



# Academic Notes

SEPTEMBER 17, 2001

AN 2001-2002

## ACADEMIC NOTES PUBLICATION SCHEDULE FOR FALL 2001

Below is the circulation schedule for the hard copy of *Academic Notes* through December 17, 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/> –.

### Deadline for Items

### Issue Date

September 19  
September 26\*  
October 3  
October 10\*  
October 17  
October 24\*  
October 31  
November 7\*  
November 14  
November 20\*<sup>a</sup>  
November 28  
December 5\*  
December 12

September 24  
October 1\*  
October 8  
October 15\*  
October 29\*  
November 12\*  
November 19  
November 26\*  
December 3  
December 10\*  
December 17

October  
Novemb

<sup>a</sup> Due to holiday's, the dates for submission and/or publication have been moved up or back a day.

# **FACULTY GOVERNMENT**

## **FACULTY SENATE EXECUTIVE COMMITTEE REPORT FOR SEPTEMBER 11, 2001**

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

Provost Pontius reported that an updated version of the UNIVERSITY HANDBOOK should be available for distribution by 9/21, and he encouraged faculty to complete and return three-week attendance reports. In response to a request, he noted that the faculty/staff data over which he has control will be forwarded to the Senate Administrative Affairs Committee as soon as possible after 10/1 and that he would follow up on requested data, which resides in the Office of Planning and Budgets.

Chair Cerny distributed copies of his statement to the Board of Trustees (9/7) and reported that he was very pleased with the collegial atmosphere at the Deans' Council.

The 15-minute open discussion period addressed the provost's supportive comments about faculty government at a recent meeting of department chairs, deans' ranking of requests for faculty lines, travel issues, and the cost, desirability, qualifications, and on-campus interaction with outside consultants.

The Executive Committee:

- 1) forwarded the draft version of the Faculty Workload Policy document to FAC for its review and recommendations. Information copies will be distributed to chairs of academic unit governance bodies and faculty senators, and all will be encouraged to submit suggestions to FAC. The Committee set a target date of 12/7/01 for FAC's report and commended the Workload study group for its work;
- 2) approved charges, liaisons, and replacements to Senate Standing Committees;
- 3) selected nominees to the ISU Web Advisory Committee;
- 4) agreed to call for nominees to ad hoc committees to be established by the provost, and
- 5) forwarded a grievance to FAC.

## **FACULTY SENATE EXECUTIVE COMMITTEE**

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, September 11, 2001, in Hulman Memorial Student Union (HMSU), Room 227.

# **THESES, DISSERTATIONS, & RESEARCH PROJECTS**

## **COLLEGE OF ARTS & SCIENCES**

### **GEOGRAPHY, GEOLOGY, & ANTHROPOLOGY**

Mr. Wilfrido Solano will defend his thesis, entitled *From Sand to Sandstone: Documenting the Total Change During Diagenesis*, at 10:30 a.m. on Friday, September 21, 2001 in the Science Building, Room 110. The members of his committee are Dr. Prodip Dutta, Chairperson, Dr. Sandra Brake, and Dr. Shanaka de Silva.

## **SCHOOL OF EDUCATION**

### **COUNSELING**

Mr. Kevin B. Erickson will defend his dissertation, entitled *Psychologists Gender and Sex Bias in Diagnosing Histrionic and Narcissistic Personality Disorders*, at 9:30 a.m. on Thursday, September 20, 2001 in the School of Education, Room 1414. The members of his committee are Dr. Michele Boyer, Chairperson, Dr. James Campbell, Dr. Linda Sperry, and Dr. I. Michael Shuff.

### **EDUCATIONAL & SCHOOL PSYCHOLOGY**

Ms. Rebecca Boland will defend her dissertation, entitled *Introducing Peer Mediation Into a Low Income Elementary School*, at 10:30 a.m. on Friday, September 21, 2001 in the School of Education 11<sup>th</sup> Floor Conference Room. The members of her committee are Dr. Lisa Bischoff, Chairperson, Dr. James Schellenberg, and Dr. Christine MacDonald.

Mr. Kevin Buehler will defend his dissertation, entitled *Standardized Group Achievement Tests and the Accommodation of Additional Time*, at 1:30 p.m. on Monday, September 24, 2001 in the School of Education 11<sup>th</sup> Floor Conference Room. The members of his committee are Dr. Lisa Bischoff, Chairperson, Dr. James Jacobs, and Dr. Christine MacDonald.

### **EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATION**

Mr. Mark Baker will defend his dissertation, entitled *Implementation Levels of Middle Level Programmatic Characteristics and Their Impact on Eight Grade ISTEP + Scores*, at 8:30 a.m. on Monday, September 17, 2001 in the School of Education, Room 1203. The members of his committee are Dr. Robert Boyd, Chairperson, Dr. Todd Whitaker, and Dr. Robert George.

Ms. Joyce Fulford will defend her dissertation, entitled *A Comparative Study of the Issues Affecting the Advancement of Males and Females and the Superintendency in Indiana*, at 10:00 a.m. on Monday, September 17, 2001 in the School of Education, Room 1203. The members of her committee are Dr.

Robert Boyd, Chairperson, Dr. John Carter, and Dr. Robert George.

*THESES, DISSERTATIONS, & RESEARCH PROJECTS: continued*

## **SCHOOL OF HEALTH & HUMAN PERFORMANCE**

### **ATHLETIC TRAINING**

Ms. Kristen Kauffman will defend her thesis, entitled *The Effect of Plyometric Training Versus Elastic Tubing Training on the Rotator Cuff*, at 9:00 a.m. on Friday, September 21, 2001 in the Athletic Training Conference Room, Arena C-6. The members of her committee are Dr. Mitchell Cordova, Chairperson, Dr. Christopher Ingersoll, and Dr. Dorene G. Hojnicky.

## **FIELD TRIPS**

### **COLLEGE OF ARTS & SCIENCES: Science Education**

Students from a Science Education class, SCED 393 – Science in the Elementary School, will be taking an ecology field trip to the ISU Field Campus. Students will attend a two to four hour period of their choice on September 17, 2001 or on September 18, 2001. A list of participating students is available from the Department of Science Education. Students are responsible for their own transportation.

### **SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology**

Students from a Curriculum Instruction and Media Technology class, CIMT 300 – Teaching II, will be taking a field trip on Wednesday, September 19, 2001 to Indianapolis Northwest High School. The purpose of the trip is for student observation and participation. A list of participating students is available from the Curriculum, Instruction, and Media Technology department. Students are scheduled to leave for Indianapolis Northwest High School, from the School of Education, around 7:15 a.m. and return at approximately 3:00 p.m. Some students will be taking a bus, along with instructors, while others will be obtaining their own transportation there and back.

## **UNDERGRADUATE CURRICULUM PROPOSALS**

### **NEW COURSES**

### **SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology**

**CIMT 350 Collaborating for Student Development – 3 hours.** Strategies for collaborating with other education professionals, with parents, and with others in the community to understand pupils as whole persons and to help pupils develop as students and persons. Information

on laws relevant to teaching. Includes a field experience in a middle or high school setting.

