and families of varying ages, and gerontology-focused agencies and institutions. In addition, a specific concentration with the CFS degree is the child life concentration. This concentration prepares students for a profession as a child life specialist and follows the curriculum recommendations of the Child Life Council, the national certifying organization of the child life specialist profession (CCLS).

Instruction of the Child and Family Studies program is provided primarily by the faculty in the Child and Family Studies program area, augmented by adjunct faculty members who have earned a terminal degree and have had experience in the fields of gerontology, child life, and human service agency administration. Permanent Group 1 faculty members include both a gerontology-focused tenured associate professor, and a tenured associate professor who is certified as a child life specialist (CCLS).

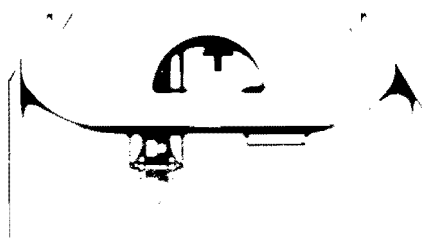
The Child and Family Studies major includes 130 required credit hours (not counting Tier I & Tier II required courses). Students in the program are required to take the following CFS (formerly HCCF) courses:

Child and Family Studies Required Core Courses

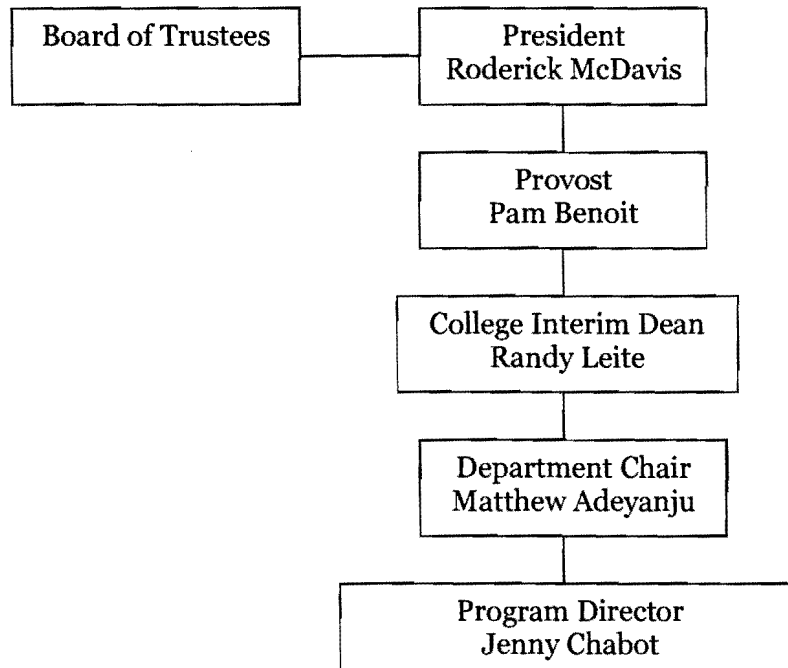
EDEC 160	Intro to Child Development
CFS 270	Family Living
CFS 299	Intro to Human Services: Professional Assessment
CFS 360	Human Sexualities
EDEC 361/ 361L	Pre-School Guidance (30 hour lab experience)
CFS 371	Individual & Lifespan Development
CFS 380	Death & Dying
CFS 399	Junior Practicum (75 hour field experience)
CFS 400A	Senior Seminar Family Studies
CFS 462A	Diversity in Families
CFS 462B	Parenthood
CFS 462C	Middle Childhood
CFS 462E	Youth Identity Crisis
CFS 462F	Family Ties & Aging (18 hours service-learning)
CFS 464	Children, Families, & Poverty
CFS 471	Family Life Education
CFS 499	Field Experience (12 credit internship)

Child and Family Studies Required Core Courses-Child Life Concentration

CFS 298	Introduction to Child Life
CFS 476	Children & Families in Healthcare Settings
CFS 477	Professional Practices in Child Life



