



Academic Notes

APRIL 16, 2001

AN 2000-2001

SPECIAL NOTICES

RETIREMENT TEA

The 2000-2001 Retirement Tea will be held in the Hulman Memorial Student Union (HMSU) Dede II and III on Wednesday, April 18, 2001, at 2:00 p.m. This annual event recognizes faculty and administration for services rendered to the University during their employment. Persons wishing to celebrate with the retirees are welcome to attend.

The following retirees will be honored:

ADMINISTRATIVE AFFAIRS

Gary Dean Combs
Elizabeth A. Russell

ACADEMIC AFFAIRS

Norma Jean Cook
Leona Gallion

PLANNING AND BUDGETS

Bill Crichfield

PUBLIC AFFAIRS

Julie Jordan

COLLEGE OF ARTS & SCIENCES

Charlotte M. Boener
John Leroy Christie
John J. Corrigan
Charles W. Goff
Guy Junior Hale
Khwaja A. Hasan
David L. Johnson

Robert M. Levy
Virginia L. Loyd
Dan P. Millar
Tom Pitts
Donald J. Reuland
James Schellenberg

SCHOOL OF BUSINESS

Douglas Smith

SCHOOL OF TECHNOLOGY

Samuel Joseph Freeze
James Heath
Mak A. Koie

SCHOOL OF EDUCATION

Bonnidell A. Clouse
James E. Higgins
Lawrence R. Reck
Jerry Summers

ENROLLMENT SERVICES

David P. Ridenour

SCHOOL OF NURSING

Carolyn Fakouri
Linda Lee Harbour

LIBRARY & INFORMATION RESOURCES

Virginia Lee Anderson
O. Gene Norman

INFORMATION TECHNOLOGY

Milton Firestone

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 Web Page at – <http://web.indstate.edu/acadnotes/> –.

ACADEMIC NOTES PUBLICATION SCHEDULE

<u>Deadline for Items</u>	<u>Issue Date</u>
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 **APRIL 10, 2001**

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

Interim Provost Hopkins introduced K. Hoolehan (Managing Director, ISU Foundation), who responded to questions. Members were particularly interested in Foundation policies related to management fees, disbursement of funds, and secrecy.

Hopkins provided a calendar for selection of a Coordinator of General Education. He asked for and received suggestions for faculty to serve on the search committee. Important dates:

Nominations due 4/11
Search Committee meets 4/16
Applications due 4/18
On campus interviews begin 4/26

FACULTY GOVERNMENT – Faculty Senate Executive Committee Report: continued

Hopkins noted that he hoped to follow a similar schedule for selection of an Interim Dean in Arts and Sciences, and that he would consult with the Senate Faculty Affairs Committee and appropriate department chairs before making that interim appointment.

Chair Bell reported on the recent meeting of the Board of Trustees and on the Student Government Association dinner and inauguration.

During the 15-minute open discussion period E. Warner expressed appreciation to President Benjamin and Interim Provost Hopkins for their attendance at the recent on-campus Research Conference. Also discussed were apparent inconsistencies in remuneration of part-time faculty and a lack of after-hours emergency medical care for students.

The Committee approved SAC recommendations on parental notification of students involved in alcohol and drug policy violations and on release of information about the victim and accused in cases of violent crime or non-violent sexual assault. It accepted D. Hopkins' revised text of a letter inviting faculty participation on an all-university committee for workload policy development.

The Committee approved a FAC recommendation to revise Summer Session course continuance criteria, procedures, and stipends. R. Goldbort explained the recommendation, a major component of which reads:

"If a course is continued . . . the instructor shall receive the full stipend for teaching that course."

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, April 17, 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
- V. FEBC Recommendations:
 - a. TIAA – CREF In-Service Cash Provision
 - b. Faculty/Staff Fee Waiver
 - c. Faculty/Staff Spouse Tuition Assistance
 - d. Non-Tenure Faculty Parking Fee
 - e. Temporary Faculty Compensation
- VI. CAAC Recommendations:
 - a. Anthropology 100
 - b. Educ-Praxis II Exam

FACULTY GOVERNMENT – Faculty Senate Executive Committee – Agenda: continued

- c. Nursing
 - i. Baccalaureate Degree
 - ii. Baccalaureate Track for Registered Nurses
 - iii. Associate Degree
- VII. Standing Committee Reports
- VIII. Old Business
- IX. New Business

UNIVERSITY FACULTY SENATE

The University Faculty Senate will meet at 3:15 p.m. on Thursday, April 19, 2001 in Dede III.

Agenda

- I. Memorial Resolution: Margaret Rowe
- II. Administrative Report
- III. Chair Report
- IV. SGA Report
- V. Fifteen Minute Open Discussion
- VI. Approval of the Minutes
- VII. CAAC Recommendations*:
 - a. Anthropology 100
 - b. Educ-Praxis II Exam
 - c. Nursing
 - i. Baccalaureate Degree
 - ii. Baccalaureate Track for Registered Nurses
 - iii. Associate Degree
- VIII. FEBC Recommendation*:
 - a. TIAA – CREF In-Service Cash Provision
 - b. Faculty/Staff Fee Waiver
 - c. Faculty/Staff Spouse Tuition Assistance
 - d. Non-Tenure Faculty Parking Fee
 - e. Temporary Faculty Compensation
- IX. FAC Recommendation: Summer Sessions
- X. AAC Recommendation: Administrative/Faculty Count
- XI. SAC Recommendation: Parental Notification / Release of Information
- XII. Standing Committee Reports
- XIII. Old Business
- XIV. New Business

*Pending Executive Committee action on April 17, 2001

FACULTY SENATE STANDING COMMITTEES

CURRICULUM & ACADEMIC AFFAIRS COMMITTEE

The Curriculum & Academic Affairs Committee will meet at 3:00 p.m. on Thursday, April 19, 2001 in the Family and Consumer Science (FCS) Building, Room 110.

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF ARTS & SCIENCES

ENGLISH

Mr. Michael Marx will defend his thesis entitled, *Commentaries by Michael Marx*, from 2:00 until 4:00 p.m. on Friday, April 20, 2001 in Root Hall, Room A-237. The members of his committee are Dr. Howard McMillen, Chairperson, Dr. Matthew Brennan, and Dr. Steven Connelly.

HISTORY

Mr. Trevor Gordon will defend his thesis entitled, *Indiana's Voice: The Irish National Land League in the Hoosier State: 1879-1882*, from 2:00 until 3:30 p.m. on Tuesday, April 24, 2001 in Stalker Hall, Room 205. The members of his committee are Dr. Richard Schneirov, Chairperson, Dr. William Giffin, and Dr. Christopher Olsen.

SCHOOL OF EDUCATION

EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS

Ms. Bonnie Bolinger will defend her dissertation entitled, *Humor and Leadership: A Gender-Based Investigation of the Correlation Between the Attribute of Humor and Effective Leadership*, at 10:00 a.m. on Thursday, April 19, 2001 in the School of Education, Room 1203. The members of her committee are Dr. Robert Boyd, Chairperson, Dr. Steven Lamb, Dr. Dale Findley, and Dr. Todd Whitaker.

Ms. Therese Howe will defend her dissertation entitled *A Comparison of Perceptions of Team Management Practices in Public School and Private Sector Environments*, at 1:00 p.m. on Wednesday, April 18, 2001 in the School of Education, Room 1203. The members of her committee are Dr. Robert Boyd, Chairperson, Dr. Jerry Summers, and Dr. Gregory Ulm.

THESES, DISSERTATIONS, & RESEARCH PROJECTS – School of Education: continued

Mr. Stephen Manuel will defend his dissertation entitled *Gender Differences and Retention Characteristics for First Generation College Students*, at 10:00 a.m. on Monday, April 23, 2001 in the School of Education, Room 1214. The members of his committee are Dr. Todd Whitaker, Chairperson, Dr. William Osmon, and Dr. Greg Ulm.

ELEMENTARY & EARLY CHILDHOOD EDUCATION

Ms. Nancy Grote will defend her dissertation entitled, *Conflict Resolution for Peace: Giving Voice to Young Children*, at 1:00 p.m. on Wednesday, April 18, 2001 in the School of Education, Room 814. The members of her committee are Dr. Beth Whitaker, Chairperson, Dr. Valerie Duarte, Dr. Darlene Hantzis, Dr. Jane Schollaert, and Dr. Elizabeth Jared.

FIELD TRIPS

COLLEGE OF ARTS & SCIENCE: Science Education

Students from Science Education 393 – Science in Elementary School, will be taking an ecology field trip to the ISU Field Campus. Students are to schedule their visit on April 16 or April 17, 2001 during a four-hour period of their choosing so that the trip will not interfere with their regularly scheduled classes. Students are responsible for their own transportation. A list of participating students is available from the Student Academic Affairs Division of the College of Arts and Sciences.

SCHOOL OF TECHNOLOGY: Industrial Technology Education

Students from Industrial Technology Education 432 – Construction Technology, will be taking a field trip to work on a project off campus. Students are scheduled to continue to work on the project on April 17 and April 19, 2001 from 1:00 until 4:00 p.m. A list of participating students is available from the Industrial Technology Education Department.

UNDERGRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Geography, Geology, & Anthropology

GEOG 112 Cartography – 3 hours. Fundamentals of map design, map interpretation, and map analysis. Prerequisite: 111 or 160; or concurrent enrollment in 111 or 160.

Change prerequisites to:

GEOG 112 Cartography – 3 hours. Fundamentals of map design, map interpretation, and map analysis.

UNDERGRADUATE PROPOSALS – Course Revisions – Geography: continued

GEOG 211 Physical Geography – 3 hours. Processes and features of the physical geographic environment. Field work, laboratory experience, and reports are required. Prerequisites: Mathematics 111, 115, and consent of instructor.

Change prerequisites to:

GEOG 211 Physical Geography – 3 hours. Processes and features of the physical geographic environment. Field work, laboratory experience, and reports are required. Prerequisites: GEOG 111 or consent of instructor.

