

**MINUTES OF THE UNIVERSITY SENATE**  
**May 1, 2001**

Chairperson Nowell called the May 1, 2001 meeting of the University Senate to order at 3:25 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators were **excused** from the meeting: S. Barker, K. Barton, D. Bish, B. Blackledge, J. Bullard, R. Ciganko, M. Cowles, A. Creany, K. Danvers, H. Goldsmith, P. Grooms, M. Hood, V. Mancuso, R. Marx, C. Ray, M. Schwietz, A. Yang, N. Zuraikat.

The following Senators (students) were **excused** from the meeting: K. Huddleston, T. Johnson.

The following Senators were **absent** from the meeting: J. Baker, N. Bharathan, T. Brown, L. Delbrugge, G. Diccico, M. Joyce, A. Kaniasty, G. McCloskey, K. Polansky, E. Ruffner, R. Russell, S. Shiring, J. Solak, G. Torges-Hoffman, M. Vella, K. Weiner, S. Wheatley.

In addition, the following Senators (students) were **absent** from the meeting: J. Baker, M. Baker, W. Bel, K. Bransford, C. Butler, P. Coulson, K. Dunn, C. Dziados, A. Fakhri, R. Howard, D. Hubbard, J. Johns, M. LaBar, M. Lawther, T. Minor, N. Spade, K. Stillwell, K. Swanger, J. Trohaugh and Graduate Students J. Friffin, D. Jennette, P. Kolesar.

The minutes of the April 3, 2001 meeting were **ACCEPTED**.

Agenda items for the May 1, 2001 meeting were **ACCEPTED**.

**REPORTS AND ANNOUNCEMENTS**

**PRESIDENT'S REPORT (Dr. Pettit)**

In my remarks today I wish to share with you one of the priority issues that has captured much of my attention during this academic year. This is our continuing attempt to get adequate recognition of the costs of doctoral education in the System allocation formula.

The history is rather simple. IUP was given university status in state law in 1965, and offered its first doctoral degree shortly thereafter. In 1983 Act 188 of 1982 was implemented, creating the current State System of Higher Education, and conferring university status on the other 13 institutions that, along with IUP, make up the System. The funding (or allocation) formulas used by the System to build the annual appropriations request never acknowledged the added costs of doctoral instruction or the costs of sustaining a doctoral culture, and as a result IUP has always been the most under funded of the 14 institutions in relation to mission and role, and in relation to national peers.. Since 1992 we have been working to get this changed. A few years ago we achieved a minor breakthrough with the impetus of our decennial Middle States accreditation visit. The visitation team was singularly impressed with how well IUP was doing at the doctoral level, and was equally stunned at the lack of support from the System. The chair of the team met with the Chancellor, and the result was that the formula was modified to grant us about 20 percent of the demonstrated added costs of doctoral instruction. But this still did not address the added costs of library, research infrastructure, public service, and those other components that sustain a doctoral university in its many responsibilities to the public.

The result of this pattern of underfunding has been a steady erosion of IUP's fiscal vitality, and an exaggerated shortage (when compared to other System universities) of resources to conduct routine operations and to support undergraduate education. Lately it has also negatively impacted our standing on those "performance

indicators" that are budget-related, causing us to lose even more money now that the System has moved in the direction of performance funding.

Thus, we have worked diligently during this phase of formula review. The national consultants who were brought in have reaffirmed the special needs of IUP because of our doctoral mission, and the System staff and most other presidents are now agreeing in principle. The problem is that the formula sets up a zero-sum game, and whatever we gain is lost by others. This, incidentally, is why doctoral funding was never integrated into the formula in the first place. We therefore are trying to establish a way of getting the doctoral funding outside the formula, so that our getting it will not impact sister institutions negatively. These things are yet to be worked out, but we are guardedly optimistic that we can make more progress during this round. I will keep you posted as things progress.

### **PROVOST'S REPORT (Dr. Staszkiwicz)**

I would like to also thank everyone for a very busy and productive year. I do not recall a year in which more good work was accomplished. In particular, I want to thank and congratulate Dr. Nowell for his leadership. You may recall that there were times when he took me or other administrators to task. In that regard, he has been an equal opportunity chairperson. It has been delightful to work with someone who could disagree on one issue or set of issues and not let that disagreement affect working relationships on other issues. Rich has provided that balance and I look forward to another year of his leadership.

What remains as unfinished business is to find ways to make the total workload less time consuming for senators as well as for the rest of the university. I certainly hope that a web-based approach and the streamlining of curriculum that we'll work on this summer will help contribute to that goal. I keep reading about how the American workforce is putting in longer hours and spending less time with their families and in leisurely activities. I think IUP may well be two or three standard deviations above the national norm as we have all taken on more and more responsibilities. Any redesign of procedures or processes that will simplify our ability to act, without sacrificing academic integrity or shared governance, should be pursued.

### **CHAIRPERSON'S REPORT (Dr. Nowell)**

I would like to express my appreciation for all of the hard work all senators have done this year. One of the major issues we have dealt with is the composition of the curriculum committees. Today, when the Rules Committee has the floor, we will consider one last modification of the By-laws that we passed at our last meeting. I would like to read portions of a memo sent out by the local APSCUF president about the changes in the APSCUF by-laws passed last week by the Representative Council:

The recommended changes achieve the compromise between the IUP University Senate and IUP-APSCUF. The essentials of the new arrangement are as follows:

1. Faculty will be elected to the Curriculum Committee (undergraduate and graduate) through a University-wide election (identical to the way faculty currently elect members of the Tenure, Sabbatical and Promotion Committees).
2. The APSCUF "observers" to the Curriculum Committees have been elevated to the co-chairs of the respective committees with seats on IUP-APSCUF Executive Committee and more clearly defined responsibilities.

We believe the attached changes on our bylaws, coupled with changes in the University Senate Bylaws and Constitution, strengthen the role of faculty in the curricular process.

Thus, if you agree to the change proposed today, the political aspect of this situation is past us. We can then turn to the process itself and work toward making the revision of curriculum less onerous. I have asked the Senate chairs of the two curriculum committees to meet with three representatives of the Council of Chairs to begin the examination of the curriculum process and how it might be streamlined.

On the other hand, I would like to go on record as saying that it is my belief that one cannot look at the committees and the process for the sole cause of the curriculum process being less than efficient. As we look at the process, we need to look at the every aspect to identify the source of problems that have plagued the system.

### **VICE CHAIRPERSON'S REPORT (Senator Joseph)**

Student Congress has spent most of its time focusing on our recent elections. We are proud to announce our leadership for next year, Laura Cramer and Pat Coulson. I feel really good about leaving our organization in their hands and I think we can all have high hopes for next year.

Susan Harjo will be speaking tonight at 6pm in this very room about her experience as a Native American advocate as well as addressing our mascot issues. She is with the Morning Star Institute and has been involved with the lawsuit against the NFL Washington, D.C. football team. We are looking forward to a large crowd for her, as well as at our Rally for Change preceding her speech. This will be held in Flagstone Theater, and I actually have to leave early to go there. The rally starts at 4:30 p.m.

I would also like to say goodbye, I am graduating and wanted to express my appreciation to everyone that has worked so hard to see that things are accomplished. J.B. Smith, Dr. Nowell, Katy Gresh, Laura Cramer, Kelli Stillwell, Dr. Lucky, Pete Goldsmith, Terry Appolonia, Harvey Holtz, just to name a few. I have learned a lot from holding various positions and I look forward to moving on and applying this elsewhere. I will be taking a year off to become a full time activist working against the WTO and Prison Industrial complex, and then will be going back to school for my PhD in Social Change. Look for me getting arrested in the future on the news. Oh wait, that's right, mainstream media does not cover such events!

Thank you for all of the experiences throughout the year, and I wish the Senate the best of luck next year. And hey, Lets get rid of this nickname BEFORE I leave!

### **OLD BUSINESS**

From the Student Affairs Committee, the Civility Statement was passed. See Appendix A (page 5) for details.

### **STANDING COMMITTEE REPORTS**

#### **RULES COMMITTEE**

See Appendix B (page 7) for the summary of the committee actions.

#### **UNIVERSITY DEVELOPMENT AND FINANCE COMMITTEE**

No report

**ACADEMIC COMMITTEE**

See Appendix C (page 9) for the summary of the committee actions.

**AWARDS COMMITTEE**

No report.

**UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE**

See Appendix D (page 10) for the summary of the committee actions.

**GRADUATE COMMITTEE**

See Appendix E (page 24) for the summary of Graduate Committee actions.

**LIBRARY AND EDUCATIONAL SERVICES COMMITTEE**

No report.

**NON-CREDIT COMMITTEE**

See appendix F (page 41) for the report summary.

**RESEARCH COMMITTEE**

The final meeting of this committee will be on May 8, 2001

**NEW BUSINESS**

There was no new business to report.

With no further business, the meeting was adjourned at 5:00 p.m.

Respectfully Submitted,

Jonathan B. Smith, Ed.D.  
University Senate Secretary

**APPENDIX A-STUDENT AFFAIRS COMMITTEE/  
OLD BUSINESS  
(CHAIRPERSON HALL)**

**FOR ACTION**

**PROPOSED – March 28, 2001**

**PASSED**

**ENDORSED BY THE STUDENT AFFAIRS COMMITTEE OF SENATE**

The Student Affairs Committee of Senate proposes that the University adopt a Civility Statement. It is written not as a code or creed for enforcement, but rather, as a statement of aspiration for our behaviors with one another. The behaviors are based upon IUP's Mission/Vision/Values Statement – a quality academic experience; a commitment to shared governance; and respect for individuals in the community.

The audience for the statement is the entire university community – students, faculty, staff (including administrators and managers) and the words and concepts in the statement reflect their comments and feedback.

Once adopted, the Student Affairs Committee envisions that the statement would be infused into IUP's culture – as a part of orientation for students and employees, customer service training, student leadership development, university admissions materials, etc.

*(Go to Next Page for Civility Statement)*

## IUP CIVILITY STATEMENT

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

*To strengthen the university for academic success*, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

*To foster an environment for personal growth*, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

*To contribute to the future*, I will strive for the betterment of the community: myself, my university, the nation, and world.

**APPENDIX B-RULES COMMITTEE**  
**(CHAIRPERSON RADELL)**

From the Rules Committee for Senate Information:

**Document 1 from APSCUF.** The Proposed Senate Bylaws changes were officially sent to APSCUF on February 21, 2001. The following letter was received by the Rules Committee at 3:35 P.M. on April 2<sup>nd</sup>, about 24 hours before the Senate voted on the bylaws changes. Had the APSCUF attorney written that what was proposed violated the CBA, we would have withdrawn it. On the contrary, the APSCUF attorney wrote that what was proposed “complies with the current CBA.”

