



Academic Notes

OCTOBER 1, 2001

AIN 2001-2002

SPECIAL NOTICES

UNIVERSITY RESEARCH COMMITTEE GRANTS

The Fall submission deadline for the University Research Committee Grants for 2001/2002 is Monday, November 5, 2001 (date to be approved by the University Research Committee when new Committee is selected). Notice will be given via global e-mail and Academic Notes if there are any changes. Funding is typically used for small grants (generally a few thousand dollars) in support of faculty research and scholarship.

Information packets with applications are available from the Office of Sponsored Programs, Tirey Hall, Room 183, ext. 8374 or e-mail ospwilk@isugw.indstate.edu

ISU ARTS ENDOWMENT GRANTS

The submission deadline for Arts Endowment Grants for the 2001/2002 academic years is Monday, November 5, 2001. Past UAEC funding has been between \$15,000 and \$20,000. Grant awards typically range from \$2,000 to \$6,000 with the average being \$3,500.

Submit proposals involving original faculty work on creative projects that eventuate in performance, exhibitions, and publications. Projects that will not qualify are: student work, research or criticism of already existing works, or preparation and writing of textbooks and teaching materials.

Information packets with applications are available from the Office of Sponsored Programs, Tirey Hall, Room 183, ext 8374 or e-mail ospwilk@isugw.indstate.edu

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
SPECIAL NOTICES: Academic Notes Publication Schedule: continued

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

| <u>Deadline for Items</u> | <u>Issue Date</u> |
|----------------------------------|--------------------------|
| October 3 | October 8 |
| October 10* | October 15* |
| October 17 | October 22 |
| October 24* | October 29* |
| October 31 | November 5 |
| November 7* | November 12* |
| November 14 | November 19 |
| November 20** ^a | November 26* |
| November 28 | December 3 |
| December 5* | December 10* |
| December 12 | December 17 |

^a Due to holidays, the dates for submission and/or publication have been moved up or back a day.

FACULTY GOVERNMENT

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, October 2, 2001, in 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. CAAC: Geographic Information Science Certificate
B.A. and B.S. Geographic Information Science Minor
- VI. Library Advisory Committee Nominees
- VII. Provost Tenure Recommendation
- VIII. Standing Committee Reports
- IX. Old Business

- a. Standing Committee Modification
- X. New Business

FACULTY GOVERNMENT: continued

FACULTY SENATE STANDING COMMITTEES

CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE

The Curriculum and Academic Affairs Committee will meet at 12:00 p.m. on Monday, October 1, 2001 in Family and Consumer Sciences (FCS), Room 110.

AGENDA

- I. Approval of Minutes
- II. Chairperson's Report
- III. Executive Committee Report
- IV. Proposals
 - a. ARTP 499 – Art and the Artist in the Context of Society –new course for Capstone
 - b. Psychology – Undergraduate Program revision
 - c. Political Science – Legal Studies Minor – New Program
 - d. PSCI 107 – U.S. Diversity: Contemporary American Issues – new course for multicultural diversity
 - e. Languages, Literatures, & Linguistics – Program Revision: Major and Minor
 - f. SOC 302 – Work, Employment and Society – revised as capstone course
 - g. CIMT – Professional Education Sequence for All-Grade Education and Senior High – Junior High/Middle School Education
- V. Old Business
- VI. New Business
- VII. Adjournment

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF ARTS & SCIENCES

GEOGRAPHY, GEOLOGY, & ANTHROPOLOGY

Mr. Khalid Al-Harbi will defend his dissertation, entitled *A Geographic Analysis of Vegetation Deterioration of the Tabuk Area, Saudi Arabia*, at 3:00 p.m. on Wednesday, October 17, 2001 in the Science Building, Room 110. The members of his committee are Dr. William Dando, Chairperson, Dr.

Brian Ceh, Dr. Susan Berta, Dr. Greg Bierly, and Dr. Manindra Mohapatra.

THESES, DISSERTATIONS, & RESEARCH PROJECTS –College of Arts & Sciences: continued

PSYCHOLOGY

Ms. Britt Nielsen will defend her doctoral research project, entitled *Structural Relationships Between the Tripartite Model and DSM– IV Mixed Anxiety Depression*, at 10:30 a.m. on Monday, October 8, 2001 in Root Hall, Room 230. The members of her committee are Dr. June Sprock, Chairperson, Dr. Carol Yoder, and Dr. Tom Johnson.

FIELD TRIPS

COLLEGE OF ARTS & SCIENCES: Family & Consumer Sciences

Students from Family and Consumer Sciences 150 – Introduction to Interior Design, will be taking a field trip to the Merchandise Mart from 10:30 am (CST) until 5 pm (CST). Students from Family and Consumer Sciences 454 – Contemporary Interiors and Furniture, will be participating in the day long Chicago Architecture Foundation Walking Tours of downtown Chicago. This field trip is required, and this information is included in the course syllabus of each class. Students at the Merchandise Mart will be treated to a box lunch supplied by Herman Miller, Inc. The field trip will take place on November 1, 2001. The Turner Coach bus will board behind the FCS building (5th Street) at 6:45 a.m. (EST), leaving at 7 am. The time of departure from Chicago is 5 pm (CST), with estimated time arrival at 10 pm (EST). A list of participating students is available from the Family and Consumer Sciences Department and the Dean's office.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Family and Consumer Sciences

FCS 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 2002

COLLEGE OF ARTS & SCIENCES: History

HIST 330 **Popular Culture in the United States – 3 hours.** This course studies the cultural role and development of various forms of United States’ popular culture. Topics discussed include sports, radio, music, and television.

Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSALS – New Courses: continued

SS 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 2002

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

LLL 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 CIMT 401--Student teaching.

