



Academic Notes

FEBRUARY 12, 2001

AN 2000-2001

SPECIAL NOTICES

INDIANA STATE UNIVERSITY **OFFICIAL HANDBOOK ON THE WEB**

The Official Indiana State University Handbook is now available on the web at <http://web.indstate.edu/adminaff/handbook.htm>. As sections are updated and completed, they will be published to this site.

Questions or comments concerning the Handbook should be directed to the Office of The Vice President for Administrative Affairs, Rankin Hall, Room 183 (ext. 3555). Questions about policies in the sections should be directed to the office indicated within that section.

FACULTY ATTENDANCE AND **ACADEMIC APPAREL** **ORDER FORMS**

Attached to the back of this issue is a form concerning Honor Day Convocation and Spring Commencement. Please detach these forms and send the Faculty Attendance Form (by March 19, 2001) to:

MR. ROBERT WILLIS
OFFICE OF ACADEMIC AFFAIRS
PARSONS HALL, ROOM 208

Faculty members needing to rent academic apparel for these events, please fill out the Academic Apparel Order Form and send it (by March 12, 2000) to:

SPECIAL NOTICES – Faculty Attendance & Academic Apparel Order Forms: continued

MR. SCOTT CHANDLER
ISU BOOKSTORE

Any rental forms received after March 12, 2000 will automatically be charged a late fee of \$5.00.

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR THE SPRING 2001 SEMESTER

Below is the circulation schedule for the hard copy of *Academic Notes* through May 7, 2001. An asterisk (*) indicates a curricular issue. **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, along with a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication.** An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU WebPage at – <http://web.indstate.edu/acadnotes/> –.

ACADEMIC NOTES PUBLICATION SCHEDULE

<u>Deadline for Items</u>	<u>Issue Date</u>
February 14	February 19
February 21	February 26*
March 7	March 12
March 14	March 19*
March 21	March 26
March 28	April 2*
April 4	April 9
April 11	April 16*
April 18	April 23
April 25	April 30*
May 2	May 7

Please call Tiffany Trass at extension 3662 with any questions pertaining to the submission of information on a diskette.

FACULTY GOVERNMENT

FACULTY SENATE EXECUTIVE COMMITTEE REPORT FOR FEBRUARY 6, 2001

The Faculty Senate Executive Committee met at 3:15 in the Hulman Memorial Student Union (HMSU), Room 227.

President Benjamin and Interim Provost Hopkins updated the Committee on the naming of the new athletic field. A committee will be formed to work out the details.

Chair Bell shared statistics regarding the changing ratio of administrators to faculty since 1995. He noted that, if present trends continue, the ratio will be 1:1 by 2005. He also discussed faculty salary and overall compensation comparisons with the current peer group, noting that ISU is consistently low at all ranks.

The Committee and the President discussed the need to offer salaries which will attract the best candidates for faculty and administrative positions, the use of research facilities funded by grants, and the appropriateness/inappropriateness of ranking candidates for promotion.

The Committee approved an edited version of the Faculty Grievance policy, a statement that the Evaluation of Teaching document is faculty policy, two nominees for the Ethnic Diversity Committee, and a change in wording of the School of Nursing Statutes.

The Committee had preliminary discussion of the Locus of Control (General Education) document pending recommendations from the Administrative Affairs Committee.

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, February 13, 2001 in the Hulman Memorial Student Union (HMSU), Room 227.

AGENDA

- I. Administrative Report
- II. Chair Report
- III. Fifteen Minute Open Discussion
- IV. Approval of the Minutes

FACULTY GOVERNMENT – Faculty Senate Executive Committee Agenda: continued

- V. Standing Committee Reports
- VI. Old Business

VII. New Business

FACULTY SENATE STANDING COMMITTEES

CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE

The Curriculum & Academic Affairs Committee (CAAC) will meet at 3:00 p.m. on Thursday, February 15, 2001 in the Family and Consumer Sciences (FCS) Building Room 110.

UNIVERSITY RESEARCH COMMITTEE

The University Research Committee will meet at 3:00 p.m. on Friday, February 16, 2001 in the School of Nursing Room 302.

AGENDA

- I. Call to Order
- II. Approval of Minutes of November 17, 2000
- III. Review of Summer 2001 Proposals
- IV. Set Next Meeting Time for Review of Spring 2001 Proposals
- V. Adjournment

THESES, DISSERTATIONS, & RESEARCH PROJECTS

SCHOOL OF EDUCATION

EDUCATIONAL LEADERSHIP, ADMINISTRATION, & FOUNDATIONS

Mr. Timothy Ogle will defend his dissertation entitled, *The Effects of Public School Spending for Instruction and Counseling Services on College Attendance Rates in Indiana Schools*, at 9:00 a.m. on Tuesday, February 27, 2001 in the School of Education, Room 1203. The members of his committee are Dr. Robert Boyd, Chairperson, Dr. Greg Ulm, and Dr. Robert Lehen.

FIELD TRIPS

FAMILY & CONSUMER SCIENCES

Students from a Family & Consumer Sciences class, FCS 458 – Professional Practice and Procedures, will be taking a field trip on Friday, February 16, 2001, to the Indiana Historical Society in Indianapolis for the Indiana Chapter ASID Design Interaction. A list of participating students is available from the Family & Consumer Sciences Department. Students are scheduled to attend the Indiana Historical Society all day and are responsible for obtaining their own transportation there and back.

COMMUNICATION DISORDERS & SPECIAL EDUCATION

Students from the Indiana State University student organization, Student Council for Exceptional Children (SCEC), will be taking a field trip to Rockville Women's Correctional Facility in Rockville, Indiana, on Wednesday February 21, 2001. A list of participating students is available from the office of Communication Disorders and Special Education. Students are scheduled to leave for Rockville Women's Correctional Facility at 8:00 a.m. and return at approximately 12:00 noon. Some students will be obtaining their own transportation there and back and others will be taking a university van.

CURRICULUM, INSTRUCTION, & MEDIA TECHNOLOGY

Students from a Curriculum, Instruction, & Media Technology class, CIMT 300 – Teaching II, will be taking a field trip on Wednesday, February 14, 2001, to Indianapolis Northwest High School to observe and participate in classroom teaching. A list of participating students is available from the Curriculum, Instruction, & Media Technology department. Students are scheduled to leave for Northwest High School around 7:15 a.m. and return at approximately 3:00 p.m. Some students will be obtaining their own transportation there and back and others will be taking a bus, along with instructors.

