

## MINUTES OF THE UNIVERSITY SENATE

The February 8, 1983 meeting of the University Senate was called to order by Chairman Stan Tackett at 3:20 p.m. in Pratt Hall Auditorium. Senators Marx, Mueller and Walker were excused. In addition, the following Senators were absent from the meeting: Asting, Bartlebaugh, Bowes, Bright, Chekanski, Chickos, Dakak, Holtz, McCavitt, Merryman, Miller, Millward, Munro, Patterson, Sehring, Solak, Storm, Taiani, Tiger, Tobin, Troxell, Wilson, Wolfe, Bloom, Rader, Andreassi, Button, Chiapetta, Collet, Dorunda, Faller, Haas, Hess, Jons, Neely, Schroder, Smith, Tate, Taylor, Williams, Kline, Haley and Miller.

Jeff Peterson, Vice Chairman of the Senate, made the following announcements:

1. Reminded committee secretaries to please send him committee meeting minutes.
2. Requested student senators to list their committee preferences and leave them in his mailbox as soon as possible.
3. Student senators who have resigned: Tate and Krause
4. Newly-screened student senators: Kevin Benz  
Dave Gibb  
Bill Haley  
Bob Marchesani
5. Phi Sigma Kappa brother John Sargent died on January 2, 1983.

On a motion by Senator Tackett, seconded by Senator Scroxton, the minutes of the December 7, 1982 meeting were approved as published (the January 25, 1983 minutes have not yet been published in Faculty News).

Senator Chamberlin, Chairman of the Rules Committee, made the following announcements:

1. Scheduled Senate meetings: March 8, April 12 and May 3, 1983.
2. Committee on University Awards:

College of Home Economics	Mia Moore-Armitage (Acting Chairperson)
College of Business	Vincent Taiani
College of Education	William McCavitt
College of Health Services	Philip Richard Chekanski
College of Humanities & Social Sciences	Joel Mlecko
College of Natural Sciences & Mathematics	Andrew Browe
College of Fine Arts	Ronald Ali
University Services	Pete Alexander
3. University Senate elections for Senators-at-large and various other University committees will be held on March 31--the same day as APSCUF elections. Anyone wishing to run for Senator-at-large should so notify the Rules Committee.
4. The Rules Committee will meet on Tuesday, February 15 at 3:30 p.m. in either Room 101 or 111 of the Library. There is a lot of important work to be done and all members are urged to attend.

As recommended by the Academic Affairs Committee, chaired by Senator Duntley, the following nominations for Professor Emeritus were approved, effective May 14,

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1983, (with one exception, as noted):

<u>Name</u>	<u>Yrs/Service</u>	<u>Department</u>
Dr. John Chellman	21	Dean, School of Health Services
Dr. Charles L. Cooper	20	Accounting Department
Dr. Clyde C. Gelbach	26 1/2	History Department
Mr. Donald M. MacIsaac	20 1/2	Communications Media Department
Dr. Bruce A. Meadowcroft	12 1/2	Educational Psychology Department
Mr. Wallace F. Morrell	17	Mathematics Department
Dr. Esko E. Newhill	23 1/2	Sociology-Anthropology Department
(upon his retirement in January 1984)		
Dr. Norman Sargent	24	Communications Media Department
Mr. Halley O. Willison	15 1/2	Mathematics Department

As recommended by the Graduate Committee, chaired by Senator Bowker, the following were approved:

1. Doctorate of Psychology program, with the stipulation that at least one faculty member be added to the Psychology Department to implement the program; and that the Graduate Council review the program five years after implementation. New courses associated with this program are: PC 604, PC 634, PC 636, PC 643, PC 637, PC 646, PC 647, PC 600, PC 661, PC 662, PC 676, and PC 950. A course credit change is proposed for PC 675. Attachment 1 is the program proposal for Psy.D.
2. Doctor of Education degree in School Psychology, including three new courses:  
EP 664, Seminar in School Psychology I - 3 semester hours  
EP 665, Seminar in School Psychology II - 3 semester hours  
EP 652, Doctoral Internship - 3 semester hours  
The Graduate Council will review the program five years after implementation. The abstract for this program is shown as Attachment 2.  
The entire proposal was distributed with the agenda.

The Committee on Faculty Research, Library and Educational Services, chaired by Senator Liscinsky, submitted the Guidelines and Procedures for Committee E1 (Research Grants) for Senate information (Attachment 3).

Senator Matthews, Chairman of the Student Affairs Committee, announced that his committee will be meeting on Thursday, February 10 at 3:30 p.m. in Room 318 of Sutton Hall. They will be working on a revision of the hazing policy, which they hope to bring to the Senate at its March meeting, and a minimum standards policy for non-Greek organizations.

The Athletic Committee, chaired by Senator Newkerk, presented to the Senate the minutes of its December 9, 1982 meeting, in which it reviewed the "Report of the Committee to Study Intercollegiate Athletics at IUP." At this meeting, the Committee agreed with the concepts of Items 1, 2 and 3 of the report, with special notation of some items, as listed on page 1 of Attachment 4. The Committee was asking for Senate concurrence with its reaction to the report.

