



# *Academic Notes*

May 5, 2008

AN 2007-2008

## **ACADEMIC NOTES PUBLICATION SCHEDULE** **FOR SPRING 2008**

Below is the circulation schedule for the electronic copy of *Academic Notes* through August 11, 2008.

**All submissions for inclusion in Academic Notes are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of Academic Notes on the following Monday. Submissions must be in hard copy along with an e-mail, disk, 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/acad-aff/79.html>**

## **ACADEMIC NOTES PUBLICATION SCHEDULE** **FOR SUMMER 2008**

<b><u>Deadline for Items</u></b>	<b><u>Issue Date</u></b>
May 14	May 19
May 28	June 2
May 11	June 16
May 25	June 30
July 9	July 14
July 23	July 28
August 6	August 11

## **THESES, DISSERTATIONS, AND RESEARCH PROJECTS**

### **COLLEGE OF ARTS AND SCIENCES: Geography, Geology, and Anthropology**

**David Livingston** will defend his thesis entitled *Controls on Longitudinal Profiles in Headwater Rivers of the Waipaoa Basin, North Island, New Zealand* on Thursday, May 15, 2008, at 11:00 a.m. in the Science Building, room 110. Members of his committee are: Dr. Basil Gomez, Chairperson; Dr. Jay Gatrell, and Dr. Ryan Jensen.



**COLLEGE OF ARTS AND SCIENCES: Psychology**

**Pam Deans** will defend her dissertation entitled *Use of Eye Movement Tracking in the Differential Diagnosis of ADHD Inattentive Type, ADHD Combined Type, and Reading Disability* on Tuesday, May 27, 2008 at 9:00 a.m. in Root Hall, room B-031. Members of his committee are: Dr. Liz O'Laughlin, Chairperson, Dr. Michael Murphy and Dr. Brad Brubaker.

**For the period April 17, 2007 through April 28, 2008, the following curriculum changes have taken place:**

**PROGRAM CHANGES 2007-08**

	Arts and Sciences	Business	Education	Nursing, Health, and Human Services	Honors	Technology	Total
Revisions	1	1	23	10	1	31	67
Eliminations	6	0	15	0	0	0	21
Suspensions	0	0	0	2	0	6	8
New	5	0	3	0	0	4	12
<b>TOTAL</b>							<b>108</b>

**COURSE CHANGES 2007-08**

	Arts and Sciences	Business	Education	Nursing, Health, and Human Services	Honors	Technology	Total
Revisions	40	1	10	10	1	238	300
Banking	15	0	5	3	0	0	23
Eliminations	117	3	2	1	0	39	162
New Courses	15	2	9	3	4	30	63
Reactivations	1	0	0	0	0	3	4
<b>TOTAL</b>							<b>552</b>

**ACALOG NOTE**

The format for curriculum proposals has changed to correspond with the structure of Acalog, the new version of the electronic catalogs. Some proposals will be published under the old structure and some under the new structure during this transition period. For more information on Acalog, please see [http://www.indstate.edu/acad-aff/doc/basic\\_acalog\\_info.doc](http://www.indstate.edu/acad-aff/doc/basic_acalog_info.doc) or contact Robyn Lugar, extension 3428.

# CURRICULUM

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## UNDERGRADUATE PROPOSALS

### NEW COURSES

#### UNIVERSITY HONORS PROGRAM

**199 Summer Honors Seminar**-- 1-2 credits. Students will be introduced to an exciting academic topic through a combination of classroom lecture and discussion and hands-on learning during a one to two-week course. Topics vary across challenging subjects, from traditional arts and sciences to professional disciplines.

*Preferred effective term: Fall 2008*

## UNDERGRADUATE APPROVALS

### COURSE REACTIVATION

#### COLLEGE OF BUSINESS: Organizational Department

BEIT 420

BEIT 439

*Preferred effective term: Fall 2008*

## **PROGRAM REVISIONS**

### **COLLEGE OF ARTS AND SCIENCES: Chemistry**

#### **Chemistry Major Area (44 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

#### **Brief Summary:**

To clear up catalog issues in the Department of Chemistry, CHEM 410 is being removed from the Chemistry Major Area for Science Education Licensure, as it is banked.

