

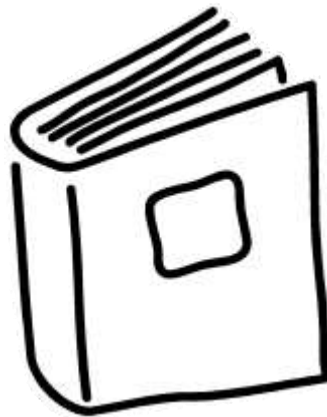
PENNS^TATE



COLLEGE OF EDUCATION
Department of
Education Policy Studies

Education and Public Policy Program

300 Rackley Building
University Park, PA 16802
(814) 865-1488



Undergraduate Student Handbook

Created: Fall 2012

<http://www.ed.psu.edu/educ/eps/epp>

Undergraduate Program

in

Education and Public Policy

Welcome!

Welcome to the Bachelor of Science in Education and Public Policy degree program at University Park. Launched in the Fall of 2008, the Education and Public Policy (EPP) major offers an interdisciplinary program for mission-driven undergraduates who want to make a difference in society by building democratic participation and improving civic capacity in and through educational institutions and communities. This major is specially designed for students who want to work in education but do not want to become certified classroom teachers.

The EPP degree prepares students to enter professional careers in educational organizations, government, community development, public service, non-profits, consulting, philanthropy, and interest groups for the betterment of a diverse and democratic society. EPP students become discerning research consumers and policy analysts in order to work for educational reform and social justice.

Web Resources for EPP

EPP, College of Education Webpage, <http://www.ed.psu.edu/educ/eps/epp>

Education and Public Policy Facebook Page, <http://www.facebook.com/pages/Education-and-Public-Policy-EPP-Undergraduate-Major-Penn-State/194989727207486?fref=ts>

Table of Contents

Academic Advisors.....	1
Registration.....	1
Academic Integrity Statement.....	1
EPP Faculty.....	2
Job Placements.....	3
Curriculum.....	4
General Education Courses:.....	4
Core Courses.....	5
Supporting Courses.....	5
Internships.....	6
Options of Study.....	7
Concurrent majors.....	7
Minors.....	7
IUG.....	7
Appendices.....	8
A: Check Sheet.....	8
B: Suggested Courses for Supporting Courses and Related Areas.....	9
C: Academic Petition Form.....	10

Academic Advisors

Students in the Education and Public Policy Undergraduate Degree program are given three prongs of academic support.

The first is the traditional faculty advisor who will be assigned by the graduate assistant. This match will be made with the student's interests in mind in an attempt to match them to a faculty member who will be most helpful in guidance for research, internships, and career aspirations. If a student wishes to change advisors they should speak to their current advisor, the faculty member to whom they would like to switch, or the graduate assistant.

The second prong of support is the academic advising office in Chambers. We currently have two advisors who work with our program, and students are assigned to one of these by the College of Education (C.o.E). These advisors should be consulted about graduation time lines and course selection. If a student has had one of these advisors in the past (Catherine Augustine or Greg Mason) for another major in the C.o.E. they may request, through that advisor, to be assigned to them for EPP if they so desire.

The third prong of support is the graduate assistant. This assistant is a Masters of Education student in the College Student Affairs program. They will support students by offering resources on class, internship, and career options.

EPP recommends that you meet with both your faculty advisor and your academic advisor at least once a semester. We also suggest that you meet more regularly with at least one arm of our academic support.

Registration

Course offerings are listed online at <http://schedule.psu.edu/> and registration is available through eLion, <http://www.elion.psu.edu>. Registration time tables are also available through eLion.

Academic Integrity Statement

As defined by Faculty Senate Policy 49-20, academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner, serving as a basic guiding principle for all academic activity at Penn State. All members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

It is important to note that faculty members of the college of Education are required to report plagiarisms to the Dean of the College of Education. Please review the following policy regarding plagiarism: <http://www.ed.psu.edu/educ/current-students/academic-integrity/academic-integrity>.

EPP Faculty

This list of EPP Faculty is provided in order to help students get to know the faculty in their program. Students should reference this list to learn about the research interests of faculty. We encourage students to choose their own faculty advisor based on compatibility but also common interests in the field of educational policy. For example, if a student is interested in instructional systems, they would want to speak to faculty who share that interest and have done research in the area. If a student has an interest that they do not see listed with one of our faculty, they should speak to the GA or the head of the program to see if one of our professors has done work in that area, or a related area.