3. Administrative Structure

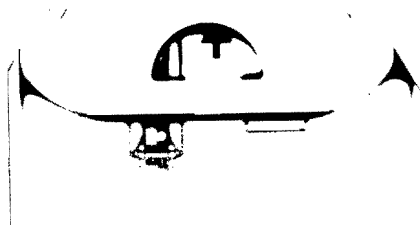


4. Evidence of Need

The Child and Family Studies program meets a need for students wanting to pursue a career in social service agencies, and upon graduation, are qualified to work with a variety of non-profit settings and populations along the lifespan. This program prepares students to work with clients at various developmental stages, including children, adolescents, families at mid-life, and senior citizens. Students find employment in many areas of human services, including child and family services, adolescent group homes, rehabilitation centers, community programs for developmentally disabled children and adults, nursing homes, family planning centers, mental health agencies, probation services, emergency shelters, hospice, and other agencies that assist families and individuals in crisis. In addition, there is a high demand for undergraduate students to pursue a concentration in child life, which we offer within our Child and Family Studies program. Currently, only Akron Ohio offers a program in child life.

5. Prospective Enrollment

The Child and Family Studies program has a cohort starting each academic year that averages 110-120 students per year. We anticipate these numbers will increase as the child life program continues to receive recognition from children's hospitals as a demanding and excellent academic program. In addition, the Child Life Council is moving to an accreditation program in the next year, and our academic courses follow the academic requirements outlined as essential for accreditation (including the requirement that a Certified Child Life Specialist serve on faculty). The CCLS faculty member in our program currently sits on the Child Life Council committee that is deciding the academic standards for all academic programs to follow.



We are also working with the Dean's of three regional campuses to begin offering the Child and Family Studies undergraduate degree on the following campuses: Lancaster, Zanesville and Eastern.

6. Plan to Ensure Recruitment, Retention and Enrollment of Minority Students

Recruitment and retention of underrepresented groups has been conducted with staff in the College of Health Sciences and Professions Dean's office. In addition, with our newly realigned Department and College, will be part of minority student recruitment through the creation of brochures, attendance at diversity recruitment fairs, and continued visibility as a child life graduate program on the Child Life Council national website and published resources.

7. Availability and Adequacy of the Faculty and Facilities

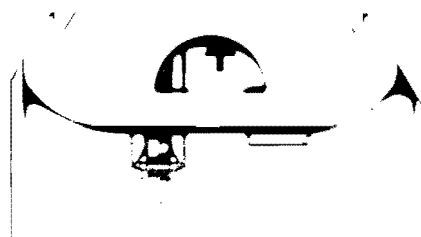
Not applicable. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

8. Additional Facilities, and Faculty Required

None. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

9. Additional Costs

None. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.



Degree Designation Change for the
Graduate Program in Food and Nutrition Sciences
at Ohio University

PROPOSAL

Overview

The purpose of this proposal is to change the *name of the degree* awarded to students who successfully complete the graduate food and nutrition program of study. The current degree name is Master of Science in Human and Consumer Sciences (MS-HCS); the proposed degree name is Master of Science in Food and Nutrition Sciences (MS-FNS). This proposal to change the *name of the degree* is necessitated by the fact that the nutrition program of study has been realigned with the School of Health Sciences and Wellness (a new school).

Prior to academic year 2010-2011, the food and nutrition program was located in the College of Health and Human Services (subsequently restructured and renamed the College of Health Sciences and Professions), in the School of Human and Consumer Sciences (subsequently dissolved). The food and nutrition program is now located in the School of Health Sciences and Wellness, in the College of Health Sciences and Professions, yet shares the same degree title with several other graduate programs in the Patton College of Education and Human Services, Department of Human & Consumer Sciences Education. The program of study, enrollments, faculty, and facilities in the food and nutrition program have not changed; this proposal merely requests a change in the name of the degree to Master of Science in Food and Nutrition Sciences (MS-FNS).