#### **Proposed Catalog Copy:**

#### **Chemistry Major Area (43 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

### **Chemistry Major Area**

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(43 semester hours)

#### **Required Chemistry:**

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- CHEM 105 - General Chemistry I 3 hours
- CHEM 105L - General Chemistry I Laboratory 1 hour
- CHEM 106 - General Chemistry II 3 hours
- CHEM 106L - General Chemistry II Laboratory 1 hour
- CHEM 321 - Analytical Chemistry 4 hours
- CHEM 351 - Organic Chemistry I 3 hours
- CHEM 351L - Organic Chemistry Laboratory I 1 hour
- CHEM 352 - Organic Chemistry II 3 hours
- CHEM 352L - Organic Chemistry Laboratory II 1 hour
- CHEM 431 - Biochemistry I 3 hours
- CHEM 431L - Biochemistry Laboratory 1 hour
- CHEM 465 - Survey of Physical Chemistry 4 hours

#### **Prerequisites (10 hours):**

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- CS 151 - Introduction to Computer Science 3 hours
- MATH 115 - College Algebra and Trigonometry 3 hours
- MATH 131 - Calculus I 4 hours

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**Required Professional Courses in the College of Arts and Sciences (5 hours):**

- SCED 396L - The Teaching of Science in the Junior High/Middle School 2 hours
- SCED 398L - The Teaching of Science in High School 2 hours
- SCED 402 - Teaching an Integrated Unit in Science 1 hour

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**Required Professional Courses in the College of Education (27 hours):**

See the Department of Curriculum, Instruction, and Media Technology section of this *Catalog*.

*Preferred effective term: Fall 2008*

**COLLEGE OF ARTS AND SCIENCES: Chemistry**

**Physical Science for Science Education Licensure (64 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

**Brief Summary:**

To clear up catalog issues in the Department of Chemistry and Physics, in the Physical Science for Science Education Licensure section, PHYS 396 and 396L have been banked. The department wishes to replace them with PHYS 215 and 215L.

**Proposed Catalog Copy:**

**Physical Science for Science Education Licensure (64 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

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**Physical Science for Science Education Licensure**

(64 semester hours)

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**Required Courses (50 hours):**

- CHEM 105 - General Chemistry I 3 hours
- CHEM 105L - General Chemistry I Laboratory 1 hour
- CHEM 106 - General Chemistry II 3 hours
- CHEM 106L - General Chemistry II Laboratory 1 hour
- CHEM 321 - Analytical Chemistry 4 hours

- CHEM 351 - Organic Chemistry I 3 hours
- CHEM 351L - Organic Chemistry Laboratory I 1 hour
- CHEM 352 - Organic Chemistry II 3 hours
- CHEM 352L - Organic Chemistry Laboratory II 1 hour
- GEOL 160 - Introduction to Earth and Sky Sciences 3 hours.
- GEOL 160L - Laboratory Studies Earth and Sky 1 hour.
- MATH 131 - Calculus I 4 hours
- MATH 132 - Calculus II 4 hours
- PHYS 205 - University Physics I 4 hours
- PHYS 205L - University Physics I Laboratory 1 hour
- PHYS 206 - University Physics II 4 hours
- PHYS 206L - University Physics II Laboratory 1 hour
- PHYS 215 – Modern Physics I 3 hours.
- PHYS 215L – Modern Physics I Laboratory 1 hour.
- PHYS 310 - Analytical Mechanics 3 hours

**Choose one from the following:**

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- CHEM 499 - Introduction to Research in Chemistry 1-4 hours
- PHYS 475 - Independent Study in Physics 1-3 hours

### **Approved Electives: (9 hours )**

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(at least one course from each area: chemistry, physics, and geology/geography)

- CHEM 421 - Instrumental Methods of Analysis 4 hours
- CHEM 431 - Biochemistry I 3 hours
- CHEM 431L - Biochemistry Laboratory 1 hour
- CHEM 465 - Survey of Physical Chemistry 4 hours
- CHEM 465L - Survey of Physical Chemistry Laboratory 1 hour
- GEOG 316 - Weather and Climate 3 hours.
- GEOL 360 - General Astronomy 3 hours.
- GEOL 361 - Oceanography 3 hours.
- PHYS 341 - Electricity and Magnetism 3 hours
- PHYS 356 - Computational Physics 3 hours