Prerequisites: EPSY 202.

*Preferred Effective Term: Fall 2002*

**UNDERGRADUATE PROPOSALS – New Courses: continued**

**CIMT 400L Teaching III Practicum – 1 hour.** A teaching practicum in a local high school. The practicum is carried out over approximately a three-week period during a combination of the hour of the day in which the student is enrolled in CIMT 400L and the hour of the day in which the student is also enrolled in CIMT 400, with which this course is paired and which it supports. This practicum course is taken only when the student is concurrently enrolled in CIMT 400-Teaching III.

*Preferred Effective Term: Fall 2003*

**CIMT 402 Teaching an Integrated Unit – 1 hour.** Guidance for and experience in teaching an integrated unit of content and writing a professional report based on that instruction. Must be taken with and can only be taken with CITM 401 – Student Teaching.

*Preferred Effective Term: Fall 2003*

### **SCHOOL OF EDUCATION: Elementary and Early Childhood Education**

**ELED 225 The Elementary School Community – 3 hours.** Focus on the elementary school community, specifically the school philosophy and curriculum, and the role that teachers, family, and community members have in this setting. This course is specifically designed for students preparing to teach Art, Music, Physical Education, or Special Education in K-12 licensure programs. A practicum experience in an elementary school will be included in this course.

*Preferred Effective Term: Fall 2001*

### **SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education**

**PE 101L Fitness for Life Laboratory – 0 hours.** Laboratory activities supporting concepts from PE 101. Concurrent enrollment in 101 required.

*Preferred Effective Term: Spring 2002*

## **COURSES FOR GENERAL EDUCATION CONSIDERATION**

The following course proposals have been received for General Education Consideration. Following the course title is an identification (in brackets) of the General Education Credit being distributed to the course under the GE2000 modified program.

### **SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education**

**PE 101L Fitness for Life Laboratory – 0 hours.** [*GE Credits: Basic Studies Course*]

*UNDERGRADUATE PROPOSALS: continued*

## **NEW UNDERGRADUATE PROGRAMS**

### **COLLEGE OF ARTS & SCIENCES: Political Science Legal Studies Minor**

#### **Executive summary:**

The minor in Legal Studies for all intents and purposes mirrors the major. The core and elective requirements in the minor continue to promote an interdisciplinary curriculum that is simultaneously structured and flexible. The curriculum for the minor has been constituted based on recommendations by the Pre Law Committee of the ABA section of the Legal Education Admission to the Bar. Additionally, elective courses selected for the minor emphasize both substantive knowledge of the American legal system and the development of important skills (oral and written communication, critical and analytical thinking, and research competence).

Legal Studies Minor (21 hours):

Political Science core requirements (9 hours):

PSCI 201 American Government

PSCI 211 Legal Research

PSCI 308 Judicial Processes or PSCI 317 Constitutional Law I: An Introduction

Elective requirements (12 hours) selected from 6-9 hours of political science and 3-6 hours of courses offered outside of political science:

Political Science elective requirements (6-9 hours) selected from:

PSCI 107 Contemporary American Issues

PSCI 308 Judicial Processes (if the student did not take it as a core requirement)

PSCI 310 Women in Law

PSCI 317 Constitutional Law I: An Introduction (if the student did not take it as a core requirement)

PSCI 417 Constitutional Law II: Separation of Powers, Federalism, and Representation (prerequisite PSCI 308 or PSCI 317).

PSCI 418 Constitutional Law III: Civil Rights and Civil Liberties (prerequisite PSCI 308 or PSCI 317).

PSCI 473 International Law

PSCI 496 Capstone in Legal Studies (prerequisite PSCI 308 or PSCI 317).

Other elective requirements (3-6 hours) selected from:

**Accounting**

ACCT 200 Survey of Accounting (for non business majors)

**Business**

BUS 201 Principles of Accounting I

*UNDERGRADUATE PROPOSALS – New Program – Legal Studies Minor: continued*

BUS 202 Principles of Accounting II (prerequisite BUS 201)

**Business Law**

BLAW 263 The Law and Business

BLAW 464 Business Administration and the Law

**Communication**

COMM 356 Argumentation and Debate

COMM 459 Law and Responsibility of Broadcast Communication

**Criminology**

CRIM 280 Law of Criminal Justice (prerequisite 3hrs of CRIM or consent of the instructor)

CRIM 420 Criminal Law and Procedure I (prerequisite 6hrs of CRIM or consent of the instructor)

CRIM 421 Criminal Law II (prerequisite 6hrs of CRIM or consent of the instructor)

**Philosophy**

PHIL 105 Introduction to Logic

PHIL 325 Philosophy of Law

PHIL 416 Political Philosophy

**Rationale:**

A minor in Legal Studies will enable students interested in attending law school, but who are also enrolled in other programs that require a significant number of hours (e.g., accounting or clinical laboratory science) to take foundational courses in the law. Moreover, a minor in Legal Studies would be ideal for students who are interested in enrolling in a joint degree program (e.g., medicine and the law; management and the law) at the graduate level. As a NSARP adviser (a. k. a. Sycamore Advantage) and as the Legal Studies Adviser, a significant number of students have indicated to me an interest in a Legal Studies minor. The department anticipates that approximately twenty students will enroll in the Legal Studies minor.

*PROPOSED CATALOG COPY*

Legal Studies Minor (21 semester hours)

**Political Science Core Requirements (9 hours):** 201—3hrs.; 211—3hrs.; select from 308 or 317—

3hrs.

**\*Political Science Elective Requirements (6-9 hours) selected from:** 107—3hrs.; 308—3hrs. (if not taken as a core requirement); 310—3hrs.; 317—3hrs (if not taken as a core requirement); 417—3hrs.; 418—3hrs.; 473—3hrs.; and 496—3hrs.

*UNDERGRADUATE PROPOSALS – New Program – Legal Studies Minor: continued*

**\*Other Elective Requirements (3-6 hours) selected from:** Accounting 200—3hrs.; Business 201—3hrs.; 202—3hrs.; Business Law 263—3hrs.; 464—3hrs.; Communication 356—3hrs.; 459—3hrs.; Criminology 280—3hrs.; 420—3hrs, 421—3hrs.; History 423 and 424—3hrs; Journalism 460—3hrs.; Philosophy 105—3hrs.; 325—3hrs.; 416—3hrs.

\*Some of these elective courses have prerequisites. Students should review course descriptions elsewhere in the catalog.

*Preferred Effective Term: Fall 2001*

## COURSE REVISIONS

### **COLLEGE OF ARTS & SCIENCES: English**

**ENG 105 Freshman Writing II—3 hours.** Writing documented papers synthesizing information from several different sources, with emphasis on reading and writing as processes of discovery in thinking critically. Freshmen with SAT verbal scores below 510 or ACT English usage scores below 20 must take this course the semester after successfully completing English 101. Prerequisites: 101 or 103B.

*Change description to:*

**ENG 105 Freshman Writing II—3 hours.** Writing documented papers synthesizing information from several different sources, with emphasis on reading and writing as processes of discovery in thinking critically. Freshmen with SAT verbal scores below 510 or ACT English usage scores below 20 must take this course the semester after successfully completing English 101. Prerequisite: 101.