**Document 2 from APSCUF.** Document 2 appears to place the President of APSCUF and an appointee of the President of APSCUF on each of the curriculum committees. VIII.3.f. is not precisely clear, but it does appear to give the APSCUF President, by a majority vote of the Executive Committee, which is largely appointed by the APSCUF President, the power to put curriculum committees inside APSCUF under the sole criterion that “circumstances warrant it.”

APSCUF documents would not be ordinarily presented to the Senate. They are relevant to the Senate’s business only because IUP-APSCUF is proposing to change the governance structure of the University. Such matters usually go through the Senate and must be approved by the Trustees.

Please do not blame or credit the bearer of news. The Rules Committee does not endorse the documents that follow. We are merely presenting them (in transcribed versions) for information.

**Document 1:**

*APSCUF*

*VIA FAX*

*March 30, 2001*

*Re: The Proposed Changes to Indiana University Senate Bylaws*

*Professor Pat Heilman*

*Indiana APSCUF President*

*Indiana APSCUF Office*

*Indiana University of Pennsylvania*

*Indiana, Pennsylvania 15705*

*Dear President Heilman:*

*At your request I have reviewed the new proposed IV.G. of the Indiana University Senate Bylaws. I concur that, although this proposed language complies with the current Collective Bargaining Agreement (CBA), it should not be in your Senate Bylaws as the CBA could change.*

*Sincerely,*

*Cheryl L. McBride*

*Director*

*Contract Implementation”*

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**Document 2** (Proposed changes to APSCUF’s Bylaws Passed by APSCUF Executive Committee April 12, 2001 to be proposed to APSCUF Rep Council, April 26, and APSCUF Membership August 24, 2001):

***Section 17. Curriculum Committee***

***Section 8. The Curriculum Committee comprise (sic) the President, two co-chairs to serve as one of the Co-Chairs of each of the University Wide Undergraduate Curriculum Committee and the University Wide Graduate Committee appointed by the President with the advice and consent of the Representative Council. Additional members of the committee are elected at large from the faculty (sic).***

***b) The Curriculum Committee shall present curricula proposals.***

***c) The Co-Chairs shall each represent IUP\_APSCUF on their respective University Senate Committees.***

***Article VIII- Committees***

***Section 3. Executive Committee***

***f. Should circumstances warrant it, the IUP-APSCUF President, through a majority vote by IUP-APSCUF Executive Committee, may remove the curriculum committees from a non-CBA entity.***

***Article V –The Representative Council***

***Section 8. The Representative Council grants authority to the IUP-APSCUF President, through a majority vote by IUP-APSCUF Executive Committee, the authority to remove the curriculum committees from a non-CBA entity.***

**FOR SENATE ACTION:**

**PASSED**

The Rules Committee moved that section IIIIG of the amended bylaws at the April 3, 2001 meeting.



**APPENDIX C -ACADEMIC COMMITTEE**  
**(CHAIRPERSON ANDREW)**

**FOR ACTION**

**Rationale:**

In 1995, the Senate Academic Committee introduced a new policy that limited undergraduate students to five course withdrawals for their academic career. The policy was designed to make maximum use of faculty resources and to limit the number of individual course withdrawals each semester. Recent review of the number of withdrawals processed has shown the policy has had little or no effect on the total number of withdrawals processed. Because the current policy is neither effective nor enforceable, the Senate Academic Committee recommends that the present individual course withdrawal policy be replaced with the following policy. The cautionary note is appended to the policy to raise student awareness of the consequences of withdrawals.

**Individual Course Withdrawal Policy**  
(effective Summer, 2001)

Individual course withdrawals may be processed on-line only during the first two-thirds of the academic term; in the summer term, individual course withdrawals may only take place during the first two-thirds of the part of summer term in which the course is offered. Instructors are required to inform students of their standing in class prior to this time. Students may begin using the computer registration system to complete an individual course withdrawal after the official drop/add period has closed. After the two-thirds point for each semester or part of summer term, students may no longer process individual course withdrawals online. A student wishing to withdraw from a course after the deadline may request a waiver through the office of the dean of his/her college. Approval is contingent upon documentation of exceptional events of a catastrophic nature that could not have been anticipated.

**Caution:** Students should discuss course withdrawal with the instructor and their advisorsto assess alternatives. Students should also understand the significant impact of course withdrawal on financial aid eligibility (percent of completion and eligibility to move to next class level). Students are also cautioned to consider the detrimental impact of a series of Ws in a transcript review by a prospective employer or graduate school.

**APPENDIX D -UNIVERSITY WIDE  
UNDERGRADUATE CURRICULUM COMMITTEE  
(CHAIRPERSON SECHRIST)**

**For Information:**

**1. Liberal Studies Committee Report:**

NURS 334 Transitions in Professional Nursing -- Type II department course writing approval.

GEOS 131 Historical Geology and GEOS 121 Physical Geology -- were deleted from non-lab science category because the lectures and labs are now paired.

Liberal Studies requirements for the following new programs were approved:

Associate in Science in Electro-Optics; Associate in Applied Science in Electro-Optics; Bachelor of Science in Applied Physics/Electro-Optics Track

**For Senate Action:**

**1. Department of Management -- New Course PASSED**

**MGMT 234 Introduction to Quality Control 3c-01-3sh**

**Prerequisite:** Students must be enrolled in either the Associate in Applied Science in Electro-Optics or the Associate of Science in Electro-Optics.

Introduces the student to the principles, philosophies, and practices of Total Quality Management (TQM) and the techniques of Statistical Quality Control including fundamentals of probability and statistics, control charts for variables and attributes, acceptance sampling, and reliability concepts.

**2. Department of Physics**

**A. New Courses PASSED**

**PHYS 100 Prelude to Physics 3c-01-3sh**

**Prerequisite:** Math 100 or Equivalent High School Preparation

This course is designed to prepare students for their first course in quantitative physics by reviewing fundamental concepts involving measurement and error, graphing, motion and applications of Newton's Laws in developing problem solving skills. In addition the course will present an historical perspective as well as introduce students to the many opportunities that exist for those with a background in Physics.

**PHYS 115 Physics I for Electro-Optics 2c-3l-3sh**

**Prerequisite:** PHYS 100

**Corequisite or Prerequisite:** MATH 110 or MATH 121

This course is designed to introduce students to the mechanical universe through the study of the motion of matter and waves and the causes of waves. The learning of quantitative problem solving skills will be emphasized. There is a lab component with this course.

**PHYS 116 Physics II for Electro-Optics****2c-3l-3sh****Prerequisite:** PHYS 115

By applying Newton's Laws of Motion to atoms and molecules the student is introduced to the basic principles of and connections between temperature, heat, and molecular motion at a fundamental level. Concepts involved in fluid flow, electric charge, and the origin of magnetism will be covered. The fundamental basis for the existence of electric and magnetic fields and the generation of electromagnetic energy as waves will be explored. This course includes a lab component.

**EOPT 105 Computer Interfacing in Electro-Optics****2c-3l-3sh**

This course is designed to teach the fundamentals of interfacing the personal computer to its physical surroundings such as electro-optics equipment. The students will do graphical programming and learn how to use virtual instruments in order to collect data and to control experiments. The students will use a program that employs graphical block diagrams that compile into machine code. This course includes a lab component.

**EOPT 110 Geometric Optics****2c-3l-3sh****Corequisite or Prerequisite:** PHYS 100

Introduces the student to the principles and theory of light as a geometric ray and gives an elementary treatment of image formation. Topics include reflection, refraction, prisms, lenses, mirrors, pupils, stops, aberrations, optical instruments, aspherical surfaces, and optical system design and evaluation. This course includes a lab component.

**EOPT 120 Wave Optics****2c-3l-3sh****Prerequisite:** EOPT 110**Corequisite or Prerequisite:** MATH 110 or MATH 121

This course is designed to provide the student with the basic knowledge of the wave nature of light. Topics include spectral characteristics of light, propagation of light, interference, diffraction, polarization, windows, filters, beam splitters, and gratings. This course includes a lab component.

**EOPT 125 Introduction to Electronics****3c-3l-4sh****Corequisite or Prerequisite:** MATH 110 or MATH 121

This course is designed to introduce students to basic analog and digital electronics. Emphasis will be placed on direct current (DC) circuits and networks utilizing Ohm's Law and focused upon the use of electronic instrumentation and design using operational amplifiers as "black box" building elements. In addition the digital component of the course will cover basic digital logic and its implementation in hardware using integrated circuit based logic gates and counters. This course includes a lab component.

**EOPT 210 Detection and Measurement****2c-3l-3sh****Prerequisites:** EOPT 120 and EOPT 125

This course covers electronic amplification, optical detectors, and the measurement of small distances using interference effects. Operational amplifiers are used to build circuits to measure the output of photon and thermal detectors. In order to accurately measure properties such as wavelengths, absorption of wavelengths, defects in lenses, prisms, and flat plates the following instruments are used by the students: monochromators, spectrophotometers, and interferometers. A lab is included in this course.

**EOPT 220 Introduction to Lasers****2c-3l-3sh****Prerequisite:** EOPT 120

Different types of incoherent light sources will be discussed and investigated. The concepts of laser safety will be introduced. The elements and operation of an optical power meter will be covered. The energy-level diagrams and the energy-transfer processes in the active medium will be discussed. The spatial and temporal properties of lasers will be investigated along with other characteristics such as modes of oscillation. Some applications of lasers will be investigated. This course includes a lab component.

**EOPT 240 Fiber Optics****2c-3l-3sh****Prerequisite:** EOPT 120

This course covers basic concepts in fiber optics such as dispersion, attenuation, single-mode and multimode propagation. Fiber optic test equipment such as optical time domain reflectometers and optical power meters will be discussed and investigated. Sources, detectors, and optical amplifiers will be covered. A lab component is included with this course.

**EOPT 250 High Vacuum Technology****2c-3l-3sh****Prerequisite:** PHYS 116

The student will learn how to produce and measure a vacuum. The properties of gases and the concepts of fluid flow and pumping will be presented. Many different kinds of vacuum pumps will be discussed in detail. The concept of measuring a vacuum will be introduced through the discussion of vacuum gauges and gas analyzers. The techniques of leak detection and thin film deposition will be covered. The concept of ultrahigh vacuum will be touched upon. This course includes a lab component.

**EOPT 260 Industrial Applications of Lasers****2c-3l-3sh****Prerequisite:** EOPT 220

Laser power and energy measurements will be made. The theory and applications of industrial lasers will be covered. Material processing such as welding, cutting, and hole drilling will be discussed, implemented, and analyzed. The role of optics in laser machining will be covered. Laser safety will be emphasized throughout the course. This course includes a lab component.