- PHYS 460 - Optics 3 hours

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**Required Professional Education Courses in the College of Arts and Sciences (5 hours):**

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- SCED 396L - The Teaching of Science in the Junior High/Middle School 2 hours
- SCED 398L - The Teaching of Science in High School 2 hours
- SCED 402 - Teaching an Integrated Unit in Science 1 hour

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**Required Professional Education Courses in the College of Education (30 hours):**

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See the Department of Curriculum, Instruction, and Media Technology section of the *Catalog*.

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Physics**

### **Physics Major (61-65 semester hours)**

**CIP Code: 400801 Major Code: 3521**

#### **Brief Summary:**

Create an official "concentration" in "Engineering Physics."

This concentration will bring students currently in the non-degree pre-engineering program into a degree program. Many of these students already decide to stay at ISU and complete a degree rather than transfer to an engineering school. This concentration will (1) give them motivation to complete a rigorous program of study, including satisfying the general education requirements, which will benefit them whether they stay or transfer and (2) give them incentive to stay, since this concentration offers them preparation for the career they are interested in.

It will also give a home to students who enroll to pursue 3+2 engineering programs we are currently articulating with engineering schools such as the University of Evansville, and the University of Missouri-Rolla. Again, having this concentration will provide incentive for students complete their course work at ISU, since the articulations we are pursuing would allow students to apply the courses they need to take for the 3+2 program toward a degree at ISU.

Finally, the presence of this concentration in the catalog should help the Physics faculty recruit students to ISU. Career-oriented students often want to pursue engineering, and are unaware that they may become an engineer with a physics degree. The concentration combines a core in physics with courses from the Industrial & Mechanical Technology that provide training in practical skills used in engineering applications.

This concentration requires no new courses or resources. It simply incorporates existing courses from the Industrial & Mechanical Technology into a new option for a physics degree.

The creation of this concentration is essential to our long term strategic plan to recruit talented students to ISU through 3+2 engineering programs.

## Student Learning:

During our 2004 program review, the external reviewers wrote:

"A 3 + 2 program in engineering needs to be developed by the ISU physics department. The Department must aggressively publicize and market the 3 - 2 program and make it more student-friendly by fine tuning the current curriculum. Such programs at other institutions have played a significant role in building the number of students in the department. With a 3 - 2 program, aggressive marketing of the programs, and continued work on developing a "community" sense among the departments students and faculty, we believe that in five years time, the numbers of students in the program could reach 30 – 35 students."

While the Engineering Physics concentration is separate from the 3-2 program, it should help attract students to the program and help retain students that enter the 3-2 program at ISU by giving them a degree option.

This is also consistent with conclusions of the program prioritization task force that the physics program needs to be re-organized or re-aligned. We are working closely with the Mechanical Engineering Technology faculty to deliver this curriculum, and are targeting an entirely new population of students.

## Proposed Catalog Copy:

### Physics Major (61-62 semester hours)

CIP Code: 400801 Major Code: \_\_\_\_\_

Core Curriculum (40 Credits)

**Required Physics courses:** 205—4 credits; 205L—1 credit; 206—4 credits; 206L—1 credit;

215—3 credits; 215L—1 credit; 216—3 credits; 216L—1 credit; 310—3 credits; 341—3 credits

**Required Mathematics:** 131—4 credits; 132—4 credits

**Required Chemistry:** 105—3 credits; 105L—1 credit; 106—3 credits; 106L—1 credit

### Engineering Physics Concentration (22-23 semester credits)

The engineering physics concentration focuses on applying the principles of physics to develop new technologies and solve interdisciplinary engineering problems. Graduates may pursue an advanced degree in applied physics or engineering, or function as productive engineering professionals.