David P. Baker, Ph.D., Johns Hopkins University, Professor of Education and Sociology—educational policy; comparative, cross-national studies of school organization; and sociology of education and labor markets.

Katerina Bodovski, Ph.D., The Pennsylvania State University, Assistant Professor of Education—sociology of education, stratification and inequality, race and ethnicity, sociology of children, comparative and international education, immigration.

Soo-yong Byun, Ph.D., University of Minnesota at Twin Cities, Assistant Professor of Education—sociology of education, comparative and international education, educational policy analysis and program evaluation, quantitative methods.

Erika Frankenberg Ed. D. Harvard University, Assistant Professor of Education—racial desegregation and inequality in K-12 schools; connection between school segregation and other metropolitan policies.

David A. Gamson, Ph.D., Stanford University, Associate Professor of Education—history of education, educational policy; school reform (past and present); and curriculum history.

Mindy L. Kornhaber, Ed.D., Harvard University, Associate Professor of Education—educational policy and human development; testing policies; cognitive development in the context of school reform; educational equity; and qualitative methods.

Gerald K. LeTendre, Ph.D., Stanford University, Professor of Education—young adolescents and schools; ethnography; anthropology of education; comparative education; educational policy; and Japanese area studies.

Dana Mitra, Ph.D., Stanford University, Associate Professor of Education—educational policy; school reform; school-community collaboration; qualitative methods; urban education; and youth development.

Suet-ling Pong, Ph.D., University of Chicago, Professor of Education, Demography, and Sociology—sociology of education; comparative and international education; family-school relationships; and immigration issues.

David Post, Ph.D., University of Chicago, Professor of Education- state/society relationships in higher education governance, comparative and international education, and children’s schooling and well-being.

Madhu S. Prakash, Ph.D., Syracuse University, Professor of Education—philosophy of education; moral education and ethics; ecological literacy; ecofeminism; and culture/race issues.

Maryellen Schaub, Ph.D., The Pennsylvania State University, Assistant Professor of Education—Parenting, Early Childhood Education, School-Family Links, Sociology of Education, Comparative Sociology.

Roger Shouse, -Advisor for EPS Minor, Ph.D, The University of Chicago, Associate Professor of Educational Leadership- school leadership and culture.

Jacqueline Stefkovich Ph.D., Harvard University, Professor of Education- school law

Job Placements

The EPP degree prepares students to enter professional careers in educational organizations, government, community development, public service, non-profits, consulting, philanthropy, and interest groups for the betterment of a diverse and democratic society. EPP Students become discerning research consumers and policy analyst in order to work for educational reform and social justice.

EPP graduates have obtained a range of positions, including:

- Department of Defense Education Activity Branch, Special Education Division
- AFT Teachers Union
- Alliance for Excellence in Education
- LULAC

- New York State Assembly
- Fulbright in Macau
- Saint Ignatius Loyola Academy, Baltimore, MD
- Advocacy Fellow at Education Reform NOW
- Education Week
- PwC Management Consulting
- Social Worker at Valley Youth House
- National Academy for State Health Policy, Washington D.C.
- Pittsburgh Children's Museum
- IBM
- Milton Hershey School
- Teach for America; Chicago, IL; Charlotte, NC, St. Louis, MI

Curriculum

The EPP curriculum engages students in an interdisciplinary course of study. Core courses will focus on education, political science, sociology, history, and economics. Supporting courses offers a great deal of choice and flexibility in electives. These courses should be chosen to support your education and career goals. Supporting courses relate to four major themes: education and public policy, policy problems and public systems, leadership, decision making and ethics, and diversity and equity. In addition to these four areas, there is a major related course section. Also included in the EPP curriculum is an internship component, while it does not have to occur during the summer, this is recommended as a convenient option allowing for students to get the most out of the experience.