**B. Course Revisions****PASSED**

1. Current Catalog Description:

**PHYS 222 Mechanics I****2c-01-2sh****Prerequisites:** PHYS 111 or 131; MATH 122, 124, or 128

Dynamics of a particle in one, two, and three dimensions, central forces including planetary and satellite motion, energy in particle dynamics, statics, and systems of particles.

Proposed Catalog Description:

**PHYS 222 Mechanics I****2c-01-2sh****Prerequisites:** PHYS 112 or 116 or 132; MATH 122 or 124

This course covers the basic laws and concepts of the mechanical universe. The dynamics of a particle in one, two, and three dimensions are covered. Central forces, including planetary and satellite motion, are discussed and analyzed in

detail using Newton's gravitational law. Other covered topics are statics, multiple particle system dynamics, mechanical energy, and oscillations.

**Rationale:** The proposed Electro-Optics program is the reason for this change. In this program two new physics courses are proposed, PHYS 115, Physics I for Electro-Optics, and PHYS 116, Physics II for Electro-Optics. If a student transfers to the main campus after finishing the Associate in Science in Electro-Optics degree he/she can then work on the Applied Physics degree with an Electro-Optics track. Mechanics I is a required course in this track and the relevant prerequisite is PHYS 116.

The change of PHYS 111 to PHYS 112 and PHYS 131 to PHYS 132 is because it was determined through experience that the students needed the extra background and experience of another semester of physics in order to do well in PHYS 222.

MATH 128 is being deleted from the list because the students who used to take this course now take MATH 124. MATH 128 was last offered in Spring 1998. The Mathematics Department program revision, that was effective in the 1998-99 catalog, no longer requires MATH 128. It was not deleted as a course as it is still listed as a prerequisite for courses in other programs.

2. Current Catalog Description:

**PHYS 331 Modern Physics**

**3c-0l-3sh**

**Prerequisites:** PHYS 112 or 132; MATH 122, 124, or 128

An introduction to particle and wave properties of matter, atomic structure, relativity, solid state, and nuclear physics.

Proposed Catalog Description:

**PHYS 331 Modern Physics**

**3c-0l-3sh**

**Prerequisites:** PHYS 112 or 116 or 132; MATH 122 or 124

The history of modern physics will be covered. Particle and wave properties of matter will be explored using the ideas of quantum mechanics. Systems examined using the ideas of quantum and classical mechanics are atomic structure, solid state, and nuclear physics. The special theory of relativity will also be covered. Some of the problems will be solved using computers.

**Rationale:** The proposed Electro-Optics program is the reason for this change. In this program two new physics courses are proposed, PHYS 115, Physics I for Electro-Optics, and PHYS 116, Physics II for Electro-Optics. If a student transfers to the main campus after finishing the Associate in Science in Electro-Optics degree he/she can then work on the Applied Physics degree with an Electro-Optics Track. Modern Physics is required in this track and the relevant prerequisite is PHYS 116. MATH 128 is being deleted from the list because the students who used to take this course now take MATH 124.

## 3. Current Catalog Description:

**PHYS 350 Intermediate Experimental Physics I****0c-6l-3sh****Prerequisites:** PHYS 242 and 331

Required fundamental experiments in areas of mechanics, optics, modern physics, and heat.

## Proposed Catalog Description:

**PHYS 350 Intermediate Experimental Physics I****0c-6l-3sh****Prerequisites:** PHYS 331; PHYS 242 or EOPT 120

The student will perform required fundamental experiments in areas of mechanics, optics, modern physics, and heat. Speaking before other classmates and faculty and competence in writing scientific papers and reports will be emphasized. Effectiveness in the collection of data is important. Computers will often be utilized to perform data taking and analysis.

**Rationale:** The proposed Electro-Optics program is the reason for this change. In this program two new courses are proposed, EOPT 110, Geometric Optics, and EOPT 120, Wave Optics. If a student transfers to the main campus after finishing the Associate in Science in Electro-Optics degree he/she can then work on the Applied Physics degree with an Electro-Optics Track. PHYS 350, Intermediate Experimental Physics I, is required in this track and the relevant prerequisites are EOPT 110 and EOPT 120, which will take the place of PHYS 242, Optics.

Senator Sechrist stated, for the record “The administration has made a commitment to the resources and faculty required for these programs. The Physics Department and the UWUCC were told that tenure track searches could begin once these degrees have been approved by the Council of Trustees.”

**C. Department of Physics -- Change in Program Catalog Description****PASSED****Current Catalog Description:**

The goal of the Department of Physics is to prepare fully qualified individuals for productive careers in physics. Three degrees are offered within the College of Natural Sciences and Mathematics: the Bachelor of Science in Physics, the Bachelor of Arts in Physics, and the Bachelor of Science in Applied Physics. These programs offer adequate preparation for graduate study in physics or for research in industrial technology. The applied physics degree provides a strong technical background for work in solid-state electronics or for interdisciplinary research in the areas of computer science, chemistry, biology, and geology. A Bachelor of Science degree in Education with a major in Physics is offered through the College of Education. A two-year pre-engineering program is offered in cooperation with Drexel University wherein students transfer to Drexel after two years. The department also offers a minor in Physics, as well as general science courses, which satisfy the Natural Science requirements of the Liberal Studies program.

**New Catalog Description:**

The goal of the Department of Physics is to prepare fully qualified individuals for productive careers in physics. Five degrees are offered within the College of Natural Sciences and Mathematics: the Bachelor of Science in Physics, the Bachelor of Arts in Physics, the Bachelor of Science in Applied Physics, the Associate in Applied Science in Electro-Optics, and the Associate in Science in Electro-Optics. The first three programs offer very good preparation for graduate study in physics or for research in industrial technology. The applied physics

degree provides a strong technical background for work in solid-state electronics or electro-optics or for interdisciplinary research in the areas of computer science, chemistry, biology, and geology. A Bachelor of Science degree in Education with a major in Physics is offered through the College of Education. A two-year pre-engineering program is offered in cooperation with Drexel University wherein students transfer to Drexel after two years. The department also offers a minor in Physics, as well as general science courses that satisfy the Natural Science requirements of the Liberal Studies program.

The two Associate Degrees in Electro-Optics, Associate in Applied Science in Electro-Optics (A.A.S.E.O.) and Associate in Science in Electro-Optics (A.S.E.O.) are designed to produce trained and skilled workers that will move into senior technician slots in the electro-optics industry, both locally and nationally. With the A.S.E.O. degree the student has a choice of either going directly to work or matriculating at IUP main campus in the Electro-Optics track in Applied Physics. The two Associate Degrees, A.A.S.E.O and A.S.E.O. are offered at the Armstrong Branch Campus of IUP.

**D. Associate in Applied Science in Electro-Optics (A.A.S.E.O.) -- PASSED**  
New Degree

**Liberal Studies:** The following are the Liberal Studies courses that are required in this program. **23-24**

<b>English Composition:</b> ENGL 101	4sh
<b>Mathematics:</b> MATH 110 or MATH 121	3-4sh
<b>Humanities</b>	3sh
<b>Natural Sciences:</b> CHEM 111	4sh
<b>Social Sciences</b>	3sh
<b>Liberal Studies Electives:</b> SAFE 145,	3sh
COSC/BEDU/IFMG 101 or COSC/BEDU/COMM/IFMG 201	3sh

**Major: 37**

**Required Courses:**

PHYS 100	Prelude to Physics	3sh
PHYS 115	Physics I for Electro-Optics	3sh
PHYS 116	Physics II for Electro-Optics	3sh
EOPT 105	Computer Interfacing in Electro-Optics	3sh
EOPT 110	Geometric Optics	3sh
EOPT 120	Wave Optics	3sh
EOPT 125	Introduction to Electronics	4sh
EOPT 210	Detection and Measurement	3sh
EOPT 220	Introduction to Lasers	3sh
EOPT 240	Fiber Optics	3sh
EOPT 250	High Vacuum Technology	3sh
EOPT 260	Industrial Applications of Lasers	3sh

**Other Requirements: 3**

MGMT 234	Introduction to Quality Control	3sh
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**Total Degree Requirements: 63-64**

**E. Associate in Science in Electro-Optics (A.S.E.O.) -- New Degree**

**Liberal Studies:** The following are the Liberal Studies courses that are required in this program. **30**

<b>English Composition:</b> ENGL 101	4sh
<b>Mathematics:</b> MATH 121	4sh
<b>Humanities</b>	3sh
<b>Fine Arts</b>	3sh
<b>Natural Sciences:</b> CHEM 111	4sh
<b>Social Sciences</b>	3sh
<b>Health/Wellness</b>	3sh
<b>Liberal Studies Electives:</b> SAFE 145,	3sh
COSC/BEDU/IFMG 101 or COSC/BEDU/COMM/IFMG 201	3sh

**Major:** **34**

**Required Courses:**

PHYS 100	Prelude to Physics	3sh
PHYS 115	Physics I for Electro-Optics	3sh
PHYS 116	Physics II for Electro-Optics	3sh
EOPT 105	Computer Interfacing in Electro-Optics	3sh
EOPT 110	Geometric Optics	3sh
EOPT 120	Wave Optics	3sh
EOPT 125	Introduction to Electronics	4sh

**Choose two of the following three:**

MGMT 234	Introduction to Quality Control	3sh
EOPT 210	Detection and Measurement	3sh
EOPT 220	Introduction to Lasers	3sh

**Choose two of the following three:**

EOPT 240	Fiber Optics	3sh
EOPT 250	High Vacuum Technology	3sh
EOPT 260	Industrial Applications of Lasers	3sh

**Total Degree Requirements** **64**

**Rationale for Associate Degrees:**

These programs will provide associate degree programs that are essential to serve unmet educational needs in Pennsylvania. To our knowledge, there are no existing degrees in the state that have the extensive breadth (9 courses in electro-optics in the A.A.S.E.O. and 7 or 8 courses in electro-optics in the A.S.E.O.) that will be offered with these degrees. These proposed programs would go a long way to filling this educational void.

When these programs are in place it will help to provide leadership for the economic revitalization and development of the Commonwealth. Since the electro-optics industry comprises many small businesses, any region in the world can be part of the electro-optics revolution. In order for this industry to be attracted to Western Pennsylvania there must be trained personnel available to perform the requisite work. This program will produce trained personnel at the senior technician level.