ELEMENTARY & EARLY CHILDHOOD EDUCATION

Students from an Elementary & Early Childhood Education class, ELED 394 – The Teaching of Elementary School Mathematics, will be taking a field trip on Tuesday, February 20, 2001 and Friday, February 23, 2001, to Indianapolis, Professional Development School. The students will teach a lesson plan containing children's literature to connect mathematics topics and problems associated with the real world. A list of participating students is available from the Elementary & Early Childhood Education department. Students are scheduled to leave for the Professional Developments School around 7:50 a.m. and return at approximately 12:30 p.m. Students will be taking a bus there and back, along with instructors.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Social Work

SOWK 300 Topics in Social Work – 3 hours. Current topics designed to serve special needs and interests. Credits do not count towards the BSW program. Enrollment is limited to those seeking professional development. Prerequisite: consent of department chair.

COURSE REVISIONS

SCHOOL OF EDUCATION: Counseling

COUN *434 Counseling Psychology: Agency and Community – 3 hours. An introduction to the use of counseling in agency and community contexts. Intervention strategies, theoretical models, working contexts, relationships to other professions, ethics, obstacles to service delivery, and personal qualities of counselors are reviewed.

Change title and description to:

COUN *434 Foundations of Counseling Psychology – 3 hours. An orientation to the field focusing on issues relevant to professional identity development. A survey of the historical and intellectual context of counseling, contemporary professional issues, and critical thinking as applied to clinical practice.

**Course has a graduate equivalent*

SCHOOL OF NURSING

NURS 420 Nursing Care of Families in the Community – 4 hours. Application of public health/public health nursing and family theory in caring for families who are members of vulnerable or high risk populations. Two classroom hours and an average of six clinical hours per week. Prerequisites: 300, 304, 306, 308, 318, and 322.

Change description to :

NURS 420 Nursing Care of Families in the Community – 4 hours. Application of public health/public health nursing and family theory in caring for families who are members of vulnerable or high risk populations. Three classroom hours and an average of three clinical hours per week. Prerequisites: 300, 304, 306, 308, 318, and 322.

UNDERGRADUATE PROPOSALS – Course Revisions – School of Nursing: continued

NURS 450 Nursing Care of the Community – 4 hours. Application of community health nursing theory in promoting and protecting the health and populations at risk for disease and disability. Two classroom hours and an average of six clinical hours per week. Prerequisites: 300, 304, 306, 308, 318, 322, and 420.

Change description to:

NURS 450 Nursing Care of the Community – 4 hours. Application of community health nursing theory in promoting and protecting the health and populations at risk for disease and disability. Three classroom hours and an average of three clinical hours per week. Prerequisites: 300, 304, 306, 308, 318, 322, and 420.

REVISION OF UNDERGRADUATE REQUIREMENTS

SCHOOL OF EDUCATION

TEP II - Candidates for Teaching

TEP III – Graduation and Institutional Recommendation for Licensure

Executive Summary:

This proposal describes a response to new cutoff requirements for Praxis II Specialty Examinations that are required by the Indiana Professional Standards Board. All teacher preparation students at Indiana State University who are required to take a Praxis II Specialty Examination will be required to take the examination prior to student teaching and score at – 1 standard error points of the Indiana cutoff score or higher; students will be required to pass the examination at Indiana cutoff standards prior to graduation and recommendation for licensure.

Rationale:

The proposed changes in the teacher preparation programs will ensure that all ISU program completers in teacher preparation will be licensable by the State of Indiana.

Because of frequent changes in required tests and cutoff scores, applicants should inquire with their advisors or with Education Student Services to learn about applicable tests that are required and the specified cutoff scores for which they will be held accountable.

CURRENT CATALOG COPY

TEP-II--Candidates For Teaching

UNDERGRADUATE PROPOSALS – Revision of Undergraduate Requirements – TEP I & II: continued

Students must be admitted to TEP-II before they register for the student teaching semester. Applications are usually obtained at the Student Teaching Enrollment Meeting (STEM) in the academic year prior to student teaching.

The applicant must:

1. Be in good standing on TEP-I.
2. Have earned 55 or more semester hours, ten of which were from Indiana State University with a grade point average of 2.5 or better, and have a cumulative grade point average of 2.5 or higher.
3. Maintain an Indiana State University grade point average of 2.5 or higher in each teaching area--overall major, primary area, supporting areas(s), minor, and endorsement. Any transfer work applicable to the teaching area(s) must also satisfy the 2.5 or higher grade point average standard.
4. Maintain an Indiana State University grade point average of 2.5 or higher in the professional education courses with no grade less than C.
5. Obtain the recommendations of the teaching major department/center and the review department affirming that the candidate has the academic, personal, and professional qualities for successful teaching.
6. Satisfy any additional criteria approved for specific teaching majors.

TEP-III--Graduation and Institutional Recommendation for Licensure

Students must satisfy the criteria for TEP-III in order to receive a recommendation for a teaching license. The application for licensure should be obtained from and returned to Education Student Services, 210 School of Education. Requirements one through seven below must be met for graduation even if the individual does not seek licensure.

The applicant must:

1. Be in good standing on TEP-II.
2. Present an Indiana State University cumulative grade point average of 2.5 or higher.
3. Present a teaching major Indiana State University grade point average of 2.5 or higher (includes a grade point average of 2.5 or higher in primary and supporting areas). At least 12 semester

UNDERGRADUATE PROPOSALS – Revision of Undergraduate Requirements – TEP I & II: continued

hours of a teaching area must be completed at Indiana State University.

4. Present teaching minors, endorsements, primary areas, and supporting areas with an Indiana State University grade point average of 2.5 or higher. A grade point average of 2.5 or higher must also be presented in the specialization areas of minors such as social studies and special education.

Normally at least 50 percent of the teaching area will be completed at Indiana State University. Minors and endorsements are optional.

5. Complete all professional education courses with a grade point average of 2.5 or higher and no grade less than C, and satisfactorily complete the supervised teaching experience.
6. Complete the specific Indiana State University program requirements in General Education, professional education, and major as well as in any optional minor or endorsement completed for licensure.
7. Have continued support from the review department and the major department.
8. Qualify for a bachelor's degree from Indiana State University or hold a baccalaureate degree from an accredited college or university.
9. Pass the tests required for state licensure.
10. Apply for the license before five years have passed since completion of the teaching program. (Consult with staff in Education Student Services for requirements if last courses are more than five years old at the time the license is desired.)

PROPOSED CATALOG COPY

TEP-II--Candidates For Teaching

Students must be admitted to TEP-II before they register for the student teaching semester. Applications are usually obtained at the Student Teaching Enrollment Meeting (STEM) in the academic year prior to student teaching.

The applicant must:

1. Be in good standing on TEP-I.
2. Have earned 55 or more semester hours, ten of which were from Indiana State University
UNDERGRADUATE PROPOSALS – Revision of Undergraduate Requirements – TEP I & II: continued
with a grade point average of 2.5 or better, and have a cumulative grade point average of 2.5 or higher.
3. Maintain an Indiana State University grade point average of 2.5 or higher in each teaching area--overall major, primary area, supporting areas(s), minor, and endorsement. Any transfer work applicable to the teaching area(s) must also satisfy the 2.5 or higher grade point average standard.