A motion by Senator Strategos, seconded by Senator Curey, put the Senate on record as opposing the charging of an admission fee for I-card holders to football and basketball games. A motion by Senator Buterbaugh, seconded by Senator Vold, to oppose the concept of the hiring of an Athletic Business Manager was defeated by a vote of 36 Nay, 30 Aye and 11 Abstentions.

In the midst of the discussion of the athletic issue, and before a conclusion could be reached and the matter brought to a vote, a quorum was lost and the meeting was adjourned at 5:15 p.m. This matter will be the first item of business at the March 8, 1983 meeting of the Senate.

Respectfully submitted,

Anthony J. Nastase  
Secretary  
University Senate

PROGRAM PROPOSAL FOR  
DOCTORATE OF PSYCHOLOGY (Psy.D.)

The Psychology Department is proposing to establish a Doctorate of Psychology (Psy.D. Degree) program in applied, professional psychology.

Since the 1960's a new model of graduate training, often called a professional or practitioner model, has arisen geared to produce applied or practice-oriented graduates. Such programs emphasize applied skills rather than scholarly and research skills as is found in most traditional Ph.D. training programs, and graduates of these new professional programs usually prefer jobs in the mental health field rather than in academia. With one exception (Hahnemann Medical College in Philadelphia) all doctoral training programs in clinical psychology in Pennsylvania are of the traditional type. Psy.D. programs are being developed in many other states, and one recent estimate suggested that by 1990 more than 85% of practitioner psychologists will be trained in such applied programs.

Integration with Current Department Offerings:

The Psychology Department currently offers a BA in Psychology plus masters degree programs in Clinical Psychology, Community Psychology, and Experimental Psychology. The proposed doctorate is an extension of the current 45-credit MA in Clinical Psychology. Our current plan is that we will not admit students into a terminal masters program in Clinical Psychology when the doctorate is initiated. The other masters programs will continue, and doctoral students in Clinical Psychology will be able to enroll in courses in these concentrations when the courses fit their plan of study. With the proposed addition of one faculty member to begin the program and an additional faculty member in two years, no reduction in undergraduate course offerings will occur.

Proposed Curriculum

The doctorate entails a four-year curriculum including summer work, with our current MA courses forming the bulk of the first two years. The third year would require additional coursework and more practicum (already available). The fourth year is a full-time off-campus internship (or half-time for two years). A nationwide system of supervised internships is available under the auspices of the American Psychological Association.

Each student must complete a minimum of 93 semester hours of graduate credit. This includes a set of core, general psychology coursework (51 credits), a Specialty Area (9-15 credits), Practicum and Professional Issues Series (21 credits), a Doctoral Project (9 credits), and the Internship (3 credits). A suggested course sequence is attached.

An evaluation of clinical and professional competence will be completed at the end of each year, and a comprehensive examination over basic knowledge will be administered during the third year. Students will be awarded the Masters Degree after the successful completion of 54 credits and satisfactory annual academic and professional evaluations. Candidacy for the Psy.D. will be awarded following the completion of all MA requirements plus an additional 9-15 credits, successful performance on the comprehensive examination, and satisfactory annual academic and professional evaluations.



Applicants who have completed previous graduate coursework may be able to transfer credit into this program based on a course-by-course evaluation up to a maximum of 36 credits. Part-time study will also be available to working students. Part-time students will complete a Plan of Study which will outline the proposed progress toward completion of the degree.

The curriculum has been developed following the guidelines of both the American Psychological Association which accredits doctoral programs in clinical psychology and the Pennsylvania Licensing Board which reviews graduates for licensure in psychology. Our MA program is currently a "licensure acceptable" program. The APA has performed an informal review of our proposal (they do not formally approve training programs until students have graduated).

#### Resources Available and Needed

The department currently consists of 18 full-time faculty and one full-time secretary. Seventeen faculty members hold the doctoral degree. Six members of the department have clinical specialties appropriate for the proposed program, and all of these faculty members are licensed as psychologists in Pennsylvania. Other members of the department represent most of the major specialty areas within psychology, and all members of the department are qualified to teach graduate courses in the program. The department projects a need for two additional faculty members in the clinical psychology area to handle additional courses.

The department is housed in the top two floors of Clark Hall. Some clinical training space already exists as does audio-video equipment necessary for supervision. Additional training space can be developed within Clark Hall with renovations handled by University staff.

Library resources are now adequate for our MA program but will require some enhancement for the doctorate. Discussions have been held with the Director of the Library, and a description of needed library materials has been developed. The department also has a computer terminal and has recently purchased computer equipment for research.

#### New Courses

The Psy.D. program proposal includes 12 new courses. The following nine courses are required.

- PC 604 Clinical Research Methods
- PC 634 Family Therapy
- PC 636 Personality Theory and Systems of Psychotherapy
- PC 643 Psychological Assessment III
- PC 637 Issues in Developmental Psychology
- PC 646 Drugs and Behavior
- PC 647 Clinical Neuropsychology
- PC 676 Internship
- PC 950 Doctoral Project (Dissertation)

Three elective courses which we anticipate offering on a regular basis are also proposed as new courses.