*Preferred Effective Term: Spring 2002*

**ENG 130 Introduction to Literature – 3 hours.** Selections from prose, poetry, and drama from several historical periods and countries, with emphasis on appreciation and understanding. [GE89:C3]

*Change title and description to:*

**ENG 130 Literature and Composition – 3 hours.** Writing documented papers about selections from fiction, nonfiction, poetry, and drama from several historical periods and countries. Freshmen with SAT verbal scores of 510 or above or ACT English usage scores of 20 or above may take this course instead of 107 during their first semester.

*Preferred Effective Term: Spring 2002*



## COLLEGE OF ARTS & SCIENCES: Music

**MUS 411 Vocal Techniques – 1 hour.** Basic Procedures for teaching voice, including materials drawn from literature for solo voice; presented in a laboratory situation. Prerequisite: 186 or two semesters of 276 Voice.

*Change description to:*

### *UNDERGRADUATE PROPOSALS – Course Revisions – MUS 411: continued*

**MUS 411 Vocal Techniques—1 hour.** A study of the technical aspects of singing, this course examines components that make up the singer's instrument. Topics covered include the anatomy of the voice, the breathing mechanism, vocal resonance, the acoustics of singing, and proper vocal care. Two class hours a week. Prerequisite: Successful completion of two semesters of Individual Performance Study in voice (270T, 272T, 274T, or 276T).

*Preferred Effective Term: Spring 2002*

## SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

**CIMT 200 Teaching I – 3 hours.** Introduction to subject-matter teaching in grades K-12. Introduction to social and historical foundations of teaching; the teacher as a decision-maker; the knowledge base in teaching; teaching applied to senior high, junior high/middle, and elementary schools; and orientation to the professional teaching program. Field experiences, modeling, and simulation with objectives integrated with the professional knowledge of teaching. Prerequisites: Concurrent enrollment in Educational Psychology 202 or permission of the Department of Curriculum, Instruction, and Media Technology and required scores on the PPST.

*Change number and description to:*

**CIMT 301 Teaching I – 3 hours.** Introduction to subject matter teaching in reformed middle and high schools; philosophy, organization, and curriculum of reformed middle and high schools; the role of the teacher as instructional leader and as a collaborator with colleagues; teacher responsibilities as a professional educator; includes an observation practicum in local middle and high schools.

*Preferred Effective Term: Fall 2002*

**CIMT 300 Teaching II – 3 hours.** General Methods of teaching. Emphasis on skill development in basic training strategies. Includes planning, individualized instruction, teaching techniques, measurement and evaluation, motivation, classroom management, and discipline. Instructional and interpersonal consequences of decisions by both the teacher and the student will be discussed. Field experiences integrated with pedagogical knowledge of teaching. Prerequisite: TEP I. This course is blocked with CIMT 368.

*Change number and description to:*

**CIMT 302 Teaching II – 3 hours.** General methods for teaching. Emphasis on skill development in basic teaching and content area literacy strategies. Includes integration of national and state standards into planning to teach diverse learners, interdisciplinary curriculum and instruction,

cooperative and individualized instruction, integration of instructional technology, performance assessment, management of the learning environment. Instructional and interpersonal consequences of decisions by both the teacher and the student will be discussed. Field experiences integrated with pedagogical knowledge of teaching. Prerequisite: EPSY 202. This course is blocked with CIMT 301.

*Preferred Effective Term: Fall 2002*

*UNDERGRADUATE PROPOSALS – Course Revisions – CIMT 400: continued*

**CIMT 400 Teaching III – 2 hours.** Professional components of teaching. Curriculum and organization of schools, the teacher’s legal and professional rights and responsibilities, the school and community, interdisciplinary learning; and human relations skills necessary for teaching. Prerequisites: 300 and 368.

*Change credit hours and description to:*

**CIMT 400 Teaching III – 3 hours.** Strategies for collaborating with other education professionals, with parents, and with others in the community to understand pupils as whole persons and to help pupils meet the challenges they currently face or will likely face beyond the classroom. Ways to help pupils develop problem-solving and decision-making abilities useful beyond the classroom. Information on laws relevant to teaching. Paired with a teaching practicum in a local high school, for which students enroll in CIMT 400L – Teaching III Practicum. Prerequisites: CIMT 301 and 302.

*Preferred Effective Term: Spring 2003*

**CIMT 401 Student Teaching – 8 hours.** Ten or more weeks of student teaching to fit the needs of the individual student teacher. Prerequisites: Phase II, TEP II, special methods course(s), approval of the department(s) of the subject(s) taught, and approval of the Department of Curriculum, Instruction, and Media Technology.

*Change credit hours and description to:*

**CIMT 401 Student Teaching – 11 hours.** Sixteen weeks of student teaching to fit the needs of the individual student teacher. Prerequisites: completion of Pre-Student Teaching Phase Two of the Senior High-Junior High/Middle School Education program or of the All-Grade Education Program, approval of the department(s) of the subject(s) taught, and approval of the Department of Curriculum, Instruction, and Media Technology.

*Preferred Effective Term: Fall 2003*

## **UNDERGRADUATE PROGRAM REVISIONS**

**SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology**  
**Professional Education Sequence**  
**Senior High – Junior High/Middle School Education**

### **Executive Summary:**

The current professional education sequence for Senior High-Junior High/Middle School Education includes 28 credit hours offered by departments in the School of Education. The proposal moves 4 of those hours from regular coursework to student teaching. The proposal reduces the regular coursework offered by the Department of Curriculum, Instruction, and Media Technology from 14 to 10 and reconfigures those hours through course revisions.

*UNDERGRADUATE PROPOSALS–Program Revisions–CIMT Professional Education: continued*

**Rationale:**

The new teacher licensure framework in Indiana specifies that each beginning teacher meet a set of general standards for beginning teachers (known as the INTASC standards), a set of content standards for each of the subject areas in which the individual wishes to be eligible to teach, and one or two sets of developmental standards for each of the school levels at which the individual wishes to be eligible to teach. For students in a teaching major associated with the Senior High – Junior High/Middle School Education program, the relevant sets of developmental standards are those for early adolescence and those for adolescence and young adulthood. The University’s teacher education faculty has determined that a student teaching experience in a middle school and one in a high school will be necessary for a student to meet both of these sets of developmental standards. Because eight weeks is considered the minimum length of a meaningful student teaching experience, the decision has been made to change student teaching from 10 weeks to 16 weeks, with 8 weeks in a middle school and 8 in a high school. Partly because some student teachers need to have student loans that necessitate carrying at least 12-hour load and partly because arranging and supervising two student teaching placements requires far more faculty time than one placement, the credit hours associated with student teaching must change from 8 to 12. To maintain the 28-hour total for the School of Education hours in the professional sequence of the Senior High-Junior High/Middle School program, the Department of Curriculum, Instruction, and Media Technology has chosen to reduce to 10 hours the regular coursework that it offers on the program and to reconfigure those hours through course revisions.