GEOG 242 Introduction to Geographic Information Systems – 3 hours. An overview of basic principles of geographic information systems and practical experience in employing these systems. Prerequisites: 112; and either 111, 115, or 110 or consent of instructor.

Change prerequisites to:

GEOG 242 Introduction to Geographic Information Systems – 3 hours. An overview of basic principles of geographic information systems and practical experience in employing these systems.

GEOG 330 World Geography – 3 hours. An interpretation of human activities in selected world regions.

Change number to:

GEOG 130 World Geography – 3 hours. An interpretation of human activities in selected world regions.

GEOG *405 Fundamentals of Remote Sensing – 3 hours. Nature and interpretation of aerial photos, radar, and satellite scanner images as related to Earth resources analysis. Photogrammetry, digital image interpretation, and GIS approaches are presented. Prerequisite: 111 or 115 or 160 or consent of instructor.

Change prerequisites to:

GEOG *405 Fundamentals of Remote Sensing - 3 hours. Nature and interpretation of aerial photos, radar, and satellite scanner images as related to Earth resources analysis. Photogrammetry, digital image interpretation, and GIS approaches are presented. Prerequisite: 100-level course or higher in geography (GEOG) or geology (GEOL) or consent of instructor.

**Course has a graduate level equivalent*

GEOG *417 Industrial Geography - 3 hours. Industrial location factors, distribution of selected industries, and complex aerial patterns of manufacturing. Prerequisite: 313 or consent of instructor.

Change prerequisites to:

GEOG *417 Industrial Geography - 3 hours. Industrial location factors, distribution of selected industries, and complex aerial patterns of manufacturing. Prerequisite: 100-level course or higher in geography (GEOG) or consent of instructor.

**Course has a graduate level equivalent*

UNDERGRADUATE PROPOSALS – Course Revisions – Geography: continued

GEOG *440 Advanced Quantitative Geography - 3 hours. The application of statistical techniques within geographical contexts, including descriptive, inferential, and multivariate methodologies. Emphasis is on problem solving in the geosciences. Prerequisite: Mathematics 241.

Change prerequisites to :

GEOG *440 Advanced Quantitative Geography - 3 hours. The application of statistical techniques within geographical contexts, including descriptive, inferential, and multivariate methodologies. Emphasis is on problem solving in the geosciences. Prerequisite: GEOG 240 or equivalent or consent of instructor.

**Course has a graduate level equivalent*

GEOG *442 Geographic Information Systems: Applications - 3 hours. Application of basic principles of geometric information systems by providing practice in employing this technology to a simulated problem. Prerequisite: 242 or consent of instructor.

Change prerequisites to:

GEOG *442 Geographic Information Systems: Applications - 3 hours. Application of basic principles of geometric information systems by providing practice in employing this technology to a simulated problem. Prerequisite: 100 level course or higher in geography (GEOG) or geology (GEOL) or consent of instructor.

**Course has a graduate level equivalent*

GEOG *444 The Processing of Spatial Data for Geoscientists - 3 hours. The application of a computer language to the processing of geographic (spatial) data. Prerequisite: 12 semester hours of geography or geology, or consent of instructor.

Change prerequisites to:

GEOG *444 The Processing of Spatial Data for Geoscientists - 3 hours. The application of a computer language to the processing of geographic (spatial) data. Prerequisite: 100 level course or higher in geography (GEOG) or geology (GEOL) or consent of instructor.

**Course has a graduate level equivalent*

COLLEGE OF ARTS & SCIENCES: Music

MUS 111 Music Theory I – 1 hour. Study of the elements of music theory, covering pitch, rhythm, scales, intervals, basic harmony, melody, voice leading, and diatonic triads in functional harmony. Two class hours a week. Prerequisites: satisfactory score on the Undergraduate Placement Examination in Music Theory or a grade of C or better in 101, and concurrent enrollment in 113. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 111 Music Theory I – 1 hour. Study of the elements of music theory, covering pitch, rhythm, scales, intervals, basic harmony, melody, voice leading, and diatonic triads in functional harmony. Two class hours a week. Prerequisites: satisfactory

UNDERGRADUATE PROPOSALS – Course Revisions – MUS 111: continued

score on the Undergraduate Placement Examination in Music Theory or a grade of C or better in 101, and concurrent enrollment in 113.

MUS 112 Music Theory II – 1 hour. Continuation of 111, extending through a study of diatonic seventh chords, secondary dominant and leading tone chords, modulation, binary and ternary forms, and variation techniques. Two class hours a week. Prerequisites: grade of C or better in 111; concurrent enrollment in 114 or consent of instructor. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 112 Music Theory II – 1 hour. Continuation of 111, extending through a study of diatonic seventh chords, secondary dominant and leading tone chords, modulation, binary and ternary forms, and variation techniques. Two class hours a week. Prerequisites: grade of C or better in 111; concurrent enrollment in 114 or consent of instructor.

MUS 113 Music Skills I – 2 hours. Companion course to 111, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: satisfactory score on the Undergraduate Placement Examination in Music Theory or a grade of C or better in 101; concurrent enrollment in 111. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 113 Music Skills I – 2 hours. Companion course to 111, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: satisfactory score on the Undergraduate Placement Examination in Music Theory or a grade of C or better in 101; concurrent enrollment in 111.

MUS 114 Music Skills II – 2 hours. Continuation of 113; companion course to 112, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: grade of C or better in 113; concurrent enrollment in 112 or consent of instructor. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 114 Music Skills II – 2 hours. Continuation of 113; companion course to 112, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: grade of C or better in 113; concurrent enrollment in 112 or consent of instructor.

MUS 211 Music Theory III – 1 hour. Continuation of 111 and 112, extending through a study of contrapuntal techniques in the invention and fugue, nineteenth-century harmonic materials, and rondo and sonata forms. Two class hours a week. Prerequisites: grade of C or better in 112 and 114; concurrent enrollment in 213.

UNDERGRADUATE PROPOSALS – Course Revisions – MUS 211: continued

A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 211 Music Theory III – 1 hour. Continuation of 111 and 112, extending through a study of contrapuntal techniques in the invention and fugue, nineteenth-century harmonic materials, and rondo and sonata forms. Two class hours a week. Prerequisites: grade of C or better in 112 and 114; concurrent enrollment in 213.

MUS 212 Music Theory IV – 2 hours. Continuation of 111, 112, and 211, extending through a study of twentieth-century harmonic material in tonal music, set and serial procedures, and recent musical developments. Two class hours a week. Prerequisites: grade of C or better in 211; concurrent enrollment in 214 or consent of instructor. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 212 Music Theory IV – 2 hours. Continuation of 111, 112, and 211, extending through a study of twentieth-century harmonic material in tonal music, set and serial procedures, and recent musical developments. Two class hours a week. Prerequisites: grade of C or better in 211; concurrent enrollment in 214 or consent of instructor.

MUS 213 Music Skills III – 2 hours. Continuation of 113 and 114; companion course to 211, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: grade of C or better in 112 and 114; concurrent enrollment in 211. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 213 Music Skills III – 2 hours. Continuation of 113 and 114; companion course to 211, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: grade of C or better in 112 and 114; concurrent enrollment in 211.

MUS 214 Music Skills IV – 2 hours. Continuation of 113, 114, and 213; companion course to 212, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: grade of C or better in 213; concurrent enrollment in 212 or consent of instructor. A student may repeat the course no more than one time; a student who wishes an exception must petition the theory staff.

Change description to:

MUS 214 Music Skills IV – 2 hours. Continuation of 113, 114, and 213; companion course to 212, with skills applied through sight singing, ear training, and keyboard activities. Three class hours a week. Prerequisites: grade of C or better in 213; concurrent enrollment in 212 or consent of instructor.

UNDERGRADUATE PROGRAM REVISION

SCHOOL OF BUSINESS

Academic Standards for Business Majors

Executive Summary:

The School of Business proposes making the following changes in the core curriculum:

- Remove BUS 220, Dynamics of Professional Success (1 credit hour), and BUS 305, Business Statistics II (three credit hours), from the prebusiness category of cornerstone and foundation courses and permit these courses to be taken with an upper-level functional course. This modification will affect all School of Business undergraduate majors.
- Separate BUS 310, Legal Environment/Finance (6 hours) into two 3-hour courses, BUS 263, Legal Environment of Business, and BUS 311, Business Finance. This modification will affect all School of Business undergraduate majors.
- Change the catalog wording in requirements for each School of Business major to reflect the change from BUS 310 to BUS 263 and BUS 311.

Rationale:

The faculty of the School of Business evaluated the core curriculum and recognized that removing BUS 220 and BUS 305 from the prebusiness requirements would enhance student progress through the program. Also, the results of core assessment indicated the need to separate BUS 310, Legal Environment/Finance (6 hours), into two 3-hour courses.

CURRENT CATALOG COPY

ACADEMIC STANDARDS FOR BUSINESS MAJORS

The following standards apply with regard to the admission, retention, and graduation of students from the four-year undergraduate programs of the School of Business. Specific requirements for majors are given in the listing for the major.