General Education Courses:

- Writing/Speaking (GWS)- 9 credits
 - *1 of the following:*
 - ENGL015
 - ENGL030
 - *1 of the following:*
 - ENG202A
 - ENGL202B
 - CAS100A
- Quantification (GQ)- 6 credits
 - *2 of the following:*
 - EDPSY101
 - STAT100
 - STAT200
- Natural Science (GN)- 9 credits
- Arts (GA)- 6 credits
- Humanities (GH)- 6 credits
 - HIST021

- Social & Behavioral Sciences (GS)- 6 credits
 - PLSC001
 - *1 of the following:*
 - SOC001
 - RSOC011
- Health and Physical Activity (GHA)- 3 credits

Core Courses:

- **ECON102**- Introductory Microeconomic Analysis and Policy
- **ECON104**- Introductory Macroeconomic Analysis and Policy
- **EDTHP115**-Education in American Society
- **EDTHP200**- Educational Reform and Public Policy
- **EDTHP394**- Professional Development in Education and Public Policy
- **EDTHP395**- Field Experience in Education and Public Policy (See Also: Internships)
- **EDTHP420W**- Education and Public Policy
- **HIST021**- American Civilization Since 1877
- **PLSC001**- Introduction to American National Government
- **PLSC003**- Introduction to Comparative Politics
- **SOC005**- Social Problems
- **CAS222**- Foundations: Civic and Community Engagement
- *2 of the following:*
 - **EDPSY101**- Analysis and Interpretation of Statistical Data in Education
 - **STAT200**- Elementary Statistics
 - **STAT100**- Statistical Concepts and Reasoning
 - **SOC001**- Introductory Sociology
 - **RSOC011**- Introductory Rural Sociology
- *1 of the following:*
 - **SOC007**- Introduction to Social Research
 - **SOC023**- Population and Policy Issues
 - **EDPSY406**- Applied Statistical Inference for the Behavioral Sciences

Supporting Courses:

Appendix B of the EPP Course sheet lists approved supporting courses. This list is not inclusive, students should explore any courses they wish. The graduate assistant keeps a record of courses which were petitioned and approved for these supporting courses. Students can use this list as a reference. These courses are an opportunity to individualize your education and therefore you should take advantage and take courses which interest you and will supplement your career goals. Students must also be able to articulate how a proposed course would align with major requirements and will enhance their education. All supporting courses (except for Educational Theory and Policy) must be petitioned (appendix C) through the GA and the College of Education. The Academic Advisors in Chambers, with the assistance of EPP's GA can help you with this paperwork. Please note that 21 of the supporting course credits must be a 400 level. Remember that the EDTHP courses must all be 400 level, this leaves 9 credits in one of the other four categories to be at a 400 level.

Internships:

This requirement is fulfilled through the completion of EDTHP395. This course is offered every semester, but students must contact the instructor of the course prior to enrolling. There is a restriction on the course to ensure that students discuss their professional internship opportunity with the instructor and understand the requirements and structure of the course before enrolling in it. Students are required to fulfill obligations of the course while completing the internship. They should have a conversation with the instructor about the appropriate semester during which to enroll in EDTHP395. Internships which are completed online or electronically are discouraged due to the experience they provide students.

Internships are a vital part of the EPP curriculum because of the real-world professional experiences internships provide to students. Not only do internships show potential employers the experiences and the capabilities of a student, but internships also allow students to explore the many opportunities available to them through their degree in EPP.

Previous students have held internships at a range of organizations, including:

- Camp Erin, New York, NY
- Started own business
- Hunan University, China, Research Assistant
- McNair Research Program, Penn State University
- Philadelphia Zoo
- Gay, Lesbian and Straight Education Network, Seattle, WA
- Handong International School, Korea
- Phired Up!, Carmel, IN
- U.S. Congressman Michael Fitzpatrick, Langhorne, PA
- Head Start, Scranton
- Park Forest research project, Education Theory and Policy Program, Penn State University
- Institute for Educational Leadership, Washington D.C.
- Kountoupes Consulting, LLC, Washington D.C.
- Penn State Library
- National Association of Latino Appointed and Elected Officials
- International Law Institute, Washington D.C.
- Penns Valley School District
- Penn State University, First-Year Testing, Consulting, and Advising Program
- New York Department of Education
- Shippensburg University Athletic Director's Office
- Education Policy and Leadership Center, Harrisburg, PA
- Office of Pennsylvania Senator Robert Casey, Washington D.C.
- Department of Human Development and Family Studies, Penn State University
- Civic Enterprises, Washington D.C.
- Pittsburgh Association for the Education of Young Children, Pittsburgh, PA
- Lehigh-Carbon County Community College
- Institute on Urban Health Research, Boston University, MA
- Alliance for Excellence, Pittsburgh, PA

- Newark Schools Research Collaborative, Rutgers University
- League of United Latin American Citizens, Washington D.C.
- Pennsylvania Department of Education
- Penn State Intramurals Office, Department of Athletics
- New York State Assembly

Options of Study

Concurrent majors:

Students can choose to have two majors. This decision should be discussed with faculty and academic advisors. A concurrent major should be used to enhance your education and move you towards your desired career. Students in the past have chosen concurrent majors in Sociology, Secondary Education, Political Science, and Labor Employment Relations.