1. Rationale, Purpose, and Significance

The requested change in degree designation is based on the following rationale:

- On July 1, 2010, the Ohio University administration realigned the above-mentioned graduate programs that share the same degree to two different colleges: the human and consumer sciences program moved to the Patton College of Education and Human Services, and the food and nutrition program was academically aligned within the new School of Applied Health Sciences and Wellness in the newly-named College of Health Sciences and Professions. It was agreed upon by the administration and faculty of the receiving colleges that the College of Health Sciences and Professions would submit a proposal to the Ohio Board of Regents' Advisory Committee on Graduate Study (RACGS) requesting a redesignation of the MS Human and Consumer Sciences degree with a major in nutrition as the Master of Science in Food and Nutrition Sciences (MS-FNS). Upon RACGS' approval of the current proposal, the Patton College of Education and Human Services will keep the MS-Human and Consumer Sciences degree. It is necessary to redesignate the degree for the food and nutrition program because the programs that share the same degree now belong to two different colleges (two distinct degree-granting units).
- This proposal is only requesting a change in the degree name awarded. No changes will be made to the program requirements, faculty, or facilities.
- Clarity of degree designation will help the program enhance its competitive advantage, recruit high quality students, and increase its national visibility.



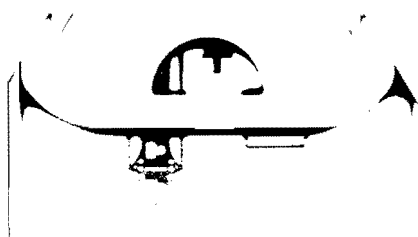
2. Description of Curriculum

The curriculum for the M.S. program in Food and Nutrition has not changed since its last UCC-approved alteration in 2003. The M.S. program in Food and Nutrition offers a multidisciplinary approach to the study of food and nutrition. The student takes required core courses in food and nutrition and courses in an approved minor. Recommended minors include: Consumer Food, Food Education, Health Promotion, Long Term Care, and Sports and Fitness. Students can also design a unique program to fulfill the requirements for the minor. In this case, students choose from existing graduate courses available at Ohio University and design a program that best complements their career goals. The versatility of the program makes it suitable to meet the needs of graduate students with 1) limited food or nutrition undergraduate training, 2) an existing registered dietetics credential but who wish to obtain an advanced degree, 3) educator credentials who wish to obtain training in food and nutrition, or 4) some nutrition coursework already but require additional course work in order to apply for a dietetics internship. Graduate students are encouraged to do multidisciplinary research. Food and Nutrition faculty have diverse research interests and offer numerous unique opportunities for research or project implementation.

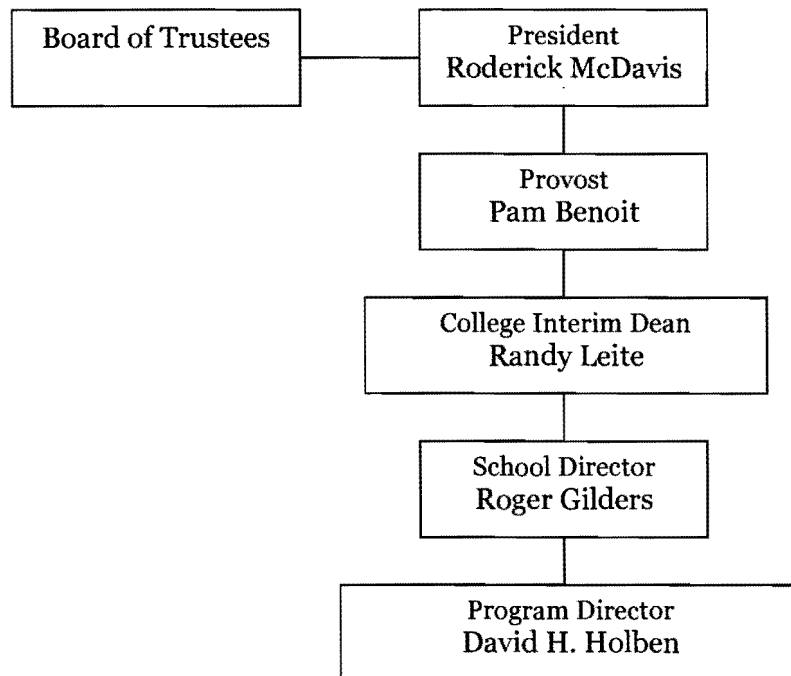
Instruction of the food and nutrition sciences program is provided primarily by faculty with the following areas of expertise:

- hormonal influence on fat metabolism; body composition and dietary intake; site-specific differences in adipose tissue metabolism; health impacts of childhood obesity (D. Berryman PhD, RD, LD);
- meat science, including inhibition of oil absorption in fried foods, antioxidants and oxidative reactions in meat; identification of novel sources of antioxidants (R. Brannan, PhD);
- food security, i.e., availability of nutritionally-adequate food for all people at all times, focusing especially on the Appalachian region of the US and other rural areas; food security and its impact on health and well-being; food security practices of health care practitioners (D. Holben PhD, RD, LD);
- culinary arts (F. McFadden, MA);
- nutritional counseling (D. Murray, MS, RD, LD).

Program information can be found in the 2009-2011 Ohio University Graduate Catalog (http://www.catalogs.ohio.edu/preview_program.php?catoid=17&poid=3818&returnto=857).



3. Administrative Structure

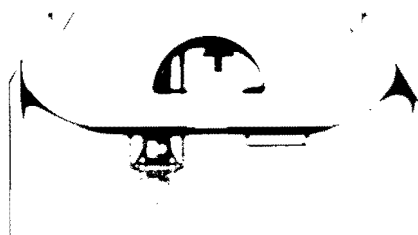


4. Evidence of Need

Ohio University started to offer the program in 1951. It was designed and will continue to prepare students for careers in healthcare, industry, and academia. With our move to the School of Applied Health Sciences and Wellness, graduates have expanded opportunities, especially as they relate to careers in health and wellness. Being situated in rural Appalachia, opportunities to develop skills related to serving underserved groups and those living in rural areas are especially keen.

5. Prospective Enrollment

The food and nutrition major has attracted 4-10 new students per year since 2005.



6. Plan to Ensure Recruitment, Retention and Enrollment of Minority Students

Recruitment and retention of underrepresented groups has been conducted with staff in the College Dean's Office and includes attendance at recruitment fairs and participation in on-campus events. In 2005, we received a diversity retention and recruitment grant from the American Dietetic Association that also assisted our efforts in this area

7. Availability and Adequacy of the Faculty and Facilities

Not applicable. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

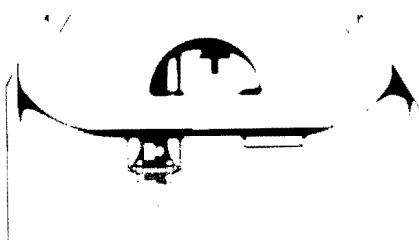
8. Additional Facilities, and Faculty Required

None. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

The following facilities and resources are available to students enrolled in the School of Applied Health Sciences and Wellness:

Grover Center - The College of Health Sciences and Professions is housed within an academic complex, Grover Center. All four schools and several experiential centers are located in Grover Center. Although additional resources are available to students across campus, the following is a sample of facilities available in Grover Center and commonly used by our students:

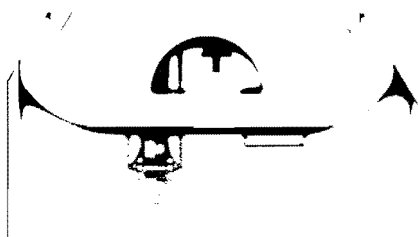
- **Atrium Café** - Students in food and nutrition majors gain experience through this food service operation. Featuring a full commercial kitchen, dining room service to the public, and catering opportunities, the Atrium Café provides students with the opportunity to experience all aspects of a food service business.
- **Classrooms** - All classrooms in Grover Center are equipped with technology, including; computers, LCD Projectors, and VCR/DVD players.
- **Computer Lab** - The computer lab has both PC and Mac workstations. Additional equipment is available to check out, such as a technology cart, LCD projectors, digital cameras, camcorders, wireless mice, USB CD-R/RW, and overhead projectors.
- **Graduate Student Office** - The school provides a professional workspace for Graduate Assistants to have office hours and to meet with students. The space includes computers and secure storage cabinets for work projects and or research data.
- **Nutrition Resource Room** - Available for students in nutrition, the Dietetics and Nutrition Resource Room is equipped with computer technology, and nutrition education materials to collect, enter, and analyze data related to the nutritional status of individuals, and to provide nutrition counseling to individuals participating in the Nutrition Treatment Program. Resources include food models, computers equipped with dietary analysis software, nutritional journals, equipment for anthropometric measurements, and additional materials.
- **Food Science Laboratory** - Equipped to perform chemical and physical analysis of foods such as proximate analysis (moisture, lipid, protein, ash), oxidative stability, antioxidant capacity, texture analysis, rheology, color, pH, and water activity.



- **The Sensory Analysis Laboratory** – a suite of purpose-specific labs for the execution of discrimination, descriptive, and affective sensory analysis. The facility consists of a tasting room with six individual tasting booths (one of which is handicapped-accessible), a preparation area, and access to an observation room equipped with a two-way mirror for group sessions such as focus groups. A permanent, trained descriptive panel is available for teaching and research purposes.
- **Test Kitchen Laboratory** – Provides an experiential learning environment for students learning about food. The Test Kitchen is composed of eight kitchens complete with equipment, utensils, range and oven, refrigerator, and counter space. The Test Kitchen can be used when food-grade space is needed for research projects.
- **WellWorks**– WellWorks is a wellness center, including a fitness center, group exercise classes, personal training, nutrition counseling programs, massage services, educational programs, special events, health screenings, and child care.

In addition to the facilities within Grover Center, students have access to numerous other resources on campus. Examples of those commonly used by our students include:

- **Child Development Center (CDC)**—The CDC provides childcare services for infants, toddlers, and preschoolers in Athens by conducting developmentally, culturally appropriate practice. As an important part of the School, this center provides students in the early childhood education program with a learning opportunity to interact with young children and teachers. Several faculty and researchers at Ohio University have conducted a variety of studies at the CDC. Classroom interactions outside the center for the purposes of learning and research by means of a camera observation room located in the Grover Center are both available for child observations needed for research studies. The Center is housed in a fully renovated historic building in The Ridges section of campus, Ridges Building #27.
- **Edison Biotechnology Institute**—An interdisciplinary research institute of Ohio University that seeks to understand the molecular/genetic basis of diseases that disproportionately affect the people of Appalachia. The institute provides a rich interdisciplinary and entrepreneurial laboratory environment in which to study diseases from multiple perspectives. The institute has state-of-the-art equipment and technologies that support the research directions of its affiliated investigators.
- **Genomics Facility**—An OU facility intended to provide rapid and accurate genomic data to the researchers at Ohio University and the outside community in a cost effective manner. The facility houses the equipment to perform DNA sequencing, Fragment analysis, STR analysis, microsatellite, SNP, RNA, DNA, protein quality and quantity analysis and to study gene expression. The personnel at the facility provide training and help with the experimental design.
- **Kids on Campus**—A rural partnership that empowers underserved, at-risk children and their families in the realization of their full potential through educational, nutritional, and recreational opportunities. Guiding the organization are the beliefs that every child has the potential to succeed; education is the key to the future; and a supportive home and community environment is essential to achieving educational and social potential. More information is available at <http://www.cats.ohiou.edu/kids/index.html>.



9. Additional Costs

None. The program is successfully ongoing; no expansion is planned; this proposal merely requests a new degree name in light of academic realignments occurring at Ohio University prior to academic year 2010-2011.