Required Courses: 40 hour core curriculum

Physics: 356—3 hrs; 475—2-3 credits

Mechanical Engineering Technology: 103—3 credits; 130—2 credits; 203—3 credits; 404—3 credits

Computer Science: 256—3 credits

Electives: 3 hours from approved courses

*Preferred effective term: Fall 2008*

## **COLLEGE OF EDUCATION: Elementary, Early and Special Education**

### **Elementary Education Major (124 semester hours minimum)**

**CIP Code: 131202 Major Code: 8542**

#### **Brief Summary:**

English 235 is part of the additional subject matter area in the Elementary Education Program. The general education requirements meet the state generalist standards for elementary teachers. The elimination of this course gives students the opportunity to choose from a variety of English courses.

#### **Proposed Catalog Copy:**

### **Elementary Education Major (124 semester hours minimum)**

**CIP Code: 131202 Major Code: \_\_\_\_\_**

#### **Elementary Education Major**

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(124 semester hours minimum)

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree, provided the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that the individual satisfies the test requirements. Upon completion of this degree, the holder can be licensed in the elementary, primary, and intermediate school setting.

#### **General Education and Additional Subject Matter (71 hours minimum):**

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The student will complete the Indiana State University Basic Skills and Liberal Studies components of the General Education Program.

The following courses must be completed either as a part of the Indiana State University General Education Program or in addition to it with a grade of "C" or above.

- An approved Fine Arts class 3-4 hours.
- COMM 302 - Speech Communication for the Teacher 3 hours  
(satisfies the Communication requirement)
- ELED 272 - Introduction to Classroom Computer Use 3 hours  
(satisfies the Information Technology Literacy requirement)
- EPSY 341 - Education in a Multicultural Society 3 hours  
(satisfies the Multicultural Studies: U.S. Diversity requirement)
- HLTH 327 - School Health for the Elementary Teacher 3 hours
- MATH 205 - Mathematics for Elementary Teachers I 3 hours
- (May not be taken by correspondence)

- MATH 305 - Mathematics for Elementary Teachers II 3 hours
- (may not be taken by correspondence)
- MUS 325 - Music in the Education of Children 3 hours
- PE 348 - Methods of Teaching Physical Education in Elementary Schools 2 hours  
(satisfies the Physical Education requirement)
- SCED 393 - Science in the Elementary School 4 hours
- SCED 393L - Science in the Elementary School Laboratory 1 hour

**Choose one from the following:**

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- COMM 266 - Oral Interpretation of Children's Literature 3 hours
- ENG 280 - Children's Literature 3 hours

**Choose one from the following:**

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- HIST 201 - The United States to 1877 3 hours
- (satisfies the Historical Studies requirement)
- HIST 202 - The United States since 1865 3 hours

**Professional Education (36 hours minimum):**

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A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

The professional education component in elementary education consists of a sequential pattern of course work integrated into blocks. Each subsequent block has the previous block as prerequisite. Prior to enrolling in Block III, the student must have been admitted to the Teacher Education Program I. Early and continuous experiences with children in school settings are included throughout the professional education component. All block sequences include practicum experiences in actual school settings. These laboratory courses do not carry course credit, but are required to successfully complete each block.

- ELED 335 - Early Childhood: Teaching and Learning in the Kindergarten 3 hours

**Select one of the following Exceptional Learning Courses:**

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- ELED 437 - Early Childhood: Theories and Practices in Working with Exceptional Children 3 hours
- (This course is prerequisite to enrollment in Block II.)
- SPED 102 - Introduction to Special Education 3 hours
- SPED 226 - The Exceptional Learner in the Regular Classroom 3 hours

**Foundations Block I (4 hours):**

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- ELED 100 - Initial Experiences in Elementary Education 1 hour

- ELED 100L - Initial Experiences in Elementary Education 0 hours
- EPSY 202 - Psychology of Childhood and Adolescence 3 hours

**Teaching-Learning Block II (8 hours):**

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- ELED 250 - Teaching-Learning and Classroom Management 3 hours
- ELED 250L - Teaching-Learning and Classroom Management 0 hours
- ELED 259 - Measurement and Evaluation in the Elementary School 2 hours
- ELED 324 - Emergent Literacy 3 hours