*CURRENT CATALOG COPY*

**Professional Education** (30-32 semester hours)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 in all course work applicable to this area.

**Required courses:** Educational Psychology 202--3 hrs.; Curriculum, Instruction, and Media Technology 200--3 hrs.; 300--3 hrs.; 347--1 hr.; 368--3 hrs.; 400--2 hrs.; 401--8 hrs.; 442--2 hrs.; major methods 2-4 hours; Special Education 226--3 hrs. or Communication Disorders 314--3 hrs.

The following courses are to be completed in three successive phases as follows: Phase I (200, Educational Psychology 202--taken concurrently except by permission); Phase II (300 blocked with 368, 347); Phase III (400, 401, 442). Students must complete the courses in each phase before enrolling in

courses in the next phase. Admission to the Teacher Education Program, Level I, is needed prior to enrollment in Phase II; admission to Level II is needed prior to Phase III. Major methods courses may be taken in either Phase II or Phase III, but must be completed prior to student teaching. Special Education 226 or Communication Disorders 314 may be completed any time after Phase I. Special Education 226 or Communication Disorders 314 will be waived for students completing a minor in Special Education.

*UNDERGRADUATE PROPOSALS–Program Revisions–CIMT Professional Education: continued*

*PROPOSED CATALOG COPY*

**Professional Education** (30-32 semester hours)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 in all course work applicable to this area.

**Required courses:** Educational Psychology 202--3 hrs.; Curriculum, Instruction, and Media Technology 301--3 hrs.; 302--3 hrs.; 400--3 hrs.; 400L--1 hr.; 401--11 hrs.; 402--1 hr.; major methods 2-4 hours; Special Education 226--3 hrs.

The following courses are to be completed in four successive phases as follows: Phase I (Educational Psychology 202); Phase II (301 blocked with 302); Phase III (400 blocked with 400L); Phase 4 (401, 401). Students must complete the courses in each phase before enrolling in courses in the next phase. Admission to Becoming a Complete Professional # 1 is needed prior to enrollment in Phase II; admission to Becoming a Complete Professional # 2 is needed prior to Phase III; admission to Becoming a Complete Professional # 3 is needed prior to Phase IV. Major methods courses may be taken in either Phase II or Phase III as required or recommended by the major department, but must be completed prior to Phase IV. Special Education 226 may be completed during Phase I, Phase II, or Phase III.

*Preferred Effective Term: Fall 2002*

**SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology**

**Professional Education Sequence**

**All-Grade Education**

**Executive Summary:**

The current professional education sequence for All-Grade Education includes 28 credit hours offered by departments in the School of Education. The proposal moves 4 of those hours from regular coursework to student teaching. The proposal reduces the regular coursework offered by the Department of Curriculum, Instruction, and Media Technology from 14 to 9 credit hours and reconfigures those hours through course revisions. The proposal adds 3 credit hours in the Department of Elementary and Early Childhood

Education.

**Rationale:**

The new teacher licensure framework in Indiana specifies that each beginning teacher meet a set of general standards for beginning teachers (known as the INTASC standards), a set of content standards for each of the subject areas in which the individual wishes to be eligible to teach, and one or two sets of developmental standards for each of the school levels at which the individual wishes to be eligible to teach. For students in a teaching major associated with the All-Grade Education

*UNDERGRADUATE PROPOSALS–Program Revisions –CIMT Professional Education: continued*

program, the relevant sets of developmental standards are those for early childhood, those for middle childhood, those for early adolescence, and those for adolescence and young adulthood. The University’s teacher education faculty has determined that a student teaching experience in an elementary school and one in a middle or high school or an extended multilevel experience will be necessary for a student to meet all of these sets of developmental standards. Because eight weeks is considered the minimum length of a meaningful student teaching experience, the decision has been made to change student teaching from 10 weeks to 16 weeks, with 8 weeks in an elementary school and 8 in a middle or high school or with the full 16 weeks in an assignment involving at least one elementary school and one middle or high school. Partly because some student teachers need to have student loans that necessitate carrying at least 12-hour load and partly because arranging and supervising two student teaching placements requires far more faculty time than one placement, the credit hours associated with student teaching must change from 8 to 12. The complexity of the developmental standards for early childhood and those for middle childhood also makes essential the addition of a course dealing with the elementary school, which will be offered by the Department of Elementary and Early Childhood Education. To minimize the credit-hour total for the School of Education hours in the professional education sequence of the All-Grade Education program, the Department of Curriculum, Instruction, and Media Technology has chosen to reduce from 14 to 9 hours the regular coursework that it offers on the program and to reconfigure those hours through course revisions.

*CURRENT CATALOG COPY*

**Professional Education** (30-31 semester hours).

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 in all course work applicable to this area.

**Required courses:** Educational Psychology 202--3 hrs.; Curriculum, Instruction, and Media Technology 200--3 hrs.; 300-3 hrs.; 347--1 hr.; 368--3 hrs.; 400--2 hrs.; 401--8 hrs.; 442--2 hrs.; major methods 2-3 hours.; one of Special Education 226--3 hrs.; Communication Disorders 314--3 hrs.; Music 418--2 hrs. (for music majors only), Physical Education 497--3 hrs. (for physical education majors only).

The following courses are to be completed in three successive phases as follows: Phase I (200, Educational Psychology 202--taken concurrently except by permission); Phase II (300 blocked with 368, 347); Phase III (400, 442, 401). Students must complete the courses in each phase before enrolling in the courses in the next phase. Admission to the Teacher Education Program, Level I, is needed prior to Phase II; admission to Level II is needed prior to Phase III. Major methods courses may be taken in either Phase II or Phase III but must be completed prior to student teaching. Special Education 226, or Communication Disorders 314, may be completed any time after Phase I. Special Education 226 will be waived for students completing a minor in Special Education.

*UNDERGRADUATE PROPOSALS--Program Revisions--CIMT Professional Education: continued*

*PROPOSED CATALOG COPY*

**Professional Education** (32-33 semester hours).

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 in all course work applicable to this area.

**Required courses:** Educational Psychology 202--3 hrs.; Elementary Education 225--3 hrs.; Curriculum, Instruction, & Media Technology 301-3 hrs.; 302--3 hrs.; 350--3 hrs.; 401--11 hrs.; 402--1 hr.; major methods 2-3 hours.; one of Special Education 226--3 hrs; Music 418--2 hrs. (for music majors only), Physical Education 497--3 hrs. (for physical education majors only).

The following courses are to be completed in three successive phases as follows: Phase I (Educational Psychology 202 and Elementary Education 225); Phase II (301 blocked with 302, 347); Phase III (401, 402). Students must complete the courses in each phase before enrolling in the courses in the next phase. Admission to Becoming a Professional # 1 is needed prior to Phase II; admission to Becoming a Professional # 3 needed prior to Phase III. Major methods courses may be taken in either Phase I or Phase II as required or recommended by the major department, but must be completed prior to Phase III. Curriculum, Instruction, & Media Technology 350 and Special Education 226, Music 418, or Physical Education 497 may be completed during Phase I or Phase II as required or recommended by the major department.

