



College of Medicine
School of Allied Medical Professions
Physical Therapy Division

453 West 10th Avenue
Columbus, OH 43210-1234
Phone: (614) 292-5922
FAX: (614) 292-0210

July 15, 2010

Elliot Slotnick, Associate Dean
Graduate School

Dear Dean Slotnick,

This proposal requests a reduction in pre-candidacy credit hour requirements for the Health and Rehabilitation Science (HRS) Ph.D. program. An earlier request to CAA created more questions than answers. Listed below in table format are the current requirements for our program, the proposed changes and the new credit hour requirements for these changes. We request these changes in order to reduce redundancy, accommodate new courses and objectives (ie Grand Rounds), and better align credit hour requirements with the actual time dedicated to the experience (practicums). The faculty remain committed to providing a rigorous educational experience which emphasizes both teaching and research; two fundamental skills for any Allied Health faculty member. In making these changes, we hope to reduce parity across other PHD programs on campus and improve our competitiveness in recruiting top-quality students. We are losing students due to the high credit burden.

The current HRS requires 78-88 credit hours *pre candidacy* divided across 6 categories:

Category	Current Credit Hour Requirement	Requested changes	New Credit Hours
Core Course (5 courses) AM830 Leadership & Policy AM870 Curriculum Develop. AM892 Evidence Based Practice EdP&L851 College Teaching AM795 Teaching in Health Sci Grant Writing Course from either: EdPAES765, AM895, IBGP707	18 credits	Remove 2 redundant courses and allow them to be taken as electives as needed: <ul style="list-style-type: none"> Evidence Based Practice (-3 credits) Curriculum Development (-3 credits) 	12 credits
Research Methods & Analysis	9 credit minimum	No changes	9 credits
Interdisciplinary Seminar Series Multiple Topics (1 credit seminars)	9 credit minimum	<ul style="list-style-type: none"> Add Allied Med Grand Rounds (1 credit/qtr for 6 quarters) with continual enrollment across quarters (+6 credits) and Retain 2 required seminars (1) Scientific Writing & Responsible Conduct and 2) Topics in HRS... Remove one required seminar on grant writing due to redundancy of content in core courses (-1 credit) 	8 credits
Teaching Practicum 2 required Research Practicum 5 required	18-21 credits	Require 1 teaching practicum (2 credits) instead of 2; No change for research practicum (2 credits/practicum is typical)	12-15 credits



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Advanced Topics 4 required (3 credits each)	12-16 credits	Require 2 instead of 4 advanced topics (-6 credits)	6-9 credits
Area of Emphasis (electives)	12-15 credits	Reduce the minimum number of credits by 2 credits but extend the maximum by 1 credit	10-16 credits
TOTAL Pre -Candidacy Credits	78-88 credits	Total Credits Removed: 21 credits	NEW TOTAL: 57-69 credits

The graduate school has established the minimum credit hour requirement to earn a Ph.D. at OSU as 75 hours after a master's degree. A master's degree is required to enter the HRS Ph.D. program. Hence, we currently expect HRS students to complete a similar number of credits (75) to sit for their candidacy exam that other programs on campus use to award a PHD. After careful consideration by the School of Allied Medical Professions (SAMP) PHD graduate studies committee and the SAMP graduate faculty of the school, we agreed to reduce the number of credits required pre-candidacy. We deliberated on how to maintain the essence of our program while advancing our ability to compete for graduate students who have other programs available to them that do not carry the same heavy credit burden. Indeed, our competitors at the University of Kentucky less than 200 miles away offer a HRS Ph.D. at 75 semester credits post masters degree. Likewise, University of Pittsburgh at 167 miles away has a HRS Ph.D. requiring 72 semester hours beyond the baccalaureate.

The changes reflected in the table above were selected in order to maximize efficiency, eliminate redundancy and align current required courses with realistic credit-hour expectations. Our justification is detailed below.