**Methods-Content Block III (6 hours):**

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- ELED 392 - The Teaching of Elementary School Social Studies 3 hours
- ELED 392L - The Teaching of Elementary School Social Studies 0 hours
- ELED 397 - Teaching Developmental Reading and Other Language Arts 3 hours

**Methods-Content Block IV (6 hours):**

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- ELED 394 - The Teaching of Elementary School Mathematics 3 hours
- ELED 394L - The Teaching of Elementary School Mathematics 0 hours
- ELED 398 - Corrective Reading in the Classroom 3 hours

**Practicum Block V (12 hours):**

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- ELED 451 - Supervised Teaching 6 hours
- ELED 453 - Supervised Teaching 3 hours
- ELED 457 - Elementary and Special Education Capstone 3 hours

**Electives (12 hours minimum):**

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Three options are available:

1. Complete any University minor as specified by the *Undergraduate Catalog*. The minor area may not appear on a teaching license, but will appear on the University degree as well as provide students with more depth of understanding in an area of interest. (Check with Education Student Services Office for applicable minors).
2. Complete a sequence of courses that can lead to an additional instructional license added to the school setting of early and middle childhood. The instructional setting of middle/junior high school can also be added to the instructional license along with a content area to allow the student teach at the middle school level.
3. Electives of the student's choice to study an area of interest or explore other fields.

*Preferred effective term: Fall 2008*

# **GRADUATE APPROVALS**

## **PROGRAM REVISIONS**

**COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**Ph.D. Degree Program in Guidance and Psychological Services--School Psychology (112 semester hours minimum)**

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

### **Brief Summary:**

Credit load for practica and internship

The first issue is the number of credits assigned to practica courses. Currently, all practica have been receiving 3 credits. This practice is out-of-date with credit assignments in comparison to other programs and other universities. The proposed change would have the credit earned for each course increase as the student progresses through the program. Each course will be described separately.

SPSY 678 -- During their first year, students enroll in SPSY 678 in the fall and spring semester. The proposed change is to decrease this course from 3 hours to a 1 credit hour course, meaning students would earn 2 credits of SPSY 678 in their first year experience. This allows for first year students to get structured hands-on experience in a school setting and to serve in the READ clinic for a full year.

SPSY 686--Next, SPSY 686 has been a 3 hour course and students have been required to earn 9 hours during their course of study. The proposed change will decrease to course from 3 credit hours to 2 credit hours. Students will take this course both fall and spring semester of their second year for a required total of 4 hours. In the previous program, students registered for this SPSY 686 in the spring of the first year and then both semesters of the second year. However, there was a significant difference in the responsibilities of the students between the spring of the first year and the fall of their second year. To more clearly indicate the increase in experience and greater independence during the second year of training, the faculty decided to separate the first and second year practica into SPSY 678 and SPSY 686, respectively.

Alternative courses

SPED 698D for ELAF 708--The next proposed change is the addition of courses that can serve as alternatives to required courses. The first is offering SPED 698D Advanced Topics in Special Education: Special Education Law as an alternative for ELAF 708 Seminar in Foundations of Modern Education. Both of these courses are to provide students with an understanding of their roles within the school and how schools work. ELAF 708 focuses on the school as a social organization and how it serves society. This course provides school psychologists with a general overview of the system in which they will be working. In contrast, SPED 698D focuses on the role of school psychologists as it

relates to the law. Understanding the law and how it many changes impacts school psychologists has been viewed as increasingly important. Further, different students have expressed an increasing interest in the legal definition of the role of school psychologists. The importance of understanding the legally defined role of school psychologists will become increasingly important as the role of school psychologists is being reinvented. Given the increasing importance of the law and the fact that the law greatly defines how school psychologists interact with schools, it appeared appropriate to make SPED 698D an alternative for ELAF 708.

COUN 736 for SPSY 695/COUN 834 for SPSY 688 --Another program revision is to offer two counseling classes, COUN 736: Research Seminar and COUN 834: Supervision of Counseling, as alternatives to the two school psychology classes, SPSY 695: Research in School Psychology and SPSY 688: Supervision of Practicum in School Psychology. More specifically, COUN 736 will now be an equivalent substitution for SPSY 695 and COUN 834 will be an equivalent substitution for SPSY 688.

