



Academic Notes

May 6, 2013

AN 2012-2013

ACADEMIC NOTES PUBLICATION SCHEDULE

Below is the publication schedule for the electronic copy of *Academic Notes* through May 6, 2013. All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 11:00 a.m. on the Deadline for Items date shown below. Submissions must be in hard copy along with an email, zip drive, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to *Academic Notes* that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. *Academic Notes* is available using Acrobat Reader at http://www.indstate.edu/academicaffairs/academic_notes.htm

If you have questions, please contact Yvonne Russell in Academic Affairs, extension 3662.

ACADEMIC NOTES PUBLICATION SCHEDULE SUMMER 2013

<u>Deadline for Items</u>	<u>Issue Date</u>
May 8	May 20
May 22	June 3
June 5	June 17
June 19	July 1
July 3	July 15
July 17	July 29
July 31	August 12

During the summer months, *Academic Notes* is published every other week.

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UNDERGRADUATE PROPOSALS

COURSE REVISIONS

ENVI 402 - The Processing of Spatial Data for Geoscientists

3 credits

The application of a computer language to the processing of geographic (spatial) data.

Prerequisites: 100 level course or higher in geography or geology or consent of instructor.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

Change title and prerequisites to:

ENVI 402 - Geoprocessing

3 credits

The application of a computer language to the processing of geographic (spatial) data.

Prerequisites: ENVI 342 or consent of instructor.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

A-F Grading

Effective term: Fall 2014

GRADUATE PROPOSALS

NEW COURSES

BAYH COLLEGE OF EDUCATION: CDCSEP

EPSY 627 - Learning Theory and Social Emotional Bases for Behavior

3 credits

This course develops theoretical and practical understanding of the cognitive foundations that underlie human behavior. Content includes exposure to multiple learning and emotional processing theories, with emphasis on the impact of social and emotional factors on cognition and behavior.

A-F Grading

Effective term: Fall 2013

SPSY 666L - Cognitive Assessment Lab

1 credit

This lab focuses on the administration and scoring of a range of cognitive measures for preschool and school-aged children and youth.

Co-requisite: SPSY 666.

A-F Grading

Effective term: Fall 2013

SPSY 681 - Systems Level Change and the Implementation of Educational Innovations

3 credits

This course will develop knowledge and skills related to systems-change, program evaluation, and consultation. Students will learn strategies to plan, facilitate, implement, and evaluate systems-level change and improvement activities for accountability and performance purposes. An emphasis will be placed upon organizations such as school systems, agencies, and organizations.

A-F Grading

Effective term: Fall 2013

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Applied Health Sciences

AHS 630 - Research Project in Health Sciences

3 credits

Under the guidance of a research project committee of three faculty members, the student will develop a research project proposal and conduct a research study. The final outcome will be a written report and oral defense of the study.

Prerequisites: AHS 601, AHS 604

A-F Grading

Effective term: Fall 2013

COURSE REVISIONS

BAYH COLLEGE OF EDUCATION: CDCSEP

ENVI 501 - Geographic Information Systems: Applications

3 credits

Application of basic principles of geometric information systems by providing practice in employing this technology to a simulated problem.

Prerequisites: 100 level course or higher in geography or geology or consent of instructor.

Change prerequisites to:

ENVI 501 - Geographic Information Systems: Applications

3 credits

Application of basic principles of geometric information systems by providing practice in employing this technology to a simulated problem.

Prerequisites: ENVI 342 or consent of instructor.

A-F Grading

Effective term: Fall 2014

ENVI 502 - The Processing of Spatial Data for Geoscientists

3 credits

The application of a computer language to the processing of geographic (spatial) data.

Prerequisites: 100 level course or higher in geography or geology or consent of instructor.

Change title and prerequisites to:

ENVI 502 - Geoprocessing

3 credits

The application of a computer language to the processing of geographic (spatial) data.

Prerequisites: ENVI 342 or consent of instructor.

A-F Grading

Effective term: Fall 2014

SPSY 600 - Introduction to School Psychology

3 credits

This course is an introduction to the field of school psychology. It focuses on the history of the profession and examines the role and function of school psychologists. It also provides an overview of the organization and operation of schools. Topics include the role of special education, ethical and legal issues, and school psychologists as data-based problem solvers.

Change title and description to:

SPSY 600 - Foundational and Historical Issues of School Psychology

3 credits

As an introduction to school psychology, the course focuses on the fundamentals of psychometrics, the history of the profession, and the role of school psychologists. It provides an overview of the operation of schools. Topics include assessment fundamentals, historical, ethical, and legal issues, and school psychologists as data-based problem solvers.

A-F Grading

Effective term: Fall 2014

SPSY 666 - Cognitive Assessment and Intervention

3 credits

The purpose of this course is to give students training and experience in administering and interpreting several traditional and contemporary psychoeducational tests. This course will include discussion of theories of intelligence, and the need for alternative approaches to assessment, such as dynamic assessment and curriculum-based assessment.

Change title, description, and add prerequisites to:

SPSY 666 - Cognitive Theory and Assessment

3 credits

The purpose of this course is to provide training in the theory, administration, scoring and interpretation of cognitive assessment measures for early childhood and school-aged populations. Emphasis is placed on cognitive theory and its implications for addressing the learning needs of school-aged children and youth.

Co-requisites: SPSY 666L, SPSY 600.

Pre-requisite: Consent of the instructor.

A-F Grading

Effective term: Fall 2014

SPSY 670 - Diagnosis, Treatment, and Management of Reading Disabilities

3 credits

The course is designed to help school psychologists, reading specialists, and elementary school teachers diagnose the different forms of reading disabilities. The course will introduce currently known principles of the psychology of reading process and present diagnostic and remedial procedures based on these processes.

Change title, description, and add prerequisites to:

SPSY 670 - Academic Assessment and Intervention

3 credits

This course is designed to train students in assessment and identification of, and intervention for academic difficulties. The course introduces procedures of test administration, intervention planning, evidence-based intervention implementation, and intervention evaluation in the areas

of reading, mathematics, and written language.