- Core Courses - We are proposing to remove two core requirements – Curriculum Development and Evidence Based Practice. We have two reasons for removing them. Our students are entering our PHD with considerable experience and coursework in Evidence Based Practice so that this content is redundant with their current training. For any student who has not had Evidence Based practice, they can take it as an elective – pre or post candidacy. Curriculum Development is being removed as most of the relevant content is offered in an Allied Med teaching course. For any student wanting more exposure to this content, an elective can be sought.
- Interdisciplinary Seminar Series – previously we taught a series of 1 credit hour seminars on a variety of research related topics according to the availability and interest of faculty. However, two years ago we replaced most of these topics with a 3 quarter Allied Medicine Grand Rounds Seminar. Students are required to take grand rounds at 1 credit/quarter for at least 6 quarters prior to candidacy. Two seminars are also required for 1 credit each. The topics are: 1) Scientific Writing and Responsible Conduct; and 2) Topics in Health and Rehabilitation Sciences and Human/Animal Subjects. A grant writing seminar was removed due to redundancy with the core requirement for a grant writing course.
- Teaching and Research Practicum were originally estimated at 3 credits per practicum but we have found that 2 credits per practica is more common and in line for meeting the requirements of the student's participation. In addition, we have eliminated one of the teaching practica. Establishing mentored student teaching practica can be quite difficult because each professional program is governed by different state licensing boards and requirements. For some programs in SAMP, only state-licensed professionals are allowed to teach. Thus, unlicensed students,



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foreign students, and students from other professions cannot teach the content. In addition, some of our students are serving as GTAs for their professional program making it difficult to find an additional teaching experience for which they can be mentored. The faculty remain committed to training all HRS students in teaching and believe that one mentored experience is the minimum requirement to achieve preparation. In reality, many students are involved in much more teaching. Additionally, we are requiring the HRS students to participate in the 3-day UCAT Teaching Orientation & Workshop which covers an introduction to teaching, university policies and college teaching topics. No credits are given for this training.

- Advanced Topics have been reduced from 4 to 2 courses. Our original intent with these was to provide an interdisciplinary experience for PHD students across the 8 professions within Allied Medicine. Adding grand rounds has fulfilled this experience much better than the advanced topic seminar and has established the culture of our PHD program. As such, 2 seminars (3 credits each) which explore current research topics which span all disciplines seems to be good preparation. Students gain the skills to read critically across disciplines, understand a topic from the perspective of various disciplines and improve cross-disciplinary scientific writing and criticism. These skills are not duplicated in the grand rounds course.
- Areas of Emphasis have been reduced by 2 credits which will allow students to satisfy pre-candidacy requirements by taking two 5 credit hour courses. By setting the limit at 10 credits, no fewer than 2 courses (5 credits each) or typically 4 courses (3 credits each) will be completed prior to candidacy. The maximum limit is designed to prevent students from over emphasizing course work and reducing the time available for research training in the lab/clinic.
- Post Candidacy Expectations: The graduate school has set full time credits post candidacy at 3 credits/quarter with enrollment at least 3 quarters of the academic year. While enrollment is not required during summer quarter by the graduate school, it is necessary in the HRS Ph.D. program because the majority of our research involves patient recruitment or aligns with other areas of medicine. Patient-based and medicine-based studies demand continuity of care, regular data collection, responsible care of animals & patients, etc. Furthermore, interruption in in-depth thinking within an area of study can greatly delay progress in our fields and places students at risk for missing critical research developments. Therefore, the only way to sustain research programs sufficient for dissertation-level and publication-level quality is to continue research over 4 quarters. We estimate that 2 years of research post candidacy will be necessary to complete the dissertation which yields 24 credit hours. Thus, if students finish on time and complete the minimum requirements of the proposed program, a total of 81 credits will be earned by graduation (57 pre-candidacy + 24 post candidacy).

In closing, we respectfully request these changes be approved in as timely a manner as possible because we need to prepare for semester conversions. The graduate faculty of SAMP believe these changes to be necessary to remain competitive with other programs in our region. Furthermore, we believe that burdening students with such high credit requirements pre candidacy reduces the time they can spend immersing themselves in research, which is one of our primary goals for the HRS Ph.D. In general, our students are quite comfortable in the classroom whereas the research lab poses unexpected challenges to them. The HRS graduates are the future stewards of our professions as such they must be capable of sustaining a career in discovery and conveying those discoveries to students. We hope that this document clarifies the need for the revision for our HRS



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program while explaining its true benefit to the current and future program and students. The reduction in credit hours for the HRS Ph.D. Program was approved by the Ph.D. Graduate Studies Committee on May 17, 2010; reviewed and approved by the majority of the School of Allied Medical Profession's P faculty on May 25, 2010. It was also reviewed and approved by Ginny Bumgardner, Associate Dean for Research Education & Graduate Studies in the College of Medicine on July 15, 2010.