4. Maintain an Indiana State University grade point average of 2.5 or higher in the professional education courses with no grade less than C.
5. Obtain the recommendations of the teaching major department/center and the review department affirming that the candidate has the academic, personal, and professional qualities for successful teaching.
6. Complete specialty tests required by the Indiana Professional Standards Board with a reported score of –1 standard error of the cutoff score or higher.
7. Satisfy any additional criteria approved for specific teaching majors.

TEP-III--Graduation and Institutional Recommendation for Licensure

Students must satisfy the criteria for TEP-III in order to receive a recommendation for a teaching license. The application for licensure should be obtained from and returned to Education Student Services, 210 School of Education. Requirements one through eight below must be met for graduation even if the individual does not seek licensure.

The applicant must:

1. Be in good standing on TEP-II.
2. Present an Indiana State University cumulative grade point average of 2.5 or higher.
3. Present a teaching major Indiana State University grade point average of 2.5 or higher (includes a grade point average of 2.5 or higher in primary and supporting areas). At least 12 semester hours of a teaching area must be completed at Indiana State University.
4. Present teaching minors, endorsements, primary areas, and supporting areas with an Indiana State University grade point average of 2.5 or higher. A grade point average of 2.5 or higher must also be presented in the specialization areas of minors such as social studies and special

UNDERGRADUATE PROPOSALS – Revision of Undergraduate Requirements – TEP I & II: continued

education. Normally at least 50 percent of the teaching area will be completed at Indiana State University. Minors and endorsements are optional.

5. Complete all professional education courses with a grade point average of 2.5 or higher and no grade less than C, and satisfactorily complete the supervised teaching experience.

6. Complete the specific Indiana State University program requirements in General Education, professional education, and major as well as in any optional minor or endorsement completed for licensure.
7. Have continued support from the review department and the major department.
8. Complete specialty tests required by the Indiana Professional Standards Board with a reported score at the cutoff score or higher.
9. Qualify for a bachelor's degree from Indiana State University or hold a baccalaureate degree from an accredited college or university.
10. Apply for the license before five years have passed since completion of the teaching program. (Consult with staff in Education Student Services for requirements if last courses are more than five years old at the time the license is desired).

COURSES FOR DELETION

COLLEGE OF ARTS & SCIENCES: Art

Art 401B (no topic description available)

Art *456A (no topic description available)

COLLEGE OF ARTS & SCIENCES: Communication

COMM 487 Directing for the Camera - 3 hours. An advanced production course, with emphasis on performance techniques and methods of preparation for directing in television and film. Students will gain experience in working with trained actors through individual exercises and group projects. Taught in conjunction with Theatre 487. Prerequisites: 330, 343, and consent of instructor.

UNDERGRADUATE PROPOSALS: continued

COURSES SCHEDULED FOR ANNUAL BANKING

COLLEGE OF ARTS & SCIENCES: Chemistry

CHEM 250 Survey of Organic Chemistry – 4 hours. A one-semester course dealing with the principles of organic chemistry and the structures, properties, and reactions of organic compounds. This course does not count towards the minor or major in chemistry. Prerequisites: 106 or 108,

and concurrent enrollment in 250L or 351L.

CHEM 250L Survey of Organic Chemistry Laboratory – 1 hour. Basic laboratory techniques and skills involved in the synthesis, purification, and identification of organic compounds. Corequisite: concurrent enrollment in 250.

COLLEGE OF ARTS & SCIENCES: International Studies

IS 299 International Studies-Study Abroad – 1-12 hours. Sophomore-level courses in the disciplines organized and taught by ISU faculty or sponsored by the University in a foreign country. Repeatable for credit with new course content. Prerequisite: approval of the program of study by the Director of International Studies.

COLLEGE OF ARTS & SCIENCES – Physics

PHYS 425 (no description available)

COLLEGE OF ARTS & SCIENCES – Political Science

PSCI 255 Law and Cultural Politics – 3 hors. This course examines matters bearing on whether and how legal arrangements reflect and/or are employed to effect political outcomes reflecting cultural continuity and change. Both general theories and a variety of situations in several cultures are examined. *[GE89: B1,D1,E1]*

SCHOOL OF TECHNOLOGY: Aerospace Technology

AST 351D (no description available)

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

SCHOOL OF EDUCATION: Counseling

COUN 710 Community Counseling – 3 hours. Introduction to community systems, needs assessment, intervention, and evaluation. Education, prevention, and community change will be studied with an emphasis on contemporary mental health topics. Action-oriented research which impacts public policy debate will receive specific

attention.

COURSE REVISIONS

SCHOOL OF EDUCATION: Counseling

COUN *534 Counseling Psychology: Agency and Community – 3 hours. An introduction to the use of counseling in agency and community contexts. Intervention strategies, theoretical models, working contexts, relationships to other professions, ethics, obstacles to service delivery, and personal qualities of counselors are reviewed.

Change title and description to:

COUN *534 Foundations of Counseling Psychology – 3 hours. An orientation to the field focusing on issues relevant to professional identity development. A survey of the historical and intellectual context of counseling, contemporary professional issues, and critical thinking as applied to clinical practice.

**Course has an undergraduate equivalent*

COUN 738D Professional Seminar: Agency and Community – 1-3 hours. Attention is directed toward the nature of professional practice in various work contexts. Current professional issues, professional and personal development, ethics in research and practice, legal issues, manpower developments, and placement processes are discussed.

Change title to:

COUN 738D Professional Seminar: Masters in Counseling Psychology – 1-3 hours. Attention is directed toward the nature of professional practice in various work contexts. Current professional issues, professional and personal development, ethics in research and practice, legal issues, manpower developments, and placement processes are discussed.

COUN 739D Internship: Agency Counseling – 1-9 hours. Supervised experience in a school, *GRADUATE PROPOSALS – Course Revisions – School of Education – COUN 739D: continued*

college, or agency setting, supplemented by weekly seminar discussions; may be repeated. Majors in marriage and family therapy master's degree program must enroll for 9 hours toward that degree; all other majors may enroll for a maximum of 6 hours toward meeting degree requirements. Enrollment only by consent of instructor or director of training.

Change title to:

COUN 739D Internship: Masters in Counseling Psychology – 1-9 hours. Supervised experience in a school, college, or agency setting, supplemented by weekly seminar discussions; may be repeated. Majors in marriage and family therapy master's degree program must enroll for 9 hours toward that degree; all other majors may enroll for a

maximum of 6 hours toward meeting degree requirements. Enrollment only by consent of instructor or director of training.

GRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES: Languages, Literatures, & Linguistics

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

Ph.D. in Curriculum and Instruction

Executive Summary:

The department of Curriculum, Instruction, & Media Technology proposes to offer a specialization in Language Education in cooperation with the Department of Languages, Literatures, & Linguistics.