Minors:

Many EPP students choose to pursue a minor. Because minors fit well into our curriculum students have a great deal of flexibility with the minor they choose. Students in the past have chosen minors in Sociology, Political Science, Labor Employment Relations, Special Education, and Communication Arts and Sciences. Minors can be declared online through eLion.

IUG:

Students in the Schreyer's Honors College can choose to apply for the IUG program. This program allows honors students to combine their undergraduate and graduate course work to complete their master's degree in Educational Theory and Policy while completing their B.S. in EPP. Students should consult their faculty advisor and their honor's advisor to discuss the options and steps required.

The Pennsylvania State University
COLLEGE OF EDUCATION

EDUCATION AND PUBLIC POLICY
(This major does not lead to teacher certification)

DR. D. MITRA, Contact Person
121-124 Credits Required
EFFECTIVE MAY 2012
<http://www.ed.psu.edu/>

Student: _____
PSU ID Number: _____ E-mail: _____
Adviser: _____

I. GENERAL EDUCATION COMPONENTS
45 Cr.

(Select appropriate courses listed in the General Education Bulletin. Note that General Education courses may not be taken SA/UN.)

WRITING/SPEAKING (GWS) – 9 Cr.
ENGL 15 GWS or 30 GWS _____ (3)
ENGL 202A GWS or 202B GWS _____ (3)
CAS 100A GWS _____ (3)

QUANTIFICATION (GQ) – 6 Cr.
(EDPSY 101 GQ or STAT 200 or 100 GQ) _____ (3)
_____ (3)

NATURAL SCIENCES (GN) – 9 Cr.
_____ (3)
_____ (3)
_____ (3)

ARTS (GA) – 6 Cr.
_____ (3)
_____ (3)

HUMANITIES (GH) – 6 Cr.
(HIST 021 GH, US) _____ (3)
_____ (3)

SOCIAL & BEHAVIORAL SCIENCES (GS) – 6 Cr.
(PL SC 001 GS) _____ (3)
(SOC 001 GS or R. SOC 011 GS) _____ (3)

HEALTH AND PHYSICAL ACTIVITY (GHA) – 3 Cr.
_____ () _____ () _____ (3)

II. FIRST YEAR SEMINAR (FYS) /ELECTIVES – 1-3 Cr.
FYS _____ () _____ ()

III. REQUIREMENTS FOR THE MAJOR
87-88 Cr.+

Prescribed Courses –36 Cr.+

ECON 002 GS (102) _____ (3)
ECON 004 GS (104) _____ (3)
EDTHP 115 US _____ (3)
EDTHP 200 _____ (3)
EDTHP 394 _____ (3)
EDTHP 395 _____ (3)
EDTHP 420 W _____ (3)
HIST 021 GH _____ (3)*
PL SC 001 GS _____ (3)*
PL SC 003 GS _____ (3)
SOC 005 GS _____ (3)
YFE 211 _____ (3)

Additional Courses –9-10 Cr. +

EDPSY 101, STAT 200 or 100 GQ _____ (3-4)*
SOC 001 GS or R. SOC 011 GS _____ (3)*

Applied Data Analysis selection: _____ (3)
SOC 007, SOC 023 GS, SOC 436,
EDPSY 406 or PL SC 408

CODES:

+ Must earn "C" or better.

* The following courses may satisfy General Education components: 6 credits of the Prescribed and Additional GS courses (Social & Behavioral Science); 3 credits of GQ (Quantification); 3 credits of GH (Humanities)

** See back of sheet for list of approved course selections that fulfill the "Supporting & Related Areas" requirements

W Satisfies 3 credits of writing-intensive course requirement.

Questions? See online Advising Handbook:
<http://www.ed.psu.edu/edservices>

Supporting Courses and Related Areas –42 Cr. + **
[at least 21 credits at the 400 level]

Education Theory and Policy Studies:
_____ (3)
_____ (3)
_____ (3)

Policy Problems and Public Systems:
_____ (3)
_____ (3)
_____ (3)
_____ (3)

Leadership, Decision Making & Ethics:
_____ (3)
_____ (3)

Diversity and Equity:
_____ (3)
_____ (3)

Major –related selections:
[six credits in consultation with adviser]
_____ (3)
_____ (3)

Note: Must complete at least 3 cr. of IL and 3 cr. of US Cultures selections.