Pre-requisite: SPSY 666.

A-F Grading

Effective term: Fall 2014

BAYH COLLEGE OF EDUCATION: CDCSEP

SPSY 677 - Behavioral Assessment and Intervention

3 credits

Assessment and intervention of educational, behavioral, and psychological disorders in children and adolescents are discussed from a behavioral perspective. Treatment of such disorders in home, school, and community settings is emphasized.

Change title, description, number and prerequisites to:

SPSY 683 - Social, Emotional, and Behavioral Intervention

3 credits

This course introduces intervention techniques for social, emotional, and behavioral difficulties of children and adolescents, with an emphasis on evidence-based practice. Using assessment data to plan, implement, and monitor treatment effectiveness in home, school, and community settings is emphasized.

Pre-requisite: SPSY 682. Permission of the instructor is required.

A-F Grading

Effective term: Fall 2014

SPSY 682 - Personality Appraisal I

3 credits

This course provides instruction in social-emotional assessment and intervention. The course emphasizes assessment and treatment models that are responsive to children and families from diverse cultural groups. Assessment and treatment models are applied from a cognitive-behavioral perspective. Special attention is given to (a) accuracy of administration and interpretation of psychological assessment procedures via written and oral reports and (b) development of empirically-supported intervention techniques.

Change title, description, and add prerequisites to:

SPSY 682 - Social, Emotional, and Behavioral Theory and Assessment

3 credits

This course provides instruction in social, emotional, and behavioral theory and assessment. Content emphasizes cognitive and affective bases of behavior, accuracy of administration and interpretation of psychological assessment procedures via written and oral reports, and consideration of diversity in selecting, administering, and interpreting assessment instruments.

Pre-requisite: SPSY 600. Permission of the instructor is required.

A-F Grading

Effective term: Fall 2014

SPSY 685 - Seminar in School Psychology: Ethics

3 credits

History and systems of psychology; roles and functions of school psychologists; legal and ethical issues including laws, court decisions, ethical principles, professional guidelines, and standards; other contemporary issues relevant to the practice of professional psychology.

Pre-requisite: SPSY 666.

Remove prerequisites to:

SPSY 685 - Seminar in School Psychology: Ethics

3 credits

History and systems of psychology; roles and functions of school psychologists; legal and ethical issues including laws, court decisions, ethical principles, professional guidelines, and standards; other contemporary issues relevant to the practice of professional psychology.

A-F Grading

Effective term: Fall 2014

SPSY 686 - Practicum in School Psychology

1-3 credits

This course provides advanced graduate students with experience in applying their knowledge of child development, learning theory, assessment, and interventions while working with children, parents and teachers in a school psychology center and the public schools.

Pre-requisites: SPSY 666, 667, 677, 682, and consent of instructor.

Change description and prerequisites to:

SPSY 686 - Practicum in School Psychology

3 credits

This course provides advanced graduate students with experience in applying their knowledge of child development, learning theory, assessment, and interventions while working with children, parents and teachers in a school psychology center and the public schools.

Repeatable: May be repeated for a maximum of 4 credits.

Pre-requisites: SPSY 666, 670, and consent of instructor.

A-F Grading

Effective term: Fall 2014

SPSY 687 - Personality Appraisal II-The Rorschach Technique

3 credits

The theory, administration, scoring, and interpretation of the Rorschach technique will be studied, with emphasis on its use.

Pre-requisite: SPSY 682

Change title and description to:

SPSY 687 - Personality Appraisal and Advanced Assessment

3 credits

This course provides a bridge between theory and assessment practice. The course will tie personality, cognitive, and affective theory to the selection, administration, scoring, and interpretation of measures of personality, attention, memory, and executive functioning.

Pre-requisite: SPSY 682.

A-F Grading

Effective term: Fall 2014

SPSY 688 - Supervision of Practicum in School Psychology

3 credits

Supervised experience for advanced school psychology graduate students in the supervision of students in the Porter School Psychology Center and/or public school settings.

Pre-requisite: Consent of instructor.

Change description and credits to:

SPSY 688 - Supervision of Practicum in School Psychology

3 credits

Supervised experience for advanced school psychology graduate students in the supervision of students in the Porter School Psychology Center and/or public school settings.

Repeatable: May be repeated for a maximum of 6 credits.

Pre-requisite: Consent of instructor is required.

A-F Grading

Effective term: Fall 2014

SPSY 791 - Advanced Internship in School Psychology

1-6 credits

A supervised assignment as a school psychology intern in a public school is made. Consent of the instructor is required.

Note: (Course taken for satisfactory-unsatisfactory grades only.)

Change of description, hours and prerequisites to:

SPSY 791 - Advanced Internship in School Psychology

1-6 credits

A supervised assignment as a school psychology intern in a school-based placement.

Note: Course taken for satisfactory-unsatisfactory grades only.

Repeatable: May be repeated for a maximum of 12 credits.

Pre-requisite: SPSY 686. Permission of the instructor is required.

A-F Grading

Effective term: Fall 2014

SPSY 793 - Supervised Field Work

3-6 credits

Experience in an appropriate school or agency under professional supervision provided by the school or agency and Indiana State University; designed to provide the student with experiences requiring an increasing degree of self-direction and responsibility; may be repeated with consent of Department Chairperson.

Change description, credits, and add prerequisites to:

SPSY 793 - Supervised Field Work

1-6 credits

Experience in an appropriate school or agency under professional supervision provided by the school or agency and Indiana State University; designed to provide the student with experiences requiring an increasing degree of self-direction and responsibility.

Repeatable: May be repeated for a maximum of 8 credits.

Pre-requisite: SPSY 686. Permission of the instructor is required.

A-F Grading

Effective term: Fall 2014

COURSE BANKING

BAYH COLLEGE OF EDUCATION: CDCSEP

SPSY 677 - Behavioral Assessment and Intervention

3 credits

Assessment and intervention of educational, behavioral, and psychological disorders in children and adolescents are discussed from a behavioral perspective. Treatment of such disorders in home, school, and community settings is emphasized.

