

DISCONTINUANCE OF THE MASTER OF ARTS WITH A MAJOR IN REHABILITATION COUNSELING AND COMMUNITY INCLUSION

Recommendation

It is recommended that the Board of Governors discontinue the Master of Arts with a major in Rehabilitation Counseling and Community Inclusion in the College of Education, effective Fall term, 2020.

Background

The Division of Theoretical and Behavioral Foundations in the College of Education is the administrative unit for the Master of Arts (MA) with a major in Rehabilitation Counseling and Community Inclusion (RCCI). The division is also the administrative unit for the MA with a major in Counseling. The two national accrediting bodies for both programs merged: The Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the Council on Rehabilitation Education (CORE). With this merger, Rehabilitation Counseling as a discipline is now considered part of the Counseling discipline and across the nation, rehabilitation programs are merging with counseling programs. The division has established a new Clinical Rehabilitation Counseling concentration in the MA in Counseling, which replaces the MA with a major in RCCI program. While the program is discontinued as a separate major, it will continue as a concentration under the major of Counseling.

Program Description

The MA with a major in RCCI is a training program in the practice of rehabilitation counseling, including, disability and personal adjustment counseling, career counseling, psychosocial and vocational assessment, job development and placement, supported employment, and the support of individuals with disabilities. The RCCI program is consistent with the professional needs of the state-federal rehabilitation program, as well as the public and private rehabilitation agencies and facilities. The program consists of a combination of coursework, field placement, practicum, and internship experiences. These provide students with the knowledge, skills, and competencies required to assist in the rehabilitation of persons with disabilities to help them achieve the highest level of functioning consistent with the Rehabilitation Act of 1973, as amended. The MA in RCCI requires 60 credit hours of coursework completed at the graduate level. Students are provided six years from admission to complete the program.

Accommodations for Current Students

The discontinuance of RCCI will have no effect on the current students in the RCCI program: Current students will remain in the MA in RCCI and complete the program in accordance with university policy and within the 6-year timeline. With the MA in RCCI under an admission moratorium effective with the Fall 2019 term, new students have been admitted to the MA in Counseling under the new concentration in Clinical Rehabilitation Counseling.

Approvals

The discontinuance of this degree program was approved by the faculty of the Counseling program, the College of Education Assembly, the Dean of the College of Education, the Graduate Council, the Dean of the Graduate School, and the Provost.

DISCONTINUANCE OF THE BACHELOR OF ARTS IN EDUCATION WITH A MAJOR IN LEARNING DESIGN AND TECHNOLOGY

Recommendation

It is recommended that the Board of Governors discontinue the Bachelor of Arts in Education with a major in Learning Design and Technology in the College of Education, effective Fall term, 2020.

Background

When the Learning Design and Technology program was designed, it was thought there might be a demand for a Bachelor of Arts in Education (BAED) degree program in addition to the Bachelor of Science in Education (BSED) degree program, but it has not materialized. The BAED degree program is differentiated from the BSED by a foreign language requirement. The courses in the major are the same and students will continue to have the BSED option.

Students

No one has ever been admitted to this BAED program and consequently there are no students.

Program Description

The Bachelor of Arts in Learning Design and Technology prepares students for work in instructional design, development, and implementation. Graduates of the program will be qualified for careers in business, public or private agencies, health care institutions, military or governmental entities, and a variety of community and professional firms. They will be prepared to become instructional developers, corporate training developers, project managers, media specialists, etc. Graduates of this program may also wish to pursue graduate studies in Learning Design and Technology, Administration, or related fields.

Approvals

The discontinuance of this degree program was approved by the faculty of the Learning Design and Technology program, the College of Education Assembly, the Dean of the College of Education, and the Provost.

DISCONTINUANCE OF THE GRADUATE CERTIFICATE IN ORCHESTRAL STUDIES

Recommendation

It is recommended that the Board of Governors approve the discontinuance of the Graduate Certificate in Orchestral Studies in the College of Fine, Performing and Communication Arts, effective Winter 2020.

Background

The Graduate Certificate in Orchestral Studies has seen a decline in student enrollment. The music faculty has observed that students pursuing advanced studies in orchestral studies usually pursue the Master of Music degree in Performance, not a certificate. During its twenty-year run, the number of students enrolled has never been enough to sustain the program. Since 2013, it has been in moratorium.

Program Description

The Graduate Certificate in Orchestral Studies was developed to give students interested in careers in orchestra additional training on their instruments and familiarity with the standard orchestral repertory.

Approvals

The discontinuance of this program was approved by the faculty, the Dean of the College of Fine Performing and Communication Arts, the Graduate Council, the Dean of the Graduate School and the Provost.