- PC 660 Child Clinical Psychology
- PC 661 Psychology and Medicine
- PC 662 Biofeedback Procedures in Behavioral Medicine

# Course Sequence

First year	Fall		Spring		Summer	
	Research Methods I	3	Clinical Research Methods	3	Clinical Group Tech.	3
	Methods of Intervention I	3	Methods of Intervention II	3	Personality Theory and Systems of Psychotherapy	3
	Psychological Assessment I	3	Psychological Assessment II	3	Clinical Neuropsychology or Practicum or Elective	3
	Advanced Psychopathology	3	Issues in Developmental Psychology	3		6
	Total	12	Total	12	Total	9-12
Second year	Psychological Assessment III	3	Program Evaluation	3	Practicum	3-6
	Family Therapy	3	Drugs and Behavior	3	Elective	3
	Practicum	3-6	Principles of Behavioral Modification	3	Preparation for Comprehensive Exam	
	Elective	3	Practicum or Elective	3-6		
	Total	12-15	Total	12-15	Total	6-9
Third year	*Doctoral Project	9	Professional Issues	3	*Doctoral Project	9
	Practicum	3-6	*Doctoral Project	9	Practicum or Elective	3-6
	Elective	3	Practicum	3-6		
	Total	9-15	Elective	3	Total	6-12
			Total	9-15		

All required courses will be 600 level

\*Students will register for the 9 credits of Doctoral Project in either the Fall, Spring, or Summer of the third year

## New Courses

- PC 604 Clinical Research Methods 3 s.h.  
Introduction to data analysis techniques and methodological problems commonly encountered in clinical research. Methods appropriate for single subjects as well as groups are explored.  
Prerequisite: PC 601 and 641
- PC 634 Family Therapy 3 s.h.  
Introduction to family and marital therapy. Both system theory approaches and behavioral approaches will be considered. Process and outcome research will be reviewed.  
Prerequisite: Permission
- PC 636 Personality Theory and Systems of Psychotherapy 3 s.h.  
Several major personality theories are reviewed in a comparative manner with emphasis placed upon issues such as the assumptions about the basic nature of man, personality development, normal and pathological development, and philosophy of treatment for each theory.  
Prerequisite: Permission
- PC 643 Psychological Assessment III 3 s.h.  
Continuation of PC 642 with emphasis on non-traditional assessment methods such as family observations, mental status rating, and social skills assessment. Topics in clinical judgment and inference, combination of assessment data and report writing are covered.  
Prerequisite: PC 642 or permission
- PC 637 Issues in Developmental Psychology 3 s.h.  
The processes and structures of life span will be studied. Cognitive, emotional, social and physical development will be explored emphasizing the interactive effects of the person's environment, developmental level and psychological state.  
Prerequisite: Permission
- PC 646 Drugs and Behavior 3 s.h.  
Introduction to various aspects of drugs and behavior. Includes exploration of factors influencing drug effects, problems in drug research, therapeutic use of drugs, legal use and abuse of drugs and social aspects of drug experience.  
Prerequisite: PC 362 or equivalent & permission
- PC 647 Clinical Neuropsychology 3 s.h.  
The study of the relationship between human brain dysfunction and abnormal behavior. Includes assessment techniques used to diagnose brain damage.  
Prerequisite: PC 362 or equivalent & permission
- PC 660 Child Clinical Psychology 3 s.h.  
Approaches unique to child psychopathology, assessment and intervention are explored. Ages from birth to adolescence are covered.  
Prerequisite: Assessment III and PC 637 Issues in Developmental Psychology or permission

## New Courses (continued)

PC 661 Psychology and Medicine 3 s.h.

This course evaluates the clinical use of, and the experimental basis for, the use of techniques derived from general psychology for the evaluation, prevention, management, and treatment of health-related problems. The role of psychological and environmental variables in the development, maintenance, and recovery from physical disease is studied.

Prerequisite: An undergraduate physiology course and permission

PC 662 Biofeedback Procedures in Behavioral Medicine 3 s.h.

Procedures used to help individuals increase voluntary control of physiological activities are reviewed and evaluated as regards their clinical potential for treating a variety of psychosomatic and somatophytic illnesses. Theory and research from the fields of medicine, biomedical engineering, psychophysiology, and cognitive-behavior therapy are incorporated in developing therapeutic applications of Biofeedback Techniques.

Prerequisite: An undergraduate physiology course and permission

PC 676 Internship 3 s.h.

Prerequisite: Permission

PC 950 Doctoral Project (Dissertation) 9 s.h.

Prerequisite: Permission

<u>Course Credit Change</u>	<u>From</u>	<u>To</u>
PC 675 Advanced Psych. Practicum	1-12 cr.	1-18 cr.

## Course Number Changes

<u>Change</u>	<u>To</u>
PC 636 Psychology of Learning	PC 600
PC 640 Community Psychology	PC 650
PC 643 Methods of Intervention I	PC 630
PC 644 Methods of Intervention II	PC 631
PC 645 Principles of Behavior Modification	PC 632
PC 646 Clinical Group Techniques	PC 633
PC 650 Planned Social Change	PC 651
PC 568 Learning Theories	PC 668

## DOCTOR OF EDUCATION (Ed.D) DEGREE IN SCHOOL PSYCHOLOGY

Program Development

The current school psychology program at IUP is a dual-level entry graduate program. Individuals with a bachelor's degree may enter the program as a master's degree candidate in the Educational Psychology Department and upon completion of the master's level coursework may apply for acceptance into the post-master's school psychology program. Complete preparation of the program involves 66-69 semester credit hours beyond the bachelor's degree (sixty credit hours beyond the bachelor's degree is the minimum required for certification as a school psychologist by the Commonwealth of Pennsylvania).