1. Each entering freshman selecting the School of Business will be placed in the category of "prebusiness."
2. Students will remain in the prebusiness category until they:
 - a. Complete the following cornerstone and foundation courses with an average of 2.25 or higher:
 - BUS 101-Freshman Business Experience I
 - BUS 102-Freshman Business Experience II
 - BUS 170-Information Tools
 - BUS 201-Accounting Principles I

UNDERGRADUATE PROPOSALS – Program Revisions – School of Business – Academic Standards for Business Majors: continued

BUS 202-Accounting Principles II

*BUS 205-Business Statistics I

****BUS 220-Dynamics of Professional Success**

BUS 305-Business Statistics II

ECON 200-Principles of Macroeconomics

ECON201-Principles of Microeconomics

*Prerequisite: Mathematics 111 or 115, or a calculus course

**Prerequisites: English 105 or 107 and Communication 101 or 215

- b. Complete the General Education freshman English composition requirement, the communication requirement (Communication 101 or 215), and the School of Business Mathematics requirement of mathematics 111 or 115, or a calculus course (any of these courses also meet the General Education Basic Studies mathematics requirement).
 - c. Complete a minimum of 60 hours with a cumulative grade point average of 2.25 or higher.
3. International students must also have a minimum TOEFL score of 550.
4. **Upon satisfactorily meeting the prebusiness requirements, students formally declare a major within the School of Business and may enroll in the functional block sequence of courses (BUS 310, 320, 330). After completion of the functional block sequence of courses, students must complete the capstone course (BUS 401).**
5. In order to graduate, students majoring in business disciplines must meet the following minimum requirements:
 - a. Have a cumulative grade point average of at least 2.25.
 - b. Complete the following functional block and capstone courses with an average of 2.25 or higher.
 - BUS 310-Legal Environment/Finance**
 - BUS 320-Marketing/Information Systems
 - BUS 330-Management/Operations
 - BUS 401-Senior Business Experience
 - BUS 401 is a capstone course and should be taken in the student's final semester after the functional block courses have been completed.
 - c. Complete Administrative Systems and Business Education 336 as the junior-level writing requirement.
 - d. Complete a component of courses that are general in nature that comprises at least 50 percent of student's four-year program. Some foundation courses and all General Education courses will count in this category.
 - e. Complete the course work required to satisfy the requirements of the major field and meet any additional requirements that may be stipulated by the individual programs.
 - f. Complete all other requirements prescribed by the University.

UNDERGRADUATE PROPOSALS – Program Revisions – School of Business – Academic Standards for Business Majors: continued

6. Students who change majors, or who had a break in their attendance and have been re-admitted could be asked to meet the degree requirements in force at the time a major is declared or at the time they have been re-admitted.
7. All students majoring in the School of Business are expected to be aware of course and graduation requirements for their major. For further information, consult the program listing, the chairperson of the department offering the major, or the Undergraduate Student Services Office.

PROPOSED CATALOG COPY

ACADEMIC STANDARDS FOR BUSINESS MAJORS

The following standards apply with regard to the admission, retention, and graduation of students from the four-year undergraduate programs of the School of Business. Specific requirements for majors are given in the listing for the major.

1. Each entering freshman selecting the School of Business will be placed in the category of "prebusiness."
2. Students will remain in the prebusiness category until they:
 - a) Complete the following cornerstone and foundation courses with an average of 2.25 or higher:
BUS 101-Freshman Business Experience I
BUS 102-Freshman Business Experience II
BUS 170-Information Tools
BUS 201-Accounting Principles I
BUS 202-Accounting Principles II
*BUS 205-Business Statistics I
ECON 200-Principles of Macroeconomics
ECON201-Principles of Microeconomics
*Prerequisite: Mathematics 111 or 115, or a calculus course
 - b) Complete the General Education freshman English composition requirement, the communication requirement (Communication 101 or 215), and the School of Business mathematics requirement of Mathematics 111 or 115, or a calculus course (any of these courses also meet the General Education Basic Studies mathematics requirement).
 - c) Complete a minimum of 60 hours with a cumulative grade point average of 2.25 or higher.
3. International students must also have a minimum TOEFL score of 550.

UNDERGRADUATE PROPOSALS – Program Revisions – School of Business – Academic Standards for Business Majors: continued

4. Upon satisfactorily meeting the prebusiness requirements, students formally declare a major within the School of Business and may enroll in the functional sequence of courses (BUS 311, 320, 330). BUS 305 is a co-requisite for BUS 311, 320, and 330. BUS 401, Senior Business Experience, may be taken only after completion of the functional courses and BUS 263.
5. In order to graduate, students majoring in business disciplines must meet the following minimum requirements:
 - a) Have a cumulative grade point average of at least 2.25.
 - b) Complete the following functional and capstone courses with an average of 2.25 or higher.
 - BUS 305–Statistics II
 - BUS 311-Business Finance
 - BUS 320-Marketing/Information Systems
 - BUS 330-Management/Operations
 - BUS 401-Senior Business ExperienceBUS 401 is a capstone course and should be taken in the student's final semester after the functional courses have been completed.
 - c) Complete Administrative Systems and Business Education 336 as the junior-level writing requirement.
 - d) Complete Business 220, Dynamics of Professional Success.
 - e) Complete Business 263, Legal Environment of Business.
 - f) Complete a component of courses that are general in nature that comprises at least 50 percent of student's four-year program. Some foundation courses and all General Education courses will count in this category.
 - g) Complete the course work required to satisfy the requirements of the major field and meet any additional requirements that may be stipulated by the individual programs.
 - h) Complete all other requirements prescribed by the University.
6. Students who change majors, or who had a break in their attendance and have been re-admitted could be asked to meet the degree requirements in force at the time a major is declared or at the time they have been re-admitted.
7. All students majoring in the School of Business are expected to be aware of course and graduation requirements for their major. For further information, consult the program listing, the chairperson of the department offering the major, or the Undergraduate Student Services Office.

UNDERGRADUATE PROPOSALS – Program Revisions – School of Business – Academic Standards for Business Majors: continued

CURRENT AND PROPOSED ORGANIZATION OF COURSES

(Note: No changes in total required hours)

Current Catalog Copy	Proposed Catalog Copy
Cornerstone and Foundation courses (GPA 2.25): BUS 101-Freshman Business Experience I (1 hr.) BUS 102-Freshman Business Experience II (1 hr.) BUS 170-Information Tools (2 hrs.) BUS 201-Accounting Principles I (3 hrs.) BUS 202-Accounting Principles II (3 hrs.) BUS 205-Business Statistics I (3 hrs.) BUS 220-Dynamics of Professional Success (1 hr.) BUS 305-Business Statistics II (3 hrs.) ECON 200-Principles of Macroeconomics (3 hrs.) ECON201-Principles of Microeconomics (3 hrs.)	Cornerstone and Foundation courses (GPA 2.25): BUS 101-Freshman Business Experience I (1 hr.) BUS 102-Freshman Business Experience II (1 hr.) BUS 170-Information Tools (2 hrs.) BUS 201-Accounting Principles I (3 hrs.) BUS 202-Accounting Principles II (3 hrs.) BUS 205-Business Statistics I (3 hrs.) ECON 200-Principles of Macroeconomics (3 hrs.) ECON201-Principles of Microeconomics (3 hrs.)
Functional and Capstone courses (GPA 2.25): BUS 310-Legal Environment/Finance (6 hrs.) BUS 320-Marketing/Information Systems (6 hrs.) BUS 330-Management/Operations (6 hrs.) BUS 401-Senior Business Experience (3 hrs.)	Functional and Capstone courses (GPA 2.25): BUS 305 – Business Statistics II (3 hrs.) BUS 311 – Business Finance (3 hrs.) BUS 320-Marketing/Information Systems (6 hrs.) BUS 330-Management/Operations (6 hrs.) BUS 401-Senior Business Experience (3 hrs.)
Junior-level writing requirement: ASBE 336 (3 hrs.)	Junior-level writing requirement: ASBE 336 (3 hrs.)
Other required business courses:	Other required business courses: BUS 220-Dynamics of Professional Success (1 hr.) BUS 263- Legal Environment of Business (3 hrs.)

Change catalog copy for each School of Business Major

Current catalog copy for each major in the School of Business contains a section titled “**Required courses on all four year professional programs (44 semester hours)**” that must be changed from BUS 310 to BUS 263 and BUS 311. For all School of Business majors the following proposed catalog copy should replace the current catalog copy. The School of Business majors are identified (with current catalog page numbers) in the table below.

*CURRENT CATALOG COPY
FOR THE SCHOOL OF BUSINESS MAJORS*

Required courses on all four-year professional programs (44 semester hours)

Business: 101--1 hr.; 102--1 hr.; 170--2 hrs.; 201--3 hrs.; 202--3 hrs.; 205--3 hrs.; 220--1 hr.; 305--3 hrs.; 310--6 hrs.; 320--6 hrs.; 330--6 hrs.; 401--3 hrs.

Economics: 200--3 hrs.; 201--3 hrs.

UNDERGRADUATE PROPOSALS – Program Revisions – School of Business – Academic Standards for Business Majors: continued

*PROPOSED CATALOG COPY
FOR THE SCHOOL OF BUSINESS MAJORS*

Required courses on all four-year professional programs (44 semester hours)

Business: 101--1 hr.; 102--1 hr.; 170--2 hrs.; 201--3 hrs.; 202--3 hrs.; 205--3 hrs.; 220--1 hr.; 263--3 hrs.; 305--3 hrs.; 311--3 hrs.; 320--6 hrs.; 330--6 hrs.; 401--3 hrs.

Economics: 200--3 hrs.; 201--3 hrs.

MAJOR	CATALOG PAGE #
Business Administration	361
Accounting	365
Finance	366
Insurance	367
Quality and Decision Systems	368
Business Education	378
Administrative Office Systems	379
Office Support and Technology	380
Management	381
Management Information Systems	382
Marketing	383

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

Health & Safety Minor (Teaching Curricula)

Executive Summary:

The Department of Health & Safety is proposing the following changes to its Health Education Minor. The goal is to reduce the number of credit hours needed to complete the degree, and to meet the needs of the new guidelines for licensure teachers. With the elimination of the minor in the new licensure guidelines, it is imperative to eliminate classes that contain repeat information, and to combine classes where multiple goals are met. This is important so that students can complete a double major in a reasonable number of years at the university.

Rationale:

Completion of this program gives the student teacher certification in Health Education. The curriculum needs to change in order to better prepare our students for the classrooms they will be required to lead, and in order to allow the students to maintain two majors, allowing them to be more marketable once they have completed their degree.

UNDERGRADUATE PROPOSALS – Program Revisions – School of HHP – Health & Safety Minor (Teaching Curricula): continued

The new teaching standards for Health Educators indicate that the students need to show proficiency in specific areas, and meet specific criteria. For example, the new standards require students be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner; therefore, the biostatistics course is being added to the curriculum.