Preferred Effective Term: Fall 2002

COLLEGE OF ARTS & SCIENCES: Music

MUS 496 **Teaching an Integrated Unit in Music – 1 hour.** Guidance for and experience in teaching an integrated unit of content in music and a professional report based on that instruction. Co-requisite: Concurrent enrollment in CIMT 401.

Preferred Effective Term: Fall 2002

SCHOOL OF BUSINESS: Organizational – Administrative Systems & Business Education

ASBE 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 CIMT 401--Student teaching.

Preferred Effective Term: Fall 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.

COLLEGE OF ARTS & SCIENCES: History

HIST 330 **Popular Culture in the United States – 3 hours.** [*GE2000: Multicultural Studies, U.S. Diversity*]

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

GEOG 423 **Geography of the Middle East – 3 hours.** [GE2000: *Multicultural Studies, International Cultures*]

UNDERGRADUATE PROPOSALS: continued

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: English

ENG 220 **Introduction to Fiction Writing – 3 hours.** A workshop course for beginning writers of short stories or novels.

Change title to:

ENG 220 **Writing Fiction – 3 hours.** A workshop course for beginning writers of short stories or novels.

Preferred Effective Term: Fall 2001

ENG 221 **Introduction to Poetry Writing – 3 hours.** A workshop course for beginning writers of poetry.

Change title to:

ENG 221 **Writing Poetry – 3 hours.** A workshop course for beginning writers of poetry.

Preferred Effective Term: Fall 2001

ENG 222 **Introduction to Creative Writing – 3 hours.** A workshop course for beginning writers that provides practice in writing fiction, poetry, and drama, with attention to both the creative process in general and particular techniques and models of each genre. [GE89: C3]

Change number and description to:

ENG 219 **Introduction to Creative Writing – 3 hours.** A workshop course for beginning writers that provides practice in writing fiction, creative nonfiction, poetry, and drama, with attention to both the creative process in general and particular techniques and models of each genre [GE89: C3]

Preferred Effective Term: Fall 2001

ENG 319 **Topics in Language and Linguistics – 2-3 hours.** Topics for study will change from term to term. May be repeated for credit when topic is different.

Change title to:

ENG 319 **Topics in English Language – 2-3 hours.** Topics for study will change from term to term. May be repeated for credit when topic is different.

Preferred Effective Term: Spring 2002

ENG 324T Techniques of Fiction – 3 hours. A close reading of modern short stories and novels. Supplements the creative writing courses with a study of techniques used by professional writers. Students do not write fiction in the class. May be repeated once for credit. Prerequisite: two creative writing courses or consent of instructor.

Change number, title, description, and prerequisites to:

ENG 329 Contemporary Literature for Writing – 3 hours. Representative works of primarily fiction and poetry and secondarily drama, creative nonfiction, or both, with an emphasis on studying creative writing techniques. Prerequisite: at least one creative writing course or consent of instructor.

Preferred Effective Term: Fall 2001

UNDERGRADUATE PROPOSALS – Course Revisions - English: continued

ENG 359 Women Writers of Great Britain – 3 hours. The scope of women's literary achievement in Great Britain. *General Education Credits [GE89: C3]*

Change description to:

ENG 359 Women Writers of Great Britain – 3 hours. Fiction, poetry, drama, and prose written by women in Great Britain, with emphasis on studying texts within their particular literary, cultural, and historical contexts. *General Education Credits [GE89: C3]*

Preferred Effective Term: Spring 2002

ENG 370 Introduction to Folklore – 3 hours. The main forms of folklore (tale, ballad, speech, proverb, riddle, belief, custom, material culture); major folk groups, approaches to folklore; the role of folklore in literature and culture. *General Education Credits [GE89: C1, E2; GE2000: Multicultural Studies – International Cultures]*

Change title to:

ENG 370 Survey of Folklore – 3 hours. The main forms of folklore (tale, ballad, speech, proverb, riddle, belief, custom, material culture); major folk groups, approaches to folklore; the role of folklore in literature and culture. *General Education Credits [GE89: C1, E2; GE2000: Multicultural Studies – International Cultures]*

Preferred Effective Term: Spring 2002

ENG 424* Advanced Creative Writing Workshop – 3 hours. Intensive training in writing fiction, poetry, or drama. May be repeated for credit. Prerequisite: 324W or 325W or 326W as appropriate or consent of instructor.

Change description and prerequisites to:

ENG 424* Advanced Creative Writing Workshop – 3 hours. Intensive training in writing fiction, creative nonfiction poetry, or drama. May be repeated for credit. Prerequisite: 324 or 325 or 326 as appropriate or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2001

ENG 455 20th-Century English Literature – 3 hours. Representative English literature of the twentieth century, studied against its intellectual, historical, and social background.

Change title and description to:

ENG 455 **20th-Century Literatures in English – 3 hours.** Representative British and Irish literature of the twentieth century studied in intellectual, historical, and social contexts.
Preferred Effective Term: Spring 2002

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

GEOG 423* **Geography of the Middle East – 3 hours.** Physical and cultural environment of the Middle East, with emphasis on its strategic location, significance in world history and culture, energy resources, and evolving geopolitics. Prerequisite: 110 or 111 or consent of instructor.

UNDERGRADUATE PROPOSALS – Course Revisions – GEOG 423: continued

Change prerequisites to:

GEOG 423* **Geography of the Middle East – 3 hours.** Physical and cultural environment of the Middle East, with emphasis on its strategic location, significance in world history and culture, energy resources, and evolving geopolitics.

**Course has a graduate level equivalent
Preferred Effective Term: Summer 2002*

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 444* **Advanced Social Psychology – 3 hours.** (Personality, society, and culture) Personality from the point of view of social interaction with specific attention to recent contributions of the social sciences. Prerequisites: 6 hours of sociology or consent of instructor.

Change description and prerequisites to:

SOC 444* **Advanced Social Psychology – 3 hours.** Consideration in depth and detail of topics in social psychology which are especially relevant for work in applied sociology. Prerequisites: 6 hours of sociology, including SOC 240 or its equivalent, or consent of instructor. Offered Fall semesters.