A-F Grading

Effective term: Fall 2014

PROGRAM REVISIONS

BAYH COLLEGE OF EDUCATION: CDCSEP

School Psychology - M.Ed. (33 credits)

CIP Code: 422805 Major Code: 8674

Brief Summary:

The M.Ed. program in School Psychology is proposing several changes to the program's curriculum, course offerings, and requirements. In sum, the revisions will adjust the admissions criteria for the M.Ed. program and reduce the overall credit-hour requirement from 36 to 33 credit hours. There are five requirement changes that either replace current course requirements, revise requirements to align with proposed course revisions, or update credit-hour requirements to align with current course availability. These requirement revisions include the creation of one new lab. Proposed course revisions include identifier, title, and/or content changes to five courses; and changes in co-requisites or pre-requisites for six courses.

The proposed changes include seven program changes, including:

- Replacing the current requirement of EDLR 608, *School and Society* with EDLR 650, *Foundations of Educational Leadership*.
- Removing the requirement for SPSY 667, *Preschool Psycho-educational Assessment and Intervention*.
- Adding a requirement for a newly created lab, SPSY 666L, *Cognitive Assessment Lab*.
- Replacing the current requirement of EPSY 521, *Advanced Child Psychology* or EPSY 721, *Seminar in Human Development* with EPSY 621, *Development Throughout the Lifespan*.
- Modifying the credit requirements for SPSY 678, *Practicum in Psychoeducational Interventions* from a 3-credit requirement to a 2-credit requirement.
- Adding an admissions criterion that consideration of applications to the M.Ed. program will be contingent upon simultaneous application to either the Ed.S. or Ph.D. program in school psychology.

- Adding an admission criterion that regular admission to the school psychology program will be contingent upon successful completion of the criminal background check required by the Bayh College of Education.

Regarding course revisions, the program requests the following course revisions (full course revision proposals are included):

SPSY 600 – Retitle *Foundational and Historical Issues of School Psychology*; minor content revisions; change in pre-requisites.

SPSY 666 – Retitle *Cognitive Theory and Assessment*; minor content revisions; change in co-requisites.

SPSY 670 - Retitle *Academic Assessment and Intervention*; change in pre-requisites.

SPSY 677 – Retitle *Social, Emotional and Behavioral Intervention*; change in identifier to

SPSY 683 to reflect course sequence; content revisions; change in pre-requisites.

SPSY 682 – Retitle *Social Emotional and Behavioral Theory and Assessment*; content revisions; change in pre-requisites.

SPSY 685 – Change in pre-requisites.

Student Learning:

Revisions to the M.Ed. program are driven by two factors. First, the current M.Ed. requirements are inconsistent with available course offerings in the school psychology program due to a previous revision of the Ed.S. and Ph.D. programs. Second, both the Ed.S. in school psychology and the Ph.D. program in guidance and psychological services, school psychology are undergoing further revisions. Since the M.Ed. in school psychology is not a terminal degree, the proposed changes reflect the need to maintain a parallel structure with other school psychology degrees, thus allowing candidates to earn the M.Ed. *en route* to completion of either the Ed.S. or Ph.D.

The replacement of the current requirement of EDLR 608, *School and Society* with EDLR 650, *Foundations of Educational Leadership* is based on annual faculty review of the program and changes in the role of school psychologists as leaders. This change is also made to conform to the revisions to the Ed.S. and Ph.D. programs. The latest curriculum review indicated a lack of formal training in leadership skills. In addition, APA and NASP have supported school psychologists adopting and seeking greater leadership opportunities in school reform initiatives. Thus, faculty believes a course focused on leadership skills will better meet students' training needs.

The proposed elimination of SPSY 667, *Preschool Psychoeducational Assessment* was based upon faculty review of curriculum and feedback from practicum supervisors. Specifically, supervisors have observed that candidates possess adequate technical skills but require more advanced training in cognitive theory, interpretation, and application. Upon further review and discussion, faculty determined the best way to provide this emphasis would be to streamline the assessment training sequence by covering essential preschool assessments within the revised SPSY 666. The addition of a 1-credit lab to SPSY 666 allows sufficient additional time to incorporate measures previously covered in SPSY 667.

The proposed changes to require EPSY 621, *Development Throughout the Lifespan* and

to change the credit-hour requirement for SPSY 678, *Practicum in Psychoeducational Interventions*, are intended to align the M.Ed. with the current and proposed changes to the Ed.S. and Ph.D. programs. These courses are already required in the proposed format for the other school psychology programs.

The creation of a new lab course, SPSY 666L, *Cognitive Assessment Lab*, is intended to provide a milieu for students to receive didactic and individualized instruction in the administration and scoring procedures for cognitive measures. This has been identified by students and faculty as an important component of the course. Additionally, the addition of a lab component will support the proposed content revisions to SPSY 666 and the elimination of SPSY 667 as a program requirement.

The requirement of a satisfactory background check was based on faculty review of procedures. Since the students are engaged in practicum experiences during the first semester of study and background checks are required prior to engaging in practicum activities, delay in students completing background checks can hinder their education. Additionally, a failed background check would likely prohibit a student from completing required field experiences and obtaining licensure as a school psychologist. Thus, it was decided to ensure that students complete background checks prior to being granted admission by making regular admission contingent upon successful completion of the criminal background check.

The requirement of simultaneous application to either the Ed.S. or Ph.D. program in school psychology is intended to clarify a point of confusion among many applicants regarding the difference between the M.Ed. and Ed.S. programs. This change will emphasize that the M.Ed. is not intended as a terminal degree and is earned *en route* to the Ed.S. or Ph.D. degree, thus limiting the number of “M.Ed. only” applicants.