The Doctor of Education degree in school psychology is proposed for implementation at IUP in response to the reported needs and interests of professionals in the field. Both our graduates and graduates of other sub-doctoral school psychology training programs in Pennsylvania have expressed interest in our developing such a program. In addition, the Ed.D. program is viewed as being commensurate with current and future trends in the training of professional school psychologists. The need for the doctoral program at IUP has been explored with directors of other school psychology training programs in Central and Western Pennsylvania.

The concept of a consortium arrangement as a central component of the proposed doctorate at IUP was introduced to the school psychology program directors at California, Edinboro, and Millersville State Colleges and they expressed enthusiastic support for a consorcial agreement for a doctoral program at IUP. The feasibility of a doctoral program in school psychology was explored with the PDE program evaluation team (1981) and the Pennsylvania Department of Education (1981). In all cases the proposal was found to be reasonable and worth developing.

Need for Doctor of Education (Ed.D) in School Psychology

The addition of the doctoral component to the school psychology program at IUP is proposed in response to national training directions and trends and to reported needs of practicing school psychologists in the Commonwealth.

- (1) To keep in step with changes in National training standards which will ultimately effect our students' ability to get licensed for the practice of psychology in the state of Pennsylvania. National training standards for the practice of psychology (A.P.A., 1980) are moving in the direction of requiring doctoral level training by 1985 for all of those calling themselves psychologists. This change in preparation and training for psychologists in Pennsylvania is coming in the near future. Eligibility for licensure for the practice of psychology in Pennsylvania will be most directly affected by this change. Doctoral training is thus becoming necessary to be a fully functioning psychologist in the community. As Abramowitz (1982) points out, "to date the majority of states issuing licenses require training at the doctoral level and experience in the field."
- (2) To give our current students and recent graduates an opportunity to expand and deepen their understanding and skills within specialized assessment and treatment areas. This should give them greater employment flexibility as school psychology practitioners.



- (3) To allow graduates from our school psychology certification program and from the programs of the other consortia schools to pursue doctoral training without the unreasonable redundancy and credit loss which they experience now when transferring to other universities. IUP school psychology students who decide to pursue the doctorate at other universities lose up to 36 semester credit hours from their completed certification program. Most university training programs have a policy of not accepting more than 36 graduate credit hours of transfer credit toward a doctoral degree. Therefore, IUP graduates must often repeat courses already completed during the certification training in our program. This repetition is not because of the students' lack of competence, but simply to meet the credit requirements of the University's doctoral program.

This loss of IUP credit acceptance on the part of the certificated student is of great concern to the IUP school Psychology staff. This practice could mean that future program applicants may deem this possible loss of credits as a particular liability in attending IUP for the master's and post-master's certification program and elect to attend initially the school that offers the doctorate as the terminal degree. Therefore, it is felt that the development of the doctoral program at IUP is necessary not only to meet the future professional needs of our students, but also to maintain the viability of our present Master's degree and Post-Master's professional certification programs in School Psychology.

- (4) To meet the doctoral training needs for the great majority of practicing school psychologists who now function at the sub-doctoral level. (Estimated ratio 9:1 non-doctorate to doctorate.) At the state level, there are only four doctoral programs in school psychology. The need for additional training programs in applied, professional psychology has been identified by Pennsylvania Psychological Association (1980). Existing doctoral programs in Western Pennsylvania are considered traditional research-scientist oriented Ph.D. programs. Doctoral training with a professional-practitioner focus was considered necessary by this study to meet the mental health needs of the Commonwealth. The need for psychologists with backgrounds in working with children and schools is apparent both in the community agencies and schools of the Commonwealth. Mental health agencies that provide services to children desire psychologists with training in the dynamics and organization of the schools so as to facilitate communication and treatment planning between the agency and school. Acceptance of doctoral level school psychologists has been growing in the schools to serve as supervisors of psychological services and as practicing school psychologists.

#### Program Description

The Ed.D. in School Psychology is designed as a 69 semester hour program beyond the master's degree. Thirty-three hours of the program involve the post-master's preparation for certification as a school psychologist in the Commonwealth of Pennsylvania. This segment has been in place and operational in the Educational Psychology Department since 1968. The remaining thirty-six semester hours, designated as the doctoral sequence, will be implemented to complete the plan of study for the doctorate in School Psychology.

Students will be able to enter the doctoral sequence only after completion of the 33 semester hour certification program in School Psychology. Since the Ed.D. is a practitioner oriented degree, it will be recommended that the students who apply to the program have at least two years experience as a practicing school psychologist. The one year School Psychology Internship and other relevant work experiences may be considered as a substitute for the two year School Psychology experience requirement. Completion of a plan of study may be pursued on either a full-time or part-time schedule of coursework.

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A competency examination of all students, through written and practicum evaluations will be given prior to admission to the doctoral sequence. These test results will be used as part of the admission screening procedure as well as for planning the individual's doctoral plan of study. If deficits are identified through this evaluation, the student may be required to take coursework in addition to the basic doctoral sequence.