Rationale:

In the past, some of the students completing a Ph.D. degree in CIMT in the area of English education have specialized in applied linguistics/TESL topics for their dissertations (3 students in 1998-1999). The following proposal is a follow-up to the recent transfer of all linguistics/applied linguistics/TESL study from the Department of English to the Department of Languages, Literatures, and Linguistics along with the transfer of all faculty and relevant course work. The measure will entail only a minor modification of the CIMT curriculum.

CURRENT CATALOG COPY under Department of Curriculum, Instruction, & Media Technology (general description)

Doctor of Philosophy – Curriculum and Instruction (Secondary Education, English Education,
GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

History Education, Industrial Technology Education, or Media Technology)

CURRENT CATALOG COPY under Department of Curriculum, Instruction, & Media Technology

Ph.D. Degree Program in Curriculum and Instruction (72 semester hours minimum)

The program leading to the Doctor of Philosophy degree in Curriculum and Instruction is designed to prepare students for positions of leadership and research in public schools, colleges and universities, and governmental agencies. The program requires the student to successfully complete a **minimum** of 72 hours of graduate work beyond the bachelor's degree and to write and defend a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies. The areas of

specialization are secondary education, English education, history education, industrial technology education, and media technology.

Admission to Programs

A student must satisfy all general regulations of the School of Education and the School of Graduate Studies as stated elsewhere in this *Catalog*. An additional admission criterion for the Ph.D. in Curriculum and Instruction requires the applicant to have a grade point average of 3.50 or above on all graduate work attempted.

It must not be assumed that meeting minimal standards guarantees admission to the program. The admissions committee must have the following before an admission decision will be made:

1. Completed application form.
2. Letters of recommendation from at least five persons who know the prospective student in a personal, and/or academic, and/or professional capacity.
3. **One** official transcript from each school at which any undergraduate or graduate work has been done.
4. Scores on Graduate Record Examinations General Tests.

In most cases the admissions committee may require the applicant to appear for a personal interview and to present evidence of his or her ability to write acceptable prose under controlled conditions.

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

Admission to Candidacy

Students may apply for admission to candidacy after any provisions or conditions that may have been attached to admission to the program have been removed. Additionally, all the standards of the School of Graduate Studies must be met. Refer to that section of this *Catalog* for details.

Dissertation

An acceptable dissertation on a topic or problem relating to the student's area of specialization is required for completion of degree requirements.

Degree Requirements

A. Foundational Studies (9 hours)

To develop competencies through understanding of contributions from philosophical, sociological, historical, and psychological foundations of education.

B. Inquiry Studies (12 to 15 hours)

To develop competency in statistics, measurement, and research in education.

C. Core Area--Curriculum and Instruction (15 to 27 hours)

To provide the knowledge and understanding essential to every specialist in curriculum, instruction, and supervision.

D. Area of Specialization (21 to 30 hours)

To enable the student to develop either (a) further specialization in curriculum, instruction, or supervision, or (b) a specialized program emphasizing secondary education, business education, English, history, industrial technology education, media technology, or any other approved area.

E. Related Studies (0-15 hours)

Courses from content areas may be selected to enhance special competencies in the area of specialization.

Independent study, field experiences, and internship assignments are utilized in this program as a means for achieving thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

****PROPOSED CATALOG COPY under Department of Curriculum, Instruction, & Media Technology (general description)*

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

Doctor of Philosophy – Curriculum and Instruction (Secondary Education, English Education, History Education, Industrial Technology Education, Language Education, or Media Technology)

****PROPOSED CATALOG COPY under Department of Curriculum, Instruction, & Media Technology*

Ph.D. Degree Program in Curriculum and Instruction (72 semester hours minimum)

The program leading to the Doctor of Philosophy degree in Curriculum and Instruction is designed to prepare students for positions of leadership and research in public schools, colleges and

universities, and governmental agencies. The program requires the student to successfully complete a **minimum** of 72 hours of graduate work beyond the bachelor's degree and to write and defend a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies. The areas of specialization are secondary education, English education, history education, industrial technology education, language education, and media technology.

Admission to Programs

A student must satisfy all general regulations of the School of Education and the School of Graduate Studies as stated elsewhere in this *Catalog*. An additional admission criterion for the Ph.D. in Curriculum and Instruction requires the applicant to have a grade point average of 3.50 or above on all graduate work attempted.

It must not be assumed that meeting minimal standards guarantees admission to the program. The admissions committee must have the following before an admission decision will be made:

1. Completed application form.
2. Letters of recommendation from at least five persons who know the prospective student in a personal, and/or academic, and/or professional capacity.
3. **One** official transcript from each school at which any undergraduate or graduate work has been done.
4. Scores on Graduate Record Examinations General Tests.

In most cases the admissions committee may require the applicant to appear for a personal interview and to present evidence of his or her ability to write acceptable prose under controlled conditions.

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

Admission to Candidacy

Students may apply for admission to candidacy after any provisions or conditions that may have been attached to admission to the program have been removed. Additionally, all the standards of the School of Graduate Studies must be met. Refer to that section of this *Catalog* for details.

Dissertation

An acceptable dissertation on a topic or problem relating to the student's area of specialization is required for completion of degree requirements.

Degree Requirements

A. Foundational Studies (9 hours)

To develop competencies through understanding of contributions from philosophical, sociological, historical, and psychological foundations of education.

B. Inquiry Studies (12 to 15 hours)

To develop competency in statistics, measurement, and research in education.

C. Core Area--Curriculum and Instruction (15 to 27 hours)

To provide the knowledge and understanding essential to every specialist in curriculum, instruction, and supervision.

D. Area of Specialization (21 to 30 hours)

To enable the student to develop either (a) further specialization in curriculum, instruction, or supervision, or (b) a specialized program emphasizing secondary education, English, history, industrial technology education, language education, media technology, or any other approved area.

E. Related Studies (0-15 hours)

Courses from content areas may be selected to enhance special competencies in the area of specialization.

Independent study, field experiences, and internship assignments are utilized in this program as a means for achieving thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

PROPOSED CATALOG COPY under Department of Languages, Literatures, and Linguistics

DOCTOR OF PHILOSOPHY DEGREE IN CURRICULUM AND INSTRUCTION WITH A SPECIALIZATION IN LANGUAGE EDUCATION

In cooperation with the School of Education, the Languages, Literatures, and Linguistics department offers a Ph.D. in Curriculum and Instruction with a Specialization in Language Education.

Admission Requirements

In addition to meeting the general admission requirements to Ph.D. programs of the School of Graduate Studies and the School of Education, applicants for admission to the Ph.D. program in Curriculum and Instruction with a Specialization in Language Education should have a master's degree or equivalent in an area of language education. Students not meeting all requirements for admission may be admitted conditionally and allowed to make up deficiencies in languages or in professional education.