The new guidelines do not indicate that these standards and objectives have to be met through our program. The new curriculum allows the students to use their life and work experience to show competency in their ability and preparation as a Health Education Teacher; therefore, the change to the description of the Emergency Medical Care and Advanced First Aid course and Lab will be modified to reflect that students may receive their certification from a source outside the university.

CURRENT CATALOG COPY

TEACHING CURRICULA

Health & Safety Minor (27 semester hours)

This minor may be added to the All Grade or Senior High – Junior High / Middle School Instructional License; its coverage is grades 7-12.

Health – Safety courses: 111--3 hrs.; 211--2 hrs.; 211L--1 hr.; 221--3hrs.; 313--3hrs.; 320--3 hrs.; 323--3 hrs.; 327--3 hrs.; 400A--3 hrs.; 400B--3 hrs.

Foundation courses: Life Sciences 231, 231L, 241, 241L, or Athletic Training 210 and Physical Education 220 are required prerequisites on this program.

PROPOSED CATALOG COPY

TEACHING CURRICULA

School Health Minor (21 semester hours)

This minor may be added to the Senior High – Junior High / Middle School Instructional License; its coverage is grades 5-12.

Health – Safety courses: 111--3 hrs.; 211--2 hrs.(or equivalent); 211L--1 hr.(or equivalent); 221--3hrs.; 313--3hrs.; 323--3 hrs.; 401--1 hr.; 402--1 hr.; 403--1 hr.; 404--1 hr.; 405--1 hr.; 406--1 hr.

Foundation courses: Life Sciences 231, 231L, 241, and 241L, or Athletic Training 210 and Physical Education 220 are required prerequisites for 400 level courses.

CHALLENGES

The following curriculum change that appeared in Academic Notes on March 19, 2001 has been challenged. A “hold” will therefore be placed on the proposal to allow the parties to seek a resolution of the objectives to the proposed changes.

DEPARTMENTAL NAME CHANGE REQUEST

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

Upon recommendation of the Academic Affairs Committee, the faculty of the Department of Health and Safety has voted unanimously to change the name of the department to *Department of Health, Environmental, and Safety Management*. We believe the change better reflects the programs offered in our department and will prove to be beneficial in student recruitment. Currently, confusion exists about our identity. We often receive calls meant for the Student Health Services or the Office of Environmental Safety. The proposed name change identifies us as an academic department by including “Management”. It also recognizes each of the separate undergraduate programs we offer. In addition, the major part of the job positions advertised are described as Environmental Management or Environmental and Safety Management. The State agency in charge of environmental issues (equivalent to Environmental Protection Agency) is identified as the Indiana Department of Environmental Management.

The Department of Health and Safety has also been in contact with the School of Business to make sure that there is no opposition to the proposed new name. Dr. Leona M. Gallion, Dean of the School, notified us that there is not opposition.

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Geography, Geology, & Anthropology

GEOL 657 Advanced Geomorphology – 3 hours. Knowledge of landscape-forming processes is gained by an in-depth study of fluvial processes in the laboratory and in the field; other fluid processes, Aeolian and glacial, are analyzed. A field project and field trips are required, including research on a field problem. A two-hour lecture and a two-hour laboratory weekly. Prerequisite: 350 (Also listed at GEOL 657).

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Geography, Geology, & Anthropology

GEOG *505 Fundamentals of Remote Sensing – 3 hours. Nature and interpretation of aerial photos, radar, and satellite scanner images as related to Earth resources analysis. Photogrammetry, digital image interpretation, and GIS approaches are presented. Prerequisite: 111 or 115 or 160 or consent of instructor.

Change prerequisites to:

GEOG *505 Fundamentals of Remote Sensing - 3 hours. Nature and interpretation of aerial photos, radar, and satellite scanner images as related to Earth resources analysis. Photogrammetry, digital image interpretation, and GIS approaches are presented. Prerequisite: 100-level course or higher in geography (GEOG) or geology (GEOL) or consent of instructor.

**Course has an undergraduate level equivalent*

GEOG *517 Industrial Geography - 3 hours. Industrial location factors, distribution of selected industries, and complex aerial patterns of manufacturing. Prerequisite: 313 or consent of instructor.

Change prerequisites to:

GEOG *517 Industrial Geography - 3 hours. Industrial location factors, distribution of selected industries, and complex aerial patterns of manufacturing. Prerequisite: 100-level course or higher in geography (GEOG) or consent of instructor.

**Course has an undergraduate level equivalent*

GEOG *540 Advanced Quantitative Geography - 3 hours. The application of statistical techniques within geographical contexts, including descriptive, inferential, and multivariate methodologies. Emphasis is on problem solving in the geosciences. Prerequisite: Mathematics 241.

Change prerequisites to :

GEOG *540 Advanced Quantitative Geography - 3 hours. The application of statistical techniques within geographical contexts, including descriptive, inferential, and multivariate methodologies. Emphasis is on problem solving in the geosciences. Prerequisite: GEOG 240 or equivalent or consent of instructor.

**Course has an undergraduate level equivalent*

GEOG *542 Geographic Information Systems: Applications - 3 hours. Application of basic principles of geometric information systems by providing practice in employing this technology to a simulated problem. Prerequisite: 242 or consent of instructor.

Change prerequisites to:

GEOG *542 Geographic Information Systems: Applications - 3 hours. Application of basic principles of geometric information systems by providing practice in employing this technology to a simulated problem. Prerequisite: 100 level course or higher in geography (GEOG) or geology (GEOL) or consent of instructor.

**Course has an undergraduate level equivalent*

GRADUATE PROPOSALS – Course Revisions – Geography: continued

GEOG *544 The Processing of Spatial Data for Geoscientists - 3 hours. The application of a computer language to the processing of geographic (spatial) data. Prerequisite: 12 semester hours of geography or geology, or consent of instructor.

Change prerequisites to:

GEOG *544 The Processing of Spatial Data for Geoscientists - 3 hours. The application of a computer language to the processing of geographic (spatial) data. Prerequisite: 100 level course or higher in geography (GEOG) or geology (GEOL) or consent of instructor.

**Course has an undergraduate level equivalent*

GEOG 657 Advanced Geomorphology – 3 hours. Knowledge of landscape-forming processes is gained by an in-depth study of fluvial processes in the laboratory and in the field; other fluid processes, Aeolian and glacial, are analyzed. A field project and field trips are required, including research on a field problem. A two-hour lecture and a two-hour laboratory weekly. Prerequisite: 350.

Change cross-listing to:

GEOG 657 Advanced Geomorphology – 3 hours. Knowledge of landscape-forming processes is gained by an in-depth study of fluvial processes in the laboratory and in the field; other fluid processes, Aeolian and glacial, are analyzed. A field project and field trips are required, including research on a field problem. A two-hour lecture and a two-hour laboratory weekly. Prerequisite: 350 (Also listed at GEOL 657).

UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: History

HIST 220 The Indian in American History – 3 hours. This course introduces the major topics and themes in American Indian history from pre-contact to the present, including early settlement, the Revolution, Removal, the Dawes Act and Allotment, and pan-Indianism in the 20th century. It will allow students to begin to integrate Native Americans' stories into a broader American historical framework. To study Native Americans in the context of mainstream American history is to become aware of the issues surrounding Native Americans' treatment by and interaction with European American society from first contact through the present and to begin to appreciate the incredible adaptability and persistence of native identities and cultures in North America.

HIST 320 Comparative Slavery – 3 hours. This course examines the history of slavery in

UNDERGRADUATE APPROVALS – New Courses – HIST 320: continued

the modern world. An institution that existed in much of the world until very recently, slavery had a profound impact on the transfer of ideas and culture around the globe. Slaves—European, Asian, American Indian, and African—were bought and sold, abused and tortured; they also developed their own communities and found ways to survive, even to flourish and to create their own, albeit mixed, culture. As an institution of infinite variety, to study slavery is to study the world's cultures and remarkable diversity. This course will give students insight into different societies and civilizations, and help gain an appreciation for the ways in which culture is transferred and transformed over time and space.

HIST 358 The Atlantic World, 1500-1820 – 3 hours. Introduces the concept of an Atlantic World as a focus for study. Key integrative and interpretive themes and trends will be considered, including European exploration and expansion into the Atlantic, imperialism and colonialism, the emergence of an Atlantic economy and trade, intercultural interaction and exchange, and the establishment of the African slave trade and the plantation economy. The Atlantic World, as it emerged during the 16th, 17th, and 18th centuries was a complex community of communities, tied together by a web of relationships--personal, political, cultural, and commercial--and was in a sense a quintessential early modern multicultural community.

HIST *436 Indians and Europeans in Early America – 3 hours. Introduces the major topics and themes in the ethno-history of early America from first contact to the early eighteenth century through a comparative study of British America, French Canada, and Spanish Latin America.

**Course has a graduate level equivalent*

COLLEGE OF ARTS & SCIENCES: Mathematics & Computer Science

CS 170 Web Programming – 3 hours. An introduction to WWW programming methods and scripting languages. Includes Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), Dynamic Hypertext Markup Language (DHTML), JavaScript and VBScript. Prerequisites: CS 151 and CS 256.

CS 260 Object Oriented Programming – 3 hours. Object oriented programming concepts and methods. Includes encapsulation, data abstraction, class development, instantiation, constructors, destructors, inheritance, overloading, polymorphism, libraries and packages. Prerequisite: CS 256.

CS 320 Java Software Development – 3 hours. Fundamentals and applications of the Java language. Java classes and packages, data types, control structures, methods, arrays, strings, applets, graphics, threads, GUI development, utility packages, collections, exception handling, files and streams, intro to Java networking, servlets, and Java Beans. Prerequisite: CS 260 or MIS 355.

UNDERGRADUATE APPROVALS – New Courses – Computer Science: continued

CS *468 NT Server Administration and Networking – 3 hours. This hands-on course covers the complete process of installation, configuration, and administration of both the NT4 Server software and the Windows 2000 Server software. Includes actual set-up of a physical network including the design and installation of network interface cards, hubs, cables, servers, and workstations. Also includes installation and configuration of TCP/IP, DHCP, DNS, WINS, IIS, FTP as well as important administrative tasks including the establishment of user roles, groups and security, file protection, configuring clients, tuning backups, and establishment of intranet and internet connections and security. This course can be used as preparation for Microsoft Server MCSE certification exams. Prerequisites: CS 467 or MIS 430 or ECT 353.