In order to show the full range of graduate work that will be completed by a student beginning training as a school psychologist at a post-baccalaureate level, we will describe the Master's Degree Program in Educational Psychology and its course requirements as well as the Post-Master's Certification sequence of the doctoral program.

The Master's degree program is a 33 to 36 semester hour program, depending on the thesis option, designed to give a student the prerequisite background knowledges and competencies necessary for full utilization of the practitioner techniques taught during the Post-Master's Certification Program in School Psychology. The students are required to take a wide range of courses in Educational Psychology, Special Education, Foundations of Education, Research and Statistics. After 24 semester hours, the student must formally apply for admission to the Post-Master's Certification Program.

The Post-Master's certification course sequence has been designed to develop the skills and conceptual competencies necessary to be a practitioner of school psychology within a public school setting. Twelve semester credit hours of the overall thirty three credit hour sequence are devoted to internship experiences. During the one academic year or 1,000 clock hour internship, the students work in school settings and at our University-based clinic to refine their practitioner skills. The course competencies of both the Master's degree and Post-Master's certification sequence are required to adhere closely to state and national standards for the training of school psychologists.

The final 36 semester hour sequence which we are proposing would be combined with the existing 33 hour Post-Master's courses to formulate a doctorate in School Psychology. In the doctoral sequence, the learning experiences will be designed to give the practicing school psychologist greater depth in a specialty area within the field. It will also expand their ability to carry out the applied research necessary for effective and innovative practice as a school psychologist. Students who finish the doctorate in School Psychology will have:

- A) completed a minimum of 102 graduate credit hours past the Bachelor's Degree.
- B) successfully refined their skills through at least 1250 clock hours of field work (internship experience).
- C) demonstrated competencies on two comprehensive exams (one given at the end of the Post-Master's sequence and one given at the end of the Doctoral sequence).
- D) successfully carried out and defended a dissertation involving applied research in the field of school psychology.

When the Ed.D. program is implemented, the Pre-School Psychology Master's degree and Post-Master's degree program will continue to be offered by the department. This will permit students seeking Post-Master's certification in School Psychology as the terminal degree to continue to matriculate at IUP.



## Articulation of the Consortium Arrangement

The consortium arrangement for graduate study is viewed as representative of current trends at both the national and state level. One of the five consortial agreements in Virginia is a consortium sponsored by Virginia Tech and James Madison University to cooperatively offer the doctorate in vocational school psychology. Trainers in school psychology in Kansas have developed a consortium agreement to provide Post-Master's and doctoral training. This agreement includes all school psychology programs in the state of Kansas.

At the Commonwealth level, the consortium arrangement for graduate study has received support from the Pennsylvania Department of Education (see Appendix E). The recently enacted SSHE Bill identifies the role of IUP in graduate training and the development of cooperative programs within the System of Higher Education.

The proposed doctorate in school psychology at IUP will include a consortial arrangement involving four institutions of the Commonwealth College-University System. The cooperative interinstitutional agreement will include California State College, Edinboro State College, Millersville State College and IUP. The consortium mechanism will permit students to pursue the doctorate at IUP without having to repeat a significant number of Post-Master's courses completed at the participating institutions for certification as a school psychologist.

Post-Master's School Psychology Program competencies and course sequences at each participating institution are compatible because program designs and curriculum must follow PDE Standards in order to maintain status as a PDE approved program in school psychology. In addition, equivalencies in competencies and coursework are present due to requirements for maintenance of NCATE/NASP program approval at the national level.

Students who have successfully completed Post-Master's School Psychology Certification Programs at the cooperating institutions may apply for admission to the doctoral program at IUP. Students from the participating institutions who are accepted into the doctoral program will have their Post-Master's certification preparation sequence recognized by IUP toward meeting the requirements for the doctorate. All applicants applying to the program will complete a competency examination as part of the screening process. This examination will be based on the competency areas defined in the PDE Standards for School Psychology and will include both cognitive and performance/practicum evaluation. This component of the admission process is considered a procedure to ensure that applicants possess the Post-Master's certification program competencies as prescribed by PDE Standards. The plan of study for students accepted into the doctoral program from consortium programs will include the minimum thirty-six semester hour program described herein. If a student demonstrates a competency weakness, as identified by the competency examination, the plan of study will be expanded beyond the thirty-six semester hour program to include additional coursework designed to remediate the area(s) of deficiency.

The interinstitutional arrangement will permit students to benefit from a variety of faculty skills and interests during the completion of the program. In addition to providing coursework at the post-master's level, faculty from the cooperating state colleges may have continued contact with students during the doctoral program through involvement in program dissertation advisement. Student involvement with IUP faculty and the faculties of the cooperating programs will provide exposure to a diversity of human resources, educational settings, and professional experiences.

The IUP program faculty will provide central coordination of the doctoral program's policies and goals. Admission procedures, quality control of training, assignment of students for Doctoral level internship, and evaluation of student performance will be administered by the IUP faculty. The consortial arrangement will allow for a variety of training experiences and the central coordination at IUP will permit monitoring to assure student attainment of an articulated set of training objectives.