*\*Preferred Effective Term: Fall 2002*

## **GRADUATE CURRICULUM PROPOSALS**

### **NEW COURSES**

#### **SCHOOL OF EDUCATION: Counseling**

**COUN 615 Introduction to Group Work – 3 hours.** An introduction to the theoretical and experimental understandings of group work including group development, purpose, dynamics, utilization, leadership styles, methods and skills, as well as other group types, i.e. group counseling, task groups, guidance groups, and psychotherapy groups.

*Preferred Effective Term: Fall*

## **UNDERGRADUATE APPROVALS**

### **NEW COURSES**

#### **COLLEGE OF ARTS & SCIENCES: Political Science**

**PSCI \*472 Conflict and Cooperation in International Politics – 3 hours.** This course examines why both conflict and cooperation can occur between countries, and will use case studies and simulation exercises to enhance student understanding of the theoretical arguments.

*\*Course has a graduate level equivalent*

*Preferred Effective Term: Spring 2002*

#### **SCHOOL OF EDUCATION: Counseling**

**COUN 495 Topics in Education – 1-3 hours.** This course is devoted at each offering to the study of a contemporary problem, trend, or innovative development in education. May be repeated if different topic is studied but no more than 6 semester hours may be counted toward meeting degree requirements.

### **PROGRAM REVISIONS**

#### **SCHOOL OF EDUCATION: Elementary and Early Childhood Education**

**Early Childhood Education Major**

**Kindergarten-Primary Education Major**

**Elementary Education Major**

**\*\*The following are revisions to the Undergraduate Catalog copy for Majors in the Department of Elementary and Early Childhood Education. Changes in the copy are necessary to support the transition to DARS for student reporting. This revision more clearly defines each of the programs so that the correct information can be entered into DARS, making the system usable for students in those programs.\*\***

**Early Childhood Education Major  
(124 semester hours minimum)**

The student who desires to be an early childhood teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that the individual satisfies all

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

test requirements. The Standard License qualifies the holder to teach at the pre-kindergarten level.

**General Education and additional subject matter (60 semester hours minimum)**

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

The following courses must be completed either as a part of the Indiana State University General Education program or in addition to it.

Art 151--3 hrs. or 390--4 hrs.; Communication 302--3 hrs.; Educational Psychology 342--3 hrs.; English 235--3 hrs.; English 280--3 hrs. or Communication 266--3 hrs.; Educational Leadership, Administration, and Foundations 200--3 hrs.; Health and Safety 327--3 hrs.; History 102--3 hrs.; 202--3 hrs.; Mathematics 205\*--3 hrs. or 305\*--3 hrs.; Music 325--3 hrs.; Physical Education 463--3 hrs.; an approved geography course; approved course from chemistry or geology or physics; approved course from life sciences.

\*May not be taken by correspondence.

**Professional Education (40 semester hours minimum)**

A grade of C or better is required in each course as well as a minimum grade point average of 2.5. Field experiences are required of all courses.

Elementary Education 110--3 hrs.; 440--3 hrs.; 441--3 hrs.; 442--3 hrs.; 444--3 hrs.; 445--3 hrs.; 446--3 hrs.; 447--3 hrs.; 449--3 hrs.; 454--13 hrs.\*

\*Exception: Students who have completed the Associate of Applied Science degree in Early Childhood Education may apply up to 6 semester hours to their student teaching requirement. The remainder of the student teaching will be scheduled during the student's senior year.



## **Kindergarten-Primary Education Major (124 semester hours minimum)**

The student who desires to be a kindergarten-primary education teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instruction License in the state of Indiana provided that the individual satisfies the test requirements. The Standard License qualifies the holder to teach all subjects in kindergarten through grade three.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

### **General Education and additional subject matter (65 semester hours minimum)**

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

The following courses must be completed either as a part of the Indiana State University General Education program or in addition to it.

Art 151--3 hrs. or 390--4 hrs.; Communication 302--3 hrs.; Educational Psychology 342--3 hrs.; Elementary Education 272--3 hrs.; English 235--3 hrs.; English 280--3 hrs. or Communication 266--3 hrs.; Educational Leadership, Administration, and Foundations 200--3 hrs.; Health and Safety 327--3 hrs.; History 102--3 hrs.; 202--3 hrs.; Mathematics 205\*--3 hrs. or 305\*--3 hrs.; Music 325--3 hrs.; Physical Education 463--3 hrs.; an approved geography course; approved course from chemistry or geology or physics; approved course from life sciences.

\*May not be taken by correspondence.

### **Subject matter concentration (24 semester hours minimum)**

A grade of C or better is required in each course as well as a minimum grade point average of 2.5. Field experiences are required in all courses.

Elementary Education 110--3 hrs.; 440--3 hrs.; 441--3 hrs.; 442--3 hrs.; 444--3 hrs.; 445--3 hrs.; 447--3 hrs.; 449--3 hrs.

### **Professional education (35 semester hours minimum)**

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

The professional education component consists of a sequential pattern of course work integrated into blocks. Each subsequent block has the previous block as prerequisite. Prior to enrolling in Block III. Early and continuous experiences with children in school settings are included throughout the professional education component.

**Foundations Block I:** Elementary Educational 110 and 447 which are counted in the subject matter concentration section of this program and Educational Psychology 342 and Educational Leadership, Administration, and Foundations 200 which are counted in the General Education section of this program will be taken.

**Teaching-Learning Block II** (6 semester hours): Elementary Education 250--4 hrs.; 259--2 hrs.

**Methods-Content Block III** (8 semester hours): Elementary Education 392--3 hrs.; 397--4 hrs.; Curriculum, Instruction, and Media Technology 314--1 hr.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

**Methods-Content Block IV** (6 semester hours): Elementary Education 394--3 hrs.; 398--3 hrs.

**Practicum Block V** (15 semester hours): Elementary Education 451--5 hrs.; 453--3 hrs.; 455--3 hrs.; 457--4 hrs.

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

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instruction License in the state of Indiana provided that the individual satisfies the test requirements. The Standard License qualifies the holder to teach all subjects in grades one through six and non-departmentalized grades seven and eight.

### **General education and additional subject matter (70 semester hours minimum)**

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

The following courses must be completed either as a part of the Indiana State University General Education program or in addition to it.

Art 151--3 hrs. or 390--4 hrs.; Communication 302--3 hrs.; Educational Psychology 341--3 hrs.;

202--3 hrs.; Elementary Education 272--3 hrs.; English 235--3 hrs.; 280--3 hrs. or Communication 266--3 hrs.; Educational Leadership, Administration, and Foundations 200--3 hrs.; Health and Safety 327--3 hrs.; History 102--3 hrs.; 202--3 hrs.; Mathematics 205\*--3 hrs.; 305\*--3 hrs.; Music 325--3 hrs.; Science Education 393--5 hrs.; Physical Education 348--2 hrs.; an approved geography course; approved course from chemistry or geology or physics; approved course from life sciences.

\*May not be taken by correspondence.