**Course has a graduate level equivalent*

CS *469 Unix/Linux Administration and Networking – 3 hours. Includes installation and configuration of Unix/Linux operating system software; set-up of hardware and software for Unix/Linux networking including TCP/IP, FTP, Telenet, DNS, DHCP, and Apache; Unix/Linux administration tasks including directories, users, tuning, backup, security, and networking. Prerequisite: CS 467 or MIS 430 or ECT 353.

**Course has a graduate level equivalent*

CS *472 Advanced Networking and Inter Connectivity – 3 hours. Advanced local area networking and enterprise networking concepts. Includes interconnectivity between NT and Unix/Linux servers and workstations; multi-tier hardware configurations; enterprise networking and trust relationships; and wireless networking. Prerequisites: CS 468 or MIS 431 and CS 469.

**Course has a graduate level equivalent*

CS *479 Web Programming II – 3 hours. Advanced programming for the WWW and the Internet. This course includes three approaches: the older CGI/PERL, Microsoft's Active Server Pages (ASP), and Sun's Java Server Pages (JSP). The course also includes the setup and configuration of WWW servers including Apache and Microsoft's IIS. Prerequisites: CS 170 and CS 320.

**Course has a graduate level equivalent*

CS *481 Client/Server and n-tier Database Utilization – 3 hours. Methods of accessing databases such as Oracle and Microsoft SQL Server. Includes actual software installations and configurations of backend databases on network servers and installations and configurations of client software on workstations; networking protocols used by databases; setup and configurations of 3-tier (and n-tier) servers, applications, and databases. Prerequisites: CS 477 and CS 467 or MIS 430 or ECT 353.

**Course has a graduate level equivalent*

CS *483 Database Development for the Web – 3 hours. Methods and programming for the access of databases over the WWW. Includes Open Database Connectivity

*UNDERGRADUATE APPROVALS – New Courses – CS *483: continued*

(ODBC), OLE_DB, Java Database Connectivity (JDBC), advanced ASP, Active-X Database Objectives (ADO), advanced JSP, Java Servlets, and JavaBeans. Database connections, recordsets, and commands. Prerequisites: CS 477 and CS 479.

**Course has a graduate level equivalent*

CS *484 Complete e-Commerce Site Development – 3 hours. A project development course which requires the complete software development of an e-Commerce site including advanced design, client-side and server-side coding, log-ins and security, storefront pages, cookies, shopping cart, extensive database connectivity and utilization, credit cards, order processing, order tracing, SSL and other security requirements. Prerequisite: CS 483.

**Course has a graduate level equivalent*

COLLEGE OF ARTS & SCIENCES: Political Science

PSCI 479* East Asia in World Politics – 3 hours. An examination of the international relations of the countries of East Asia. Emphasis is on the Cold War and post-Cold War eras.

**Course has a graduate level equivalent*

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Recreation & Sport Management

RCSM 363L Design and Facilitation of Adventure Challenge Experiences Laboratory – 2 hours. Laboratory is located at the ISU Field Campus in Brazil, IN and will require participation in two separate weekends (Saturday & Sunday) for approximately 8 hours per day. Students will be involved in activities as both participants and co-facilitators learning to safely and effectively conduct activities that will include cooperative large group games, field-based initiatives, and group development challenge course elements. Prerequisite: concurrent enrollment in RCSM 363.

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.

SCHOOL OF NURSING

NURS 108 Information Technology Literacy for Healthcare – 3 hours. ITL – H serves as an introduction to the use of computers and the use of information in healthcare. Students will learn basic skills of how to use computer applications and networks

at ISU and how to retrieve, evaluate, and present information. Three classroom hours per week. General Education Credits [*Information Technology Literacy*]

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: History

HIST *413 The New Nation, 1783-1825 – 3 hours. The formation of the new American nation and its political economic, social, cultural, and institutional development during its first generation.

Change title, description, and prerequisites to:

HIST *413 Revolutionary America – 3 hours. Introduces the major themes and trends in the history of Revolutionary America from about 1750 to 1815. Surveys a variety of interpretations of the Revolution and the early national period. Topics include the Seven Years' War, the Revolution, and the formation of the new nation and its political economic, social, cultural, and institutional development through the War of 1812. Prerequisites: 201 or 411 or equivalent.

**Course has a graduate level equivalent*

SCHOOL OF BUSINESS: Analytical

BUS 205 Business Statistics I – 3 hours. An introductory business statistics course dealing both with populations and processes. Topics covered include graphical concepts, measures of central tendency and dispersion, basic probability concepts, random variables (both discrete and continuous), central limit theorem, hypothesis testing and confidence intervals on means and proportions, and control charts for proportions, means, and variation. Prerequisites: Math 111, or 115, or a calculus course.

Change prerequisites to:

BUS 205 Business Statistics I – 3 hours. An introductory business statistics course dealing both with populations and processes. Topics covered include graphical concepts, measures of central tendency and dispersion, basic probability concepts, random variables (both discrete and continuous), central limit theorem, hypothesis testing and confidence intervals on means and proportions, and control charts for proportions, means, and variation. Prerequisites: 170 and Math 111, or 115, or a calculus course.

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Recreation & Sport Management

RCSM 363 Administration and Facilitation of Rope and Team Courses – 2 hours. Theory and application of team building techniques using team initiative course and high ropes course. Includes design, maintenance, administration, safety

UNDERGRADUATE APPROVALS – Course Revisions – RCSM 363: continued

standards, liability considerations, and training of facilitators.

Change title, description, and prerequisites to:

RCSM 363 Design and Facilitation of Adventure Challenge Experiences – 2 hours. Theory and application of experimental learning and group development programming in a challenge course-based adventure activity context. Topics include challenge courses, group initiative activities, experimental learning process, group development and dynamics, group facilitation techniques, debriefing, sequencing, activity selection, and program design. Will include exposure to the Adventure industry and important issues in the field. Students wanting to become Facilitators in the ISU Challenge Course program are required to enroll concurrently in RCSM 363L.

SCHOOL OF TECHNOLOGY: Aerospace Technology

AST 199 Aerospace Summer Honors – 3 hours. An introduction to the aerospace industry and to the Department of Aerospace Technology. Open to high school students who have completed their junior year.

Change credit hours to:

AST 199 Aerospace Summer Honors – 2 hours. An introduction to the aerospace industry and to the Department of Aerospace Technology. Open to high school students who have completed their junior year.

REVISIONS TO UDERGRADUATE PROGRAMS

PLEASE NOTE THAT AREAS OF THE PROPOSAL THAT WERE CHANGED ARE SHOWN IN BOLD ITALICS.

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

Bachelor of Science – Health and Safety [Major (Teaching Curricula)]

Executive Summary:

The Department of Health & Safety is proposing the following changes to its Health Education Major. The goal is to reduce the number of credit hours needed to complete the degree, and to meet the needs of the new guidelines for licensure of teachers. With the elimination of the minor in the new licensure guidelines, it is imperative to eliminate classes that contain repeat information, and to combine classes where multiple goals are met. This is important so that students can complete a double major in a reasonable number of years at the university.

Summary of Proposed changes

- Change the number of credit hours in the program

*UNDERGRADUATE APPROVALS – Program Revisions – B.S. Health & Safety Major
(Teaching Curricula): continued*

- | | |
|-----------------------------|-----------------------|
| ○ From Required 32 | To Required 30 |
| ○ From Electives 5-6 | To Electives 6 |
| ○ From 37-38 (Total) | To 36 (Total) |
- Delete Courses
 - HLTH 400A
 - HLTH 400B
 - Re-Number these 2 existing courses:
 - HLTH 400A becomes HLTH 401, HLTH 402, HLTH 403
 - HLTH 400B becomes HLTH 404, HLTH 405, HLTH 406
 - HLTH 401, HLTH 402, HLTH 403, HLTH 404, HLTH 405, and HLTH 406 are already in the listed in the Undergraduate Catalog
 - Title Change for 2 existing courses
 - HLTH 313 From School Health Education to Comprehensive School Health Education
 - HLTH 327 From School Health Services to School Health for the Elementary Teacher
 - Requirement Change
 - Change HLTH 327 from a requirement to an elective
 - Catalog Description Change for 2 existing Courses
 - HLTH 313 add to description: **and prepares the student to plan and implement the Comprehensive School Health Education program into the school system.**
 - Add the following two courses to the requirements
 - HLTH 340
 - HLTH 480
 - Delete the following two courses from the requirements
 - HLTH 320
 - HLTH 360

Completion of this program gives the student teacher certification in Health Education. The curriculum needs to change in order to better prepare our students for the classrooms they will be required to lead, and in order to allow the students to maintain two majors, allowing them to be more marketable once they have completed their degree.

The new teaching standards for Health Educators indicate that the students need to show proficiency in specific areas, and meet specific criteria. For example, the new standards require students be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner; therefore, the biostatistics course is being added to the curriculum.

*UNDERGRADUATE APPROVALS – Program Revisions – B.S. Health & Safety Major
(Teaching Curricula): continued*

The new guidelines do not indicate that these standards and objectives have to be met through our program. The new curriculum allows the students to use their life and work experience to show competency in their ability and preparation as a Health Education Teacher; therefore, the change to the description of the Emergency Medical Care and Advanced First Aid course and Lab will be modified to reflect that students may receive their certification from a source outside the university.