Title change for SPSY 667--The next change is to the course title for SPSY 667 from Psychoeducational Assessment and Intervention to Preschool Psychoeducational Assessment and Intervention. The course title is being changed to reflect an added emphasis on the evaluation of the pre-school aged population, which requires specialized assessment techniques.

CIMT 660 for ELAF 806--The program faculty wish to make the following changes: add CIMT 660: Curriculum Fundamentals and no longer require ELAF 806: Seminar in Educational Thought.

Addition of PSY 603 and PSY 607--The program faculty wish to require two courses from the psychology department, PSY 603: Learning and Cognition and PSY 607: Proseminar: Social Bases of Individual Behavior.

### **Student Learning:**

Credit load for practica and internship

The changes in the credit assignment in practica, allows for better representation of complexity of practica by assigning more credit hours to those experiences that are more complex and demand more independent actions by the students. Further, it saves money for the students. The decision to change credits came about as the faculty prepared the NASP folio and the APA self study. Preparing these documents involved complete reviews of each program as well as an analysis of other programs within ISU and at other universities. During this time, it came to our attention that other programs were awarding credit hours in a ascending fashion as students progressed through their programs. It was also found during our self-evaluation that NASP and APA want to see practicum experiences that increase in complexity and independence. Credit load is one way of demonstrating the increase in complexity from SPSY 678 (READ Clinic) to SPSY 686 (Porter School Psychology Center and school-based experiences) to SPSY 791 (internship).

Alternative courses

SPED 698D for ELAF 708--By adding the optional class of SPED 698D, it allows the students to further explore their own interests while providing essential information as they prepare to be competent professionals. During our preparation of the documents for NASP and APA, it became apparent that more specialized coursework was available for our students and that we should identify a method for allowing our students to take advantage of the opportunities. In addition to our review of the programs for NASP and APA, we gained valuable information from site supervisors last year. The school psychology faculty held a meeting with on-site supervisors to assess their views of the program in terms of strengths and areas for improvement. This meeting was held in October 2006. At this meeting, the field supervisors indicated that our students needed more knowledge of special education law. By adding this course, we are addressing these areas of improvement as identified by on-site supervisors.

COUN 736 for SPSY 695/COUN 834 for SPSY 688--During the Fall of 2006, with the re-alignment of three former departments, we had the opportunity to look at course offerings and make decisions that would best benefit our programs and our students. Within the new department, two of the doctoral programs are School Psychology and Counseling Psychology. In the school psychology area, the two classes of SPSY 695: Research in School Psychology and SPSY 688: Supervision of Practicum in School Psychology, are currently required courses for the Ph.D. degree in school psychology. In collaboration with the counseling psychology faculty, we determined that two courses in their area, COUN 736: Research Seminar and COUN 834: Supervision of Counseling, had a very similar purpose as well as content and requirements. Another program revision is to offer the two counseling classes as alternatives to the two school psychology classes. More specifically, COUN 736 will now be an equivalent substitution for SPSY 695 and COUN 834 will be an equivalent substitution for SPSY 688. In the past, the SPSY classes would be considered 'low-enrollment' courses and at risk of not being offered. This solution allows for the classes to be offered and allows more collaboration among doctoral students.

Title change for SPSY 667--The change increasing the emphasis on preschool for SPSY 667 increases our students knowledge and practice with a population growing in need and frequency of referral. Student outcomes assessment and program accreditation review each support the practice of specialization with the pre-school population. Best practice calls for the early identification of and intervention for various early developmental delays and disorders. This practice is encouraged by our accrediting bodies, NASP and APA. Further, the meeting with the field supervisors also strongly suggested our students needed increased knowledge and experience with the preschool population.