The proposed changes to course identifiers, titles, content, and pre-requisites/co-requisites have three specific goals. First, based upon faculty review, feedback from students and field supervisors, and feedback from accrediting bodies (NASP and APA), course revisions are intended to streamline and enhance the coverage of current best practice content within the field of school psychology. Second, NASP, APA, students, and field supervisors have noted some gaps or disconnects in the current training sequence, which are addressed via the proposed content and sequencing revisions. Third, the changes in course identifiers and pre-requisites/co-requisites are intended to reflect changes in course sequencing, which faculty believe will facilitate advisement and better prepare students for specific field experiences. These are more specifically addressed within the full course proposal forms.

Proposed Catalog Copy:

School Psychology - M.Ed. (33 credits)
CIP Code: 422805 Major Code: 8674

The master of education (M.Ed.) in school psychology is completed *en route* to earning the educational specialist (Ed.S.) in school psychology or the doctor of philosophy (Ph.D.) in guidance and psychological services with specialization in school psychology. This M.Ed. does

not qualify an individual for state licensure or national certification as a school psychologist. Therefore, *all applications to the M.Ed. program must be accompanied by an application to either the Ed.S. or Ph.D. program in school psychology.* Admission and retention are based upon appropriateness of educational and career goals, available positions in the program, interpersonal skills, communication ability, and academic and clinical performance. Meeting minimum standards alone does not guarantee either admission or retention.

Admission Requirements

1. Complete application to the College of Graduate and Professional Studies.
2. Undergraduate grade point average of 2.7 or above.
3. Official transcript from each school at which any undergraduate or graduate work has been done.
4. Scores on the Graduate Record Examinations General Test.
5. Three letters of recommendation from persons who know the prospective student in an academic and/or professional capacity.
6. A personal narrative describing the applicant's professional goals and the contribution of this program to accomplishing those goals.
7. Simultaneous application to the Ed.S. in school psychology program or the Ph.D. in guidance and psychological services – school psychology program.

It must not be assumed that meeting minimal standards guarantees admission to the program. After review of all materials, the admission committee will invite prospective students to participate in either a telephone or personal interview. Additionally, regular admission is contingent upon successful completion of the criminal background check required by the Bayh College of Education.

The M.Ed. degree requirements can be described briefly as follows:

A. Research (3 credits)

EPSY 620 - Foundations of Qualitative and Quantitative Research 3 credits

B. Basic Professional Courses: (6 credits)

EPSY 621 – Development Throughout the Lifespan 3 credits

EDLR 650 – Foundations of Educational Leadership 3 credits

C. Major Area (24 credits):

COUN 533 – Techniques of Counseling 3 credits

SPSY 600 – Foundational and Historical Issues of School Psychology 3 credits

SPSY 666 - Cognitive Theory and Assessment 3 credits

SPSY 666L – Cognitive Theory and Assessment Lab 1 credit

SPSY 670 – Academic Assessment and Intervention 3 credits

SPSY 678 - Practicum in Psychoeducational Interventions 2 credits

SPSY 682 – Social, Emotional, and Behavioral Theory and Assessment 3 credits

SPSY 683 – Social, Emotional, and Behavioral Intervention 3 credits

SPSY 685 - Seminar in School Psychology: Ethics 3 credits

D. Culminating Experience:

During the last 12 credit hours of the program, the student will submit a professional project for approval by the training director.

Note:

Courses in the 500 series are open to undergraduates as *400 series. Graduate students are required to do additional work of a research nature. A course taken at the 400 level may not be repeated at the 500 level.

Effective term: Fall 2014

BAYH COLLEGE OF EDUCATION: CDCSEP

Guidance and Psychological Services—School Psychology Ph.D. (119 credits minimum)

CIP Code: 131101 Major Code: 8673

Brief Summary:

The Ph.D. program in School Psychology is proposing several changes to the program's title, curriculum, course offerings, and requirements. In sum, the revisions will change the program title and adjust the admissions criteria for the Ph.D. program and increase the overall credit-hour requirement from 118 to 119 credit hours. There are seven requirement changes that either replace current course requirements, revise requirements to align with proposed course revisions, or update credit-hour requirements to align with current course availability. These requirement revisions include the creation of one new lab and two new courses. Proposed course revisions include identifier, title, and/or content changes to five courses; changes in co-requisites or pre-requisites for eight courses.

The proposed program title will change the title from *Guidance and Psychological Services—School Psychology Ph.D.* to *School Psychology Ph.D.* The program is also proposing several changes to the program's curriculum, course offerings, and requirements. The proposed changes include seven program changes, including:

- Replacing the current requirement of PSY 603, *Proseminar in Cognitive Psychology* with a new course, EPSY 627, *Learning Theories and Social Emotional Bases for Behavior*.
- Replacing the current requirement of EDLR 708, *Seminar in Foundations of Modern Education* or SPED 698D, *Advanced Topics in Special Education Part D* with EDLR 650, *Foundations of Educational Leadership*.
- Replacing the current requirement of SPSY 791, *Advanced Internship in School Psychology* with SPSY 793, *Supervised Field Work*.
- Adding a requirement for EPSY 713, *Multivariate Statistics and Advanced Research Design*.

- Adding a requirement for SPSY 687, which is being revised as *Personality Appraisal and Advanced Assessment*.
- Adding a requirement for SPSY 695, *Research in School Psychology*.
- Adding a requirement for SPSY 666L, *Cognitive Theory and Assessment Lab*.
- Removing the requirement for SPSY 667, *Preschool Psycho-educational Assessment and Intervention*.
- Adding an admission criterion that regular admission to the school psychology program will be contingent upon successful completion of the criminal background check required by the Bayh College of Education.

Additionally, the program is requesting credit load changes to three courses.

- SPSY 688, *Supervision of Practicum in School Psychology*, will be changed from a variable credit load of 3-6 credits to a variable credit load of 1-3 credits. This change will allow for students to receive documentation and credit for the didactic first semester of the course (2 credits) and the practical experiences beyond the first semester (1-3 credits). The course will also be altered such that it may be repeated for credit across two semesters.
- SPSY 791, *Advanced Internship in School Psychology*, will be changed from 3 credits to a variable load of 1-6 credits.
- SPSY 793, *Supervised Field Work* will be changed from a variable load of 3-6 credits to a variable load of 1-6 credits. The changes to SPSY 791 and 793 will allow students to more appropriately document part-time or extensive internship experiences.