**Course has a graduate level equivalent
Preferred Effective Term: Spring 2002*

SOC 464* **Social Psychology of Organizations– 3 hours.** Consideration of modern industrializing societies with particular reference to the sociology of work groups, formal and informal organization with complex organizations, the increasing bureaucracy of management and labor, and the emergence of managerial classes. Prerequisite: 6 hours of sociology or consent of instructor.

Change title and description to:

SOC 464* **Sociology of Organizations – 3 hours.** Consideration of complex organizations with particular reference to organizational theory, the experience of life within contemporary organizations, and the application of sociological principles to problems encountered in organizations. Prerequisite: 6 hours of sociology or consent of instructor. Offered Spring semesters.

**Course has a graduate level equivalent
Preferred Effective Term: Spring 2002*

SCHOOL OF EDUCATION: Communication Disorders and Special Education

SPED 102 Introduction to Special Education – 3 hours. This course provides a thorough introduction to “exceptionalities” as defined through legal or societal systems (i.e. “handicapped”, “gifted”): definitions, etiology, characteristics, service delivery models, other major issues are also presented.

Change description to:

SPED 102 Introduction to Special Education – 3 hours. An introduction to special education as it is delivered in schools and society, including historical and legal foundations. Specific categories of disabilities as described in federal legislation will be

UNDERGRADUATE PROPOSALS – Course Revisions – SPED 102: continued

introduced; discussion of the effects of diversity and the impact of various resources upon the development of the individual with special needs.

Preferred Effective Term: Fall 2002

SPED 201 Procedures for Special Education – 3 hours. This course focuses on the development of IEPs, behavior and instructional objectives, task analyses, data collection systems, learning contracts, student groupings, scheduling of services, classroom design, multidisciplinary case conferences, and individualizing instruction.

Change number, title, description, and prerequisites to:

SPED 320 Instructional Principles 3 hours. This course describes the way the schools format individual educational plans for students who have been identified as having a disability and needed special education. Individualization is described following research-based approaches. Prerequisites: TEP1, SPED 215, and ELED Block II.

Preferred Effective Term: Spring

SPED 300 Behavior Management – 3 hours. This course teaches the direct application of behavior management in working with individuals and groups. A minimum of 15 hours of work in selected applied settings is required in addition to in-class time.

Change number, description, and prerequisites to:

SPED 215 Behavior Management – 3 hours. This course teaches the direct application of the principles of behavior management in working with both individuals and groups. The use of positive applications for teaching appropriate behavior, increasing rates of academic learning and the development of social skills is stressed. Work in selected settings is required in addition to in-class time. Concurrent with ELED 250. Prerequisites: SPED 102, 200, and admission to TEP I.

Preferred Effective Term: Spring

SPED 301 Mental Retardation – 3 hours. This course provides specific information relative to the characteristics, etiology, assessment, and teaching techniques for individuals who are mentally retarded

Change number, title, description, and prerequisites to:

SPED 200 Students with Mild Intervention Needs – 3 hours. A description of students whom the schools are likely to identify as having Mild Intervention Needs. For categories of exceptionality, content will include characteristics, etiology, identification procedures, procedures for educational and placement decisions, and provision of services. Field experiences will be included. To be taken concurrently with ELED 100. Prerequisites: SPED 102 and admission to TEP I.

Preferred Effective Term: Fall 2002

SPED 303 Methods and Materials–3 hours. This course provides general and specific techniques for developing educational programs for individuals with handicaps. Specific attention will be devoted to teaching applied strategies for delivering instruction in the areas of reading, mathematics, and language arts. A minimum of 15 hours of work in selected applied settings is required in addition to class time.

Change number, title, description, and prerequisites to:

UNDERGRADUATE PROPOSALS – Course Revisions – SPED 303: continued

SPED 315 Special Education Approaches – Curriculum and Assessment – 3 hours. Descriptions of materials and approaches to development, adaptation, and individualization in language arts, social studies, and other school content areas for learners with Mild intervention needs. Field experiences provide practice and implementation. To be taken concurrently with ELED Block III.

Preferred Effective Term: Fall

SPED 304 Assessment of Special Needs Learners – 2 hours. This course deals with the administration and interpretation of various psychoeducational assessment instruments as they relate to teaching and programming for individuals with handicaps.

Change number, title, credit hours, description, and prerequisites to:

SPED 316 Special Education Approaches – Curriculum and Assessment II – 3 hours. Descriptions of materials and approaches to development, adaptation, and individualization in mathematics, specific reading needs, and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation. To be taken concurrently with ELED Block IV. Prerequisites, TEP I, SPED 215, and ELED Block II.

Preferred Effective Term: Fall

SPED 307 Transitional and Vocational Programs – 2 hours. This course is a consideration of vocational training programs and vocational transition programs to serve the needs of special persons in an attempt to achieve vocational adjustment.

Change number, title, credit hours, and description to:

SPED 400 Secondary School, Community, and Family Interactions – 3 hours. This course addresses the interconnectedness among the secondary school, the community, and the family as program planning occurs for the school years and beyond as the student with mild intervention needs transitions into adult living.

Preferred Effective Term: Fall

SPED 488A Supervised Student Teaching: Mild Disabilities – 8-13 hours. This course involves full-time classroom experience in a special education classroom for students with mild disabilities. Students may have two placements, each eight weeks in length at two different sites, one at the elementary level and one at the junior high or senior high school level.

Change number, title, credit hours, description, and prerequisites to:

SPED 405 Supervised Student Teaching in Elementary Inclusive Setting and Special Education Resource Setting – Mild Intervention – 5-13 hours. This student teaching experience will be the culmination of a joint program between elementary and special education. University students will be placed in regular elementary classroom settings that are inclusive of students who have been identified as being learners with exceptional needs needing mild intervention. Student teachers will also experience working with students in a secondary resource setting, also serving students needing mild intervention, during this semester. This course will be taken currently with ELED 451, ELED 453, and ELED 457.