Sincerely,

D. Michele Basso, Ed.D., PT
Graduate Studies Chair
School of Allied Medical Professions

Status: PENDING

PROGRAM REQUEST
Allied Medicine

Last Updated: Myers, Dena Elizabeth
03/24/2011

Fiscal Unit/Academic Org	School of Allied Medical Prof - D2504
Administering College/Academic Group	The College of Medicine
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Allied Medicine
Proposed Program/Plan Name	Allied Medicine
Program/Plan Code Abbreviation	ALLIMED-PH
Current Degree Title	Doctor of Philosophy

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		81	54.0	63	9.0
Required credit hours offered by the unit	Minimum	59	39.3	45	5.7
	Maximum	65	43.3	45	1.7
Required credit hours offered outside of the unit	Minimum	22	14.7	18	3.3
	Maximum	28	18.7	18	0.7
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Explain any change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the above table

: All of the core courses will be taught for 3 credits rather than 2 credits as expected by the 2/3 calculation. We believe that 3 credit hour core courses are the most typical format for Ph.D programs and are sufficient to provide the content to meet our learning goals. In the move to semesters, we have consolidated multiple areas of Health and Rehabilitation Science from small seminars into 2 foundational courses (AM7100 and AM7150) and the depth and breadth of these modified courses require 3 credits/semester. Likewise, curriculum and teaching in health and rehabilitation science have been consolidated into 1 course to align these interrelated topics and facilitate efficient learning. The addition of curricular content to teaching justifies 3 credits. Lastly, some of the credit overage is stipulated by the graduate school since full time status is equivalent to 3 credits per quarter and will remain so in semesters.

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

- Program Learning Goals**
- a. Research methods and techniques, quantitative and qualitative analysis to develop and conduct health and rehabilitation science research programs.
 - b. Teaching, curriculum development, and mentoring to succeed in educating others within the allied health professions.
 - c. Leadership to advance allied health sciences professions, develop innovative academic and clinical programs, influence policy, and strengthen the systems that provide health and rehabilitation services.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Status: PENDING

PROGRAM REQUEST
Allied Medicine

Last Updated: Myers,Dena Elizabeth
03/24/2011

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

i. DIRECT MEASURES, Specific to Graduate Programs: Candidacy Exam, Publications, Scientific Presentations at local, state and /or national forums, Dissertation oral defense, Written dissertation, Research proposals written and grants awarded.

ii. INDIRECT MEASURES, Surveys and Interviews: Student interviews by program director, student honors/awards received,

iii. USE of DATA: The Graduate Studies Chairperson and student mentors meet with students directly to discuss performance; analyze, discuss and adapt curricular content; confirm that current curriculum and courses facilitate student attainment of program goals; make improvements in faculty mentorship practices.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- SAMP Cover Letter & Transition Plan.pdf: Unit Letter and Transitional Policy

(Letter from Program-offering Unit. Owner: Robinson-Easter,Regina Marie)

- PhD_Semester_Proposal020211.pdf: PhD Program Proposal

(Program Proposal. Owner: Robinson-Easter,Regina Marie)

- PhD_course designation.pdf

(Other Supporting Documentation. Owner: Robinson-Easter,Regina Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Robinson-Easter,Regina Marie	01/26/2011 04:08 PM	Submitted for Approval
Approved	Robinson-Easter,Regina Marie	01/26/2011 04:27 PM	Unit Approval
Revision Requested	Larsen,Deborah Sue	02/02/2011 12:50 PM	SubCollege Approval
Submitted	Robinson-Easter,Regina Marie	02/02/2011 02:50 PM	Submitted for Approval
Revision Requested	Larsen,Deborah Sue	02/04/2011 12:04 PM	Unit Approval
Submitted	Robinson-Easter,Regina Marie	02/07/2011 02:37 PM	Submitted for Approval
Approved	Larsen,Deborah Sue	02/24/2011 11:15 AM	Unit Approval
Approved	Larsen,Deborah Sue	03/23/2011 02:52 PM	SubCollege Approval
Approved	Lucey,Catherine Reinis	03/23/2011 03:48 PM	College Approval
Approved	Myers,Dena Elizabeth	03/24/2011 11:26 AM	GradSchool Approval
Pending Approval	Soave,Melissa A	03/24/2011 11:26 AM	CAA Approval