# PLAN OF STUDY FOR DOCTOR OF EDUCATION (Ed.D.) IN SCHOOL PSYCHOLOGY

## LEVEL I (Master's Degree)

credits

	EP 604	Advanced Educational Psychology
	OR	
3	EP 578	Learning
3	EP 618	Interpretation of Educational & Psychological Tests
3	EP 576	Behavior Problems
	EP 572	Psychology of Childhood Education
	OR	
3	EP 573	Psychology of Adolescent Education
3	EP 662	Psychotherapy and Group Dynamics
3	EP 650	Internship I
3	EX 631	Psychology of Exceptional Children
3	FE ----	Foundations of Education Requirement
3	GR 615	Elements of Research
3	GR 516	Statistical Methods I
	EP 850	Thesis (3 sem. hrs.)
	OR	
<u>3-6</u>	-- ----	Electives (6 sem. hrs.)

33-36 Sem. Hrs.

## LEVEL II (Doctoral Program: Certification Sequence)

3	EP 611	Introduction to School Psychology
3	EP 612	Individual Evaluation I
3	EP 613	Individual Evaluation II
12	EP 651	Internship II
3	EP 663	Projective Techniques
3	EX 666	Education of Children With Learning Disabilities
3	PC 635	Advanced Psychopathology
<u>3</u>	PC 647	Clinical Neuropsychology

33 Sem. Hrs.

## LEVEL III (Doctoral Program: Doctoral Sequence)

3	CO 502	Computers in Education
	CE 648	Advanced Research in Counselor Education
	OR	
3	EL 680	Advanced Research
3	GR 617	Statistical Methods II
3	EP 664	Seminar in School Psychology I
3	EP 665	Seminar in School Psychology II
3	EP 652	Doctoral Internship
6	-- ---	Electives
<u>12</u>	GR 950	Dissertation

36 Sem. Hrs.

## Faculty and Staff

The Educational Psychology faculty will be available to maintain the part of the program that is operational currently and to support the doctoral sequence. The implementation of the doctoral program will be guided by the following Department faculty members: Dr. Robert H. Hoellein, Dr. John P. Quirk and Dr. Joan R. Yanuzzi.

The faculty in the Educational Psychology Department who will be available for doctoral level student preparation will be increased with the careful replacement of the anticipated retiring faculty. We expect 3 or 4 retirements within the next 2 to 5 years. No additional faculty over and above our 81-82 complement would appear necessary if replacements are carefully selected. It is imperative that as faculty members retire in the Educational Psychology Department that these positions be retained and that searches are made for candidate replacements with certification in School Psychology, doctorates, and experience and training which will provide the specializations in post-certification doctorate coursework.

IUP faculty will play supportive roles in areas such as teaching elective courses and dissertation advisement. In addition to IUP faculty, the faculties of the school psychology programs at the three institutions participating with IUP in the consortial arrangement would have supportive roles in the program.

## New Course Proposals

To implement the doctorate in school psychology, three new courses must be developed by the Educational Psychology Department faculty. The proposed courses are:

- EP 664 SEMINAR IN SCHOOL PSYCHOLOGY I  
Examination of current practices, trends, and issues in school psychology. Students pursue individualized research on a selected aspect of school psychology under supervision of instructor. Prerequisite: Permission of instructor. 3 sem. hrs.
- EP 665 SEMINAR IN SCHOOL PSYCHOLOGY II  
Study of program development, current research in school psychology, and methods of individual child study and remediation. Requires student to research, study, and develop expertise in a particular area of school psychology. Prerequisite: Permission of instructor. 3 sem. hrs.
- EP 652 DOCTORAL INTERNSHIP  
Supervised field experience in psychological procedures and practices in an educational setting and/or facility appropriate to the special professional interests of the student. Prerequisite: School Psychology major. Permission of instructor. 3 sem. hrs.

Based on feedback from practitioners in the field, positive encouragement from PDE, and examination of current training trends in the profession, a decision was made by the school psychology program faculty to develop the proposed Doctor of Education (Ed.D.) degree program. The program presented herein is considered a sound extension of our current programs with several features that will make it a unique addition to the school psychology training programs within the State of Pennsylvania and across the country.

February, 1983  
Committee E-1 of  
IUP Senate

### Guidelines and Procedures for Committee E-1 (Research Grants)

The role of the University Senate Research Committee (E-1) is very narrowly defined by the Senate bylaws. It is charged with receiving faculty research proposals, ranked by the individual School Research Committees, and arriving at a single university-wide ranking of these proposals. Committee E-1 is not, however, allowed to alter the rankings forwarded to it by the individual School Research Committees. (EXAMPLE: The School of Education submits to E-1 3 proposals ranked by that school #1 through #3. In the final ranking prepared by E-1, these 3 proposals may end up close to the top of the 40-odd proposal list, or close to the bottom, or interspersed among proposals from other schools, BUT in no event will their proposal #3 come before their proposal #2 in the ranking prepared by E-1.)

#### Guidelines (published by the Graduate School):

"Guidelines for the Support of Research and Scholarly Activities" and "Procedure for Granting Financial Support for Research and Scholarly Activities" are available from the Graduate School Office as part of the application materials for the 1983-84 faculty research grants. These materials also include some general financial stipulations, and lists of specified acceptable and unacceptable expenses.