Demand for workers in the electro-optics industry, especially at the technician level, is acute and evident. Companies like Spectra and Coherent give \$1,000 finder's fee for laser technicians. The Center for Occupational Research and Development (CORD) estimates that the industry will need 740,000 new workers in the next two years. A survey conducted by BOLT estimated that the industry will need 1.5 million new workers by the year 2006 and around 650,000 in the next two years. BOLT System, Inc. is a company that does hands-on training for laser and optical practitioners. The electro-optics industry is expected to grow from \$34 billion today to \$500 billion by 2010.

In a survey of the members of the Electro-Optics Alliance conducted by the Electro-Optics Center, every respondent reported that they would be increasing the number of technicians. One firm even reported they would be hiring 300 new technicians by the year 2005. At the local level one company is planning on hiring approximately nine technicians with associate degrees each year over the foreseeable future. Two other local companies will probably be hiring 1 or 2 each year.

**F. Bachelor of Science--Applied Physics/Electro-Optics Track --New Track** **PASSED**  
**Liberal Studies:** As outlined in Liberal Studies section **56**

with the following specifications:

**Mathematics:** MATH 121

**Natural Science:** CHEM 111-112

**Liberal Studies Electives:** MATH 122, no course with PHYS prefix

**MAJOR:** **44**

**Required courses:**

PHYS 100	Prelude to Physics	3 sh
PHYS 115	Physics I for Electro-Optics	3 sh
PHYS 116	Physics II for Electro-Optics	3 sh
EOPT 105	Computer Interfacing in Electro-Optics	3 sh
EOPT 110	Geometric Optics	3 sh
EOPT 120	Wave Optics	3 sh
EOPT 125	Introduction to Electronics	4 sh
PHYS 222	Mechanics I	2 sh
PHYS 322	Electricity and Magnetism I	2 sh
PHYS 331	Modern Physics	3 sh
PHYS 350	Intermediate Experimental Physics I	3 sh

**Choose two of the following three:**

MGMT 234	Introduction to Quality Control	3 sh
EOPT 210	Detection and Measurement	3 sh
EOPT 220	Introduction to Lasers	3 sh

**Choose two of the following three:**

EOPT 240	Fiber Optics	3 sh
EOPT 250	High Vacuum Technology	3 sh
EOPT 260	Industrial Applications of Lasers	3 sh

**Other requirements:**

COSC/BEDU/IFMG 101 or COSC/BEDU/COMM/IFMG 201	3 sh	<b>15-21</b>
COSC 110 Problem Solving & Structured Programming	3 sh	
COSC 250 Introduction to Numerical Methods	3 sh	
MATH 241 Differential Equations	3 sh	

SAFE 145 Workplace Safety Today and Tomorrow	3 sh
Foreign Language-Intermediate Level (1)	0-6 sh

**Free Electives:** **3-9**

**Total Degree Requirements:** **124**

(1) Intermediate-level Foreign Language may be included in Liberal Studies Electives and if it is, 6 credits will be applied to Liberal Studies Electives and 0 credits here.

### **Rationale/justification for the Electro-Optics track in Applied Physics**

This new track will allow a student to receive an Associates Degree in Applied Science in Electro-Optics in two years and then in two more years of coursework be able to receive a B.S. in Applied Physics. This opens up an opportunity for a student who thought only of attaining a two-year degree but later decided he/she wanted to further his/her education. Since the Physics courses at main campus are the same ones (albeit fewer) that the Physics major takes, this path does not preclude the possibility of the student obtaining graduate degrees. This new track will not cost IUP anything since all the courses would already be in place.

Students already in one of the existing programs in Physics will not be affected by this new track. Space, equipment, supplies, travel funds, and faculty teaching loads will not be affected because the courses that the student would take on main campus and at the branch campus would be offered whether or not there was anyone in the Electro-Optics track of the Applied Physics program. There is no problem with the number of seats available since the upper level Physics courses are not heavily populated. Also, the number of students enrolling in the track is not expected to be large enough to cause any problems. We expect an increase in the number of students because of these revisions, but not to the extent that it will cause any problems.

Proposals for the new courses for this degree are the same ones as for the Associate in Applied Science in Electro-Optics (A.A.S.E.O.) and the Associate in Science in Electro-Optics (A.S.E.O.).

### **3. Departments of Professional Studies in Education and Foundations of Education -- Course Revision, Catalog Description, and Number Change** **PASSED**

Current Catalog Description:

**FDED 202 American Education in Theory and Practice** **3c-01-3sh**

**Prerequisites:** Students must have sophomore status and be enrolled in a teacher certification program.

Provides an introduction to some of the major traditional and contemporary philosophic concepts which have played a role in the formation of educational policies and practices. Emphasis will be on the relationship between educational theory and practice in such areas as the role of the school in society, curricular content, teaching and learning methodology, educational goals, and professionalism.

Proposed Catalog Description:

**FDED 102 American Education in Theory and Practice** **3c-01-3sh**

Designed to familiarize prospective teachers with the history and philosophy of American education and with some of the practical aspects of teaching in the American public school classroom.

**Rationale:** The number change is proposed in order to comply with the revisions to the Teacher Education Program recently approved by the University Senate and at the request of the Teacher Education Coordinating Council. This change will permit students to enroll in this course during their first year prior to being admitted to teacher certification. Thus, the prerequisite of admission to a teacher certification program must also be deleted.

**4. Department of Communications Media -- PASSED**  
**Catalog Description Change, Number and Name Change, and Course Revision**

Current Catalog Description:

**COMM 301 Technology for Learning and Instruction 3c-01-3sh**

**Prerequisites:** EDSP 202 or permission

Preservice teachers gain competencies in selection, evaluation, and utilization of various instructional technologies. Application of new technologies to teaching and learning will be emphasized, along with performance-based activities in instructional design. A major portion of the course is devoted to the integration of computer-based instructional activities in the school curriculum. Does not count towards semester hours needed for Communications Media major.

Proposed Catalog Description:

**COMM 103 Digital Instructional Technology 3c-01-3sh**

**Prerequisite:** Education major

This course introduces freshmen pre-service teachers to the ever-changing world of digital instructional technology. Learners will be exposed to computer-based tools of the trade used by teachers in the delivery and management of instruction. Does not count towards semester hours needed for Communications Media major.

**Rationale:** During the past year, the Teacher Education Coordinators Council (TECC) and the University Senate approved a major revision of the policy governing teacher education (now known as the three-step process). That revision work provided an opportunity to rethink evolutionary changes that have taken place during the last decade in state and national certification requirements and standards. This course is being moved earlier in the teacher education curriculum as well as Educational Psychology and American Education in Theory and Practice. These changes were designed to support the opportunity for our teacher education students to complete the full curriculum in four years and to make further use of these basic courses as they continue through the rest of their program. The ultimate goal is to produce a graduate who is very comfortable in using educational technology in the classroom setting.

**5. Department of Professional Studies in Education -- New Course PASSED**

**ELED 110 Pathways to Teaching 1c-01-1sh**

**Prerequisites:** Must be a freshman with a declared major of Elementary Education or Early Childhood Education or Permission of Instructor.

This course is an orientation to the profession of teaching for incoming freshman majors. It is designed to enhance awareness of the skills, attitudes, and behaviors our majors will need for success as university students and as elementary and early childhood educators. In light of the increasing complexity of the teaching profession it will familiarize the students with the program options and career-enhancing specializations available to them through the Professional Studies in Education Department. This course introduces students to the Conceptual Framework of the College of Education and provides knowledge about the foundational elements of Content, Collaboration, the Learner, Commitment, and Competence, which are regarded as crucial aspects of a professional identity for teaching.

**Rationale:** This one credit seminar will allow our faculty and faculty from departments affiliated with specialized programs of study to discuss critical needs in education and professional development opportunities with students at an early stage. In addition, the course is seen as a first stage in professional socialization into teaching. Students will also benefit by being afforded the opportunity to interact with the faculty in their chosen field earlier than has been the case, which is especially important for retention of students.

## 6. Department of Nursing and Allied Health Professions

### A. New Courses

**PASSED**

#### **NURS 334 Transitions in Professional Nursing**

**3c-01-3sh**

**Prerequisite or Corequisite:** ENGL 202

**Corequisite:** Registered nurse

This course explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice will be analyzed. Linkages among theory, research, and practice will be explored for relevance and utility. This is a writing intensive course.

#### **NURS 411 Advanced Health Assessment**

**2c-31-3sh**

**Prerequisites:** Registered nurse or permission of instructor

This clinical course will build upon the basic assessment techniques of the registered nurse. It is designed to provide the student with the ability to assess the health status of adults. This course will enable the student to collect a comprehensive health history and perform complete physical examination on adults from various backgrounds. Examination techniques and identification of deviations from normal will be the focus.

#### **NURS 454 Health Promotion of Families Across the Lifespan**

**3c-01-3sh**

**Prerequisite:** NURS 334

The first part of this course focuses on the underlying theories and frameworks for family structure, function, and assessment. The second part of the course focuses on application and evaluation of families in the context of health promotion. The family is studied across the lifespan. Emphasis is placed on family assessment and cultural diversity, and on the stressors which impact families during the various stages of life. Students will be required to conduct a family assessment in the community.

#### **NURS 455 Introduction to Nursing Informatics**

**3c-01-3sh**

**Prerequisites:** Registered nurse or permission of instructor

This is an introductory and overview course in the application of the disciplines of nursing science, computer science and information science in collecting, processing, and managing information to promote decision making in nursing.

#### **NURS 467 Leadership Practicum**

**0c-61-2sh**

**Prerequisite:** NURS 334

**Prerequisite or Corequisite:** NURS 412

This course focuses on role development in management and leadership for the Registered Nurse. Planned individualized experiences will afford the Registered Nurse student opportunities to apply management and leadership theories in a workplace setting. The faculty will guide the student in theory-based practice and synthesis of theory to practice experiences.

**NURS 469 Community Health Practicum****0c-6l-2sh****Prerequisite:** NURS 334**Prerequisite or Corequisite:** NURS 434 Community Health

This course allows the registered nurse to apply knowledge to the practice of community-based and community health nursing. Emphasis is placed on health promotion, risk reduction, and disease prevention in a wide variety of community settings and with diverse populations.

**B. Course Revisions****PASSED**

## 1. Current Catalog Description:

**NURS 480 Seminar in Nursing****1c-01-1sh****Prerequisites:** NURS 280, 285

A seminar which provides a forum for the exploration and discussion of issues relevant to the professional nurse. Emphasis is placed on the development of professional values, critical thinking, decision-making, and communication skills. A selection of topics on current issues and trends will be offered; each will focus on a particular theme related to nursing practice. 1sh of seminar is required in each semester in the upper-division nursing courses.