UNDERGRADUATE PROPOSALS: continued

UNDERGRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES: English Creative Writing Minor

Executive Summary:

Summary of changes:

1. Reduce the required hours in techniques courses from 6 hours to 3 hours. One required techniques course, English 329, will cover multiple literary genres (fiction, creative nonfiction, poetry, and drama) and replace three techniques courses (English 324T, 325T, and 326T), dealing with specific literary genres (fiction, poetry, and drama).
2. Increase the required hours in writing courses from 12 hours to 15 hours.
3. Add English 219 (formerly 222), Introduction to Creative Writing, and Theater 450, Playwriting, as writing courses that students may elect for the minor.

Rationale:

Course enrollments in techniques courses have been small because creative writing minors have had the option of electing two of three techniques courses. Because of small enrollments, techniques courses have been canceled or not offered during the past three years, requiring Petitions waiving the requirement for most creative writing minors. Requiring a single techniques course of all creative writing minors will increase class size, enabling the department to offer the course every spring semester, and reduce the number of petitions waiving requirements.

Increasing the number of hours in writing courses from 12 hours to 15 hours will keep the number of hours required for the major the same, 18 hours, but will permit creative writing minors to elect more hours in writing--including creative nonfiction, a new area we are developing. In addition, it will permit creative writing minors to choose from two additional writing courses: English 219 (formerly 222), Introduction to Creative Writing, and Theater 450, Playwriting, as writing courses that count toward the minor.

CURRENT CATALOG COPY

Creative Writing Minor (18 semester hours)

Required techniques courses: 6 hours chosen from the following: 324T, 325T, and 326T--3 hrs.

Required writing courses: 12 hours chosen from the following: 220, 221, 324W, 325W, 326W, *UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – English – Creative Writing Minor: continued*

and 424--3 hrs.

PROPOSED CATALOG COPY

Creative Writing Minor (18 semester hours)

Required techniques course: 329--3 hrs.

Required writing courses: 15 hours chosen from the following: 219--3 hrs., 220--3 hrs., 221--3 hrs., 324--3-6 hrs., 325--3-6 hrs., 326--3-6 hrs., 424--3-12 hrs., and Theater 450--3-6 hrs.

Comparison of the old and new programs:

Current Program

Required techniques courses: 6 hours chosen from the following: 324T, 325T, and 326T--3 hrs.

Required writing courses: 12 hours chosen from the following: 220, 22 1, 324W, 325W, 326W, and 424--3 hrs.

Proposed Program

Required techniques course: 329--3 hrs.

Required writing courses: 15 hours chosen from the following: 219--3 hrs., 220-3 hrs., 221--3 hrs., 324--3-6 hrs., 325--3-6 hrs., 326--3-6 hrs., 424--3-12 hrs., and Theater 450--3-6 hrs.

Preferred Effective Term: Fall 2001

**SCHOOL OF EDUCATION: Communication Disorders & Special Education
B.A./B.S. Special Education**

Executive summary:

Proposed is a revision of the undergraduate All Grade Major in Special Education. Special Education faculty determined (Sept. 20, 1999) that a revision was necessary in order to meet current professional expectations. The intent of this revision is to allow the student to complete programs which will result in licensure in both Special Education (all grade) and Elementary Education. At the same time this will be congruent with current Indiana special education licensure. In order to accomplish this, the number of special education courses is reduced and sequenced to be congruent with compatible courses in Elementary Education. Courses are included to retain the special education portion of the license as “all grade” (i.e. grades 1 – 12). Thus, we are referring to this as “joint licensure.” The undergraduate Special Education Major can be taken only when the undergraduate Elementary Education major is also selected. (The undergraduate major in

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

Elementary Education does not require completing the Special Education Major, however.)

Rationale:

America’s schools have drastically changed the way they provide services to students with special education needs. Whereas, in the past, these students usually received most of their education in separate, “special education,” areas of the school, schools are now providing much, if not all, of their education in general education classrooms (McLeskey, Henry, & Hodges, 1999). Thus, special educators and classroom teachers must have knowledge of the content and pedagogy expected in the general education classroom *and* ways of meeting special education needs (Winn & Blanton, 1997). Additionally, they must have practice in the kinds of collaboration between teachers which will result in significant improvements for learners with special education needs (Voltz & Elliott, 1997). And, they need experience with data-based best practices approaches for teaching children who have learning difficulties (Forness, Kavale, Blum, & Lloyd, 1997). Not only is there much evidence that personnel being prepared for teaching need to have this knowledge and these skills, many states are now moving to implement ingredients of the joint preparation program being proposed (e.g. Alabama, Florida, New York; cf. Hill, 2000).

Key items from the Mission Statement for the Department of Communication Disorders and Special Education include:

- Recognizing the essentiality of an empirically based program, students are provided early, intensive, and repeated clinical experiences

Prospective teachers will be provided opportunity to learn and practice data-based best practices in both elementary and special education (Forness, Kavale, Blum, & Lloyd, 1997). Another

element of being “empirically based” is the standards-based curriculum now necessitated for Indiana Professional Standards Board approval—and all courses and field experiences will contain sources of evidence for meeting these standards. Field experiences are integral to this program in general education, special education, and, particularly, inclusive settings for the duration of the student’s academic career.

- Collaborative interdisciplinary relationships are recognized as essential in the development of faculty, staff, and students

Collaboration is a principal theme of this major. The students will have opportunity to observe interdisciplinary collaboration between instructors in Special Education and Elementary Education and between university-based and school-based teachers. They will practice collaboration during both in-class projects and field assignments.