January 25, 2011

Catherine R. Lucey, MD
Interim Dean and Vice Dean for Education
College of Medicine
260 Meiling Hall
CAMPUS

Dear Dr. Lucey:

On behalf of the School of Allied Medical Professions, I am pleased to submit the semester conversion plans for the following programs:

Certificates:

- 1) Health Information Management and Systems
- 2) Medical Technology – proposed name change to Medical Laboratory Sciences
- 3) Respiratory Therapy

Baccalaureate (BS in Allied Health)

- 1) Athletic Training – degree change to BS in Athletic Training
- 2) Biomedical Sciences
- 3) Health Information Management and Systems
- 4) Health Sciences
- 5) Medical Dietetics
- 6) Medical Technology – proposed name change to Medical Laboratory Sciences
- 7) Radiation Therapy
- 8) Radiography
- 9) Respiratory Therapy

Graduate

- 1) Masters of Occupational Therapy (MOT)
- 2) Masters of Science in Health and Rehabilitation Sciences (MS)
- 3) Doctor of Physical Therapy (DPT)
- 4) Doctor of Philosophy in Health and Rehabilitation Sciences (PhD)

Minor:

- 1) Integrated Determinants of Health

The conversion of each of these programs was initiated through two School-wide retreats, comprehensive curriculum mapping, conducted by our Executive Committee, and multiple working groups within and between programs. Each curriculum was reviewed and revised consistent with current healthcare practice and, for many, their accreditation criteria. For the undergraduate programs, working groups revised and amended our elective core courses; it was recommended that each program enroll students in the core courses rather than teach individual unit courses, which was done by all programs, consistent with content needs. Our entry-level graduate programs (Occupational Therapy and Physical Therapy), also developed a core evidence-based practice sequence to encourage collaborative problem-solving among students in those two programs. One course, AM 5000 “Strategies for Interprofessional Case Management”, is a new elective course that will provide interdisciplinary case management exposure to students from all of the programs in the School; due to the high number of credits within each curriculum, this course is recommended but not required. Each curriculum was approved by the faculty within the respective program and by the School’s curriculum committee on the following dates:

- 1) Respiratory Therapy – approved 7/14/2010
- 2) Medical Technology – approved 8/5/2010
- 3) Medical Dietetics – approved 8/11/2010
- 4) Radiologic Sciences & Therapy – approved 8/11/2010
- 5) Occupational Therapy – approved 8/11/2010
- 6) Biomedical Sciences – approved 8/18/2010
- 7) Physical Therapy – approved 8/19/2010
- 8) Athletic Training – approved 9/15/2010
- 9) MS in Allied Medicine – approved 9/15/2010
- 10) PhD in Health and Rehabilitation Sciences – approved 9/15/2010
- 11) Health Information Management and Systems – approved 9/22/2010

In reviewing the clinical experiences of students in each program, it was noted that there was no standard credit hour allocation for the full or part-time clinical experiences. Our Executive Committee voted unanimously to impose a consistent credit hour allocation, based on the following formula: Full-time (40hr/week, 14 weeks) = 12 credits for undergraduate and 8 for graduate programs; 20 hr/week = 6 credits for undergraduate, 4 for graduate; 10 hr/wk = 3 credits for undergraduate and 2 for graduate; and so on. Some programs have implemented 7 week clinical experiences that follow the same proportional allocation (i.e. 7 week, full time = 6 credits). This change often distorted the 2/3 conversion formula, since historically clinical experiences were under- credited; however, all programs were converted with minimal changes and have indicated such within their program templates.

In concert with the semester conversion, there are two program specific requests:

- 1) The Athletic Training program is requesting to change the degree awarded from Allied Health to Athletic Training to meet accreditation requirements;
- 2) The Medical Technology program is requesting to change the name of their program to Medical Laboratory Science, which is consistent with their licensure and accreditation recommendations.

**Semester Conversion
Transition Plan
School of Allied Medical Professions**

The School administration, advising staff, and each program have made considerable efforts to assure the timely progression of students enrolled during the semester transition so that students who maintain good academic standing and follow the outlined curricula will be held harmless.