### **Professional education (36 semester hours minimum)**

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

The professional education component in Elementary Education consists of a sequential pattern of course work integrated into blocks. Each subsequent block has the previous block as prerequisite. Prior to enrolling in Block III, the student must have been admitted to the Teacher Education Program I. Early and continuous experiences with children in school settings are included throughout the professional education component.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

**Foundations Block I** (4 semester hours): Elementary Education 100--1 hr.; Special Education 226 or Elementary Education 447--3 hrs. (Educational Psychology 202 and 341 and Educational Leadership, Administration, and Foundations 200 which are counted in the General Education section of this program will be taken as a part of this Block.)

**Teaching-Learning Block II** (6 semester hours): Elementary Education 250--4 hrs.; 259--2 hrs.

**Methods-Content Block III** (8 semester hours): Elementary Education 392--3 hrs.; 397--4 hrs.; Curriculum, Instruction, and Media Technology 314--1 hr.

**Methods-Content Block IV** (6 semester hours): Elementary Education 394--3 hrs.; 398--3 hrs.

**Practicum Block V** (12 semester hours): Elementary Education 451--5 hrs.; 453--3 hrs.; 457--4 hrs.

### **Electives (18 semester hours minimum)**

The elective area is designed to bring depth and/or breadth to the student's program, to add a teaching endorsement, or to aid in securing a second license.

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### **Early Childhood Education Major (124 semester hours minimum)**

The student who desires to be an early childhood teacher must remain in good standing in the Teacher

Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that the individual satisfies all test requirements. The Standard License qualifies the holder to teach at the pre-kindergarten level.

**General Education and additional subject matter (64 semester hours minimum)**

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

**Basic Studies (12-24 hours)**

SAT V < 510 [ACT English < 201] take ENG 101--3 hrs. and ENG 105--3 hrs., or

SAT V ≥ 510 [ACT English ≥ 201] take ENG 107--3 hrs. or ENG 108--3 hrs.

ENG 305, Advanced Expository Writing--3 hrs. (only after 62 earned hours)

SAT M ≥ 510 [ACT M ≥ 21] take MATH 111--Intermediate Algebra--3 hrs. or higher math or test out

Foreign Language: Two years of one language in high school with a C average or test out by exam or FREN, GERM, ITAL, PORT, RUSS, SPAN, GRK, LAT 101 & 102

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

COMM 302, Speech for the Teacher--3 hrs. (counts for COMM 101)\

PE 463, Physical Education for Early Childhood--3 hrs. (counts for PE 101)

**Liberal Studies Plus Other General Education (31-35 hours)**

**Scientific & Math Studies (7 hours, 2 courses):** Foundational lab science course plus elective course required

LIS 112, Human Aspects of Biology--3 hrs.

CHEM 100, [*Reactions & Reasons*]-3 hrs. and CHEM 101L--1 hr., or GEOG 111, [*The Physical Environment*]-3 hrs. and GEOG 111L--1 hr., or GEOL 160, Introduction to Earth and Sky Sciences--3 hrs. and GEOL 160--1 hr., or PHYS 101, Introduction to [*the*] Physical Sciences--3 hrs. and PHYS 101L--1 hr.

**Social and Behavior Studies (6 hours, 2 courses):** Foundational course plus elective course required. Select at least one foundational course from:

ECON 100, Basic Economics--3 hrs.

PSCI 130, Introduction to Political Science--3 hrs.

PSY 101, General Psychology--3 hrs.

SOC 100, Foundations of Social Life--3 hrs.

Select the second course from the list above or from the list below (course below must be from a different department from foundational course above):

ECON 200, Principles of Macroeconomics--3 hrs.

ECON 201, Principles of Microeconomics--3 hrs.

PSCI 201, American Government--3 hrs.

SOC 120, Principles of Sociology--3 hrs.

**Literary, Artistic, & Philosophical Studies (6 hours, 2 courses):** Literature and Life Course plus elective not English Literature and Life courses

ART 151, Visual Arts in Civilization--3 hrs. or ARTE 390\*, Visual Arts in Elementary Schools--4 hrs.

\*If ARTE 390 is taken, an approved elective for this category must be taken

**Historical Studies (3 hours, 1 course)**

HIST 102, [*Studies in*] World Civilizations Since 1500--3 hrs.

**Multicultural Studies (6 hours, 2 courses):** One in U.S. Diversity and one in International Cultures:

U.S. Diversity: EPSY 341, Education in a Multicultural Society--3 hrs. (prerequisite: 45 earned hrs.)

International Cultures: GEOG 330, World Geography--3 hrs.

**Capstone Course required (3 hours in Liberal Studies or major)**

The following course must be completed either as part of the Indiana State University General Education program or in addition to it.

**Additional Subject Matter (21 hours) A grade of “C” or better is required for each course:**

ELAF 200, Education and Community--3 hrs. ( must be taken prior to Block II)

ENG 235, Major World Authors--3 hrs.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

ENG 280, Children’s Literature--3 hrs. or COMM 266, Oral Interpretation of Children’s Literature--3 hrs.

HIST 202, The United States Since 1865--3 hrs.

HLTH 327, School Health Services--3 hrs.

MATH 205, Mathematics for Elementary Teachers I--3 hrs. or MATH 305\*, Mathematics for Elementary Teachers II--3 hrs. (must be taken prior to Block IV)

MUS 325, Music in the Education of Children--3 hrs. (only after 31 earned hrs.)

\*May not be taken by correspondence.

**Professional Education (43 semester hours minimum)**

A grade of C or better is required in each course as well as a minimum grade point average of 2.5. Field experiences are required of all courses.

**Initial Experience Cluster I** – 6 hours (prerequisite: 2.50 GPA and Basic Skills tests satisfied)

ELED 110, Introduction to Early Childhood Education--3 hrs. (Lab time required – approximately 2 weeks)

EPSY 342, Growth and Development of the Young Child--3 hrs.

**Cluster II** (prerequisite: successful completion of Cluster I, Basic Skills scores at the licensure level, and admission to TEP-I).

ELED 440, Early Childhood: Cognitive Experiences--3 hrs.\* (Lab time required – 2 hours per week)

ELED 444, Early Childhood: Emergent Literacy--3 hrs. (Lab time required – 2 hours per week)

ELED 445, Early Childhood: Creative, Affective Experiences--3 hrs.\* (Lab time required – 2 hours per week)

ELED 446, Early Childhood: Infant/Toddler Child Care- -3 hrs.

\*ELED 440 and ELED 445 are usually taken in two different semesters.

**Cluster III** (prerequisite: successful completion of Cluster II)

ELED 442, Early Childhood: Cultural and Ethnic Awareness--3 hrs.

ELED 447, Early Childhood: Special Needs Programming--3 hrs.

**Cluster IV** (prerequisite: successful completion of Clusters I, II, and III)

ELED 441, Early Childhood: Program Administration--3 hrs.

ELED 449, Early Childhood: Parent-Teacher Relationships--3 hours (lab time required – 1 hour per week)

**Cluster V** (prerequisite: successful completion of Clusters I, II, III, & IV)

ELED 454, Supervised Teaching in Early Childhood Education--13 hours

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

\*Exception: Students who have completed the Associate of Applied Science degree in Early Childhood Education may apply up to 6 semester hours to their student teaching requirement. The remainder of the student teaching will be scheduled during the student's senior year.