- An unflinching commitment to prepare professionals who are ethically responsible and dedicated to the process of becoming lifelong learners in an ever changing ethnically and culturally diverse society

Contributions to collaboration will reflect both the student’s professional ethical commitment and their experiences in continuing to learn and encourage others in exploration.

- To develop... special educators who are technically and pedagogically competent, self-motivated, active participants in their... professional organizations, and who will seek to enrich their professional growth through questioning, research, and self-evaluation....

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

Questioning, research, and self-evaluation are to be ongoing elements throughout the course work and experiences which are part of this major.

From the School of Education Mission Statement:

“A professional school of education... that...responds to societal imperatives; prepare[s] prospective teachers; directly and indirectly contribute[s] to reform and restructuring of specific school sites; contribute[s] to the research and scholarship necessary for better understanding the complexities of teaching and learning undergirding professional practice.”

Graduates of this major will be positioned to effect change in the way children who have special education needs will be educated in the school. They will have practiced and be able to implement inclusive approaches which have been shown to be best practices. Research and scholarship associated with the provision of this major will be significant contributions in Indiana as well as nationally.

School of Education goals particularly addressed include:

1. The nature of our inquiry, learning and teaching should define our collaborations, not traditional boundaries of positions, departments, or institutions
2. We seek to facilitate in all learners the achievement of their full potential, and
3. We model pedagogical practice that reflects state-of-the-art teaching and learning that we seek to have our students use in their future professional settings.

These points replicate those addressed above regarding the department’s mission. To be highlighted, though, is an emphatic emphasis on *all* learners—including those children who have

exceptionalities in learning, behavior, and movement.

The Mission Statement in the I.S.U. Strategic Plan 2000 attests that I.S.U. “responds with particular sensitivity to the needs and interests of the citizens of West Central Indiana” and that “undergraduate programs are comprehensive in scope.” Addressing needs of public school children as they demonstrate themselves in West Central Indiana and nationally is a primary purpose of this major. The Special Education Major, combined with Elementary Education, and offering experiences in secondary schools, is much more comprehensive than the current major and is noticeably more comprehensive than that offered by any other Indiana institution. Thus, illuminated is that Vision Statement item: “fostering innovation and excellence in teaching and learning.”

From I.S.U Strategic Goal One – the Enhancement of Undergraduate Education, it is affirmed that “I.S.U. will be a ‘benchmark university’ that is known and admired to its teaching excellence as an exemplar, a national model for the distinctiveness and quality of its undergraduate educational experience.”

From I.S.U. Strategic Goal Seven – The Promotion of an Interdisciplinary Culture, this major promotes that “I.S.U. will be a national model for interdisciplinary instruction, research, and public service.”

As described above, while comparable approaches may be found nation-wide (c.f. Blanton et al. 1997), no other teacher-preparation program in Indiana has a comparable format. That is, none
UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS Special Education: continued

other has attended to an undergraduate program which emphasizes joint planning and delivery by faculty and the emphasis on collaboration among students. The Indiana Professional Standards Board (I.P.S.B) has approved Special Education and Elementary Education teacher preparation programs, and this will be viewed as a program revision rather than a new program. Unit Assessment System indicators have been delineated indicating how I.P.S.B.-specified Performance standards for Teachers of Students with Exceptional Needs, and Developmental Standards—Middle Childhood, and necessary Performance indicators in Early Adolescence, and Adolescence and Young Adult standards.

The joint program will meet designated needs by:

- Re-designing courses to carry essential components to enable graduates to meet current school practices,
- Stipulating performance assessment targets in courses to meet Indiana Professional Standards Board expectations,
- Decreasing the number of Special Education courses so that undergraduate students can reasonably be expected to complete both Special Education and Elementary Education majors,
- Ordering Special Education courses to be taken concurrently with compatible Elementary Education courses,

- Identifying field experiences that meet both Special Education and Elementary Education expectations, and
- Including courses which will allow the Special Education license to also cover ages 13-18.

CURRENT CATALOG COPY

SPECIAL EDUCATION

The undergraduate special education training program is designed to prepare teachers to successfully intervene with individuals who possess a wide range of learning and behavior problems. The program is competency based and emphasizes continuous experiences in which the demonstration of proficiencies is required for each course in field settings. The program is offered only during the academic year.

The following programs in special education are offered: All Grade major with specialties in Mild Disabilities and Emotionally Disturbed. Also available are an Early Childhood Special Education Minor, an All Grade Minor in Mild Disabilities, a Special Education Area of Concentration, and a Gifted and Talented Endorsement.

UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS Special Education: continued

The special education courses and their performance objectives are sequentially arranged on a continuum from entering freshman orientation to exiting senior competencies. The special education student is advised to take each course in the proper sequence to prevent any delay in program completion. Senior students are involved full time during the fall semester in a supervised student teaching experience. The spring semester of the senior year involves a full-time, semester-long internship experience. Entry into student teaching is contingent on successful completion of all required course work and admission to TEP-II.

Entry into the internship is contingent upon successful completion of the student teaching experience.

A student with 32 or more hours whose overall GPA or special education GPA falls below 2.5 will be placed on departmental probation for one semester. If the GPA is not improved to the required 2.5, the student may not continue in the program. A student who receives a grade of D, F, or U in any special education course will not continue in the program, although the student may petition the special education faculty in writing to retake that course. A majority of the special education faculty must vote in favor of the petition before the student may retake the course in question. A student may repeat a course no more than once during the undergraduate program.

Entry into the undergraduate teaching course sequence at the appropriate time is important for normal program progression. Failure to meet specified prerequisites will result in a delay in program completion. Careful planning should be exercised in order to ensure completion of the program without undue interruption.

The undergraduate programs in special education at Indiana State University are rigorous, professional by design, and are intended to provide students with the skills and experiences necessary to become master

teachers in their profession.