#### Timetable (published by the Graduate School):

Dec. 17, 1982 - E-1 receives ranked proposals from School Research Committees  
Feb. 28, 1983 - E-1 provides the Dean of the Graduate School and Research with the University-wide comprehensive ranking of proposals

#### I. Procedure for E-1

1. All members of the committee individually evaluate and rank all proposals, keeping in mind the constraints explained in the "EXAMPLE" above.
2. The committee meets to compare tentative rankings, to discuss proposals which receive very disparate rankings (with the objective of arriving at a better understanding of the proposals by the Committee members), to finalize the rankings (each member individually), to compile the scores and arrive at a single final ranked list of proposals.
3. The committee sends out cover forms and requests recipients of faculty research grants of the previous year to submit an interim or a final report on the results of their research to the committee. The report is requested in duplicate with the objective of retaining one copy in the committee files and sending the other copy to the university archives.

As the results of the faculty research become reported to E-1, the committee shares the information with Committee E which may (in cooperation with the individual researchers and the public information office) arrange for some publicity for the achievements made possible by the grants.

F-2 ATHLETIC POLICY

Minutes of Meeting of December 9, 1982

MEMBERS PRESENT: Nancy Newkerk, Frank Cignetti, Chris Knowlton,  
Ruth Podbielski, Tim Pulte, and John Welty

Motion 1: Ruth Podbielski moved that we adopt the "Guidelines for Conducting Contact Sports/Activities on the IUP Campus" approved by F-1 10/27/82. Frank Cignetti second. Motion carried.

Frank Cignetti discussed Senate Committee A-3, Rules Committee Procedures for F-2 Athletic Policy.

The committee reviewed the "Report of the Committee to Study Inter-Collegiate Athletics at IUP" as requested by Dr. Worthen. THE COMMITTEE AGREES WITH THE CONCEPTS OF ITEMS 1, 2, AND 3 with special notation of the following:

Item 1, page 2.

AIAW is no longer active as a governing body. Both the men's and women's programs are competing in Division II of the NCAA. IUP has also withdrawn its affiliation with the NAIA.

Item 1, page 3.

The first sentence at the top of the page should include gymnastics as one of the emphasis sports. In the second paragraph, note that scholarship allocations for gymnastics should also be included.

Item 2, pages 3 and 4.

We recommend that the Athletic Director review and study the number of varsity sports and actual sports to be continued, with the Athletic Council/Board and submit his report to the appropriate person(s) as designated by Senate Committee A-3.

Item 3, pages 4, 5, and 6.

The committee recommends that the Coop Board and Finance Committee take action to establish policies for funding athletics consistent with the principles of the policy statement as outlined in point one of the report on pages 2 and 3. This should be done as promptly as possible to allow for moving toward that goal.

We agree that the Foundation should increase their support for scholarships as the endowment base and contributions increase.

We support and urge the Athletic Director to move forward with a fund raising campaign for scholarships in accordance with the policy on solicitation through the Foundation.

Page 6, first paragraph. We concur that the Athletic Director should review the summer camp opportunities as mechanisms for increasing recruiting and fund raising.



Ruth Podbielski, Secretary

REPORT OF THE COMMITTEE TO STUDY  
INTERCOLLEGIATE ATHLETICS AT IUP

Submitted to  
President John Worthen  
4/23/82

In July of 1981, Dr. John Welty, Vice-President for Student Affairs at IUP, on behalf of the Student Cooperative Association Board of Directors, requested that the President empanel a committee to study funding policies for Intercollegiate Athletics at IUP. In September, Dr. Worthen wrote to Senate Chairperson, Dr. Stan Tackett, and enclosed the request from Vice-President Welty concerning this study. In that letter the President requested endorsement from the Senate Committee on Athletics to undertake a funding study as well as a study of programmatic concerns. In November, Ms. Nancy Newkerk, Chairperson, of Committee F-2, indicated that her committee concurred with the President's recommendation to appoint a committee to undertake such a study.

The committee commenced its meetings in December of 1981. As a result of a request by various student athletes, the committee decided to hold open meetings with the campus community. The first of these was held on March 10 in the Board Room of Sutton Hall. On March 31, the committee met with the Executive Committee of APSCUF. Finally, on April 13, the committee met with the University Senate. In those meetings the committee received many suggestions and comments that it has utilized in its deliberations to make the following recommendations to the President concerning Intercollegiate Athletics both in the area of funding and program.

After numerous meetings and deliberations the committee hereby comments as follows:

4/2



IUP is viewed as a quality academic institution. This reputation is based upon the quality of its educational process. In addition, IUP has displayed an emerging role in the area of public service as well as a limited role in research. The story of the University's constant drive for quality is well known internally. However, outside the immediate geographical region, IUP can be acknowledged as a well-kept secret.

The modern university provides for students, the university community, alumni, the immediate surrounding community and the general public a plethora of activities, events and experiences. While often entertaining and functional, the roots of all endeavors at a university are academic in nature.