Suggested University Courses that Meet EDUCATION AND PUBLIC POLICY Major Requirements for Supporting Courses and Related Areas

POLICY PROBLEMS & PUBLIC SYSTEMS

[AG EC 450: International Development, Renewable Resources, and the Environment](#)

[AEE 311: Developing Youth Leadership Through Organization and Program Structure](#)

[AEE 450: Program Design and Delivery](#)

[COMM 401: Mass Media in History](#)

[COMM 405: Political Economy of Communications](#)
Prerequisite: ECON 002

[COMM 413: The Mass Media and the Public](#)

[CEDEV 430 \(AG EC\): Principles of Economic Development Planning](#)

[CEDEV 432 \(AG EC\): Techniques of Community Economic Development Planning](#)

[CEDEV 452 \(RSOC\): Rural Organization](#)

[CEDEV 460 \(RSOC\): Introduction to Community Information Systems](#)

[E RRE 201 \(AG EC\): Introductory Environmental and Resource Economics](#) Prerequisite: AG BM 101 or ECON 002

[E RRE 431W \(AG EC\): Economic Analysis of Environmental and Resource Policies](#) Prerequisite: ECON 302

[HIST 445: The Emergence of Modern America](#)
Prerequisites: HIST 021; 3 additional credits in history, economics, or political science.

[HIST 447: Recent American History](#) Prerequisites: HIST 021; 3 additional credits in history, economics, or political science.

[HIST 448: American in the 1960s](#) Prerequisite: HIST 021.

[PL SC 403 The Legislative Process](#) Prerequisite: PL SC 001 or PL SC 003.

[PL SC 422 Comparative Urban Politics](#)
Prerequisite: PL SC 003, PL SC 020, PL SC 022 or PL SC 417

[PL SC 426 Political Parties and Interest Groups](#)
Prerequisite: PL SC 001

[R SOC 356: Rural Community Services](#)
Prerequisite: R SOC 011 or 3 credits in related social science

[R SOC 422 \(US\): Family in Rural Society](#)
Prerequisite: 6 credits in the social sciences

[R SOC 425: Poverty Analysis: People and Programs](#)
Prerequisite: 6 credits in sociology, economics, or related areas

[R SOC 444: Social Change in Rural America](#)
Prerequisite: R SOC 011 or 3 credits in related social science

[R SOC 452 \(CEDEV\): Rural Organization](#)
Prerequisite: 6 credits in rural sociology, sociology, or psychology

[R SOC 460 \(CEDEV\): Introduction to Community Information Systems](#) Prerequisite: 6 credits in quantification; 6 credits in social or behavioral science

[SOC 419 \(US\) Race and Public Policy](#)
Prerequisite: 3 credits in Sociology

[SOC 424: Social Change](#)

[SOC 432: Social Movements](#) Prerequisite: 3 credits in sociology

[YFE 439: Contemporary Youth Issues](#)

[YFE 455: Extension Youth Development Programs and Volunteer Management](#)

LEADERSHIP, DECISION-MAKING, & ETHICS

[AEE 360: Leadership Development for Small Groups](#)

[AEE 440: Communication Methods and Media](#)

[AEE 460: Foundations in Leadership Development](#)
Prerequisite: AEE 360

[AEE 465: Leadership Practices: Power, Influence, & Impact](#)

[COMM 409: News Media Ethics](#)

[CEDEV 417 \(RSOC\): Power, Conflict, and Community Decision-making](#)

[EDLDR 409 Leadership Studies in Popular Film](#)
Prerequisite: EDTHP 115, junior standing, or permission of program

[EDLDR 480 Introduction to Educational Leadership](#)
Prerequisite: 3 credits in social science, sociology, anthropology, community development, business administration or political science

[ENGR 407: Technology Based Entrepreneurship](#)
Prerequisite: ECON 002 or ECON 004

[ENGR 408: Leadership Principles](#)

[PHIL 010: Critical Thinking](#)

[PHIL 012: Symbolic Logic](#)

[PHIL 103: Introduction to Ethics](#)

[PHIL 418: Ethics](#) Prerequisite: 9 credits of philosophy including PHIL 103 or 6 credits of philosophy at the 200 level

[PSYCH 485: Leadership in Work Settings](#)
Prerequisite: PSYCH 100; PSYCH 281 or 3 credits MGMT