The program is also requesting to change the prerequisites or co-requisites for seven courses to reflect proposed changes in course content, sequencing, and to ensure students are properly prepared for course content.

- SPSY 666 – Add co-requisite of SPSY 600 and SPSY 666L and permission of the instructor.
- SPSY 670 – Add prerequisite of SPSY 666.
- SPSY 682 – Add prerequisite of SPSY 600 and permission of the instructor.
- SPSY 683 – Add prerequisite of SPSY 682 and permission of the instructor.
- SPSY 685 – Drop the prerequisite of SPSY 666.
- SPSY 686 – Drop the prerequisites of SPSY 667, 677, and SPSY 682. Add prerequisite of SPSY 670.
- SPSY 791 – Add prerequisite of SPSY 686.
- SPSY 793 – Add prerequisite of SPSY 686 and permission of instructor.

Regarding course revisions, the program requests the following course revisions (full course revision proposals are included):

SPSY 600 – Retitle *Foundational and Historical Issues of School Psychology*; minor content revisions; change in pre-requisites.

SPSY 666 – Retitle *Cognitive Theory and Assessment*; minor content revisions; change in co-requisites.

SPSY 670 - Retitle *Academic Assessment and Intervention*; change in pre-requisites (Note: This course is currently listed incorrectly in the graduate catalog as EPSY 670, which does

not exist).

SPSY 677 – Retitle *Social, Emotional and Behavioral Intervention*; change in identifier to SPSY 683 to reflect course sequence; content revisions; change in pre-requisites.

SPSY 682 – Retitle *Social Emotional and Behavioral Theory and Assessment*; content revisions; change in pre-requisites.

SPSY 685 – Change in pre-requisites.

SPSY 687 – Retitle *Personality Appraisal and Advanced Assessment*; content revisions.

Student Learning:

The proposed program title change is based on limitations currently placed on students due to the inclusion of “guidance” in the title. Foundations and associations that provide fellowships and scholarships often exclude students from programs that are focused on guidance, thus making it difficult for our students to receive funding support and recognitions.

The replacement of EDLR 708, *Seminar in the Foundations of Modern Education* or SPED 698D, *Advanced Topics in Special Education Part D* with EDLR 650, *Foundations of Educational Leadership* is based on annual faculty review of the program and changes in the role of school psychologists as leaders. The latest curriculum review indicated a lack of formal training in leadership skills. In addition, APA and NASP have supported school psychologists adopting and seeking greater leadership opportunities in leading school reform. Also, curricular review indicated significant overlap between EDLR 708 and SPSY 686 and SPSY 600 and between SPED 698D and SPSY 685. Thus, faculty believes a course focused on leadership skills will better meet students’ training needs.

The replacement of PSY 603 with a new school psychology course, EPSY 627, *Learning Theories and Social Emotional Bases for Behavior*, is based on feedback from both the American Psychological Association (APA) and students. Specifically, APA indicated PSY 603 did not provide a sufficiently broad presentation of cognitive bases of behavior and SPSY 682 did not provide sufficient coverage of the behavioral impacts of social and emotional factors. Students also cited that the heavy emphasis on brain function and perception within PSY 603 contributed little to their work in the school setting. The new course will provide a strong and balanced emphasis connecting cognitive theory and social emotional factors with successful progression through education. The content of the new course will also provide students with a broader base from which to develop interventions as they work with children experiencing educational difficulties.

The changing of EPSY 713, *Multivariate Statistics and Advanced Research Design*, from an elective course to a required course is based on faculty review. Faculty recently noted that students did not appear to have independent mastery of complex statistics. Thus, students were dependent upon faculty for the statistical analysis of data for their dissertations. Requiring this course will increase the students’ knowledge and range of statistical tools. The information presented in the course will allow for greater evaluation of published research and more complex analyses of data in dissertations. Most importantly, students will be more independent in their analysis skills.

The proposed elimination of SPSY 667, *Preschool Psychoeducational Assessment* was

based upon faculty review of curriculum and feedback from practicum supervisors. Specifically, supervisors have observed that candidates possess adequate technical skills but require more advanced training in cognitive theory, interpretation, and application. Upon further review and discussion, faculty determined the best way to provide this emphasis would be to streamline the assessment training sequence by covering essential preschool assessments within the revised SPSY 666. The addition of a 1-credit lab to SPSY 666 allows sufficient additional time to incorporate measures previously covered in SPSY 667.

The removal of the option between SPSY 695, *Research in School Psychology*, and COUN 736, *Research Seminar*, is based upon closure of the Counseling Psychology doctoral program and the demise of the COUN 736 course.

The addition of the requirement for SPSY 793, *Supervised Field Work*, and removal of the requirement for SPSY 791, *Advanced Internship in School Psychology*, is based upon student input, internship supervisor feedback, and faculty review of curriculum and preparation for predoctoral internship (SPSY 891). The current requirement for SPSY 791 is problematic due to insufficient part-time school placements with doctoral-level supervision. SPSY 793 will provide students with more in-depth field experiences in clinical or residential settings. This will provide training in assessment, intervention, treatment, and consultation that is not currently available through the SPSY 791 requirement. Additionally, SPSY 793 will allow students to develop more advanced skills and situate them to compete for a broad array of predoctoral internship placements. Students will have an option to complete SPSY 791 as an additional field experience course that will supplement the required SPSY 793.

The change in the admission requirement was based on faculty review of procedures. Since the students are engaged in practicum experiences during the first semester of study and background checks are required prior to engaging in practicum activities, delay in students completing background checks can hinder their education. Thus, it was decided to ensure that students complete background checks prior to being granted admission by making regular admission contingent upon successful completion of the criminal background check.

The change in credit load of SPSY 791 and SPSY 793 is based upon faculty review of curriculum. The faculty realized that many students need to diversify their field experiences in order to be most competitive for approved internship sites. However, current credit loads do not allow for documentation that differentiates between intensive full-time experiences and varied short-term intense experiences, such as work in on-campus clinics or part-time experiences at community agencies. The flexibility in credit load will allow documentation of various experiences and will encourage students to pursue wide-ranging experiences, making them more competitive for prestigious internships.