Advising:

Our undergraduate programs admit students either for their sophomore year (Athletic Training, Health Sciences, Medical Dietetics, and Respiratory Therapy) or junior year (Health Information Management, Health Sciences, Medical Technology, Radiologic Sciences, Respiratory Therapy). Our pre-major advisors are providing information to our freshman and sophomores and providing curriculum plan drafts for respective programs. Proposed curriculum plans for each group of students are posted on the School's web site. For those sophomores that have been admitted to their respective programs, Division/Program Directors will meet with each cohort to explain proposed changes. All programs except Health Sciences are lock step, so individual advising should not be necessary once students are admitted to a program. Health Sciences students have a dedicated advisor that serves both pre-majors and matriculated students. We will hold group and individual advising sessions, as needed, for students in that program.

Our Doctor of Physical Therapy (DPT) is 3 1/4 years in duration, so students admitted for Summer 2010 will complete the program under semesters; further, students admitted in 2009 will need to complete their program 1 quarter early due to the implementation of semesters for summer quarter (typically the last quarter for that program). Orientation for the first year students and a class meeting for the 2nd year students have been held to outline the semester curriculum and impact on both groups of students. Our Director of Admissions is advising all potential applicants, both current OSU students and transfer students to both the DPT and MOT.

Graduate students within our MS and PhD programs will be provided individual advising to assure appropriate academic progress. Additionally, informational meetings have been held for advisors to outline changes in the curriculum, occurring with the transition. Some flexibility within both programs will be implemented with regard to program requirements for students in process during the transition. Students admitted for Autumns 2010 and 2011 will begin taking the quarter equivalent of the semester curriculum, for which courses have been submitted for approval.

All programs will continue to hold cohort meetings and provide appropriate advising to assure a smooth transition and timely program completion for all students that maintain appropriate progress within their respective programs.

Program Progression Issues:

1. Academic: Currently students must earn a C- (undergraduate) or C (graduate) to pass a class. For students that earn a grade lower than this, they must stop the program and rejoin the curriculum the next time the course is offered (typically the following year).

They are only required to repeat the course with the designated C- or C and then can continue on in the curriculum.

2. Leaves of Absence: currently students may request a LOA at anytime during the academic year and then rejoin the program at the same point in the curriculum one year later to complete the program (i.e. stop after Winter quarter, rejoin the following Spring quarter).
 - For students that fail to achieve the designated target grade in a given class, it won't be possible for them to just take that class when they resume the program because they would be missing at least $\frac{1}{4}$ of the content in the other semester courses. For LOA's, it will also be difficult to resume the curriculum at the "same" time point that they dropped out. Each case will, therefore, be handled individually. These situations may result in a longer time to graduation or the need to complete additional credit hours/courses. Every effort will be made by each program to avoid unnecessary requirements for students in these situations. Students requesting a LOA will also be counseled on the possible consequences of that decision. Fortunately, these issues occur rarely in the SAMP programs, so few students are expected to be impacted by either issue.
3. Program Specific Issues: Programs have highlighted specific transition issues within their program templates, including the use of bridge courses, double teaching of content, and progression differences from that stated in this document.

PhD in Health and Rehabilitation

PROGRAM REQUIREMENTS

Program Learning Goals: Students will develop competencies in:

- a. Research methods and techniques, quantitative and qualitative analysis to develop and conduct health and rehabilitation science research programs.
- b. Teaching, curriculum development, and mentoring to succeed in educating others within the allied health professions.
- c. Leadership to advance allied health sciences professions, develop innovative academic and clinical programs, influence policy, and strengthen the systems that provide health and rehabilitation services.

Program Rationale: A significant program revision is currently under review by the Graduate School and OAA. It was approved by Allied Health P faculty May 2010 and the College of Medicine July 2010 and the Graduate School September 23, 2010. The changes do 3 things: reduce redundancy, accommodate new courses and objectives, and better align credit hour requirements with the actual time dedicated to the experience. These changes reduce parity across other PHD programs on campus and improve our competitiveness in recruiting top-quality students. With the approved changes, the HRS PHD requires 81 quarter credits (57 pre-candidacy + 24 post-candidacy).

We will make 2 changes moving to semesters. We have consolidated quarterly AM890 advanced topics in HRS seminars and AM895 HRS interdisciplinary seminars into a 2- course foundational series, AM7100 HRS 1 and AM7150 HRS 2, which integrates fundamental focus areas in health and rehabilitation science. We will also eliminate AM830 Leadership and Policy as a core course and provide leadership content in AM 8780 Grand Rounds in HRS. Additionally, active learning of leadership will be demonstrated by students pursuing leadership opportunities over the course of the program. Activities such as student government, committee service, service to professional organizations and others will fulfill the leadership expectation.