[R SOC 305W: Leadership for Social Change](#)

[R SOC 417 \(CEDEV\): Power, Conflict, and Community Decision-making](#) Prerequisite: 6 credits in social or behavioral science

DIVERSITY & EQUITY

[AM ST 432: Ethnicity and the American Experience](#)

[CEDEV 420 \(US:IL\) \(R SOC:WMNST\): Women in Developing Countries](#)

[GEOG 425: Geography of Race, Class, and Poverty in America](#)

[GEOG 436 Ecology, Economy, and Society](#)

[PHIL 008 \(GH\) \(WMNST\): Philosophy and Feminism](#)

[PHIL 009 \(GH:US\): Philosophy, Race, and Diversity](#)

[PHIL 437: World Philosophies and Culture](#)
Prerequisite: 9 credits of philosophy, including 6 credits of philosophy at the 200 level

[PL SC 467: International Relations of the Middle East](#)
Prerequisite: PL SC 014 or HIST 181

[SOC 409: Racial and Ethnic Inequality in America](#)
Prerequisite: 3 credits in Sociology

[SOC 419 \(US\) Race and Public Policy](#)
Prerequisite: 3 credits in Sociology

[SOC 422 World Population Diversity](#)
Prerequisite: 3 credits in Sociology

[WMNST 102 \(GH:IL\) \(AAA S\): Women of Color Cross-cultural Perspective](#)

[WMNST 428 \(US:IL\) \(PL SC 428\) Gender and Politics](#)
Prerequisite: 3 credits in political science or women's studies

[WMNST 455 \(US\) \(CAS\): Gender Roles in Communication](#)
Prerequisite: CAS 202

[YFE 438: Living in an Increasingly Diverse Society](#)

College of Education
ACADEMIC EXCEPTION PETITION FORM

STUDENT:

1. After reviewing your degree audit report with your academic adviser, determine which of the exceptions described below is/are appropriate for your academic program.
2. State below precisely which exception(s) is/are being requested, and justify your statement.
3. Review your written statement with your academic adviser and secure comments, recommendations, and signatures from your adviser and, if appropriate, the Program Head.
4. Fill in the top section on the back of this form and forward the completed petition to your college Dean's Office.
5. Notification of action taken by your Dean's Office will be mailed to the address you provide on the back of this form.

DESCRIPTION of academic exceptions:

1. **COURSE SUBSTITUTION:** Another specific course fulfills the intent of a course which may be selected in a requirement.
2. **CREDIT WAIVER:** A specified number of credits is considered complete within a requirement or sub-requirement. An equal number of credits is required toward the completion of the total credits earned for the degree program. **NOTE:** A separate credit waiver action is required to waive any credits from the total credits needed for graduation.
3. **REQUIREMENT OR SUB-REQUIREMENT COMPLETED:** This exception completes the requirement or sub-requirement without the use of substitutions or waivers. Generally, this action should be used only if a course substitution, credit waiver, or course waiver action does not meet your needs.
4. **COURSE WAIVER:** A specified course requirement is considered complete. Credits associated with the course are not considered complete unless a credit waiver is also initiated.

REASONS FOR REQUESTING THIS PETITION:

Student's Signature

Date

ADVISER'S comments and recommendation (support or deny):

Adviser's Name (PRINT)

Adviser's Signature

Date

PROGRAM HEAD'S comments and recommendation (support or deny):

Program Head's Signature

Date

STUDENT NAME and LOCAL ADDRESS:

STUDENT NUMBER: _____
LOCAL PHONE: _____
MAJOR/OPTION: _____
SEMESTER CLASSIFICATION: _____

(FOR OFFICE USE ONLY)

TYPE OF EXCEPTION

COURSE SUBSTITUTION

SUBSTITUTE COURSE

REQUIRED COURSE

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CREDIT WAIVER

REQUIREMENT NAME

OF CREDITS TO BE WAIVED

REQUIREMENT OR SUB-REQUIREMENT COMPLETED

REQUIREMENT OR SUBREQUIREMENT NAME

COURSE WAIVER (CREDITS WILL NOT BE WAIVED)

WAIVED COURSE

	YES	NO
DEAN'S ACTION:		
APPROVED	_____	_____

SIGNATURE DATE

THIS COPY IS YOUR FORMAL RECORD THAT THIS PETITION HAS BEEN ACTED UPON

REFERENCE: Senate Policy 82-60
6/98