Proposed Catalog Description:

**NURS 480 Seminar in Nursing****var- 1-3sh**

A seminar which provides a forum for the exploration and discussion of issues relevant to the professional nurse. Emphasis is placed on the development of professional values, critical thinking, decision-making, and communication skills. A selection of topics on current issues and trends will be offered; each will focus on a particular theme related to nursing practice.

**Rationale:** Allowing variable credit offerings allows faculty and students more options for course topics and depth of material explored in the course.

## 2. Current Catalog Description:

**NURS 493 Internship****var -1-12sh****Prerequisites:** NURS 280, 285; 57sh completed; minimum 2.0 GPA

Supervised experience in a practice setting which extends and complements coursework in nursing. The types of practice settings may include acute care hospitals, outpatient health centers and community agencies.

Proposed Catalog Description:

**NURS 493 Internship****var -1-12sh****Prerequisites:** NURS 236 or registered nurse; 57 sh completed; minimum 2.0 GPA

Supervised experience in a practice setting which extends and complements coursework in nursing. The types of practice settings may include acute care hospitals, outpatient health centers and community agencies.

**Rationale:** The prerequisite has been revised so that Registered Nurse students may enroll in the course. Many students will complete internships in clinical settings, but the course has been revised to allow student to practice in other settings and situations encountered by professional nurses such as working with a nurse lobbyist, a nurse researcher, or nurse case manager.

**C. Change in Program Catalog Description****PASSED****Current Catalog Description:**

Registered Nurse students are enrolled in the basic baccalaureate program in nursing. They will have an upper-division major in Nursing and will fulfill all degree requirements set by the university and the Nursing Department. The Registered Nurse student may be awarded advanced standing, based on prior work completed at an accredited college or university and on exemption tests in nursing at a given point in the curriculum.

**Proposed Catalog Description:**

The Bachelor of Science in Nursing degree is offered for registered nurses who are graduates of accredited diploma or associate degree nursing programs and who have met IUP's admission requirements. The track for registered nurses awards advanced standing based on prior work completed in a nursing program. Registered nurse students will fulfill all degree requirements set by the university. The track is designed to prepare the professional nurse to function as a provider, designer, manager, and coordinator of care in a variety of health care settings.

**Bachelor of Science--Nursing/Registered Nurse Track**

**Liberal Studies:** As outlined in Liberal studies section with the

**51-53** following specifications:

**Mathematics:** MATH 217

**Health and Wellness:** Fulfilled by the major

**Major:****59****Required Courses:**

NURS 316	Research Utilization	3 sh
NURS 334	Transitions in Professional Nursing	3 sh
NURS 411	Advanced Health Assessment	3 sh
NURS 412	Professional Nursing III	2 sh
NURS 434	Community Health	2 sh
NURS 454	Health Promotion of Families Across the Lifespan	3 sh
NURS 455	Introduction to Nursing Informatics	3 sh
NURS 467	Leadership Practicum	2 sh
NURS 469	Community Practicum	2 sh
NURS 480	Seminar in Nursing	3 sh
NURS	Electives	3 sh
NURS	Credits via articulation	30sh

**Free Electives****12-14****Total Degree Requirements:****124****Rationale:**

At present in the US, there continues to be multiple entries and exit opportunities for nursing education. Registered nurses (RNs) have received basic nursing education via three avenues: associate degrees, diplomas, or baccalaureate degrees. These programs provide differing clinical practice experience and differing credit requirements allowing for practice as a RN after successfully completing a licensure examination. For economic and personal reasons many nurses begin their education in associate degree or diploma programs and then return to school to complete degree requirements for a BS.

Currently registered nurses enroll in the Bachelor of Science degree at IUP and follow a standard curriculum sequence that does not take into account prior nursing education or relevant clinical experience. Therefore registered nurses may need to enroll in courses that are repetitive of prior nursing content. This proposal provides an up-to-date curriculum for RNs seeking to obtain professional education while providing relevant content, reducing repetition of content, and awarding of credit for prior learning.

The present curriculum for RNs provides limited opportunities to build upon prior knowledge and work experience

The proposed track for registered nurses focuses on the elimination of course redundancy and the inclusion of course content that is appropriate for professional practice in a changing health care arena. The proposed track will not involve a change in degree title, degree designation or certification. RN students will take nursing courses in community health, leadership, nursing informatics, health promotion, research utilization, health assessment, and professional nursing courses. Practicum courses will allow students, in collaboration with faculty, to develop learning experiences that enhance achievement of individual career goals and build upon prior learning and work experience. Electives will allow students to select some courses that reflect their personal interests.

#### **8. Department of Geography and Regional Planning -- New Course                      PASSED**

##### **GEOG 261 Geography of Wine**

**3c-01-3sh**

The geography of the grape, its production, products, social significance, and consequences of the global wine trade are explored. Students will develop an appreciation for the environmental constraints and characteristics of wines and wine regions. Field trips to visit wineries are an essential element of the course. Verifiable proof of 21 years of age required for voluntary wine tasting activities.

**Rationale:** This course will be a Liberal Studies elective for non-majors and it may be taken as a free elective by Geography majors.

**APPENDIX E-GRADUATE COMMITTEE  
(CHAIRPERSON KONDO)**

**FOR ACTION**

**1. Variability in Program Delivery**

**PASSED**

**(Start Term: Summer I, 2001)**

**Variability in Delivery of Administration and Leadership Studies Ph.D. Program at the Dixon Center  
Summary of Proposal:**

The Departments of Sociology and Political Science are proposing the delivery of the Doctor of Philosophy in Administration and Leadership Studies at the Dixon Center in Harrisburg, beginning in June, 2001. This program has been operating on the IUP campus since May, 1998 and has now admitted two cohorts of 20 students each. The program is designed to be completed in three years on a year-round, part-time basis. Students take two courses in each of three semesters each year (summer, fall, spring), i.e., they take 18 hours of coursework each year. The program to be offered in Harrisburg will be identical to the one offered in Indiana and will follow the curriculum previously approved by the University Senate. In addition, the Harrisburg-based program will comply with all relevant guidelines in the Collective Bargaining Agreement, Meet and Discuss agreements, the SSHE and IUP mission statements, and the Graduate Curriculum Handbook.

New cohorts are admitted on the Indiana campus in even years; new cohorts will be admitted in Harrisburg in odd years. This alternation in admissions will allow IUP faculty to teach at both locations without adversely impacting either program. The three courses in the "Leadership Core" (HMSV 701, HMSV 702, HMSV 703) will be taught by IUP faculty members who normally teach in the on-campus doctoral program. A tenure-track IUP faculty member will serve as the on-site coordinator of the Harrisburg-based program and will also teach one course in the program each semester. All other courses will be taught by newly hired IUP faculty members (three additional full-time, tenure-track positions have been granted to the Departments of Sociology and Political Science specifically to cover doctoral program needs) or by appropriately qualified tenure-track faculty members from other SSHE schools. Incentive payments to all faculty members who teach in Harrisburg will be in accordance with Article 40, Section B4 of the Collective Bargaining Agreement. All faculty teaching in the program will be available to serve on students' dissertation committees. However, all dissertation committee chairs will be IUP faculty members.

The program will be offered at the Dixon Center. The Center will provide classroom space, as well as space for faculty offices, clerical support, and library and computer facilities. The Center on Policy and Leadership, which is already based at the Dixon Center, also will provide support.

Students will be issued I-cards and will have access to all the library resources at IUP, including interlibrary loan. Cooperative arrangements also are being developed between the IUP Library and other libraries in the Harrisburg area.

Because of the distance between Harrisburg and Indiana, the proposers anticipate no negative impact on enrollment in the on-campus program, nor do they expect any financial impact on the Indiana-based program. The Harrisburg-based program will be supported in part by a Program Incentive Grant of \$200,000 from the SSHE (awarded in December, 2000) and will generate a "profit" of \$31,471 during the first three years. The IUP administration has made a commitment to provide the additional resources that are necessary to adequately support the program at both locations.



**Rationale:**

By offering its program at the Dixon Center and by working cooperatively with faculty from other SSHE schools, IUP would be fulfilling its mission to share its doctoral education capabilities with others in the State System and would be engaged in a pioneering effort in system-wide cooperation.

Harrisburg is an ideal location for a program that appeals to mid-career professionals in fields such as human service, public, health care, and university administration, as well as administration in other areas. In addition to being the state capital, Harrisburg is located in close proximity to three major metropolitan areas—Philadelphia, Baltimore, and Washington, DC. Although other schools offer graduate programs in the Harrisburg area, no program directly comparable to ours exists.

The reputation of the on-campus program is likely to be enhanced as a result of its expansion to a high-profile location and the enrollment of prominent individuals as students there. Students in the on-campus program also would have opportunities to interact and network with the Harrisburg students at planned workshops and conferences. Other potential benefits to IUP involve the new site's proximity to the Center on Policy and Leadership and to the administrative center of the State University system. To date, no doctoral programs have been offered in Harrisburg under the auspices of the SSHE. The Chancellor has been actively encouraging the implementation of this program and the administration in Harrisburg certainly would look favorably upon IUP for its willingness and ability to make the administration's idea of a cooperative doctoral program a reality.

**2. New Course****PASSED****(Start Term: Fall, 2001)****SAHE 640 Cultural Pluralism in Higher Education 3c-0l-3sh**

This course is designed as an overview of the issue of cultural pluralism in higher education. It is intended to encourage the development of culturally effective student affairs practitioners who will promote cross-cultural understanding among college students. It examines the projected demographic realities for the groups traditionally termed "minority" and explores notions of culture, oppression, marginalization, racial identity and multicultural organizations. Exposure to these issues will occur on both the theoretical and personal realms with student introspection and participation intended as key features of the course.

**Rationale:** The course will be available to first and second year graduate students enrolled in the Department of Student Affairs in Higher Education as an elective. Space permitting, students from other departments will be permitted to enroll. The course covers content suggested by the guidelines and standards of the Council for the Advancement of Standards in Higher Education for Masters Level Student Affairs Administration Preparation Programs.

**3. Minor Program Revision****PASSED****(Start Term: Spring 2002)****D.Ed. in School Psychology****A. Catalog Revision****Current Catalog Description (Old)****Program Descriptions**

The Master of Education degree in the Educational Psychology Program (33 to 36 semester hours), depending upon choice of thesis or non-thesis option) has been designed to give the interested student a broad theoretical and practical background in the areas of education and psychology. The program will be of interest to those

planning to pursue certification in school psychology after the master's degree, to those wishing to broaden their understanding of human development and learning, or to those wishing to learn more about educational evaluation and research.