Procedures and Regulations for the Special Education Major

1. Early and continuing field experiences will be part of the course requirements in all phases of the program. Students will need to arrange their schedules to provide time for participation in public schools and community agencies.
2. The program consists of three phases, which must be taken in sequence. Consult with the department as to details.

PHASE I

Mild Disabilities: Special Education 101, 102, 199, 201, 202, 299.

Seriously Emotionally Handicapped: Special Education 101, 102, 199, 201, 202, 299.

PHASE IIA

Mild Disabilities: Special Education 300, 301, 303, 304, 308.

Seriously Emotionally Handicapped: Special Education 300, 303, 304, 308.

PHASE IIB

Mild Disabilities: Special Education 302, 305, 306, 307, 309, 399.

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

Seriously Emotionally Handicapped: Special Education 302, 305, 306, 309, 399, 451, 462.

PHASE IIIA Special Education 401, 488.

PHASE IIIB Special Education 499.

3. Each candidate for a teaching license must be admitted to the Teacher Education Program. (See the “School of Education Procedures and Regulations for Students” section of this *Catalog* for a complete statement of selection criteria.)
4. A student’s progress in the Teacher Education Program is reviewed by Education Student Services and the Special Education Student Affairs Committee. Personal/professional characteristics as well as the appropriate grades shall be given consideration in determining whether a person shall be permitted to continue in the Teacher Education Program.
5. Students must satisfy the requirements for supervised student teaching.
 - a. Students must apply and be interviewed for student teaching in the fall semester prior to the academic year of the supervised teaching.

- b. Students must have met the criteria for admission to TEP-II: Candidate for Teaching (see the School of Education section “The Teacher Education Program” for details.)
- c. Students must have obtained senior or graduate status with a minimum 2.5 grade point average in the overall major. Additionally, a letter of C or better must be earned in each course applicable to the major.
- d. Candidates must complete a full semester of student teaching during the fall of the senior year. During this professional semester, students must not be enrolled in additional course work, must not be employed, and must not assume other obligations which would interfere with all-day assignments. It is likely that the student teaching semester will be scheduled in a school corporation in the greater Terre Haute vicinity. Students who have not completed at least 40 hours of course work at Indiana State University prior to the semester in which they will enroll in supervised student teaching are required to pay \$12 per semester hour of supervised teaching in addition to their registration fees.
- e. Candidates must complete a full semester of internship during the spring semester of the senior year. During the internship semester, students must not be enrolled in additional course work, must not be employed, and must not assume other obligations which would interfere with all-day assignments. The internship site may be selected by the student; however, selections must be approved by the department. Internship placements can be selected from a side variety of recommended locations representing a selection of nationally known programs serving handicapped children and youth. Students who transfer from

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

another college or university must complete all the specified prerequisites prior to participating in supervised student teaching in special education at Indiana State University.

TEACHING CURRICULA

Special Education All Grade Major Program (124 semester hours)

The student who desires to be a special education teacher must complete the program outlined below which leads toward the Bachelor of Science or Bachelor of Arts degree and the Standard All Grade Instructional License in the State of Indiana. This qualifies the holder to teach in the specified areas of exceptionality at all grade levels.

General Education and Subject Matter Concentration

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.

Mathematics: 205—3 hrs.; 305—3 hrs.

Science: 3 hours of laboratory science from life sciences or physical science.

A 1 hour laboratory must also be taken.

Children's Literature: Communication 266—3 hrs. or English 280—3 hrs.

Multicultural education from either Education Psychology 341 or other teacher education approved courses in multicultural education—3 hours.

History: 101, 102, 201, or 202—3 hrs.

Communication: 302—3 hrs.

Approved course in substance abuse, sexuality, and other health issues—3 hrs.

Major (45-46 semester hours) A minimum grade point average of 2.5 is required with no grade less than C.

Core (32 semester hours)

Special Education: 101—1 hr.; 102—3 hrs.; 199—1 hr.; 299—1 hr.; 300—3 hrs.; 303—3 hrs.; 304—2 hrs.; 305—3 hrs.; 306—1 hr.; 308—3 hrs.; 309—3 hrs.; 399—1 hr.; 499—8 hrs.

Areas of Emphasis: Select one of the following (13-14 hours)

Mild Disabilities All Grade Major: Special Education 201—3 hrs.; 202—2 hrs.; 301—3 hrs.; 302—3 hrs.; 307—2 hrs.

Seriously Emotionally Handicapped All Grade Major: Special Education 201—3 hrs.; 202—
*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

2 hrs.; 302—3 hrs.; 451—3 hrs.; 462—3 hrs.

Check with the department as to the current requirement. Modifications to the major were under way at the time of the printing of this *Catalog*.

Professional Education (25-26 semester hours)

The following professional education courses must be completed with a minimum grade point average of 2.5 and no grade less than C:

Educational Psychology: 202—3 hrs.; Elementary Education 397—4 hrs. or Curriculum, Instruction, and Media Technology 368—3 hrs.; Educational Leadership, Administration, and Foundations 200—3 hrs.; Curriculum, Instruction, and Media Technology 347—1 hr.; Special Education 401—2 hrs.;

PROPOSED CATALOG COPY

SPECIAL EDUCATION

Completion of the undergraduate special education preparation program leads to qualifications for teaching both students with mild intervention special education needs (ages 7 – 18) and elementary education general education classroom students ages 7- 12.

Emphases in this program are on learning the skills needed for collaboration between special educators and classroom teachers in a variety of roles and formats. The student completing this major will also complete the Elementary Education Major described in this Bulletin. Careful planning with an advisor is essential for assuring that courses are taken in sequence and at appropriate times in the academic career.