TRANSITION POLICY

The School's transition policy applies to the PhD program with the following program specific plan. To ensure seamless transition to semesters for HRS Ph.D. students, we will begin to teach bridge courses as quarter courses in Autumn 2011 which will be equivalent to the following modified courses: AM7100 Health & Rehabilitation Sciences 1, AM7150 Health & Rehabilitation Sciences 2, AM7250 Teaching and Curriculum in Health Sciences. Students will also attend the TA orientation and training offered by UCAT to provide additional teaching content. All other courses will directly convert to semesters. Thus, students admitted for Autumn 2011 will complete coursework which meets all semester requirements. We anticipate that all currently enrolled students will have completed their core requirements and be

APPENDIX 1

The Ohio State University
School of Allied Medical Profession
Graduate Studies Program
Health and Rehabilitation Science PhD Program
Semester Proposal

Core (15 credits)

Former Course Number	Proposed Course Number	Title	Semester Credit Hours
EDU P&L 851	Outside	College Teaching	Outside
AM 795	AM 7250	Teaching and Curriculum in the Health Sciences	3
AM 895	AM 7881	Grant Writing Seminar*	3
N/A	AM 7100	Health and Rehabilitation I	3
N/A	AM 7150	Health and Rehabilitation II	3

*Students can also select IBGP 707 or Edu PAES 765 for a Grant Writing Course

Research Design and Methods (6 credits)

Former Course Number	Proposed Course Number	Title	Semester Credit Hours
AEE 887	Outside	Analysis and Interpretation of Data	Outside
AEE 888	Outside	Instrumentation and Procedures for Data Collection	Outside
ED P&L 800	Outside	Qualitative Analysis	Outside
STAT 528	Outside	Data Analysis I	Outside
STAT 529	Outside	Data Analysis II	Outside
STAT 530	Outside	Data Analysis III	Outside
PSYCH 826	Outside	Statistics in Psychology	Outside
PSYCH 827	Outside	Analysis of Variance	Outside
PSYCH 828	Outside	Correlation Analysis	Outside

Practicum (6 credits)

Former Course Number	Proposed Course Number	Title	Semester Credit Hours
AM 885.01	AM 8998	Research	5 Total-(1 per experience)
AM 885.02	AM 8289	Teaching	1

Seminar (9 credits)

Former Course Number	Proposed Course Number	Title	Semester Credit Hours
AM 895	Pre Candidacy-AM 7888 Post Candidacy-AM 8888	Grand Rounds	4 total pre-candidacy; 4 total post candidacy- (1 per class)
AM 895	AM 7883	Responsible Conduct of Research	1

Area of Emphasis (9 credits)

TOTAL SEMESTER CREDIT HOURS

Pre Candidacy: 45 credits minimum

Post Candidacy: 18 credits minimum; Full time status will be 3 credit hours per Semester (Fall, Spring and Summer) for two years; Credits comprised of AM 8888 and AM 8999



W. Randy Smith
Vice Provost for Academic Programs and Co-Chair,
Semester Conversion Coordinating Committee

Dear Vice Provost Smith,

The Health and Rehabilitation Sciences PhD program within the School of Allied Medical Professions is requesting to change the course designation for the following semester PhD courses from Allied Medicine (AM) to Health and Rehabilitation Sciences (HLTH REH) to accurately reflect the name of the PhD program.

Research	8999
Introduction to Health and Rehabilitation Sciences I	7100
Introduction to Health and Rehabilitation Sciences II	7150
Grant Writing Seminar	7881
Responsible Conduct of Research	7883
PhD Research Practicum	8998
Health and Rehabilitation Sciences Grand Rounds Advanced	8888
Health and Rehabilitation Sciences Grand Rounds Intro	7888
PHD Individual Studies	7193
PHD Teaching Practicum	8289

Additionally, the above PhD courses have been put in the semester system as AM rather than HLTH REH with a comment regarding the change in the course designation.

Sincerely,

D. Michele Basso, Ed.D., PT
Graduate Studies Chair
School of Allied Medical Professions

Deborah S. Larsen PhD
Director, School of Allied Medical Professions
Associate Dean, College of Medicine