The school psychology program at Indiana University of Pennsylvania is a multiple-entry-level graduate program culminating with a specialist certificate as a school psychologist in the Commonwealth of Pennsylvania and/or a Doctorate in Education in school psychology. An individual with a bachelor's degree may enter the program as a master's degree candidate and, upon completion of the master's-level coursework, may apply for acceptance into the post-master's school psychology certification program. Students showing exceptional potential may be invited to apply directly to the doctoral program, receiving certification as school psychologists as they progress toward the doctorate.

Individuals who already possess a master's degree from an accredited institution may apply directly into the post-master's portion of the program but may be required to make up certain master's degree courses. Completion of the entire doctoral program involves 102-108 semester hours beyond the bachelor's degree with 66-69 semester hours being required for the specialist certificate.

A student who is already certified as a school psychologist, through another fully accredited institution, may apply directly to the doctoral program. The sequence of courses required of these students is determined by a review of their past training and their performance on both a content and practicum competency evaluation. The core program for the doctoral sequence is 33-39 semester hours beyond specialist certification.

Admission into the program at all levels is based upon evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field. Continuous enrollment of a minimum of 6 credit hours per semester or summer session is required unless waived by the student's advisor and the school psychology committee.

Both the specialist-level and doctoral programs are fully accredited by the National Association of School Psychologist and National Council for Accreditation of Teacher Education.

### **Master's of Education in Educational Psychology**

General Requirements - All students must complete coursework in the following areas: Professional Development (9 semester hours), Humanistic Studies (3 semester hours), Behavioral Studies (3 semester hours), Subject Area (6 semester hours), Research (6 semester hours), and Electives (9 semester hours, non-thesis option). All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.

### **Post-Master's Certification**

The post-master's certification requirement of 33 semester hours is designed to provide the student with the specific clinical skills necessary to function as a school psychologist. Courses focus on the role of the psychologist (EDSP 711), assessment (EDSP 712, EDSP 713, EDSP 763), and biological bases of behavior and exceptionality (EDSP 742), as well as on consultation and counseling (EDSP 762, EDSP 763). Nine hours of practicum are required (EDSP 749--3 hours, EDSP 750--6 hours) as well as six hours of internship (EDSP 751). Specialist-level students are required to complete 1,200 clock hours of internship, half of which must be completed in a school setting on a full-time basis. Grades of "B" or better are required for all certification course work including practica and internship. Courses may be repeated should a student earn a grade below a "B". (Refer to "Course Repeat Policy".)

### **Doctor of Education in School Psychology**

Doctoral students, when their schedule permits, may enroll in selected doctoral required courses as they progress through the certification program. It is expected that the majority of the doctoral requirements will be completed in the two summers following the specialist level internship so as to maintain program continuity. A student who has a lapse in program enrollment without faculty approval may be required to reapply to the program. The courses are designed to enhance the generalist competencies of the school psychologist and to allow him or her to gain advanced skills in research and a specialty in either neuropsychology and learning disorders or family-school relations.

In addition to seminars in advanced issues in assessment and intervention (EDSP 764, EDSP 765), the core courses include two advanced research courses (EDSP 715, EDSP 716) and four courses emphasizing applied clinical skills in the above specialty areas. A three-semester-hour practicum, a three-hour specialty internship (300 clock hours), and a nine-semester-hour dissertation are required to complete the doctoral degree. Half of a student's total school psychology internship (1,500 hours) must be completed in a school setting.

### **Proposed Catalog Description (New)**

#### **Program Descriptions**

The Master of Education degree in the Educational Psychology Program (33 to 36 semester hours), depending upon choice of thesis or non-thesis option) has been designed to give the interested student a broad theoretical and practical background in the areas of education and psychology. The program will be of interest to those planning to pursue certification in school psychology after the master's degree, to those wishing to broaden their understanding of human development and learning, or to those wishing to learn more about educational evaluation and research.

The school psychology program at Indiana University of Pennsylvania is a multiple-entry-level graduate program culminating with a specialist certificate as a school psychologist in the Commonwealth of Pennsylvania and/or a Doctorate in Education in school psychology. An individual with a bachelor's degree may enter the program as a master's degree candidate and, upon completion of the master's-level coursework, may apply for acceptance into the post-master's school psychology certification program. Students showing exceptional potential may be invited to apply directly to the doctoral program, receiving certification as school psychologists as they progress toward the doctorate.

Individuals who already possess a master's degree from an accredited institution may apply directly into the post-master's portion of the program but may be required to make up certain master's degree courses. Those students take 66-69 semester hours for the specialist certificate while completion of the entire doctoral program involves 102-111 semester hours beyond the bachelor's degree depending on the student's level at entry.

A student who is already certified as a school psychologist, through another fully accredited institution, may apply directly to the doctoral program. The sequence of courses required of these students is determined by a review of their past training and their performance on both a content and practicum competency evaluation. The core program for the doctoral sequence for students entering at this level is 42 semester hours beyond specialist certification.

Admission into the program at all levels is based upon evidence of previous scholarship and/or potential for academic success, personal and professional qualities deemed necessary to function as a school psychologist, and motivation for professional excellence and leadership in the field. Continuous enrollment of a minimum of 6 credit hours per semester or summer session is required unless waived by the student's advisor and the school psychology committee.

Both the specialist-level and doctoral programs are fully accredited by the National Association of School Psychologist and National Council for Accreditation of Teacher Education.

### **Master's of Education in Educational Psychology**

General Requirements - All students must complete coursework in the following areas: Professional Development (9 semester hours), Humanistic Studies (3 semester hours), Behavioral Studies (3 semester hours), Subject Area (6 semester hours), Research (6 semester hours), and Electives (9 semester hours, non-thesis option). All electives must be approved by the student's departmental advisor and may be chosen to enhance the student's interest in school psychology, human development and learning, or educational evaluation and research.

### **Post-Master's Certification**

The post-master's certification requirement of 33 semester hours is designed to provide the student with the specific clinical skills necessary to function as a school psychologist. Courses focus on the role of the psychologist (EDSP 711), assessment (EDSP 712, EDSP 713, EDSP 763), and biological bases of behavior and exceptionality (EDSP 766), as well as on consultation (EDSP 718, EDSP 763). Six hours of practicum are required (EDSP 750--6 hours) as well as six hours of internship (EDSP 751). Specialist-level students are required to complete a ten-month internship, half of which must be completed in a school setting on a full-time basis. Grades of "B" or better are required for all certification course work including practica and internship. Courses may be repeated should a student earn a grade below a "B". (Refer to "Course Repeat Policy".)

### **Doctor of Education in School Psychology**

Doctoral students, when their schedule permits, may enroll in selected doctoral required courses as they progress through the certification program. It is expected that the majority of the doctoral requirements will be completed in the two summers following the specialist level internship so as to maintain program continuity. A student who has a lapse in program enrollment without faculty approval may be required to reapply to the program. The courses are designed to enhance the generalist competencies of the school psychologist and to allow him or her to gain advanced skills in research and a specialty in either neuropsychology and learning disorders or family-school relations.

In addition to seminars in advanced issues in assessment and intervention (EDSP 764, EDSP 765), the core courses include two advanced research courses (EDSP 715, EDSP 716) and four courses emphasizing applied clinical skills in the above specialty areas. For students entering the doctoral program who are already certified, must take a three semester hour practicum and a three hour school based internship (ten month). All doctoral students are required to complete a three hour specialty internship (300 clock hours) and a nine semester hour dissertation to complete the doctoral degree. Half of a student's total school psychology internship must be completed in a school setting.

**B. Comparison of Current vs. Proposed Program**

**M.Ed. in Educational Psychology  
(Program of study for those planning on the doctorate)**

**Current Program**  
(33 s.h., thesis option;  
36 s.h., non-thesis option)

**Proposed Program**  
(33 s.h., thesis option;  
36 s.h., non-thesis option)

Professional Development 9 s.h.  
**EDSP 578 Learning**  
EDSP 604 Advanced Educational Psychology  
**EDSP 618 Interpretation of Educational and Psychological Tests**

Professional Development 9 s.h.  
**EDSP 675 Learning and Instruction**  
EDSP 604 Advanced Educational Psychology  
**EDSP 653 Crisis Intervention & Psychological Counseling of Exceptional Children**

Humanistic Studies 3 s.h.  
**FDED 611 Historical Foundations of Education**  
**FDED 612 Philosophical Foundations of Education**  
**FDED 613 Social Foundations of Education**

Humanistic Studies 3 s.h.  
**\*PSYC 658 Advanced Social Psychology**  
Or  
**PSYC 636 Personality Theory**

Behavioral Studies 3 s.h.  
**EDSP 576 Behavior Problems**

Behavioral Studies 3 s.h.  
**EDSP 679 Advanced Studies in Behavioral Problems**

Subject Area 6 s.h.  
**EDSP 573 Psychology of Adolescent Education**  
EDEX 650 Exceptional Children and Youth

Subject Area 6 s.h.  
**EDSP 677 Advanced Psychology of Adolescent Education**  
EDEX 650 Exceptional Children and Youth

Research 6 s.h.  
GSR 615 Elements of Research  
EDSP 616 Applied Educational Research Methods

Research 6 s.h.  
GSR 615 Elements of Research  
EDSP 616 Applied Educational Research Methods

**Electives** 9 s.h.  
non-thesis option  
advisor approval required

**Psychology Core Electives** 9 s.h.  
non-thesis option

or  
Thesis option (6 s.h.)

**\*PSYC 610 Historical Trends in Psychology**  
**\*\*EDSP 649 Practicum I**  
**Elective advisor approval required**  
Or  
Thesis Option (6 s.h.)