Procedures and Requirements for Special Education and Elementary Education Teacher Preparation

1. Students should complete their program in a sequential pattern in order to provide continuity of course work and field experiences. Details of these sequences are listed under curricula for Special Education and for Elementary Education.
2. Early and continuing field experiences will be a part of the course requirements in all professional phases of the program. Students must plan to arrange their schedules to spend time participating in public schools. Students should enroll in SPED 102 in their freshman year and in Elementary Education Block I during the second semester of the freshman year or during the sophomore year.
3. Each candidate for a teaching license must be admitted to the Teacher Education program. (See the “School of Education Procedures and Regulations for Students” for a complete statement of selection criteria.)

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

4. Once students are admitted to the Teacher Education Program, their progress in the program is reviewed by Education Student Services and review committees in each department. Personal characteristics as well as an appropriate grade point average shall be given consideration in determining whether a person shall be permitted to continue on the Teacher Education Program. A grade of C or better is required in each professional education course as well as a minimum grade point average of 2.5.
5. Students must satisfy the procedures and requirements for supervised student teaching:
 - a. Students are usually assigned to supervised teaching in the year prior to the academic year in which they will be doing supervised teaching. No applications for supervised teaching for the next academic year will be taken after April 1. Applicants who fail to meet appropriate criteria at the

close of the term prior to their student teaching will not be allowed to participate.

- b. Each teaching candidate completes a professional semester with a minimum of 15 weeks of student teaching under the supervision of faculty members of the departments. Supervised teaching occurs during the student's senior year.

Since this experience is done in cooperation with a limited number of school corporations, it will probably be necessary for the student, regardless of residence, to live in the community that provides the most appropriate supervised teaching appointment and should be part of the student's long-range financial planning. The student should assume no obligations which interfere with his/her placement.

- c. Students will make a commitment to assume student teaching is a full-time role. While assigned to supervised teaching, students will not enroll in additional course work including correspondence courses nor plan for any employment or assume any other obligation which would interfere with all-day supervised teaching.
- d. Students who have transferred from another institution must have completed at least 20 hours of work in residence at Indiana State University before participating in supervised teaching. Students who have not completed at least 40 hours of work at Indiana State University prior to the semester in which they will do supervised teaching are required to pay \$12 per semester hour of supervised teaching in addition to their registration fees.

TEACHING CURRICULA

Special Education All Grade Major Program (139 semester hours)

The student who selects the Special Education and the Elementary Education majors must complete the program outlined below which leads toward the Bachelor of Science or the Bachelor of Arts degree and the Standard All Grade Instructional License in Special Education-Mild Intervention and Elementary Education in the State of Indiana.

This qualifies the holder to teach in the special education-mild intervention at all grade levels and the elementary general education classroom with students aged 7-12.

For other requirements, including admission to different levels of the Teacher Education
*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – CD & SPED – BA/BS
Special Education: continued*

Program, see Elementary and Early Childhood in this *Bulletin*.

General Education and Additional Subject Matter

For General Education and Additional Subject Matter Requirements, see "Elementary Education Major" in this *Bulletin*.

Major in Special Education – Mild Intervention A minimum grade point average of 2.5 is required with no grade less than C.

Special Education (SPED) – 102-3 hrs., 200-3 hrs., 215-3 hrs., 315-3 hrs., 316-3 hrs., 320-3 hrs., 400-3

hrs., 405-5 hrs. CIMT 200 (301)-3 hrs, CIMT 300 (301)-3 hrs.

Gifted and Talented Endorsement (15 semester hours)

The endorsement enables students to teach in gifted and talented programs in all grades. The endorsement must be completed at the graduate level; however, Special Education 490-3 hrs. and 491-3 hrs. may be taken at the undergraduate level.

Preferred Effective Term: Spring 2002

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES: English

ENG 330 **Topics in Literature– 2-3 hours.** Topics for study, intended for upper-division students, will change from term to term. May be repeated for credit when topic is different. (Also listed as African and African American Studies 330.)

Preferred Effective Term: Spring 2002

ENG 344 **Black American Literature to 1915 – 3 hours.** African American writing from its eighteenth-century beginnings through 1915, including works by Wheatley, Douglass, Chesnutt, Dunbar, DuBois, and others. (Also listed as African and African American Studies 353.)

Preferred Effective Term: Fall 2002

ENG 345 **The Harlem Renaissance and its Aftermath – 3 hours.** The literature of Black America from 1916 to 1939, studied in the context of the dominant intellectual and social concerns of the era. (Also listed as African and African American Studies 363.)

Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSALS: continued

COURSE DELETIONS

COLLEGE OF ARTS & SCIENCES: English

ENG 324W **Fiction Writing – 3 hours.** An intermediate workshop course for writers of short stories or novels. May be repeated for once for credit. Prerequisite: 220 or consent of instructor.

Preferred Effective Term: Fall 2001

ENG 325T **Techniques of Poetry – 3 hours.** A close reading of modern poetry. Supplements the

creative writing courses with a study of techniques used by professional writers. Students do not write poetry in this class. May be repeated once for credit. Prerequisite: two creative writing courses or consent of instructor.

Preferred Effective Term: Fall 2001

ENG 325W Poetry Writing Workshop – 3 hours. An intermediate workshop course for writers of poetry. May be repeated once for credit. Prerequisite: 221 or consent of instructor.

Preferred Effective Term: Fall 2001

ENG 326T Techniques of Drama – 3 hours. A close reading of modern drama. Supplements the creative writing courses with a study of techniques used by professional writers. Students do not write plays in this class. May be repeated once for credit. Prerequisite: two creative writing courses or consent of instructor.

Preferred Effective Term: Fall 2001

ENG 326W Drama Writing Workshop – 3 hours. An intermediate workshop course for writers of plays. May be repeated once for credit. Prerequisite: 220 or consent of instructor.

Preferred Effective Term: Fall 2001

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: English

ENG 324 Fiction Writing Workshop – 3 hours. An intermediate workshop course for writers of short stories or novels. May be repeated once for credit. Prerequisite: 220 or consent of instructor.