### **Kindergarten-Primary Education Major (124 semester hours minimum)**

The student who desires to be a kindergarten-primary education teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instruction License in the state of Indiana provided that the individual satisfies the test requirements. The Standard License qualifies the holder to teach all subjects in kindergarten through grade three.

## **General Education and additional subject matter (70 semester hours minimum)**

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

### **Basic Studies (12-24 hours)**

SAT V < 510 [ACT English < 201] take ENG 101--3 hrs. and ENG 105--3 hrs., or

SAT V ≥ 510 [ACT English ≥ 201] take ENG 107--3 hrs. or ENG 108--3 hrs.

ENG 305, Advanced Expository Writing--3 hrs. (only after 62 earned hours)

SAT M ≥ 510 [ACT M ≥ 21] take MATH 111--Intermediate Algebra--3 hrs. or higher math or test out

Foreign Language: Two years of one language in high school with a C average or test out by exam or FREN, GERM, ITAL, PORT, RUSS, SPAN, GRK, LAT 101 & 102

COMM 302, Speech for the Teacher--3 hrs. (counts for COMM 101)\

PE 463, Physical Education for Early Childhood--3 hrs. (counts for PE 101)

### **Liberal Studies Plus Other General Education (31-35 hours)**

**Scientific & Math Studies (7 hours, 2 courses):** Foundational lab science course plus elective course required

LIS 112, Human Aspects of Biology--3 hrs.

CHEM 100, [*Reactions & Reasons*]-3 hrs. and CHEM 101L--1 hr., or GEOG 111, [*The Physical Environment*]-3 hrs. and GEOG 111L--1 hr., or GEOL 160, Introduction to Earth and Sky Sciences--3 hrs. and GEOL 160--1 hr., or PHYS 101, Introduction to [*the*] Physical Sciences--3 hrs. and PHYS 101L--1 hr.

**Social and Behavior Studies (6 hours, 2 courses):** Foundational course plus elective course required. Select at least one foundational course from:

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

ECON 100, Basic Economics--3 hrs.

PSCI 130, Introduction to Political Science--3 hrs.

PSY 101, General Psychology--3 hrs.

SOC 100, Foundations of Social Life--3 hrs.

Select the second course from the list above or from the list below (course below must be from a different department from foundational course above):

ECON 200, Principles of Macroeconomics--3 hrs.

ECON 201, Principles of Microeconomics--3 hrs.

PSCI 201, American Government--3 hrs.

SOC 120, Principles of Sociology--3 hrs.

**Literary, Artistic, & Philosophical Studies (6 hours, 2 courses):** Literature and Life Course plus elective not English Literature and Life courses

ART 151, Visual Arts in Civilization--3 hrs. or ARTE 390\*, Visual Arts in Elementary Schools--4 hrs.

\*If ARTE 390 is taken, an approved elective for this category must be taken

**Historical Studies (3 hours, 1 course)**

HIST 102, [*Studies in*] World Civilizations Since 1500--3 hrs.

**Multicultural Studies (6 hours, 2 courses):** One in U.S. Diversity and one in International Cultures:

U.S. Diversity: EPSY 341, Education in a Multicultural Society--3 hrs. (prerequisite: 45 earned hrs.)

International Cultures: GEOG 330, World Geography--3 hrs.

**Capstone Course required (3 hours in Liberal Studies or major)**

The following course must be completed either as part of the Indiana State University General Education program or in addition to it.

**Additional Subject Matter (21 hours) A grade of “C” or better is required for each course:**

ELAF 200, Education and Community--3 hrs. ( must be taken prior to Block II)

ELED 272, Introduction to Classroom Computer Use--3 hrs.

ENG 235, Major World Authors--3 hrs.

ENG 280, Children’s Literature--3 hrs. or COMM 266, Oral Interpretation of Children’s Literature--3 hrs.

HIST 202, The United States Since 1865--3 hrs.

HLTH 327, School Health Services--3 hrs.

MATH 205, Mathematics for Elementary Teachers I--3 hrs. or MATH 305\*, Mathematics for Elementary Teachers II--3 hrs. (must be taken prior to Block IV)

MUS 325, Music in the Education of Children--3 hrs. (only after 31 earned hrs.)

\*May not be taken by correspondence.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

**Major/Professional Education (41 semester hours)**

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

**Initial Experience Cluster I** – 6 hours (prerequisite: 2.50 GPA and Basic Skills tests satisfied)

ELED 110, Introduction to Early Childhood Education--3 hrs.

EPSY 342, Measurement & Evaluation in the Elementary School--3 hrs.

**Teaching and Learning Block II** – 6 hours (prerequisite: 2.50 GPA and successful completion of Block I; ELAF 200; & ELED 447)

ELED 250 & 250L, Teaching-Learning & Classroom Management--4 hrs.

ELED 259, Measurement & Evaluation in the Elementary School--2 hrs.

**Curriculum Theory and Instruction Block III** – 8 hours (prerequisite: successful completion of Block I and Block II and admission to the Teacher Education Program I)



CIMT 314, Instructional Media for Elementary Teaching-- 1 hr.

ELED 392 & 392L, Teaching of Elementary School Social Studies-- 3 hrs.

ELED 397, Teaching, Developmental Reading & Other Language Arts--4 hrs.

**Curriculum Theory and Instruction Block IV** – 6 hours (prerequisite: successful completion of Blocks I, II, and III and Math 205 or 305)

ELED 398, Corrective Reading in the Classroom--3 hrs.

ELED 394 & 394L, The Teaching of Elementary School Math--3 hrs.

**Professional Semester Block V** – 15 semester hours (prerequisite: successful completion of Blocks I, II, III, and IV, and Science Education with at least 2.50 GPA and admission to the Teacher Education Program II).

ELED 451, Supervised Teaching--5 hrs.

ELED 453, Supervised Teaching--3 hrs.

ELED 455, Supervised Teaching in Kindergarten--3 hrs.

ELED 457, Seminar in Elementary Education--4 hrs.

### **Subject matter concentration (21 semester hours minimum)**

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

**Cluster II** (prerequisite: successful completion of Cluster I, Basic Skills scores at the licensure level, and admissions to TEP-I). ELED 440 and ELED 445 are usually taken in two different semesters.

ELED 440, Early Childhood: Cognitive Experiences--3 hrs. (lab time required – 2 hours per week)

ELED 444, Early Childhood: Emergent Literacy--3 hrs. (lab time required – 2 hours per week)

ELED 445, Early Childhood: Creative, Affective Experiences--3 hrs. (lab time required – 2 hours per week)

**Cluster III** (prerequisite: successful completion of Cluster II)

ELED 442, Early Childhood: Cultural and Ethnic Awareness--3 hrs.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

ELED 447, Early Childhood: Special Needs Programming--3 hrs.

**Cluster IV** (prerequisite: successful completion of Clusters I, II, and III)

ELED 441, Early Childhood: Program Administration--3 hrs.

ELED 449, Early Childhood: Parent-Teacher Relationships--3 hrs.