Specific Course Revision Rationale:

- HLTH 313–*School Health Education*. Change course title from School Health Education to Comprehensive School Health Education in order to better reflect the goals and objectives of this course. Change catalog description to include additional objectives.
 - **New course description:** The field of health science instruction as a subject of public school curricula. Includes essential preparation of the health science educator, and prepares the student to plan and implement the Comprehensive School Health Education Program.
- HLTH 320–*Health Aspects of Human Ecology*. Delete this course from the major requirements. The requirements of Rule 46 are currently being met in other HLTH courses i.e., HLTH 111, HLTH 401, HLTH 402, HLTH 403, HLTH 404, HLTH 405, HLT H 406, and HLTH 392.
- HLTH 327–*School Health Services*. Change course title from School Health Services to School Health for the Elementary Teacher. A change in the current title is needed in order to reflect the content. Delete as a major requirement for school health education majors, add as an elective.
- HLTH 340–*Health Biostatistics*. Add as a requirement for the major in school health education. A statistics course is needed to better prepare the student for scholarly work, and classroom assessment.
- HLTH 360–*Epidemiology*. Delete as a requirement. The content is covered in other classes currently being taught (HLTH 340 and HLTH 221).
- HLTH 400A & HLTH 400B–Delete HLTH 400A and HLTH 400B. Change the course numbers to 401, 402, 403 & 404, 405, 406, respectively. These courses are currently being taught and are listed in the Undergraduate Catalog. This change will modify the DARs to reflect the Health Education major records. The 2000 course bulletin currently reflects this name and description change.

Existing Course New Descriptions from the Undergraduate Catalog:

- HLTH 401 *Substance Abuse Education—1 hour*. Designed to enable community and school health educators to establish sound foundations and teaching strategies in mental health and

*UNDERGRADUATE APPROVALS – Program Revisions – B.S. Health & Safety Major
(Teaching Curricula): continued*

stress education.

- HLTH 402 *Mental Health and Stress Education—1 hour*. Designed to enable community and school health educators to establish sound foundations and teaching strategies in mental health and stress education.
- HLTH 403 *Communicable and Chronic Diseases, and AIDS—1 hour*. Designed to enable community and school health educators to establish sound foundations and teaching strategies in communicable and chronic diseases, and AIDS.
- HLTH 404 *Consumer Health and Quackery Education—1 hour*. Designed to enable community and school health educators to establish sound foundations and teaching strategies in consumer health and quackery education.
- HLTH 405 *Nutrition Education—1 hour*. Designed to enable community and school health educators to establish sound foundations and teaching strategies in nutrition education.
- HLTH 406 *Human Sexuality Education—1 hour*. Designed to enable community and school health educators to establish sound foundations and teaching strategies in human sexuality education.
- HLTH 480 *Senior Seminar—3 hours*. Supervised experience in an applied setting on campus or in the community. Majors may repeat the course one time for credit as long as the hours are in addition to the 36-hour major.
 - Add to requirements for the major. This will give the students more direct exposure to resources needed when they are teaching in the field and fulfill the community resources requirements maintained in the new teaching standards.

OLD CATALOG COPY

TEACHING CURRICULA

Health & Safety Major (35-36 semester hours)

This major may be added to the Senior High-Junior High / Middle School Instructional License; its coverage is grades 7–12.

Health-Safety courses: 111–3 hrs; 211–2 hrs; 211L–1 hr; 221–3 hrs; 313–3 hrs; 320–3 hrs; 323–3 hrs; 327–3 hrs; 360–3 hrs; 400A–3 hrs; 400B–3 hrs.

Electives: 5–6 hours from 300/400 level courses in Health and Safety other than those required with the School Health Education major.

Foundation courses: Life Sciences 231, 231L, 241, and 241L or Athletic Training 210 and Physical Education 220 are required prerequisites on this program.

*UNDERGRADUATE APPROVALS – Program Revisions – B.S. Health & Safety Major
(Teaching Curricula): continued*

Required Professional Education: Health and Safety 392–2 hrs. is required in the Senior High – Junior High / Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

NEW CATALOG COPY

TEACHING CURRICULA

School Health Major (36 semester hours)

This major may be added to the Senior High-Junior High / Middle School Instructional License; its coverage is grades 5–12.

Health-Safety courses: 111–3 hrs; 211– 2 hrs (or equivalent); 211L–1 hr (or equivalent); 221–3 hrs; 313–3 hrs; 323–3 hrs; 340–3 hrs; 392–3 hrs.; 401–1 hr; 402–1 hr; 403–1 hr; 404–1 hr; 405–1 hr; 406–1 hr; 480–3 hrs.

Electives: 6 hours from 300/400 level courses in Health and Safety other than those required with the School Health Education major.

Foundation courses: Life Sciences 231, 231L, 241, and 241L or Athletic Training 210 and Physical Education 220 are required prerequisites on this program.

PROGRAM COMPARISON

Required Professional Education: Health and Safety 392–2 hrs. required in the Senior High–Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology. REQUIRED CORE CLASSES							
Current Program (Old)				Proposed Program (New)			
Major	Course	Hrs	Title	Major	Course	Hrs.	Title
HLTH	111	3	Personal Health Science and Wellness	HLTH	111	3	Personal Health Science and Wellness
HLTH	211	2	Emergency Medical Care & Advanced First Aid	HLTH	*211	2	Emergency Medical Care & Advanced First Aid
HLTH	211L	1	Advanced Emergency Medical Skill Proficiency Laboratory	HLTH	*211L	1	Advanced Emergency Medical Skill Proficiency Laboratory
HLTH	221	3	Community Health Concepts	HLTH	221	3	Community Health Concepts
HLTH	313	3	School Health Education	HLTH	313	3	Comprehensive School Health Education
HLTH	320	3	Health Aspects of Human Ecology	HLTH	320	3	DELETE - Health Aspects of Human Ecology
HLTH	323	3	Individual and Community Safety	HLTH	323	3	Individual and Community Safety
HLTH	327	3	School Health Services	HLTH	327	3	DELETE - School Health Services

				HLTH	340	3	ADD - Health Biostatistics
HLTH	360	3	Epidemiology	HLTH	360	3	DELETE - Epidemiology
HLTH	392	2	Educational Methods for Health and Safety	HLTH	^392	3	Educational Methods for Health and Safety
HLTH	400A	3	Cognitive Foundations in Health Education Seminar I	HLTH	401	1	Substance Abuse Education
				HLTH	402	1	Mental Health & Stress Education
				HLTH	403	1	Communicable & Chronic Diseases and AIDS
HLTH	400B	3	Cognitive Foundations in Health Education Seminar II	HLTH	404	1	Consumer Health and Quackery Education
				HLTH	405	1	Nutrition Education
				HLTH	406	1	Human Sexuality Education
				HLTH	480	3	ADD - Senior Seminar
Total		32		Total		30	

* Or equivalent

^ Course change at committee for approval for Community Health Major

ELECTIVES

Current Program (Old)				Proposed Program (New)			
Major	Course	Hrs	Title	Major	Course	Hrs.	Title
HLTH	300/400	5 – 6	Choice of Student	HLTH	300/400	6	Choice of Student
Total		5 – 6		Total		6	

TOTAL PROGRAM

Current Program (Old)				Proposed Program (New)			
Total Credit Hours		37 - 38		Total Credit Hours		36	

* No Program change in Foundation Courses

Foundation Courses (Prerequisites for 401-406)			
4-6 Credit Hours			
LIFS	231	2	Human Anatomy
LIFS	231L	1	Human Anatomy Lab
LIFS	241	2	Human Physiology
LIFS	241L	1	Human Physiology Lab
Total Credit Hours		6	
OR			
ATTR	210	2	Human Anatomy for Allied Health Professionals
PE	220	2	Intro to Exercise Physiology
Total Credit Hours		4	

* No Program change in Professional Education Courses

Professional Education Courses			
32 Credit Hours			
CIMT	200	3	Teaching I
EPSY	202	3	Psychology of Children and Adolescents
MULTI		3	See Catalog
CIMT	300	3	Teaching II

CIMT	347	1	Instructional Media for Teaching
CIMT	368	3	Readings in Content Area
HLTH	392	--	Educational Methods for Health & Safety (Hours listed under Core Req.)
CIMT	400	2	Teaching III
CIMT	401	9	Student Teaching
CIMT	442	2	Foundations of Education
PE	497	3	Exceptional Learner/ Reg. Class
OR			OR
SP ED	226	3	Exceptional Learner
Total Credit Hours		32	

SCHOOL OF TECHNOLOGY: Industrial & Mechanical Technology

Industrial Technology Major

Approved by CAAC on 10/30/00 (8-0-0)

Approved by Faculty Senate Executive Committee 3/13/01 (7-1-1)

Approved by Faculty Senate 3/29/01 (29-0-4)

Executive Summary:

The title “General” is perceived negatively by many students and many employers. Dropping the “General” would bring the program title in line with the A.S. in Industrial Technology and the M.S. in Industrial Technology and also the B.S. in Industrial Supervision which recently dropped its “General” label.

Objectives:

The purpose of the current General Industrial Technology program is to allow a person to earn a BS in Industrial Technology within a reasonable time when the student has already earned approximately one-half of a BS degree at another institution or another major area within ISU. The program change would have the same purpose. The changes are aimed at better fulfilling a mission of degree completion by providing clearer wording and more cohesive, creditable program. The named degree program (e.g. construction and packaging) in the school, each have a specific technical and/or managerial focus that provide an in-depth preparation in one technical area and a minimum comprehensive background in general technology.

The (General) Industrial Technology degree provides a very good comprehensive preparation in industrial technology and an adequate (equivalent to a minor) technical concentration. Other results of the proposed changes include the following:

1. Current problems would be rectified (see Rationale), most notably: the program would meet NAIT accreditation curriculum foundation guidelines, provide more course work in the major by the School of Technology, and the second two years of the program would be more easily offered at a distance.
2. The program would require 24 credit hours to be taken from the School of Technology, 12 of which must be taken in the IMT Department.
3. The program would still be very transfer friendly, allowing most A.S. or A.S.S. degrees (technology and others) to transfer most, if not all, of their hours toward this major.

*UNDERGRADUATE APPROVALS – Program Revisions – IMT – Industrial Technology Major:
continued*

4. Given the student took the first 2 years of the program at a two-year school, approximately 90% (depending on electives) of the remaining two years could be offered at a distance.