CURRICULA

The Ph.D. program in Curriculum and Instruction with a Specialization in Language Education required a minimum of 72 hours of graduate work beyond the bachelor's degree, proficiency in two research tools, two consecutive semesters in residence with at least 9 hours of doctoral-level courses each semester, completion of 20 semester hours of the doctoral program work with a grade point average of 3.5 or better, satisfactory performance on the preliminary examinations (written and oral), and the defense of a doctoral dissertation related to studies in languages or linguistics. (For further details concerning general requirements for all doctor of philosophy degrees, see the section on the doctor of philosophy degrees under Graduate Degrees.) The program includes courses in the following areas:

A. Foundational Studies (9 hours)

Courses in the School of Education dealing with philosophical, sociological, historical, and psychological foundations of education.

B. Inquiry Studies (12 to 15 hours)

Courses in the School of Education to develop competencies in statistics, measurement, and research in education.

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

C. Core Area – Curriculum and Instruction (15 to 27 hours)

Courses in the School of Education providing knowledge and understanding essential to every specialist in curriculum, instruction, and supervision. English 680 is an approved course in this area.

D. Areas of Specialization (21 to 30 hours)

Course requirements in this area are broadly defined, allowing students to specialize in any area of language education.

E. Related Studies (0 to 15 hours)

Students with little experience teaching in a language area and/or administering a language program may, on the recommendation of their committees, be required to take appropriate practica, not to exceed 6 hours. Independent study, field experiences, and internship assignments are utilized in this program to achieve thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

SCHOOL OF EDUCATION: Counseling

Master of Arts/Master of Science – Counseling Psychology

Executive Summary:

The M.S. in Counseling Psychology program is proposing a change from 48 to 60 credit hours in order to meet Indiana licensure requirements and also to fulfill the standards for the national accrediting body. The changes involve (1) changing the program from a Master of Arts or Master of Science – Counseling Psychology to Master of Science – Counseling Psychology, (2) providing a thesis option, (3) providing one new course proposal, COUN 710 – Community Counseling, (4) changing the titles for two courses, COUN 534 and COUN 739D, (5) and adding three existing courses, COUN 712, COUN 732, PSY 558, to bring the total hours to 60.

Rationale:

The change in program/degree title will result in less confusion for students who review our program and who utilize the information describing the program. The provision for a thesis option will be attractive for some students who are more research oriented and have a strong interest in

GRADUATE PROPOSALS – Graduate Program Revisions – MA/MS – Counseling Psychology: continued

completing a thesis as part of their degree requirements.

A new licensing law enacted by the Indiana State Legislature, Indiana Public Law # 147, provided that individuals practicing mental health counseling must be licensed as of January 1, 1999. In order for graduates of the program to be eligible for this license, the program must be revised to meet the state requirements of 60 hours of prescribed graduate work. The changes included in this proposal will bring the program in line with those requirements. As the present time graduates of the program are not eligible for license unless they complete additional post masters course work as prescribed by the law.

Competition for graduate students in recent years has increased dramatically. Students are

more knowledgeable about licensure issues as well as the standards of accrediting bodies. They are more likely to attend programs which meet state licensing requirements and those based on standards of national accrediting bodies. The proposed changes allow for both licensing in Indiana and most other states and for meeting standards of the national accrediting body, Council for Accreditation of Counseling and Related Educational Programs (CACREP). By making these changes the program will be able to compete with other similar programs in Indiana and across the nation.

CURRENT CATALOG COPY

Master of Arts or Master of Science--Counseling Psychology (48 semester hours minimum)

The master's degree program with specialization in counseling psychology is primarily intended for persons who wish to engage in counseling in settings such as youth serving agencies, career training programs, correctional institutions, or other community counseling settings. It is designed to provide the trainee with the understanding, training, and experience necessary for entry and successful participation and development in the field. An additional purpose is to provide students with a foundation for more advanced study in the field.

Admission Requirements

Each applicant must satisfy the general criteria for admission to the School of Graduate Studies and each of the following requirements:

1. Have at least 12 semester hours in the behavioral sciences (e.g., biological basis of behavior, cognitive-affective basis of behavior, social basis of behavior, and individual differences) at the undergraduate level.
2. Have an undergraduate grade point average of 2.75 or better on a 4.00 point scale.

GRADUATE PROPOSALS – Graduate Program Revisions – MA/MS – Counseling Psychology: continued

3. Have scores for each section of the General Tests of the Graduate Record Examinations.
4. Have a grade point average of 3.00 on all courses taken at the graduate level at all schools attended.

NOTE: Students **may** be admitted on conditional status if their overall undergraduate GPA is at least 2.25, but less than 2.75. Deficiencies to a maximum of six hours in behavioral sciences can be made up by concurrent registration in undergraduate level courses early in the program.

It should not be assumed that meeting minimal standards guarantees admission to the programs.

Degree Requirements

Research: Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620--3 hrs.

Major Area: Counseling 515--3 hrs.; 533--3 hrs.; 534--3 hrs.; 628--3 hrs.; 633--3 hrs.; 634--3 hrs.; 635--3 hrs.; 666--3 hrs.; 733--3 hrs.; 738D--3 hrs.; 739D--6 hrs. (taken twice for a total of 6 hrs.), Psychology 668--3 hrs.; Educational Psychology 721--3 hrs.; Approved Specialty Course Sequence--3 hours.

Culminating Experience: Counseling 738D under “major area.”

NOTE: Students seeking the Master of Arts degree will take Counseling 699--6 hrs.

In general, at least one-half of the credit hours must be in courses numbered 600 or above.

PROPOSED CATALOG COPY

Master of Science--Counseling Psychology (60 semester hours minimum; Thesis option 63-66 semester hours)

The master's degree program with specialization in counseling psychology designed to provide the highest quality training in professional counseling and mental health service delivery. Emphasis is on training for professional practice at the master's level, but the program also serves as the first step for those interested in pursuing doctoral study in counseling psychology or counselor education.

Admission Requirements

Each applicant must satisfy the general criteria for admission to the School of Graduate Studies and

GRADUATE PROPOSALS – Graduate Program Revisions – MA/MS – Counseling Psychology: continued

each of the following requirements:

1. A bachelor's degree from a regionally accredited college or university with a minimum undergraduate grade point average (GPA) OF 2.75/4.0. Students may be granted conditional admission if their overall undergraduate GPA is less than 2.75.
2. The program requires a minimum of 12 semester hours of undergraduate background in the behavioral sciences. Deficiencies to a maximum of six hours can be made up by concurrent registration in undergraduate level courses.
3. Have scores for each section of the General Tests of the Graduate Record Examinations.

4. Admissions are made on a selective basis. Completion of the requirements listed above do not guarantee admission to the program.