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

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instruction License in the

state of Indiana provided that the individual satisfies the test requirements. The Standard License qualifies the holder to teach all subjects in grades one through six and non-departmentalized grades seven and eight.

### **General education and additional subject matter (70 semester hours minimum)**

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

#### **Basic Studies (12-24 hours)**

SAT V < 510 [ACT English < 201] take ENG 101--3 hrs. and ENG 105--3 hrs., or

SAT V ≥ 510 [ACT English ≥ 201] take ENG 107--3 hrs. or ENG 108--3 hrs.

ENG 305, Advanced Expository Writing--3 hrs. (only after 62 earned hours)

SAT M ≥ 510 [ACT M ≥ 21] take MATH 111--Intermediate Algebra--3 hrs. or higher math or test out

Foreign Language: Two years of one language in high school with a C average or test out by exam or FREN, GERM, ITAL, PORT, RUSS, SPAN, GRK, LAT 101 & 102

COMM 302, Speech for the Teacher--3 hrs. (counts for COMM 101)\

PE 463, Physical Education for Early Childhood--3 hrs. (counts for PE 101)

#### **Liberal Studies Plus Other General Education (31-35 hours)**

**Scientific & Math Studies (7 hours, 2 courses):** Foundational lab science course plus elective course required

LIS 112, Human Aspects of Biology--3 hrs.

CHEM 100, [*Reactions & Reasons*]-3 hrs. and CHEM 101L--1 hr., or GEOG 111, [*The Physical Environment*]-3 hrs. and GEOG 111L--1 hr., or GEOL 160, Introduction to Earth and Sky Sciences--3 hrs. and GEOL 160--1 hr., or PHYS 101, Introduction to [*the*] Physical Sciences--3 hrs. and PHYS 101L--1 hr.

**Social and Behavior Studies (6 hours, 2 courses):** Foundational course plus elective course required. Select at least one foundational course from:

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

ECON 100, Basic Economics--3 hrs.

PSCI 130, Introduction to Political Science--3 hrs.

PSY 101, General Psychology--3 hrs.

SOC 100, Foundations of Social Life--3 hrs.

Select the second course from the list above or from the list below (course below must be from a different department from foundational course above):

ECON 200, Principles of Macroeconomics--3 hrs.

ECON 201, Principles of Microeconomics--3 hrs.

PSCI 201, American Government--3 hrs.

SOC 120, Principles of Sociology--3 hrs.

**Literary, Artistic, & Philosophical Studies (6 hours, 2 courses):** Literature and Life Course plus

elective not English Literature and Life courses

ART 151, Visual Arts in Civilization--3 hrs. or ARTE 390\*, Visual Arts in Elementary Schools--4 hrs.

\*If ARTE 390 is taken, an approved elective for this category must be taken

**Historical Studies (3 hours, 1 course)**

HIST 102, [*Studies in*] World Civilizations Since 1500--3 hrs.

**Multicultural Studies (6 hours, 2 courses):** One in U.S. Diversity and one in International Cultures:

U.S. Diversity: EPSY 341, Education in a Multicultural Society--3 hrs. (prerequisite: 45 earned hrs.)

International Cultures: GEOG 330, World Geography--3 hrs.

**Capstone Course required (3 hours in Liberal Studies or major)**

The following course must be completed either as part of the Indiana State University General Education program or in addition to it.

**Additional Subject Matter (21 hours) A grade of “C” or better is required for each course:**

ELAF 200, Education and Community--3 hrs. ( must be taken prior to Block II)

ELED 272, Introduction to Classroom Computer Use--3 hrs.

ENG 235, Major World Authors--3 hrs.

ENG 280, Children’s Literature--3 hrs. or COMM 266, Oral Interpretation of Children’s Literature--3 hrs.

HIST 202, The United States Since 1865--3 hrs.

HLTH 327, School Health Services--3 hrs.

MATH 205, Mathematics for Elementary Teachers I--3 hrs. (must be taken prior to Block IV)

MATH 305\*, Mathematics for Elementary Teachers II--3 hrs. (must be taken prior to Block IV)

MUS 325, Music in the Education of Children--3 hrs. (only after 31 earned hrs.)

\*May not be taken by correspondence.

*UNDERGRADUATE APPROVALS – Program Revisions – Elementary Ed, Kindergarten-Primary Ed, Early Childhood Ed Majors: continued*

**Professional education (44 semester hours minimum)**

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

**Initial Experiences Block I** – 4 hours (prerequisite: 2.50 GPA)

ELED 100, Initial Experiences in Elementary Education--1 hr. and ELED 100L--0 hrs. (ELED 100, ELED 100L, & EPSY 202 must be taken together)

EPSY 202, Psychology of Childhood, Adolescence (see general education/subject matter)

SPED 226, The Exceptional Learner in the Regular Classroom (prior to Block II) or

ELED 447, Early Childhood: Special Needs Programming--3 hrs.

**Teaching and Learning Block II** – 6 hours (prerequisite: 2.50 GPA and successful completion of

Block I; ELAF 200; EPSY 341; SPED 226 or ELED 446 & Admission to TEP I)

ELED 250 & 250L, Teaching-Learning & Classroom Management--4 hrs.

ELED 259, Measurement & Evaluation in the Elementary School--2 hrs.

**Curriculum Theory and Instruction Block III** – 8 hours (prerequisite: successful completion of Block I and Block II and admission to the Teacher Education Program I)

CIMT 314, Instructional Media for Elementary Teachers--1 hr.

ELED 392 & 392L, Teaching of Elementary School Social Studies--3 hrs.

ELED 397, Teaching, Developmental Reading & Other Language Arts--4 hrs.

**Curriculum Theory and Instruction Block IV** – 6 hours (prerequisite: successful completion of Block II and III and Math 205 and 305)

ELED 398, Corrective Reading in the Classroom--3 hrs.

ELED 394 & 394L, The Teaching of Elementary School Math--3 hrs.

SCED 393, Science in the Elementary School (see general education/subject matter)

**Professional Semester Block V** – 12 semester hours (prerequisite: successful completion of Blocks I, II, III, and IV with at least a 2.50 average and admission to the Teacher Education Program II)

ELED 451 and 453, Supervised Teaching--8 hrs.

ELED 457, Seminar in Elementary Education--4 hrs.

### **Electives (18 semester hours minimum)**

The elective area is designed to bring depth and/or breadth to the student's program, to add a teaching endorsement, or to aid in securing a second license.

*\*Preferred Effective Term: Fall 2001*

## **CORRECTIONS**

\*\*\*The following is a correction a correction of the text that appeared as a **PROPOSAL** in the February 26, 2001 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics within bold-italic brackets]*.

### **COURSES FOR GENERAL EDUCATION COSIDERATION**

The following course proposals have been received for General Education Consideration. Following the course title is an identification (in brackets) of the General Education Credit being distributed to the course under the GE2000 modified program.

#### **COLLEGE OF ARTS & SCIENCES: History**

**HIST 356**    **Colonialism and Nationalism in Southeast Asia – 3 hours.** [ [*Multicultural Studies*], *International Cultures*]