Clientale:

The purpose of the revision is to strengthen the program and make it more attractive to students. It is expected that the majority of students in the program will be transfer students. The first two years of the program would closely mirror both the School of Technology's A.S. in Industrial Technology and the proposed Ivy Tech A.S. in Industrial Technology.

Graduates from this program will be well suited for flexible and comprehensive entry-level careers in technical management, but could also obtain a more technically focused position due to their 18-hour technical concentration.

Rationale:

1. The existing program does not provide a "general" preparation in technology (e.g., no electronics is required), does not fit the National Association of Industrial Technology accreditation model and is not accredited.
2. The great flexibility in the existing program leads to great confusion. For example, there are six curriculum categories with a variable range of credit hours required, i.e., design courses 4-5, lab specialization 11-12, science 4-8, directed electives 3-9, additional general education to complete university requirements 31-38, and general electives to complete 124 hours.
3. While most A.S. and A.A.S degrees (technology related & otherwise) can easily articulate on a course-by-course basis with the current GIT degree, program-to-program (2+2) articulation for distance delivery is not possible with any current IVY Tech two-year degree.
4. The GIT is a Degree-Link distance education approved program. Due to the low number of required courses, the low number of required upper division courses, the fact that lower division schools teach the lower division courses, and the School of Technology primarily teaches upper division courses at a distance, students in the program can graduate with the ISU technology B.S. degree and take as little as 6 hours from the School of Technology and zero hours from the department offering the degree.
5. The proposed changes will add structure and clarity to the program. The changes will also improve the validity and quality of the program from an employer's perspective. The aforementioned in turn will improve the attractiveness of the program to students.
6. The program changes are a direct contribution to the University's strategic goal #3. Service to the New Clientele. It is expected that the majority of students, will be transfer students who bring in a technical specialization from an associate degree-

*UNDERGRADUATE APPROVALS – Program Revisions – IMT – Industrial Technology Major:
continued*

granting institution, such as those students from Vincennes University and Ivy Tech.
Many of these students are non-traditional students.

OLD CATALOG COPY

General Industrial Technology Major (40 semester hours)

Required courses:

Manufacturing and Construction Technology: 478--3 hrs.; 492--3 hrs.

Industrial and Mechanical Technology: 4 or 5 hours from 101--2 hrs.; 201--2 hrs.; 402--3 hrs.; 404--3 hrs.

Technology and Laboratory Specialization: 11 to 12 hours of courses from a technical emphasis area such as: automotive, construction, drafting and design, electronics, printing, manufacturing, metals, packaging.

Mathematics: 111--3 hrs. or 115--3 hrs.

Computer Science: 151--3 hrs.

Science: 4 to 8 hours from Physics 105--3 hrs. and 105L--1 hr.; 106--3 hrs., and 106L--1 hr., or Chemistry 100--3 hrs., and 100L--1 hr.

Directed Electives: Technology laboratory courses to complete 40 hours. See department admission restrictions.

NEW CATALOG COPY

Industrial Technology Major (68 semester hours)

Required courses:

Electronics and Computer Technology: 160--3 hrs.

English: 305T--3 hrs.

Health and Safety: 212--3 hrs.

Industrial and Mechanical Technology: 103--3 hrs.; 130--2hrs; 203--3 hrs.; 215--3 hrs.; 329--3 hrs.; 430--1 hr.

Manufacturing & Construction Technology: 270--3 hrs., 295--3 hrs., 473--3 hrs.

Quantitative Literacy--3 hrs.

Science: 4 hours of Physics: 105--3 hrs., 105L--1 hr.

4 hours of Chemistry: 100--3 hrs., 100L--1 hr.

Technical Concentration: 18 hrs. department approved courses

Technical Management: 6 hrs. department approved courses

****Transfer student must earn a minimum of 24 credits in the School of Technology, including a minimum of 12 which must be earned in the IMT department.**

Credit from a two-year institution may not be counted as upper division credit at ISU.

Enrollment in the B.S. in Industrial Technology major is restricted to persons who have completed approximately one-half of their academic work towards a degree in another institution

*UNDERGRADUATE APPROVALS – Program Revisions – IMT – Industrial Technology Major:
continued*

of higher education or in another school within the University. This major cannot be declared as the primary major if the technical courses are inherent in another major.

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: Family and Consumer Sciences

FCS *411 Dress Design – Flat Pattern – 3 hours. Creating pattern through the use of pattern design techniques. Prerequisite: 111 or 211 or 311 or consent of instructor.

**Course has a graduate level equivalent*

GRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: History

HIST *536 Indians and Europeans in Early America – 3 hours. Introduces the major topics and themes in the ethno-history of early America from first contact to the early eighteenth century through a comparative study of British America, French Canada, and Spanish Latin America.

**Course has an undergraduate level equivalent*

COLLEGE OF ARTS & SCIENCES: Political Science

PSCI 579* East Asia in World Politics – 3 hours. An examination of the international relations of the countries of East Asia. Emphasis is on the Cold War and post-Cold War eras.

**Course has an undergraduate level equivalent*

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: History

HIST *513 The New Nation, 1783-1825 – 3 hours. The formation of the new American nation and its political economic, social, cultural, and institutional development during its first generation.

Change title, description, and prerequisites to:

*GRADUATE APPROVALS – Course Revisions – HIST *513: continued*

HIST *513 Revolutionary America – 3 hours. Introduces the major themes and trends in the history of Revolutionary America from about 1750 to 1815. Surveys a variety of interpretations of the Revolution and the early national period. Topics include the Seven Years' War, the Revolution, and the formation of the new nation and its political economic, social, cultural, and institutional development through the War of 1812. Prerequisites: 201 or 411 or equivalent.

**Course has an undergraduate level equivalent*

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED 668 Books for Elementary Grades – 3 hours. Recent books for individualizing children's reading are studied. Library materials which may be used to enrich the elementary curriculum are reviewed and developed.

Change title and description to:

ELED 668 Building Innovative Curriculum (Literature) – 3 hours. The study of the role, quality, and influence of children's literature on all aspects of the elementary school curriculum. Emphasis on creating quality lessons and units of study around children's literature. Focus on text sets, invitations, and classroom inquiry.

ELED 678 Teacher's Workshop – 1-3 hours. Laboratory experiences in analyzing teaching. Opportunities are provided for teachers to use recently developed procedures and techniques to study and improve teaching. May be repeated, but no more than 6 semester hours may be counted toward meeting degree requirements.

Change title, description, and credit hours to:

ELED 678 Teacher as Reflective Practitioner (video analysis) – 2 hours. Using NBPTS standards, this course will support the teacher in analyzing essential sources of evidence about the teacher's practice including student work samples and videotapes of teachers' actual classroom teaching. Video clips of teacher practice in varying situations and circumstances aid the teacher in reflecting upon and analyzing classroom performance, instructional context, goals, and evaluation.

ELED 680 Problems in Reading – 3 hours. Exploration of the major problems in the teaching of reading in the elementary school. The student will explore thoroughly both research and present practice in some specific area of reading.

Change title and description to:

ELED 680 Family and School Literacy – 3 hours. Students will explore current "problems" in literacy and, via research in their own classrooms (or those of colleagues), will explore the connections, the supportive environments, projects and practices which bring schools and families together for the purpose of life-long literacy, with a focus on the impact of teaching for diversity and the infusion of technology.

ELED 681 Analysis and Diagnosis of Reading Ability – 3 hours. Analysis and diagnosis

GRADUATE APPROVALS – Course Revisions – ELED 681: continued

of reading ability, including the use of standardized tests, informal measures, surveys, and inventories. Pertinent research and current practices will be studied. The student will develop competence in understanding and using diagnostic tools. Prerequisite: 680 or Curriculum, Instruction, and Media Technology 568.

Change title and description to:

ELED 681 Literacy Assessment – 3 hours. The course will examine the theory and practice of assessing literacy, with a specific focus on the support of children's experiencing difficulty with reading. Students will explore the underlying belief systems that shape assessment, literacy development, and the reading process. Participants will examine and practice a variety of assessment strategies and instruments with focus on the impact of teaching for diversity, the infusion of technology, and current and classic literature for children.

ELED 682 Survey of Research in Reading – 3 hours. Designed to acquaint the student with current research in the various aspects of reading.

Change title and description to:

ELED 682 Action Research in Elementary Education – 3 hours. This course will examine research in reading through the critiques of published research and through becoming classroom researchers. Participants will develop questions and hypotheses about specific aspects of their own classroom teaching, collect data, and report on the results of interventions and hypothesis testing.

ELED 685 Practicum in Reading Instruction – 3 hours. Includes actual experiences in a tutorial situation under the supervision of college personnel. Case studies, tapes, and videotape analysis of reading programs will be included. Prerequisites: 680 or Curriculum, Instruction, and Media Technology 568, and Elementary Education 681.

Change title and description to:

ELED 685 Literacy Intervention Strategies – 3 hours. This course will enable participants to assess children's literacy and plan instruction responsive to the needs of the child based upon this assessment. Specific intervention strategies will be presented and discussed. Participants will examine the relationship between literacy assessment and intervention strategies that support children in becoming more proficient learners, focus on the impact of teaching for diversity, and the infusion of technology.

ELED 686 Improving the Teaching of the Language Arts – 3 hours. Current literature, analysis of significant research with application to selected problems, and evaluation of creative approaches and new materials in teaching the language arts will be emphasized.

Change title and description to:

ELED 686 Building Innovative Curriculum in Literacy (Writing) – 3 hours. Students will continue to collect data in their own classrooms related to a language arts/writing topic. They analyze the data, draw conclusions, and write a research

article and submit to the appropriate journal, focusing on the impact of teaching for diversity and the infusion of technology.

GRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES: Music Master of Music

Executive Summary:

Add a sentence that was omitted when the change was made for the areas of specializations in music theory, music composition, and music history and literature to be Master of Music degrees rather than Master of Arts degrees.