**\*Recommended for those continuing in school psychology doctoral program**  
**\*\*Required for those continuing in school psychology certificate or doctoral program**

## Track A Doctoral Program

### Current Program

<b>Certification Sequence</b>		<b>33 Credits</b>
EDSP 711	Introduction to School Psychology	
<b>EDSP 712</b>	<b>Individual Evaluation I</b>	
<b>EDSP 713</b>	<b>Individual Evaluation II</b>	
<b>EDSP 762</b>	<b>Crisis Counseling and Consultation in Instructional Settings</b>	
EDSP 750	Practicum II (6 semester hours)	
EDSP 751	Internship (6 semester hours)	
EDSP 763	Assessment of Personality and Behavior Problems in Children	
EDSP 742	Neuropsychology of Children's Learning Disorders	
<b>EDSP 749</b>	<b>Practicum I</b>	

### Proposed Program

<b>Certification Sequence</b>		<b>33 Credits</b>
EDSP 711	Introduction to School Psychology	
<b>EDSP 712</b>	<b>Assessment for Intervention I</b>	
<b>EDSP 713</b>	<b>Assessment for Intervention II</b>	
<b>EDSP 718</b>	<b>Instructional Consultation</b>	
EDSP 750	Practicum II (6 semester hours)	
EDSP 751	Internship (6 semester hours) (school rotation)	
EDSP 763	Assessment of Personality and Behavior Problems in Children	
EDSP 742	Neuropsychology of Children's Learning Disorders	
<b>EDSP 766</b>	<b>Educational and Psychopharmacological Issues in Child Neuropsychology</b>	

### Doctoral Sequence

		<b>33 Credits</b>
EDSP 764	Seminar in School Psychology I	
EDSP 765	Seminar in School Psychology II	
EDSP 777	Seminar in Family-School Relations	
EDSP 715	Doctoral Seminar in Applied Educational Research	
EDSP 716	Doctoral Seminar in Advanced Educational Research	

### Doctoral Sequence

		<b>33 Credits</b>
EDSP 764	Seminar in School Psychology I	
EDSP 765	Seminar in School Psychology II	
EDSP 777	Seminar in Family-School Relations	
EDSP 715	Doctoral Seminar in Applied Educational Research	
EDSP 716	Doctoral Seminar in Advanced Educational Research	

### Specialty Sequence

<u>Family-School Relations</u>		<u>Neuropsychology and Learning Disorders</u>		<u>18 credits</u>
PSYC 634	Family Therapy	EDSP 753	Child Neuropsychology	
PSYC 763	Advanced Family Therapy	EDSP 766	Doctoral Seminar: Research Issues in Child Neuropsychology	
Or				
<b>PSYC 791</b>	<b>Family and Couples Clinic</b>			
<b>EDSP 752</b>	<b>Doctoral Internship</b> 3 semester hours	<b>EDSP 752</b>	<b>Doctoral Internship</b> 3 semester hours	
EDSP 950	Dissertation	EDSP 950	Dissertation	

### Specialty Sequence

<u>Family-School Relations</u>		<u>Neuropsychology and Learning Disorders</u>		<u>18 credits</u>
PSYC 634	Family Therapy	EDSP 753	Child Neuropsychology	
PSYC 763	Advanced Family Therapy	EDSP 778	Family Services for School-Related Problems	
or				
<b>PSYC 791</b>	<b>Family and Couples Clinic</b>			
<b>EDSP 778</b>	<b>Family Services for School-Related Problems</b>			
<b>EDSP 751</b>	<b>Internship (specialty rotation)</b> 3 semester hours	<b>EDSP 751</b>	<b>Internship (specialty rotation)</b> 3 semester hours	
EDSP 950	Dissertation	EDSP 950	Dissertation	

### Track B Doctoral Program\*

#### Current Program

<b>Doctoral Core Sequence</b>		<b>24 Credits</b>
EDSP 750	Practicum II (3 semester hours)	
EDSP 742	Neuropsychology of Children's Learning Disorders	
EDSP 764	Seminar in School Psychology I	
EDSP 765	Seminar in School Psychology II	
EDSP 616	Applied Educational Research Methods (if research section of Candidacy Exam not passed)	
EDSP 777	Seminar in Family-School Relations	
EDSP 715	Doctoral Seminar in Applied Educational Research	
EDSP 716	Doctoral Seminar in Advanced Educational Research	

#### Proposed Program

<b>Doctoral Core Sequence</b>		<b>24 Credits</b>
EDSP 750	Practicum II (3 semester hours)	
EDSP 742	Neuropsychology of Children's Learning Disorders	
EDSP 764	Seminar in School Psychology I	
EDSP 765	Seminar in School Psychology II	
EDSP 616	Applied Educational Research Methods (if research section of Candidacy Exam not passed)	
EDSP 777	Seminar in Family-School Relations	
EDSP 715	Doctoral Seminar in Advanced Educational Research	
EDSP 716	Doctoral Seminar in Advanced Educational Research	

#### Specialty Sequence

<u>Family-School Relations Disorders</u>		<u>Neuropsychology and Learning Disorders</u>		<u>18 credits</u>
PSYC 634	Family Therapy	EDSP 753	Child Neuropsychology	
PSYC 763	Advanced Family Therapy	EDSP 766	Doctoral Seminar: Research Issues in Child Neuropsychology	
Or				
PSYC 791	<b>Family and Couples Clinic</b>			
EDSP 752	<b>Doctoral Internship</b> 3 semester hours	EDSP 752	<b>Doctoral Internship</b> 3 semester hours	
EDSP 950	Dissertation	EDSP 950	Dissertation	

#### Specialty Sequence

<u>Family-School Relations Disorders</u>		<u>Neuropsychology and Learning Disorders</u>		<u>21 credits</u>
PSYC 634	Family Therapy	EDSP 753	Child Neuropsychology	
PSYC 763	Advanced Family Therapy	EDSP 778	Family Services for School-Related Problems	
or				
PSYC 791	<b>Family and Couples Clinic</b>			
or				
EDSP 778	<b>Family Services for School-Related Problems</b>			
EDSP 751	<b>Internship (specialty rotation)</b> 3 semester hours (school rotation) 3 semester hours	EDSP 751	<b>Internship (specialty rotation)</b> 3 semester hours (school rotation) 3 semester hours	
EDSP 950	Dissertation	EDSP 950	Dissertation	

\*Those Track B students interested in licensure should take PSYC 636 or PSYC 658, PSYC 610, and EDSP 766 (Psych. Core) if similar courses are not part of their certification program per advisement of doctoral director.

### **C. Summary**

The courses that will no longer be offered as dual level courses are: EDSP 576 (Behavior Problems) will become EDSP 679 (Advanced Studies in Behavioral Problems); EDSP 578 (Learning) will become EDSP 675 (Learning and Instruction); EDSP 573 (Psychology of Adolescent Education) will become EDSP 677 (Advanced Psychology of Adolescent Education), and EDSP 750 (Practicum).

The course that will be renumbered or titled is: EDSP 749 (Practicum I) will become EDSP 649 (Practicum I) with no course content change.

The courses with minor course revisions and title changes are: EDSP 712 (Individual Evaluation I) will become EDSP 712 (Assessment for Intervention I); EDSP 713 (Individual Evaluation II) will become EDSP 713 (Assessment for Intervention II); and EDSP 751 (Internship) will become EDSP 751 (School Psychology Internship) with credits changing from 3-9 to 6-9. The Track B doctoral program students are now required to take school rotation.

The courses to be deleted from the program are: FDED 611 (Historical Foundations of Education) or FDED 612 (Philosophical Foundations of Education) or FDED 613 (Social Foundations of Education); EDSP 618 (Interpretation of Tests); and EDSP 752 (Doctoral Internship).

The courses to be added to the program are: PSYC 610 (Historical Trends in Psychology); PSYC 658 (Advanced Social Psychology) or PSYC 636 (Personality Theory); EDSP 778 (Family Services for School Related Problems of Children with Special Needs); and EDSP 718 (Instructional Consultation).

The courses with major revisions are: EDSP 762 (Crisis Counseling and Consultation in Instructional Settings) will become EDSP 653 and move to the master's level and become Crisis Intervention and Psychological Counseling of Exceptional Children and will take the place of EDSP 618 in the program of study; EDSP 766 (Educational and Psychopharmacological Issues in Child Neuropsychology).

### **D. Rationale**

The Educational and School Psychology Department seeks minor revisions in the program for the following reasons:

1. To improve courses and to realign them with current trends in the field based on changes in the accreditation guidelines of our major accrediting body, the National Association of School Psychologists (NASP), and on feedback from graduates in the program received in annual surveys. Both the certificate and doctoral programs in school psychology are currently accredited by NASP. It is vital to student recruitment that we maintain our accreditation.
2. To align our program with the accreditation standards of the American Psychological Association (APA). The program plans to seek accreditation from



the APA in the near future. A consultant recommended by the APA reviewed the current program and suggested minor changes to increase the likelihood of a favorable review. Accreditation from the APA will increase our program's visibility, enhance student recruitment, and place us on the same level as other Doctoral I and Research institutions.

3. To increase the ease of our doctoral students in obtaining licensure for private practice in individual states. Many of our graduates desire to practice privately as well as in schools. While our graduates have been successful in obtaining licenses to practice privately in all the states attempted, aligning our program with the standards of the APA will facilitate this process in the same way that alignment with the training standards of the NASP allows our graduates to obtain certification to practice in schools in all states.

**E. The program revision includes the following:**

**1. New Courses (Start Term: Spring 2002):**

**PASSED**

**EDSP 653 Crisis Intervention & Psychological Counseling of Exceptional Children 3 sh**

This course is designed to provide educational psychology students with theoretical background and entry level skills for counseling children (K-12), who have special needs, and to assist their families with adjustment and coping skills. In addition to basic counseling techniques, students will be exposed to best practices in counseling multicultural populations and those with disabilities, and in crisis intervention. Emphasis will be on short term, goal oriented interventions. The role of the psychologist in the development and practice of the school crisis intervention team will also be addressed, as well as cooperative functioning with other service professionals in the schools.

**Rationale:** This course is required for master's degree in educational psychology with many other programs in school psychology requiring counseling courses. A 600 level of this course is required to meet new NASP and APA guidelines.

**EDSP 675 Learning and Instruction**

**3 sh**

This course provides an in depth examination of developmental, cognitive, and interactionist learning theories as they apply to classroom instruction. Emphasis is placed on direct application of theory to the improvement of classroom instruction and the relationship of learning and motivation.

**Rationale:** This is a required course in our master's degree in educational psychology program and has been so. Also, a course such as this, is typically offered in master's degree programs in educational psychology and in programs leading to certification in school psychology. A 600 level of this course is required to meet new NASP and APA guidelines.

**EDSP 677 Advanced Psychology of Adolescent Education**

3 sh

This course presents an in-depth discussion of developmental issues that impact adolescents in instructional environments. In particular, physical, societal, and educational influences as they affect high-risk behaviors in this age group are examined. Students are expected to research and present successful intervention programs for adolescents.

**Rationale:** This is a required course in our master's degree in educational psychology program and has been so. A course, such as this, is typically offered in master's degree programs in educational psychology and in programs leading to certification in school psychology. A 600 level of this course is required to meet new NASP and APA guidelines.

**EDSP 679 Advanced Studies in Behavioral Problems**

3 sh

Explores behavior problems encountered in classroom situations and gives cause, characteristics, and some preventative and remedial techniques, including those appropriate for managing students with learning and behavioral exceptionalities.

**Rationale:** This is a required course in our master's degree in educational psychology program and has been so. A course, such as this, is typically offered in master's degree programs in educational psychology and in programs leading to certification in school psychology. A 600 level of this course is required to meet new NASP and APA guidelines.