The changing in credit load for SPSY 688, *Supervision of Practicum in School Psychology*, is based on student feedback and faculty review of curriculum. Students reported that they had minimal opportunity to implement the supervision skills taught in the class. They also reported that their transcript did not indicate the supervision opportunities that were conducted the semester following the course. Faculty concurred that documentation of practicum opportunities of supervision were lacking. The flexible credits and adjustment to allow the course will structure the practicum opportunities for supervision and give students the necessary

documentation of these experiences.

The proposed prerequisite changes are based on faculty review of the curriculum. With the expansion of the program to distance and part-time students, the faculty found that some students would register for courses that matched their schedule instead of following a program of study. Thus, if the registration error was not caught, students completed courses out-of-sequence. If the error was detected, the student had to re-register for courses and complete drop-add forms and face possible late fees. The clear statement of prerequisites will minimize this problem.

Proposed Catalog Copy:

Guidance and Psychological Services—School Psychology Ph.D. (119 credits minimum)

CIP Code: 131101 **Major Code:** 8673

The graduate program leading to the doctor of philosophy (Ph.D.) degree in guidance and psychological services in school psychology is designed to prepare persons for positions of leadership in school-based practice; professional psychological practice in diverse settings; and positions focused on research, teaching, and professional service. Admission and retention are based upon appropriateness of educational and career goals, available positions in the program, interpersonal skills, communication ability, and academic and clinical performance. Meeting minimum standards alone does not guarantee either admission or retention.

Admission Requirements

1. Complete application to the College of Graduate and Professional Studies.
2. Undergraduate grade point average of 2.7 or above.
3. Graduate grade point average of 3.5 or above with no deficiencies in the area chosen for advanced graduate study.
4. Official transcript from each school at which any undergraduate or graduate work has been done.
5. Scores on the Graduate Record Examinations General Test.
6. Three letters of recommendation from persons who know the prospective student in an academic and/or professional capacity.
7. A personal narrative describing the applicant's professional goals and the contribution of this program to accomplishing those goals.
8. Successful completion of the criminal background check required by the Bayh College of Education.

It must not be assumed that meeting minimal standards guarantees admission to the program. After review of all materials, the admissions committee will invite prospective students to participate in either a telephone or personal interview. Additionally, regular admission is contingent upon successful completion of the criminal background check required by the Bayh College of Education.

A minimum of 119 credits of graduate work beyond the bachelor's degree is required, in addition

to the successful completion of a doctoral dissertation as prescribed in the regulations of the College of Graduate and Professional Studies, and a 2,000-hour, year-long internship. The doctoral program is accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). Further information about accreditation and program approval may be obtained from APA (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242, Phone: 202-336-5979, Fax: 202-336-5978, e-mail: apaaccred@apa.org) or NASP (National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, Phone: 301-657- 0270, e-mail: cert@naspweb.org).

The program aspires to prepare professional psychologists through a scientist-practitioner training model. This incorporates preparation focused on theoretical, research, technical, and interpersonal and leadership competencies, which are integrated and applied through a problem-solving model to all aspects of candidates' work with diverse populations of children, youth, families, and schools. The objectives of the program are to produce professional psychologists who demonstrate:

- Knowledge and skills concerning fundamentals of measurement and assessment, and the use of assessment measures in a non-biased, reliable and valid manner.
- Knowledge and skills concerning the theories and strategies used to guide the design and implementation of effective interventions for children and adolescents.
- The ability to apply theoretical knowledge and skills when consulting with educators, school administrators, family members, and other professionals.
- Knowledge and skills pertaining to research methodology and design, the evaluation of treatment effects, and the communication of findings.
- Skills required for appropriate professional practice, legal and ethical decision-making, and sensitivity to individual and cultural differences.

The Ph.D. degree is regarded as an advanced practitioner's degree and, as such, is a continuation of work completed in pursuit of the master of education (M.Ed.) in school psychology. Students who have not completed the M.Ed. in school psychology but have a master's degree in special education, psychology, or a related field may be considered for admission and offered the opportunity to complete any deficiencies *en route* to completion of the Ph.D. degree. A student admitted to the Ph.D. program must demonstrate evidence of sound scholarship and the ability to carry out individual research. The program listed below includes the coursework for both the M.Ed. and the Ph.D. degrees in school psychology.

The Ph.D. program requirements can be described briefly as follows:

A. Research (15 credits)

- EPSY 620 - Foundations of Qualitative and Quantitative Research 3 credits
- EPSY 710 - Introduction to Qualitative Methods of Inquiry 3 credits
- EPSY 712 - Statistical Inference 3 credits
- EPSY 713 - Multivariate Statistics and Advanced Research Design 3 credits
- SPSY 695 – Research in School Psychology 3 credits

B. Foundations (30 credits)

- CIMT 660 – Curriculum Fundamentals 3 credits
- EDLR 650 – Foundations of Educational Leadership 3 credits
- COUN 533 – Techniques of Counseling 3 credits
- COUN 666 – Multicultural Counseling 3 credits
- EPSY 621 – Development Through the Lifespan 3 credits
- EPSY 627 – Learning Theories and Social Emotional Bases for Behavior 3 credits
- EPSY 624 – Survey of Psychological Theories 3 credits
- EPSY 626 – Child and Adolescent Psychopathology 3 credits
- EPSY 628 – Biological Bases of Behavior 3 credits
- PSY 607 – Proseminar: Social Bases of Individual Behavior 3 credits

C. School Psychology Specialization (44 credits minimum):

The student must complete a program preparing him or her to assume leadership roles in the field of school psychology through practice in school systems, mental health centers, clinic, hospital, and private practice settings; and leadership positions in organizations relevant to psychology and education. To aid in the development of competency in the area of school psychology, the student must complete course work and practica in evidence-based interventions, psychological and educational measurement and evaluation, professional standards and ethics, cognitive and social aspects of behavior, theories and methods of assessment and diagnosis, and application of knowledge and skill in real-life contexts.