CIMT 660 for ELAF 806--In the past year, our program has begun the process of re-accreditation with the American Psychological Association (APA). This process has allowed the program faculty to examine the course curriculum and how well the current curriculum fits with the guidelines and expectations of APA. Based on the outcome of this assessment process, the program faculty wish to make the following changes: add CIMT 660: Curriculum Fundamentals and no longer require ELAF 806: Seminar in Educational Thought. The program faculty plan to no longer require this course for the doctoral degree. With the need to require many courses across the various aspects of psychology, it is most important that the required curricula cover those aspects of psychology which does not allow for this course any longer. The faculty plan to require CIMT 660 as it appears to fill a gap in the program curriculum. The role of school psychologists is changing rapidly and school psychologists need an

understanding of curriculum. Some changes in their role include assessment of the instructional environment and classroom-wide interventions. Further, there is a significant shift from standardized assessments to curriculum based measures.

Addition of PSY 603 and PSY 607--Adding these courses as required is critical to our doctoral program for a number of reasons. First, our theoretical model for training is cognitive-behavioral; however, a cognitive psychology class has not been a part of the existing curriculum. Second, our students will work in schools or assist school-age children and having a foundation in social psychology is also important. Further, our doctoral program is accredited by the APA which expects students to receive a broad and general training with emphasis on several substantive areas of psychology including cognitive and affective aspects of behavior as well as social aspects of behavior. Our program was last accredited in 2003. In APA's report of the program, it was noted that our program was not meeting these expectations.

### **Proposed Catalog Copy:**

#### **Ph.D. Degree in Guidance and Psychological Services—School Psychology (118 semester hours minimum)**

**CIP Code 131101 Major Code: \_\_\_\_\_**

The graduate program leading to the doctor of philosophy degree in guidance and psychological services in school psychology is designed to prepare persons for positions of leadership in research, teaching, and service. Admission and retention are based upon 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. A minimum of 118 hours 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 School of Graduate Studies, and a 2, 000-hour, year-long internship. The Ph.D. program is accredited by the American Association (APA) and the National Association of School Psychologists (NASP). Further information about the accreditation may be obtained from APA and NASP at: 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](mailto:apaaccred@apa.org); and National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, Phone: 301-657-0270, web site: [nasponline.org](http://nasponline.org).

The goal of the program is to prepare professional school psychologists with a broad cognitive-behavioral theoretical orientation to serve children, youth, families, and individuals with disabilities in a variety of practice, research, and teaching settings. The goal is accomplished through a scholar-practitioner model of training which stems from the program philosophy that theory must be informed by practice.

The objectives of the program are to produce school psychologists who have knowledge of, skill in, and value for:

1. Historical and current issues in the field of psychology and the area of school psychology.
2. Foundations of education and psychology applied to issues of science, practice, and teaching.
3. Administering, interpreting, and designing assessment techniques and instruments relevant to the field of psychology and the area of school psychology.
4. Designing, implementing, and evaluating empirically supported interventions relevant to the field of psychology and the area of school psychology.
5. Applying quantitative and qualitative research methods to questions in psychology, education, and related fields.
6. Applying and evaluating consultation models and techniques with a diverse array of consultees.
7. Ethnic, racial, and cultural diversity in personal and professional activities.
8. Theories, models, and research literature in the areas of human development.
9. Science in their practice and for issues of practice in their research.
10. Technology in science, practice, teaching, and communicating.
11. Theory in science, practice, and teaching.
12. Ethical, legal, and professional guidelines relevant to the field of psychology and the area of school psychology; and professional development and lifelong learning activities.

The program requirements can be described briefly as follows:

A. Foundations (21 hours minimum)

The student must demonstrate competency in understanding and applying foundations of education, philosophy, psychology, research methods, and social sciences. To aid in the development of competency in the areas of foundations, the student must complete course work in foundations of psychology, education, and qualitative and quantitative research design and analysis. Specific requirements include: Educational Psychology 620, 710, 712, 713 or 711; Special Education 698D or Educational Leadership, Administration, and Foundations 708; Curriculum Instruction Media Technology 660; and School Psychology 695 or Counseling 736.

B. Behavioral Sciences Core (24 hours minimum)

The student must complete a program enabling him or her to develop theoretical and philosophical understandings of human behavior. To aid in the development of competency in the area of behavioral science, the student must complete course work and practice in the biological and social aspects of behavior including individual differences in behavior, human development, psychopathology, history, and systems of psychology and education; effective methods of intervention, consultation, and supervision; and issues of cultural and individual diversity. Specific requirements include: Counseling 533, 666; Educational Psychology 621, 624, 626, and 628; Psychology 603, 607.