Rationale:

The music accrediting agency, National Association of Schools of Music (NASM), requires that all music graduate programs include ensemble study. Because some of our students pursue MME degrees in summers only and there is no ensemble available in the summer, we were able to amend the requirement (and still receive accreditation) to read “at least 2 hours of ensemble and/or applied lessons.” This has been part of the requirement for the Master of Arts degree for many years. It was not part of the Master of Music requirement, which was only a performance degree and already required ensemble study as part of the major. Last year when we changed all Master of Arts degrees to Master of Music degrees, this statement was inadvertently omitted from the submitted catalog copy. When the copy for the new graduate catalog was received in December, we noticed the missing phrase. We would like the phrase to appear in the catalog copy, since it appears on the curricular sheets which we give to graduate students.

OLD CATALOG COPY

Master of Music (32 semester hours minimum)

Research: 609--3 hrs. or other research course as approved by the Department of Music.

Major (23 hours): 11-12 hours in the major as designated by the particular curriculum, and 11-12 hours in related music courses.

Courses Outside the Area of Specialization: 6 hours of study which may be outside the major or outside the department as designated by the particular curriculum.

Electives (0-3 hours): Courses within or outside of the major may be taken as applicable.

Culminating Experience: Passage of an oral comprehensive examination, and for some curricula, 699-- 6 hrs (thesis).

Residency: An academic year of residency is required.

GRADUATE APPROVALS – Program Revisions – Master of Music: continued

In general, one-half of credit hours must be in courses numbered 600 or above. Candidates for the M.M in Music with a specialization in music history and literature must pass a foreign language proficiency examination. For candidates on the M.M. in Music with a specialization in music theory, the foreign language requirement may be met by: completing at the undergraduate level at least 12 semester hours in one language; or by completing 6 semester hours of special courses in reading skills by the Department of Languages, Literatures, and Linguistics; or by passing a foreign language proficiency examination.

NEW CATALOG COPY

Master of Music (32 semester hours minimum)

Research: 609--3 hrs. or other research course as approved by the Department of Music.

Major (23 hours): 11-12 hours in the major as designated by the particular curriculum, and 11-12 hours in related music courses which must include at least 2 hours of ensemble and/or applied lessons.

Courses Outside the Area of Specialization: 6 hours of study which may be outside the major or outside the department as designated by the particular curriculum.

Electives (0-3 hours): Courses within or outside of the major may be taken as applicable.

Culminating Experience: Passage of an oral comprehensive examination, and for some curricula, 699-- 6 hrs (thesis).

Residency: An academic year of residency is required.

In general, one-half of credit hours must be in courses numbered 600 or above. Candidates for the M.M in Music with a specialization in music history and literature must pass a foreign language proficiency examination. For candidates on the M.M. in Music with a specialization in music theory, the foreign language requirement may be met by: completing at the undergraduate level at least 12 semester hours in one language; or by completing 6 semester hours of special courses in reading skills by the Department of Languages, Literatures, and Linguistics; or by passing a foreign language proficiency examination.

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 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

GRADUATE APPROVALS – Program Revisions – CIMT – Ph.D. in Curriculum & Instruction: continued

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.

OLD 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.

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)

*GRADUATE APPROVALS – Program Revisions – CIMT – Ph.D. in Curriculum & Instruction:
continued*

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.

***NEW 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.

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 also an approval for a specialization in Language Education and for a specialization in Elementary Education and Early Childhood Education. Since all proposals are approved, the catalog copy must be merged.**

**SCHOOL OF EDUCATION: Elementary and Early Childhood Education
Master of Education – Literacy – Elementary**

Executive Summary:

The new Masters of Education – Literacy at Indiana State University is an innovative state-of-the-art- masters program for elementary school teachers. It is designed to prepare teachers for National Board Certification. The program emphasizes the core propositions of the National Board for Professional Teaching Standards:

Core Propositions:

Proposition 1: *Teachers are committed to students and their learning.*

Teachers recognize individual differences in their students and adjust their practice accordingly. Teachers have an understanding of how students develop and learn. Teachers treat students equitably. Teachers' mission extends beyond developing the cognitive capacity of their students (the development of character, aspiration and civic virtues).

GRADUATE APPROVALS – Program Revisions – Elementary & Early Childhood Education – Master of Education – Literacy - Elementary: continued

Proposition 2: *Teachers know the subjects they teach and how to teach those subjects to students.*

Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines. Teachers command specialized knowledge of how to convey a subject to students. Teachers generate multiple paths to knowledge.

Proposition 3: *Teachers are responsible for managing and monitoring student learning.*

Teachers call on multiple methods to meet their goals. Teachers orchestrate learning in group settings. Teachers place a premium on student engagement. Teachers regularly assess student progress. Teachers are mindful of their principle objectives.

Proposition 4: *Teachers think systematically about their practice and learn from experience.*

Teachers are continually making difficult choices that test their judgment. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Proposition 5: *Teachers are members of learning communities.*

Teachers contribute to school effectiveness by collaborating with other professionals. Teachers work collaboratively with parents. Teachers take advantage of community resources.

Courses titles and descriptions have been changed to reflect new program emphasis in research, standards, technology, and teaching for diversity. Some courses will be developed combining on-site and distance delivery.

Rationale:

In order to keep pace with current market demands, competition from other universities, changing models of literacy, and recent research, we have updated the course descriptions to reflect the current emphases. Changes have been made in the coursework we now offer, reflecting the movement toward performance standards and assessment. We believe that a conceptual framework for professional development should be based on sound ideas about teaching, learning, and professionalism. Experts in the field, such as Alan Tom (1999) who commented on the moribund state of Masters degree programs all over the country (Journal of Teacher Education, 50, 4: 245-254), subscribe to three “markers” in Masters programs: 1) teaching as an on-going, self-improvement (inquiry, analysis, and democratic thinking), 2) teaching as collegial work (cohorts, teams, group- and self-reflection), and 3) a focus on student learning (adherence to KNITS propositions). Our revisions address and embrace these markers.

The courses offered in this Program are designed to address the core propositions and principles outlined by the National Board for Professional Teaching Standards. Application for the program by January 1, 2001 will ensure consideration for the initial cohort group that will begin the program in Fall of 2001. Adherence to the course of studies outlined below will ensure completion of the “Master of Education – Literacy” in 18 months. All courses include diversity, action, research, and technology components. We view this program revision as job embedded staff development that emphasizes curriculum analysis and student learning.

GRADUATE APPROVALS – Program Revisions – Elementary & Early Childhood Education – Master of Education – Literacy - Elementary: continued

OLD CATALOG COPY

Master of Education – Reading – Elementary (32 semester hours)

This program is designed for students interested in developing an area of concentration in reading education while completing course requirements for professionalization of the Indiana Elementary License. For students who have completed a reading minor, the program will professionalize the minor and apply toward the post-master's non-degree program as an instructional supervisor in reading.

Degree Requirements

Basic Professional Courses: Curriculum, Instruction, and Media Technology 610--3 hrs.; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; Educational Psychology 521--3 hrs.; Elementary Education 660--3 hrs.

Major Area: Elementary Education 668--3 hrs.; 680--3 hrs.; 681--3 hrs.; 682--3 hrs.; 685--3 hrs.; 686--3 hrs.

Related Studies: 2 hours as approved by advisor.

Culminating Experience: Elementary Education 685 from the major area taken within the last 9 hours of the degree program.

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

NEW CATALOG COPY

Master of Education – Literacy – Elementary (32 semester hours)

This program is designed for students interested in developing an area of concentration in reading education while completing course requirements for professionalization of the Indiana Elementary License. For students who have completed a reading minor, the program will professionalize the minor and apply toward the post-master's non-degree program as an instructional supervisor in reading.

Degree Requirements

Basic Professional Courses: Curriculum, Instruction, and Media Technology 610--3 hrs.; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; Educational Psychology 521--3 hrs.; Elementary Education 660--3 hrs.

Major Area: Elementary Education 668--3 hrs.; 680--3 hrs.; 681--3 hrs.; 682--3 hrs.; 685--3 hrs.; 686--3 hrs.

Related Studies: 2 hours as approved by advisor.

Culminating Experience: Elementary Education 685 from the major area taken within the last 9 hours of the degree program.

GRADUATE APPROVALS – Program Revisions – Elementary & Early Childhood Education – Master of Education – Literacy - Elementary: continued

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

Comparison of Current and Proposed Program

While the course numbers remain the same, the courses have been revised to reflect new national standards, market demands, and research advances in the past ten years. The old program, while adequate to ensure sound teaching practices in the field, does not adequately focus on advances in action research, teaching for diverse populations, and technology. Therefore, new program course revisions focus on today's demands: teaching for diversity, action research in the classroom, and the infusion of technology. The new program adheres to recent national standards proposed by the National Board for Professional Teaching Standards.

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: Family and Consumer Sciences

FCS *511 Dress Design – Flat Pattern – 3 hours. Creating pattern through the use of pattern design techniques. Prerequisite: 111 or 211 or 311 or consent of instructor.

**Course has an undergraduate level equivalent*

CORRECTIONS

The following is a correction of the text that appeared as a **PROPOSAL** in the April 2, 2001 issue of *Academic Notes*. The corrected portion is shown in [bold-italics within bold-italic brackets***].

COURSE REVISIONS

SCHOOL OF BUSINESS: Business Core

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.

Change prerequisites to:

BUS 401 Senior Business Experience – 3 hours. The senior business experience combines theory and practice to aid students in synthesizing their functional and

CORRECTIONS – School of Business – BUS 401: continued

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: **[263]**, 311, 320, 330.

SCHOOL OF BUSINESS: Analytical – Finance

FIN 470 Short Term Financial Management – 3 hours. The activities and principles of short-term financial management are developed and analyzed. The treasury function and its relationship to cash management, credit management, and money market investments is studied. Practices in the field of working capital management are also described and evaluated. Prerequisite: Business 310.

Change prerequisites to:

FIN [*]470 Short Term Financial Management – 3 hours. The activities and principles of short-term financial management are developed and analyzed. The treasury function and its relationship to cash management, credit management, and money market investments is studied. Practices in the field of working capital management are also described and evaluated. Prerequisite: Business 311.

*[*Open to Graduate Students. Graduate students are required to do additional work of a research nature.]*