D. Subspecialization (6 credits):

The student will select an area of subspecialization in addition to the school psychology specialization and other program requirements. The subspecialization is chosen in consultation with the student’s advisor and should emphasize the development of additional clinical skills or expertise in an area related to educational and/or psychological practice, research, or policy.

E. Dissertation (18 credits minimum):

The student must successfully complete a dissertation on a topic related to school psychology approved by the student’s doctoral committee.

E. Internship (6 credits minimum):

The student must complete the equivalent of a one-year, full time pre-doctoral internship (2,000 hours) at a site approved by the individual’s doctoral committee, the director of internships, and the director of school psychology training. The internship will occur following completion of all required course work.

Note:

 The program for each student will be planned jointly by the student, the advisor, and the doctoral committee and will include required course work in each of the areas noted above, required practica, and specialization practica. The student’s competencies, interests, and goals, as well as prior educational and/or clinical experiences will be considered in the planning of the sequence

of practica, research experiences, and dissertation topic. The program will be subject to revision as the student's strengths and needs are assessed and as he or she progresses through the program.

Note:

Courses in the 500 series are open to undergraduates as *400 series. Graduate students are required to do additional work of a research nature. A course taken at the 400 level may not be repeated at the 500 level.

Effective term: Fall 2014

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Applied Health Sciences

Health Sciences M.S. (36-45 credits)

CIP Code: 511504 Major Code: H132

Brief Summary:

Currently the M.S. in Health Sciences program is a thesis only option program. We are proposing the addition of a research project culminating experience as an option for the thesis requirement. Students may choose between a thesis or research project.

Proposed Catalog Copy:

Health Sciences M.S. (36-45 credits)

CIP Code: 511504 Major Code: H132

The Master's degree concentration in Public Health provides a general mastery of public health beyond that of the undergraduate level. It is particularly recommended for those students who wish to: advance in their careers beyond entry-level positions; assume additional organizational responsibilities; or pursue a doctorate degree. General requirements include an internship and an option of a thesis or research project.

The concentration in Public Health Nutrition is designed to meet the needs of Registered Dietitians and Public Health professionals who want to work with individuals and communities to promote healthy dietary intake. It also prepares public health officials who want to work in the obesity and chronic disease management areas. Within the concentration, there is a track for Registered Dietitians and a second track for those with a health promotion/public health undergraduate degree.

Core Classes (21 credits)

- AHS 601 – Research Methodology in Health Sciences 3 credits
- AHS 602 – Introduction to Public Health 3 credits

- AHS 604 – Research Design and Data Analysis in Health and Human Performance 3 credits
- AHS 612 – Epidemiology 3 credits
- AHS 617 – Health Behavior Theories 3 credits
- AHS 619 – Seminar: Advanced Health Program Planning and Coordination 3 credits
- AHS 628 – Seminar: Advanced Program Evaluation in Health Professions 3 credits

Public Health Concentration (12 credits)

- AHS 609 – Applied Communications in Health Professions 3 credits
- AHS 614 – Principles of Environmental Health 3 credits
- AHS 691 – Internship in Community Health Promotion 3 credits
- AHS 626 – Supervision and Management in Health Professions 3 credits

Public Health Nutrition Concentration (12-18 credits)

Registered Dietitian Track

- AHS 622 – Public Health Nutrition 3 credits
- AHS 623 – Advanced Nutrition II 3 credits
- AHS 627 – Trends in Foods 3 credits
- AHS 629 – Seminar in Public Nutrition 3 credits

Non-Registered Dietitian Track

- AHS 201 – Fundamentals of Nutrition 3 credits (prerequisite)
- AHS 521 – Life Cycle Nutrition 3 credits
- AHS 557 – Food Protection 3 credits
- AHS 622 – Public Health Nutrition 3 credits
- AHS 627 – Trends in Foods 3 credits
- AHS 629 – Seminar in Public Nutrition 3 credits

Culminating Experience (3-6 credits)

Choose one of the Following

- AHS 630 – Research project in Health Sciences 3 credits
- AHS 699 – Master’s Thesis 1-6 credits

Effective term: Fall 2014

CORRECTIONS

The following corrections are reflected in **bold and italics*:

UNDERGRADUATE APPROVALS

NEW COURSES

***NEW COURSES**
FOUNDATIONAL STUDIES CREDIT

BAYH COLLEGE OF EDUCATION: CDCSEP

COUN 425 - Career Development for Women

3 credits

This course covers the spectrum of career development issues and theories as applied to women in the modern workplace. Issues of gender role expectations, the history of women's work in the United States, and career decision making for women will be explored.

A-F Grading

Effective term: Summer I 2013

BAYH COLLEGE OF EDUCATION: CDCSEP

EPSY 401 - Topics in Developmental Psychology

3 credits

A rotating topics course in developmental psychology focusing on integrating multidisciplinary theoretical perspectives and research.

Repeatable: May be repeated for a maximum of 6 credits.

A-F Grading

Effective term: Summer I 2013

NEW COURSES
FOUNDATIONAL STUDIES CREDIT

***COURSE REVISIONS**

COLLEGE OF ARTS AND SCIENCES: Economics

ECON 302 - Economics of Health and Medical Care

3 credits

Relates institutional arrangements to economic efficiency and productivity in the provision of health and medical services.

Prerequisites: ECON 100 or 201.

Foundational Studies Credit: [FS 2010: Integrative Upper-Division Electives]

Remove prerequisites to:

ECON 302 - Economics of Health and Medical Care

3 credits

Relates institutional arrangements to economic efficiency and productivity in the provision of health and medical services.

Foundational Studies Credit: [FS 2010: Integrative Upper-Division Electives]

A-F Grading

Effective term: Spring 2014

COURSE REVISIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Kinesiology, Recreation, and Sport

PE 179 - Contemporary Activities

1 credits

Content of this course will vary, according to new activities, developing interests, and expertise of faculty.