Degree Requirements

Research: Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620--3 hrs.

Major Area: Counseling 515--3 hrs.; 533--3 hrs.; 534--3 hrs.; 628--3 hrs.; 633--3 hrs.; 634--3 hrs.; 635--3 hrs.; 666--3 hrs.; **710*--3 hrs.**; 712--3 hrs.; 732--3 hrs.; 733--3 hrs.; 738D--3 hrs.; 739D--6 hrs. (taken twice for a total of 6 hrs.); Psychology 558--3hrs.; Psychology 668--3 hrs.; Educational Psychology 721--3 hrs.; Approved elective--3 hours.

Culminating Experience: Counseling 738D under “major area.”

NOTE: Students seeking the Master of Arts degree will take Counseling 699--6 hrs.

In general, at least one-half of the credit hours must be in courses numbered 600 or above.

***Upon approval of COUN 710 as a new course.**

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

Ph.D. in Curriculum and Instruction

Executive Summary:

The present Ph.D. program in Curriculum and Instruction has five approved areas for which a student may secure a specialization: English, History, Instructional Technology Education, Media

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

Technology, and Secondary Education. Approval is sought to add two additional Areas of Specialization in Early Childhood Education and Elementary Education to the existing Ph.D. Program in Curriculum and Instruction. The Area of Specialization will include 21 to 30 hours drawn from early childhood education courses and/or elementary education courses approved by the applicant’s committee. Applicants for the degree of Doctor of Philosophy in Curriculum and Instruction with Specialization in Early Childhood Education or Elementary Education are expected to complete all requirements listed in the graduate catalog.

Rationale:

The Department of Elementary and Early Childhood Education does not currently have a

doctoral program in Elementary Education or Early Childhood Education. There exists a national need for faculty with Ph.D.'s in Elementary Education and Early Childhood Education, and a great number of national searches fail each year for a lack of applicants. A major in Curriculum and Instruction with a specialization in these areas will increase the marketability of the program in attracting students, as well as increase the marketability of graduates from these two specializations. There is a growing interest regionally in persons who would like to see a doctorate with these specializations.

The additional specializations will allow the Departments of Elementary and Early Childhood Education and Curriculum, Instruction, and Media Technology to combine resources effectively for the benefit of students. The two departments have comparable programs; the specializations in Curriculum and Instruction will make the most effective use of university resources. Adding the specializations to the existing Ph.D. in Curriculum and Instruction will enable the department to attract students who are interested in pursuing either an early childhood degree and/or a Curriculum and Instruction degree.

CURRENT CATALOG COPY

Ph.D. Degree Program in Curriculum and Instruction (72 semester hours minimum)

The program leading to the Doctor of Philosophy degree in Curriculum and Instruction is designed to prepare students for positions of leadership and research in public schools, colleges and universities, and governmental agencies. The program requires the student to successfully complete a **minimum** of 72 hours of graduate work beyond the bachelor's degree and to write and defend a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies. The areas of specialization are secondary education, English education, history education, industrial technology education, and media technology.

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

Degree Requirements

A. Foundational Studies (9 hours)

To develop competencies through understanding of contributions from philosophical, sociological, historical, and psychological foundations of education.

B. Inquiry Studies (12 to 15 hours)

To develop competency in statistics, measurement, and research in education.

C. Core Area--Curriculum and Instruction (15 to 27 hours)

To provide the knowledge and understanding essential to every specialist in curriculum,

instruction, and supervision.

D. Area of Specialization (21 to 30 hours)

To enable the student to develop either (a) further specialization in curriculum, instruction, or supervision, or (b) a specialized program emphasizing secondary education, business education English, history, industrial technology education, media technology, or any other approved area.

E. Related Studies (0-15 hours)

Courses from content areas may be selected to enhance special competencies in the area of specialization.

Independent study, field experiences, and internship assignments are utilized in this program as a means for achieving thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

****PROPOSED CATALOG COPY*

Ph.D. Degree Program in Curriculum and Instruction (72 semester hours minimum)

The program leading to the Doctor of Philosophy degree in Curriculum and Instruction is designed to prepare students for positions of leadership and research in public schools, colleges and universities, and governmental agencies. The program requires the student to successfully complete a **minimum** of 72 hours of graduate work beyond the bachelor's degree and to write and defend a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies. The areas of specialization are secondary education, elementary education, early childhood education, English education, history education, industrial technology education, and media technology.

GRADUATE PROPOSALS – Graduate Program Revisions – Ph.D. Curriculum & Instruction: continued

Degree Requirements

A. Foundational Studies (9 hours)

To develop competencies through understanding of contributions from philosophical, sociological, historical, and psychological foundations of education.

B. Inquiry Studies (12 to 15 hours)

To develop competency in statistics, measurement, and research in education.

C. Core Area--Curriculum and Instruction (15 to 27 hours)

To provide the knowledge and understanding essential to every specialist in curriculum,

instruction, and supervision.

D. Area of Specialization (21 to 30 hours)

To enable the student to develop either (a) further specialization in curriculum, instruction, or supervision, or (b) a specialized program emphasizing secondary education, elementary education, early childhood education, English, history, industrial technology education, media technology, or any other approved area.

E. Related Studies (0-15 hours)

Courses from content areas may be selected to enhance special competencies in the area of specialization.

Independent study, field experiences, and internship assignments are utilized in this program as a means for achieving thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

*****There is a Proposal in the Fast Track Approval process for a specialization in Language Education and for a specialization in Elementary Education and Early Childhood Education. If all proposals are approved, the catalog copy must be merged.**

COURSES FOR DELETION

COLLEGE OF ARTS & SCIENCES: Art

Art 556A (no topic description available)

GRADUATE PROPOSALS: Courses For Deletion: continued

COLLEGE OF ARTS & SCIENCES: Communication

COMM 514C (no topic description available)

COMM 544 (no topic description available)

COLLEGE OF ARTS & SCIENCES: Philosophy

PHIL 503 Ethics and Animals – 3 hours. Basic problems and theories related to the moral status of animals and actions and policies which involve them. Includes such issues as criteria for personhood; speciesism; the nature of interests and rights; and the use of animals for food, research, and other purposes.

SCHOOL OF BUSINESS: Management

MGT 677 Administrative Practices - 3 hours. The managerial application of human relations practices to a wide variety of problems in a similarly wide variety of organizations. All levels of organization structure are stressed. Topics covered include authority, communication, attitudes, and research pertaining to the individual and his/her relationships with others. Prerequisite: 678.

COURSES SCHEDULED FOR ANNUAL BANKING

SCHOOL OF GRADUATE STUDIES

GRAD 700 Introduction to Grantsmanship – 1 hour. Designed to acquaint students with basic information, processes, and procedures relative to seeking federal, state, and private funds for research, teaching, and service projects.