**EDSP 718 Instructional Consultation**

3 sh

This course reviews the basic principles of the consultation process as applied to working with teachers and school-based problem solving teams to help students with academic problems. Students will be expected to demonstrate skill in consultative interviewing regarding academic problems, problem identification, data gathering relevant to both curriculum and the classroom environment, and intervention design, execution, and evaluation in pre-kindergarten through high school settings.

**Prerequisites:** For approved school psychology candidates; must have taken or take concurrent with EDSP 712 and EDSP 713; permission of instructor.

**Rationale:** This is a required course in our certificate program and Track A doctoral program in school psychology. Some of the course content was previously taught in EDSP 762, Crisis Counseling and Consultation in Instructional Settings. Courses such as this one are currently being developed in school psychology programs. Instructional consultation is becoming increasingly recognized as a key skill of the school psychologist. A similar course is offered in the school psychology program at the University of Maryland. This new course is required to meet new NASP guidelines.

**EDSP 778 Family Services for School-Related Problems of Children with Special Needs 3sh**

This course is a supervised experience in brief family interventions for school-related problems. Students will provide direct services in a clinic setting to families of children in special education and those in general education with specific problems related to learning. **Prerequisites:** EDSP 777 and PSYC 634.

**Rationale:** This course is required of students in the doctoral program who choose a Family-School emphasis. One of the qualities that make the school psychology doctoral program at IUP unique is its emphasis on family-school relations. While this area of study has been available at IUP for some time, it has only recently gained long overdue recognition in the field of school psychology. This course is required for APA guidelines.

## 2. Course Revisions (Start Term: Spring 2002)

PASSED

### From:

#### **EDSP 712 Individual Evaluation I**

**3 sh**

Individual testing and professional competency in Stanford-Binet Scale, Wechsler Scales for children, and related tests of intelligence. **Prerequisite:** Permission of the instructor.

### **To:**

#### **EDSP 712 Assessment for Intervention I**

**3 sh**

This course is designed to provide school psychology students with the knowledge and skills needed to administer, score and interpret selected individually administered tests of intelligence and achievement. Additionally, students will be trained to conduct curriculum-based measurement procedures, to communicate assessment results, and to use assessment results for intervention planning. **Prerequisite:** For approved school psychology candidates or permission of instructor.

**Rationale:** This is a required course in our post master's certification program in school psychology. This course (or one very much like it) is a required course in all approved and accredited programs in school psychology. Minor revisions are needed to maintain NASP accreditation.

### **From:**

#### **EDSP 713 Individual Evaluation II**

**3 sh**

Individual testing and professional competency in Stanford-Binet Scale, Wechsler Scales, and other pertinent individual diagnostic tests. **Prerequisite:** EDSP 712 or permission of the instructor.

### **To:**

#### **EDSP 713 Assessment for Intervention II**

**3 sh**

The intent of this course is to provide the student with skills necessary to administer and interpret: informal, developmental, perceptual-motor, adaptive, achievement, and other allied measures used in a psycho-educational assessment. Moreover, students should become aware of issues associated with individualizing assessment based upon variables such as ethnicity, SES, gender, medical conditions, linguistic, and cultural differences. **Prerequisites:** For approved school psychology candidates or permission of instructor.

**Rationale:** This is a required course in our post master's certification program in school psychology and required by our professional association, The National Association of School Psychology (NASP). The changes to this course have been made to comply with NASP requirements in addition to other suggestions offered by students, etc, for course improvement.

Minor revisions are needed to maintain NASP accreditation.

**From:****EDSP 750 Practicum II****3 sh**

Provides opportunities for students to practice, under close supervision, the application of knowledge and specific clinical skills in the resolution of individual learning and behavior problems of children and youth. **Prerequisite:** For approved school psychology candidates or permission of instructor.

**To:****EDSP 750 Practicum II****3 sh**

The Practicum course involves a series of opportunities for students to practice clinical and supervisory skills in a highly structured university clinic setting. Based on their level of training and experience, students will be required to demonstrate distinct skills related to: (1) organization and dynamics of the educational process; (2) assessment for intervention; (3) direct and indirect intervention methods and (4) supervision of the clinical practice of other school psychologists. Certification and Track A doctoral students will enroll twice for 6 semester hours while experienced Track B doctoral students will have a 3 semester hour requirement. **Prerequisite:** For approved school psychologist certification and doctoral degree candidates only.

**Rationale:** This course is required of all school psychology certification and doctoral students. All graduate programs in school psychology are required to have practicum experiences prior to internship. The APA consultant recommended that we expand the diversity of these experiences in preparation for APA accreditation. This minor course revision adds a supervision component.

**From:****EDSP 751 Internship****6 sh**

A 1,200-hour supervised field experience designed to afford the student the opportunity to work with diverse client populations, a range of problems, and different types of human service programs, using varied assessment and intervention methodologies. Students demonstrate, under supervision, their ability to integrate knowledge and applied skills in providing a broad range of psychological services in the schools, as well as to acquire new knowledge and skills. At least half (600 hours) of the internship will be in a school setting. **Prerequisite:** For approved school psychologist candidates. Completion of all coursework, practica, and comprehensive examinations.

**To:****EDSP 751 Internship****3 sh**

This course involves a series of supervised field experiences in public school, clinic, and hospital settings. The students will have the opportunity to apply their understanding and skills in the general practices of school psychology or in the area of specialization developed in their doctoral course sequence. The school rotation, required of all certification and doctoral students is a ten-month placement at least half of which must be in a public school setting. An additional 300 clock hours are required for doctoral degree candidates in a setting appropriate for their area of specialization.

**Prerequisite:** For approved school psychology candidates; completion of most coursework, practica, and comprehensive examinations, permission of instruction.

**Rationale:** This course is required of all school psychology students near the end of their program. All graduate programs in school psychology are mandated to have 1200 clock hours of internship experience in order to be accredited by the Pennsylvania State Department of Education and the National Association of School Psychologists. The American Psychological Association requires a ten month or 1600 clock hour internship. All major doctoral training programs in school psychology have APA accreditation and meet this requirement. This minor course revision now includes both school and specialty rotations under one course number to meet APA guidelines.

**From:**

EDSP 766 Doctoral Seminar: Research Issues in Child Neuropsychology 3 sh  
Examines research issues related to the application of neuropsychology in the school setting. Specifically, students will critique research articles, identify contemporary research issues, and write a research paper on a relevant educational issue. **Prerequisite:** EDSP 742 or equivalent, or permission of the instructor.

**To:**

**EDSP 766 Educational and Psychopharmacological Issues Associated with Child Neuropsychology** 3 sh

The purpose of this course is twofold. First, to familiarize the student with the general principles of clinical psychopharmacology and how the effects of medication may change or hinder the child's academic performance and social behaviors. Second, to familiarize the student with the theoretical and practical issues associated with neuropsychological assessment of school-aged children. Both the above areas will delineate the factors associates with a child's ability to benefit from an education. **Prerequisite:** For approved school psychology candidates: permission of instructor.

**Rationale:** This course is required of our doctoral program students and is being revised to better meet the needs of our students and APA and NASP guidelines.

**3. Course Deletions (Start Term: Spring 2002):**

**PASSED**

**EDSP 573 Psychology of Adolescent Education** 3 sh

**Rationale:** APA will not accept dual level courses as program offerings. Course moved to the 600 level.

**EDSP 576 Behavioral Problems**

**3 sh**

APA will not accept dual level courses as program offerings. Course moved to the 600 level.

**EDSP 578 Learning**

**3 sh**

**Rationale:** APA will not accept dual level courses as program offerings. Course moved to the 600 level.

**EDSP 618 Interpretation of Educational and Psychological Tests** **3 sh**

**Rationale:** Course content covered in other courses for school psychology majors. Post-baccalaureate students seeking certification will now take EDSP 477/577, Assessment of Student Learning.

**EDSP 752 Doctoral Internship** **3 sh**

**Rationale:** School psychology certification and doctoral internships are combined in one course EDSP 751. Separate doctoral courses no longer needed.

**EDSP 762 Crisis Counseling and Consultation in Instructional Settings** **3 sh**

**Rationale:** Two new courses have been created to take the place of this course, EDSP 718, and EDSP 653.

**4. New Course: PASSED**

(Start Term: Fall, 2001)

**PSYC794 Special Projects/Intake Clinic** **1-6sh**

Students participate in specialized clinical activities. Specific methods of assessment, intervention, and consultation vary according to the special clinical project. Available for variable credit and repeated enrollment. **Prerequisites:** PSYC631, PSYC642, PSYC670 or their equivalents and instructor permission.

**Rationale:**

The Special Projects/Intake Clinic provides students with opportunities to participate in specialized clinical activities that are not routinely available in other clinics that operate under the auspices of the Center for Applied Psychology. All clinical activities are conducted under the supervision of the course instructor with the assistance of other faculty who may be conducting special projects. Some students will be primarily involved with intake screening and evaluation for CAP clinics; other students will be primarily involved in special clinical projects that vary from semester to semester

**5. Minor Course Revision: PASSED**

(Start Term: Fall, 2001)

**From:****FDNT 558 Advanced Human Nutrition** **3c-0l-3sh**

**In-depth study of the nutrients and their function within the cell. Incorporation of the principles of physiology and biochemistry in the study of nutrition. Emphasis placed on applying current research and evaluation of research methodology.**

Prerequisites: FDNT 212, CHEM 355, and BIOL 155

**To:****FDNT 558 Advanced Human Nutrition****4c-01-3sh**

In-depth study of the nutrients and their function within the cell. Incorporation of the principles of physiology and biochemistry in the study of nutrition. Emphasis placed on applying current research and evaluation of research methodology. **Prerequisites: FDNT 355, CHEM 255 or CHEM 351, MATH 217, and BIOL 155**

**Rationale:**

The proposed revision for this course is to increase class hours from three to four hours per week. Students who take this course will benefit from an increase in class hours because nutrition claims and research have greatly expanded in their scope since this course originated. Students are challenged in this course to integrate knowledge learned in previous undergraduate courses. Therefore, the prerequisites FDNT 355 and MATH 217 have been added.



**APPENDIX F -NON-CREDIT COMMITTEE**  
**(CHAIRPERSON BARTON)**

**FOR SENATE INFORMATION:**

The Senate Noncredit Committee heard a presentation from Nicholas Kolb, Dean of the School of Continuing Education, regarding the Regional Development Complex and its impact on noncredit programs. With the arena, a 250-seat auditorium and eleven breakout rooms available, Continuing Education clients will be well served. Not only can the Celebration conference grow to 8,000, but also groups of up to 250 can be served totally at the site. The combination of Continuing Education and Corporate Technology Training will enhance the economic development of the local community and of Western PA.