Add repeatable to:

PE 179 - Contemporary Activities

1 credits

Content of this course will vary, according to new activities, developing interests, and expertise of faculty.

Repeatable: May be repeatable with change in course content.

A-F Grading

**Effective term: Spring 2014*

PROGRAM REVISIONS

SCOTT COLLEGE OF BUSINESS: Accounting-Finance-Insurance-and Risk Management

Finance Major (78 credits)

CIP Code: 520801 Major Code: 7034 & 7035

Brief Summary:

This proposal changes the current finance major to a dual concentration major. One concentration will retain the current finance major, and the other will offer a financial planning major.

Finance: Financial Analysis and Investment Management (General Finance)

The understanding and management of the financial interests of businesses, non-profit organizations, and individual investments is fundamental to the growth and success of the world's economy. Study in the finance program provides the knowledge and training financial experts need to make and implement decisions regarding managing, investing, and distributing financial resources within businesses and on individual levels.

Finance: Financial Planning Concentration

The financial planning Concentration will provide an approved, practical, and theoretical approach to personal financial planning. The curriculum will satisfy the CFP Board requirements for education and prepare the students to take the CFP Board Examination. The Concentration will provide students with the information and analytical skills in financial planning, insurance, investments, portfolio management, employee and retirement benefits, tax planning, estate planning and a case –based capstone course.

Student Learning:

In discussing the finance program, the faculty committee, including one member who holds the CFP designation, determined that the addition of a personal financial planning concentration would attract interest from students and potential employers. The dual concentration program will allow students to select the traditional, general finance concentration as currently offered, or select the newly proposed financial planning concentration. The ability to offer this curriculum as an approved CFP Board Registered Program, and the demand for the CFP certification in the industry encouraged the development of the financial planning concentration. Further, the finance area is looking to capitalize on the endowed resources associated with the Financial Trading Lab and the financial planning program is seen as a viable outcome.

The requirements for Certified Financial Planner™ certification include coursework from a CFP Board Registered Program. The financial planning concentration that is proposed has been approved by the CFP Board to be offered as a Registered Program with the addition of the two proposed courses, Estate Planning (BLAW410) and Cases in Financial Planning (FIN475). Completion of the program will allow graduates to sit for the national examination. The knowledge and skills gained in the program, as well as the certification, are important factors in employer recruiting decisions.

Approved Catalog Copy:

Finance Major (75-78 credits)

CIP Code: 520801 Major Code: 7034 & 7035

Students in Finance will complete either the Financial Analysis and Investment Management Concentration *or* the Financial Planning Concentration

Finance: Financial Analysis and Investment Management Concentration (General Finance)

The understanding and management of the financial interests of businesses, non-profit organizations, and individual investments is fundamental to the growth and success of the world's economy. Study in the finance program provides the knowledge and training financial experts need to make and implement decisions regarding managing, investing, and distributing financial resources within businesses and on individual levels.

Finance: Financial Planning Concentration

The financial planning Concentration will provide an approved, practical, and theoretical approach to personal financial planning. The curriculum will satisfy the CFP Board requirements for education and prepare the students to take the CFP Board Examination. The concentration will provide students with the information and analytical skills in financial planning, insurance, investments, portfolio management, employee and retirement benefits, tax planning, estate planning and a case –based capstone course.

Required Courses on all Four-Year Professional Programs (51 credits):

Business:

- BUS 100 - Introduction to Contemporary Business 3 credits
- BUS 180 - Business Information Tools 3 credits
- BUS 201 - Principles of Accounting I 3 credits
- BUS 202 - Principles of Accounting II 3 credits
- BUS 205 - Business Statistics I 3 credits
- BUS 221 - Introduction to Management Information Systems 3 credits
- BUS 263 - Legal Environment and Business 3 credits
- BUS 305 - Business Statistics II 3 credits
- BUS 311 - Business Finance 3 credits
- BUS 351 - Introduction to Operations Management 3 credits
- BUS 361 - Principles of Marketing 3 credits
- BUS 371 - Management and Organizational Behavior 3 credits
- BUS 401 - Senior Business Experience 3 credits

Economics:

- ECON 200 - Principles of Macroeconomics 3 credits
- ECON 201 - Principles of Microeconomics 3 credits

Required Courses that may fulfill Foundational Studies:

- BEIT 336 - Business Report Writing 3 credits
- MATH 115 - College Algebra 3 credits

or

- MATH 131 - Calculus I 4 credits

or

- MATH 301 - Fundamentals and Applications of Calculus 3 credits

Required Courses for *Financial Analysis and Investment Management Concentration* (27 credits):

Economics:

ECON 321 - Money and Banking 3 credits

Finance:

FIN 333 - Principles of Investments 3 credits

FIN 400 - International Financial Management 3 credits

FIN 434 - Security Analysis and Portfolio Management 3 credits

FIN 435 - Speculative Markets 3 credits

FIN 440 - Financial Institutions 3 credits

FIN 471 - Financial Management 3 credits

Electives (6 credits):

Choose from the following:

ACCT 311 - Cost Accounting 3 credits
ECON 300 - Intermediate Macroeconomics 3 credits
FIN 345 - Real Estate Principles 3 credits
FIN 346 - Real Estate Finance 3 credits
FIN 436 - Applied Financial Modeling 3 credits
FIN 439 - Finance Internship 3-6 credits
FIN 441 - Commercial Bank Management 3 credits
FIN 450 - Capital Budgeting 3 credits

Required Courses for *Financial Planning Concentration* (24 credits)

FIN 320 - Introduction to Financial Services 3 credits
FIN 333 - Principles of Investments 3 credits
INS 340 - Introduction to Risk and Insurance 3 credits
ACCT 404 - Introduction to Federal Income Taxation 3 credits
INS 432 - Employee Benefits 3 credits
FIN 434 - Security Analysis and Portfolio Management 3 credits
BLAW410 - Estate Planning 3 credits
FIN475 - Cases in Financial Planning 3 credits

****Effective term: Fall 2013***