COLLEGE OF ARTS & SCIENCES – Life Sciences

LIFS 574 (no description available)

COLLEGE OF ARTS & SCIENCES – Science Education

SCED 562 Testing, Evaluation, and Research Design in Science Education – 2-3 hours. A review of techniques of science evaluation, research design for science educators, and current investigations and problems in science education.

GRADUATE PROPOSALS – Courses Scheduled for Annual Banking – SCED: continued

SCED 572 The Teaching of Environmental Sciences Phenomena – 3 hours. A multidisciplinary science methods course which utilizes materials to present techniques of teaching environmental science phenomena. Prerequisite: consent of instructor.

SCED 591 Science Laboratory and Demonstration Techniques – 3 hours. Laboratory demonstrations and techniques used in devising equipment, gathering laboratory materials, and preparing science exhibits. Special emphasis is placed upon applications to teaching science in the middle, junior high, and senior high school. Prior completion of the science methods course recommended.

SCED 592 Laboratory Demonstration Techniques – 3 hours. Collecting and assembling materials for successful teaching of science in the elementary, middle, and junior

high school. Prior completion of the science methods course recommended.

SCED 786 Advanced Methods Seminar for Teachers of Science –2-3 hours. Experiences in the pedagogies of science instruction for middle, junior high, and senior high school teachers. This course is designed for students who have a special interest in the teaching of science and/or require special instruction pertaining to one or more specific science curriculum projects or to several curricula in a specific science area.

COLLEGE OF ARTS & SCIENCES: Urban-Regional Studies Center

URSC 683C (no topic description available)

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

HLTH 516 Administration of Industrial Health and Safety Programs – 3 hours. Industrial health and safety program organization and operation; safety performance measurement; cost-benefit and economic feasibility analysis; employee selection, placement, and training; public relations; computer utilization. Prerequisite: master's degree candidate in health and safety or consent of instructor.

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education

PE 592 (no description available)

PE 691 (no description available)

PE 692 (no description available)

GRADUATE PROPOSALS – Courses Scheduled for Annual Banking – PE: continued

PE 693 (no description available)

PE 695 (no description available)

SCHOOL OF TECHNOLOGY: Aerospace Technology

AST 505 Aerospace Legislation – 3 hours. Federal, state, and local legislation as related to the aerospace industry. Case studies and discussion methods are used to show application of these statutes. Included will be a study of latest legislation passed by the Congress and international conventions.

AST 591 Aerospace Administration Seminar – 1-6 hours. Special problems and current

status within the field of aviation administration and related industries are discussed. Emphasis will be placed upon the reading of research data, application of certain research designs/methods, and the reporting of findings from current periodicals, aviation reports, journals, and texts. Repeatable with a change in course content up to a maximum of 6 hours.

SCHOOL OF TECHNOLOGY: Manufacturing and Construction Technology

- MCT 516 Architectural Drawing and Planning III – 3 hours.** Planning a large commercial steel and/or concrete building from a program with a specific site, including code requirements, detailed drawings, and project cost estimate. Prerequisite: 316.
- MCT 529 (B-Z) Special Problems in Metal Technology – 2-3 hours.** Problems growing from the needs of the student and approved by the instructor. Prerequisite: consent of instructor.
- MCT 572 Manufacturing Information and Control Systems--3 hours.** MRPI, material requirements planning. The use of the computer for controlling information through systems in the modern manufacturing plant. Prerequisite: 471-571.

UNDERGRADUATE APPROVALS

COURSE APPROVALS AND MODIFICATIONS FOR GE2000

The following courses have been approved for inclusion in the revised General Education program that began Fall 2000. The courses and the corresponding General Education designations began with offerings in the summer of 2000. GE89 refers to students enrolled before summer 2000. GE2000 is for students who will be enrolled in the modified program.

COLLEGE OF ARTS & SCIENCES: Music

MUS 341 History of Jazz – 3 hours. The origins and development of jazz from its beginnings to the present day. A General Education course for non-music majors and music minors. Music majors may take the course as an elective. *General Education Credits [GE89: E3; GE2000: Literary, Artistic, and Philosophical Studies – Elective]*

COLLEGE OF ARTS & SCIENCES: Philosophy

PHIL 200 Introduction to Philosophy – 3 hours. The nature of philosophy and some of its problems, such as: how we know, man and nature, the individual and society, religious belief, the nature of reality, the relation of philosophy to life. *General Education Credits [GE89: A1, B2; GE2000: Literary, Artistic, and Philosophical Studies – Elective]*

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 110 U.S. Diversity: Sociological Perspectives – 3 hours. This course is an introduction to the sociological analysis of diversity in the United States, with particular emphasis on ethnic/racial, gender/sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society. Enrollment is limited in order to enhance participation. The primary goal of the course is to provide a foundation for living in an increasingly diverse American society. Does not count for Sociology major or minor credit. *General Education Credits [GE89: E3; GE200: Multicultural Studies – U.S. Diversity.]*

UNDERGRADUATE COURSES TO BE “GRANDFATHERED” FROM THE CURRENT GENERAL EDUCATION PROGRAM (GE89) INTO THE MODIFIED GENERAL EDUCATION PROGRAM (GE2000)

UNDERGRADUATE APPROVALS – Courses to be Grandfathered into General Education: continued

Additional courses to be "grandfathered" from the current General Education program (GE89) into the modified General Education (GE2000) include the following. Students completing under GE89 will continue to use the designation in the column headed "GE89" and whose first enrollment at ISU is the summer of 2000 or later will use the designation in the column headed "GE2000." The catalogue copy will read, for example, General Education Credits [GE89: A3; GE2000: Scientific and Mathematical Studies-Elective].

Dept. & Course #	Cross- listed	Course Title	GE89:	GE2000:
GH 211		American Foreign Policy and Values	B2, D1	Social and Behavioral Studies: Elective
GH 221		Literature and the Visual Arts	C2, D1	Literary, Artistic, and Philosophical Studies:

				Elective
GH 271		Introduction to the Performing Arts	C3	Literary, Artistic, and Philosophical Studies: Elective
GH 304		The Impact of the Theory of		
		Evolution	A2, B1	Scientific and Mathematical Studies: Elective
GH 341		The Middle East's Islamic Centuries	D1, E2	Multicultural Studies: International Cultures

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Music

MUS 276 (A-G; I-T) Individual Performance Study – 1-2 hours. Lower division vocal or instrumental instruction for music major, minor, or elective students. Repeatable for up to 4 hours of credit. Prerequisite: audition prior to first enrollment.

Change title to:

MUS 276 (A-G; I-U) Individual Performance Study – 1-2 hours. Lower division vocal or instrumental instruction for music major, minor, or elective students. Repeatable for up to 4 hours of credit. Prerequisite: audition prior to first enrollment.