C. School Psychology Specialization (49 hours 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 practice 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. Dissertation (18 hours 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 hours 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 coursework.

The program for each student will be planned jointly by the student, 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, 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.

*Admission Requirements*

Students seeking admission must meet all of the following requirements:

1. Completed application form to the School of Graduate Studies.
2. Have an undergraduate GPA of 2.7 or above.
3. Have a graduate GPA of 3.5 or above with no deficiencies in the area chosen for advanced graduate study.
4. One official transcript from each school at which any undergraduate or graduate work has been done.
5. Letters of recommendation from at least three persons who know the prospective student in an academic, and/or professional capacity.
6. Scores on Graduate Record Examinations General Tests.
7. Submit a personal narrative describing the applicant's professional goals and how this program specifically contributes to those goals.

It must not be assumed that meeting minimal standards guarantees admission to the program. After review of all of the above materials, the admissions committee will invite prospective students to participate in either a telephone interview or to appear for a personal interview.

*Preferred effective term: Fall 2008*

## **COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Nursing**

### **Post-Master's, Non-Degree Certification Program—Family Nurse Practitioner**

**CIP Code: 511601 Major Code: 9261**

### **Post-Master's FNP Certificate**

**CIP Code: 511601 Major Code: 9262**

### **Post-Master's Certificate in Nursing Education (14 semester hours)**

**CIP Code: 511601 Major Code 9263**

#### **Brief Summary:**

There are three different non-degree graduate certificates available from the nursing department, as well as a graduate guest student designation. In order to effectively monitor and assess enrollment trends and completion rates of certificate offerings, additional and revised major codes are being requested for three of the offerings. In addition, minor title changes are also being requested to provide clarity and to be consistent with University guidelines for the length of certificate titles.

If approved, these changes will be processed through the DARS Director and the Registrar, but will not impact other programs, and library access or holdings. The title changes and major codes will also not require additional financial and staff resources.

#### **Proposed Catalog Copy:**

##### **Post-Master's Family Nurse Practitioner Certificate**

**CIP Code: 511601 Major Code: \_\_\_\_\_**

##### **Post-Master's FNP Certificate**

**CIP Code: 511601 Major Code: \_\_\_\_\_**

##### **Post-Master's Certificate in Nursing Education (14 semester hours)**

**CIP Code: 511601 Major Code \_\_\_\_\_**

There are three non-degree certificate options from which students with a previous master's degree in nursing may select one as their declared certificate. Non-degree seeking students may also declare a guest status.

#### **Post-Master's, Non-Degree Certification Programs**

##### **Post-Master's Family Nurse Practitioner Certificate**

This program is designed for students who have completed a prior master of arts or master of science degree with a focus in nursing. Students must complete the

following course work (**33 semester hours minimum**):

*Clinical Course Work and Practica* (31 semester hours): 624—4 hrs.; 644—7 hrs.; 645—3 hrs.; 646—1 hr.; 664—8 hrs.; 670—5 hrs.; Life Sciences 633—3 hrs.

*Functional Role Course Work and Practica* (2 semester hours): 635—1 hr.; 675—1 hr.

**Post-Nurse Practitioner Family Nurse Practitioner Certificate** This program is designed for students who have completed a prior master's degree in nursing with a nurse practitioner focus.

Students must complete the following course work (**22-27 semester hours minimum**):

*Clinical Course Work and Practica* (21-26 hours): 625—2-3 hrs.; 642—3-5 hrs.; 645—3 hrs.; 646—1 hr.; 665—4-6 hrs.; 670—5 hrs.; Life Sciences 633—3 hrs.

*Functional Role Course Work and Practica* (1 hour): 675—1 hr.

**Post-Master's Nursing Education Certificate.** This program is designed for students who have completed a prior master's degree in nursing. Students must complete the following course work (**14 semester hours minimum**):

*Classroom Course Work and Practica*: (14 hours): 653—3 hrs., 662—3 hrs., 673—4 hrs., 683—4 hrs.

*Preferred effective term: Fall 2008*