In light of this, the committee recognizes the value of an intercollegiate athletic program as a part of the academic mission of IUP. It further recognizes the value of intercollegiate sports to the student athlete, the University and its image, the alumni, and those who would identify with IUP. The committee also is cognizant of the delicate balance that must be maintained by the intercollegiate athletic program so that it remains an integral part of the University and not an end in and of itself. Believing that the President and Provost already understand the complexities of these issues the committee recommends as follows:

1. For the remainder of this decade IUP should remain a member of the Pennsylvania State Athletic Conference, <sup>and the</sup> NCAA Division II, and AIAW Divisions II and III. The University should withdraw from the NAIA at the end of the current membership year. At the Division II level, the University should strive to

become a recognized quality competitor. The emphasis sports in the intercollegiate program should initially be women's basketball, men's basketball and football. When possible, the Athletic Director should attempt to schedule Division I or I-AA contests as a method of added challenge and interest. However, such contests should be kept in a proper perspective which will enable IUP to be competitive. Conversely, Division III opponents should be scheduled sparingly by sports committed to Division II and should be recognized as quality competitors at that level.

The committee recognizes that scholarship monies have been allocated to football and basketball for men and Division II level women's sports with an emphasis on basketball. While finding this distribution reasonable, the University should be prepared to increase the flexibility of the monies available to men's sports so that "blue chip" athletes are not lost to IUP.

2. The committee was not able to reach a consensus as to the number and appropriate mix of sports for the program. The majority of the committee recommends that another committee be appointed to conduct a one or two year study to study the number of sports and actual sports to be continued. It is suggested that the committee analyze such factors as cost, number of contests per sport, spectator interest and playoff/championship support requirements. A significant minority of the committee believes that the number of sports

in the intercollegiate athletic program should be reduced to eighteen (18) or less.

The committee did agree that the size of the intercollegiate athletic program should not be any larger. It, therefore, recommends that no new sport be added unless another sport is eliminated or "phased out".

3. The relationship of the Student Cooperative Association and the intercollegiate program was one of the most difficult areas to confront. The committee recommends that the Co-op Board and Finance Committee encourage the athletic program to undertake a number of efforts to increase revenue generation over a five year period beginning with the 1983-84 budget year. The committee further recommends that during that time the Co-op continue funding for intercollegiate athletics in the manner utilized for the last five years. This would, in effect, create a "grace period" providing incentives that would enhance the likelihood of successful revenue generation by and for intercollegiate athletics as noted by the following recommendations.

Gate receipts for all athletic contests should be deposited in Co-op accounts under the control of the Athletic Director and should remain in those accounts from year to year and not be lapsed to the Co-op general fund at the close of a fiscal year. This would require Co-op Board action.

It is further recommended that an admission charge be levied for football and basketball commencing with the

1983-84 season. This charge would be for I-card holders for general admission. Non I-card holders will be charged a higher fee. These monies should then be deposited in the above account under the discretion of the Athletic Director.

All concession and/or sale activities at athletic contests should be under the supervision of the Athletic Director who would receive the proceeds and/or fees. Those monies should then be deposited in the above account under the discretion of the Athletic Director.

In order to administer the monies available to the intercollegiate athletic program, the committee recommends that an Athletic Business Manager be hired to assist the Athletic Director.

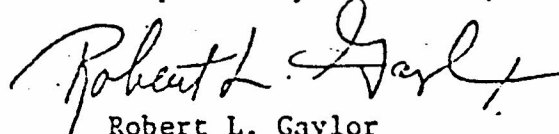
The hiring of a Business Manager would free the Director to engage in greater efforts in the area of direct fund raising for athletics. The committee recommends that the new Director be charged with this duty and that all of his/her efforts be undertaken in conjunction with the Foundation for IUP.

The Committee also recommends that the University continue its support for intercollegiate athletics through coaching salaries, the provision of athletic facilities, fields and equipment and their maintenance. Likewise the Foundation for IUP should be encouraged to provide additional monies for scholarships as its endowment base and annual contributions increase.

A final recommendation is that summer camp opportunities be increased as recruiting and fund raising mechanisms. Discussions should be held with APSCUF to permit those coaches who are willing to volunteer all or part of their services to conduct such camps in order to raise monies for "their" sport. Changes should be made in the Summer Camps and Conferences financial structure so that a maximum amount of the monies generated by each sport camp would then be available for that sport. The monies generated in excess of necessary expenses should be deposited in Co-op or other appropriate accounts earmarked for each sport under the discretion of the Athletic Director in a non-lapsing status like the above general account. The scheduling of such activities should reflect sensitivity to the needs of regular summer school students.

The committee would like to thank President Worthen for entrusting it with the opportunity to make suggestions which it hopes will be useful in the formation of policy for the IUP Intercollegiate Athletic Program. The committee joins him in his goal of quality and excellence for all facets of the University. It is our firm belief that the enactment of the above recommendations will enhance our intercollegiate athletic program while preserving both its and the University's integrity.

Respectfully Submitted,

  
Robert L. Gaylor  
Chairperson

# INTERCOLLEGIATE ATHLETICS AT IUP

## COMMITTEE MEMBERS

Mr. Robert L. Gaylor, Chairperson

Ms. Alice M. Dickie  
Mr. Mark Haak  
Mr. Gregory Holston  
Mr. Larry A. Judge  
Mr. Christopher Knowlton  
Dr. Dale E. Landon  
Mr. Paul McGregor  
Mr. James G. Mill

Ms. Nancy J. Newkirk  
Dr. Norman J. Norton  
Ms. Ruth Podbielski  
Mr. Herman L. Sledzik  
Mr. Robert J. Stonebraker  
Dr. Ronald W. Thomas  
Dr. John D. Welty