UNDERGRADUATE APPROVALS – Course Revisions – MUSIC: continued

MUS 476 (A-G; I-T) Individual Performance Study – 1-2 hours. Upper division vocal or instrumental instruction for music major, minor, or elective students. Repeatable for credit. Prerequisite: audition or satisfactory completion of four semesters of 276 prior to first enrollment.

Change title to:

MUS 476 (A-G; I-U) Individual Performance Study – 1-2 hours. Upper division vocal or instrumental instruction for music major, minor or elective students. Repeatable for credit. Prerequisite: audition or satisfactory completion of four semesters of 276 prior to first enrollment.

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: Women's Studies

WS 201 **Issues in Women's Studies – 3 hours.** The content of each course offering will relate to significant basic concepts or issues in Women's Studies. Students may enroll in different offerings of the course for a maximum of 6 hours, with a change in topic. Specific title will be listed when the course is scheduled.

SCHOOL OF BUSINESS

BUS 401 **Senior Business Experience – 3 hours.** The senior business experience combines theory and practice to aid students in synthesizing their functional and foundational areas of learning to manage firms to competitive advantage. The course includes components of cross-functional integration from areas such as entrepreneurship, the learning organization, quality management, and strategic management to provide a framework for diagnosing and resolving organization issues. Prerequisites: 310, 320, 330.

GRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Music

MUS 517 **ISU Chorale – 0-1 hour.** A non-auditioned chorus that studies and performs a wide variety of musical repertoire with emphasis given to vocal development, basic

GRADUATE APPROVALS – Course Revisions – MUSIC 517: continued

musicianship, and choral style. Vocal placement hearings are held at the beginning of each semester.

Change title to:

MUS 517 **Masterworks Chorale – 0-1 hour.** A non-auditioned chorus that studies and performs a wide variety of musical repertoire with emphasis given to vocal development, basic musicianship, and choral style. Vocal placement hearings are held at the beginning of each semester.

MUS 676 **(A-G; I-T; W-Z) Individual Performance Study – 1-3 hours.** Advanced vocal, instrumental, or vocal/wind conducting instruction for graduate music students or elective students. Repeatable for up to 4 hours of credit on all music degrees except performance, which carries an 8-hour maximum. Prerequisite: audition prior to first enrollment.

Change title to:

MUS 676 **(A-G; I-U; W-Z) Individual Performance Study – 1-3 hours.** Advanced

vocal, instrumental, or vocal/wind conducting instruction for graduate music students or elective students. Repeatable for up to 4 hours of credit on all music degrees except performance, which carries an 8-hour maximum. Prerequisite: audition prior to first enrollment.

CORRECTIONS

***The following is a correction of the text that appeared as an **APPROVAL** in the October 23, 2000 and November 6, 2000 issue of Academic Notes. The corrected portion is shown in [*bold-italics within bold-italic brackets*].

UNDERGRADUATE PROGRAM REVISION

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

COMMUNITY HEALTH MAJOR

Executive Summary:

The Community Health program proposes to make minor changes to its major block of classes. The changes consist of increasing the credit hours of HLTH 392 (from 2 to 3 credits) and deleting HLTH 200 (2 credits). These changes result in one less credit hour the majors would be required to take. In sum, the proposed changes result in decreasing the program from 67-68 hours to 66-67 hours. The *CORRECTIONS – APPROVAL – Undergraduate Program Revisions – Community Health Major: continued*

School Health Education program is going through some changes and this change is included in their curriculum changes.

Rationale:

Overlap existed between the two courses offered. By combining the two courses, one credit hour would be saved and the materials covered in the class would be better organized and more time for the necessary materials to be covered. Two hours is not adequate. This class is the only methods class for both the Community Health and School Health Education majors. In addition, this change would help meet the new school health education licensure guidelines and better prepare students for classroom and community instruction.

CURRENT CATALOG COPY

Community Health Major (62-64 semester hours)

The objectives of this degree program are 1) to prepare community health specialists to help maintain and improve the health, well-being, and quality of life of communities of people in public

and private settings; and 2) to prepare graduates to pursue graduate education in a variety of related fields. *[Students must earn no less than a "C" in each of the community health courses including the foundation courses.]*

Health-Safety courses:

111-3 hrs.; 200-2 hrs.; 221-3 hrs.; 320 or 323-3 hrs.; 340-3 hrs.; 341-3 hrs.; 360-3 hrs.; 380--3 hrs.; 392--2 hrs.; 393--2 hrs.; 401--1 hr.; 402--1 hr.; 403--1 hr.; 404--1 hr.; 405--1 hr.; 406--1 hr.; 407--3 hrs.; 408--3 hrs.; 424--3 hrs.; 428--3 hrs.; 480--3 hrs.; 491--3 hrs. (Six hours may be selected from 401, 402, 403, 404, 405, 406--1 hr., 407, 408--3 hrs.)

Foundation courses:

Life Sciences 112--3 hrs. and 115--1 hr. or 231--2 hrs. and 231L--1 hr. or 241--2 hrs. and 241L--1 hr. or Physical Education 210--2 hrs. or Health and Safety 215--3 hrs.; Family and Consumer Sciences 201--3 hrs.; Psychology 101--3 hrs.; Sociology 120--3 hrs.; Communication 356--3 hrs.; Educational Psychology 426--3 hrs. or Psychology 362--3 hrs.

PROPOSED CATALOG COPY

Community Health Major (66-67semester hours)

The objectives of this degree program are 1) to prepare community health specialists to help maintain and improve the health, well-being, and quality of life of communities of people in public and private settings; and 2) to prepare graduates to pursue graduate education in a variety of related fields. Students are required to earn a minimum of a "C" grade in all major and foundational courses in the Community Health major.

CORRECTIONS – APPROVAL – Undergraduate Program Revisions – Community Health Major: continued

Health-Safety courses:

111--3 hrs.; *[210--3hrs.; 212--3hrs.; 221--3 hrs.;]* 340--3 hrs.; 341--3 hrs.; 360--3 hrs.; 380--3 hrs.; 392--*[3]* hrs.; 393--2 hrs.; 401--1 hr.; 402--1 hr.; 403--1 hr.; 404--1 hr.; 405--1 hr.; 406--1 hr.; 407--*[1 hr.]*, 424--3 hrs.; 428--3 hrs.; 480--3 hrs.; 491--3 hrs. (Six hours may be selected from 401, 402, 403, 404, 405, 406, *[407].*)

Foundation courses:

Life Sciences 112--3 hrs. and *[112L]--1 hr.* or 231--2 hrs. and 231L--1 hr. or 241--2 hrs. and 241L--1 hr.; Family and Consumer Sciences 201--3 hrs.; Physical Education 180--1 hr.; Psychology 101--3 hrs.; Sociology 120--3 hrs.; Communication 356--3 hrs.; Psychology 362--3 hrs.