Preferred Effective Term: Fall 2001

ENG 325 Poetry Writing Workshop – 3 hours. An intermediate workshop course for writers of poetry. May be repeated once for credit. Prerequisite: 221 or consent of instructor.

Preferred Effective Term: Fall 2001

UNDERGRADUATE PROPOSALS – Course Reactivations – English: continued

ENG 326 Drama Writing Workshop – 3 hours. An intermediate workshop course for writers of plays. May be repeated once for credit. Prerequisite: 220 or consent of instructor.

Preferred Effective Term: Fall 2001

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Music

MUS 607 **Psychology of Music – 3 hours.** Introduction to the psychoacoustics and cognition of musical sound; musical perception, emotion, and meaning in music; and the development of musical ability. Prerequisite: Consent of instructor.

Preferred Effective Term: Spring 2002

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 606 **Applied Research Methods – 3 hours.** Special emphasis on evaluation and policy research and grant writing. Students will be expected to develop a grant proposal as a requirement for the class. Prerequisite: SOC 601. Required of all MS graduate students. Offered Spring Semesters.

Preferred Effective Term: Spring 2002

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: English

ENG 524* **Advanced Creative Writing – 3 hours.** Intensive training in writing fiction, poetry, or drama. May be repeated for credit. Prerequisite: 324W or 325W or 326W as appropriate or consent of instructor.

Change description and prerequisites to:

ENG 524* **Advanced Creative Writing – 3 hours.** Intensive training in writing fiction, creative nonfiction, poetry, or drama. May be repeated for credit. Prerequisite: 324 or 325 or 326 as appropriate or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2001

COLLEGE OF ARTS & SCIENCES: Music

MUS 511 **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.

GRADUATE CURRICULUM PROPOSALS – Course Revisions – MUS 511: continued

Change description and prerequisites to:

MUS 511 **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

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 544* **Advanced Social Psychology – 3 hours.** (Personality, society, and culture) Personality from the point of view of social interaction with specific attention to recent contributions of the social sciences. Prerequisites: 6 hours of sociology or consent of instructor.

Change description and prerequisites to:

SOC 544* **Advanced Social Psychology – 3 hours.** Consideration in depth and detail of topics in social psychology which are especially relevant for work in applied sociology. Prerequisites: 6 hours of sociology, including SOC 240 or its equivalent, or consent of instructor. Satisfies MS core requirement. Offered Fall semesters.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Spring 2002

SOC 564* **Social Psychology of Organizations– 3 hours.** Consideration of modern industrializing societies with particular reference to the sociology of work groups, formal and informal organization with complex organizations, the increasing bureaucracy of management and labor, and the emergence of managerial classes. Prerequisite: 6 hours of sociology or consent of instructor.

Change title and description to:

SOC 564* **Sociology of Organizations – 3 hours.** Consideration of complex organizations with particular reference to organizational theory, the experience of life within contemporary organizations, and the application of sociological principles to problems encountered in organizations. Prerequisite: 6 hours of sociology or consent of instructor. Satisfies MS core requirement. Offered Spring semesters.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Spring 2002

SOC 600 **Concepts and Principles of Sociology – 3 hours.** An intensive and comprehensive analysis of the basic concepts and principles of sociology that define, describe, and explain human group interaction. Open to all graduate students with consent of instructor.

Change description and prerequisites to:

SOC 600 **Concepts and Principles of Sociology – 3 hours.** An intensive and comprehensive analysis of the basic concepts and principles of sociology that define, describe, and

GRADUATE CURRICULUM PROPOSALS – Course Revisions – SOC 600: continued

explain human group interaction. Prerequisite: SOC 483 (or its equivalent) or consent of instructor. Required of all MS graduate students. Offered Fall semesters.

Preferred Effective Term: Spring 2002

SOC 601 **Research Methods in Sociology – 3 hours.** Scientific methods, values, bases, and theoretical orientation as applicable to sociological research. Consideration is given to the various techniques of investigation and data collection in sociology and to techniques of organizing, analyzing, and presenting such data. Prerequisite: 9 hours of sociology or consent of instructor.

Change description and prerequisites to:

SOC 601 **Research Methods in Sociology – 3 hours.** Scientific methods, values, bases, and

theoretical orientation as applicable to sociological research. Consideration is given to the various techniques of investigation and data collection in sociology and to techniques of organizing, analyzing, and presenting such data. Prerequisite: 9 hours of sociology or consent of instructor. Required of all MS graduate students. Offered Fall semesters.

Preferred Effective Term: Spring 2002

SOC 602 Research in Sociological Problems – 2-3 hours. The student is expected, under the guidance of a staff member, to select an area of sociological interest, to read extensively and intensively in the literature, and to organize and present a paper of a critical nature covering his or her readings. Prerequisites: 9 hours of sociology and consent of instructor.

Change credit hours, description, and prerequisites to:

SOC 602 Research in Sociological Problems – 3 hours. The student is expected, under the guidance of the faculty, to select a social problem or issue, to read extensively and intensively in the literature, to conduct preliminary data collection or to propose data that need to be collected, and present conclusions toward resolving the problem based on sociological research and insight. Prerequisites: SOC 600 & 601. Required of all MS graduate students. Offered Spring semesters.

Preferred Effective Term: Spring 2002

SOC 691 Internship in Sociology of Education – 6 hours. The student will experience via observation, research, and participation the working of this pivotal institution.

Change title, description, credit hours, and prerequisites to:

SOC 691 Internship in Applied Sociology – 3-6 hours (may be repeated for up to a total of 9 hours). A supervised experience in an applied setting appropriate to the student's area of study and research. The internship will usually include group discussions and a written analysis of the experience. Prerequisite: completion of graduate core courses in sociology and consent of the Director of Graduate Education.

Preferred Effective Term: Spring 2002

GRADUATE CURRICULUM PROPOSALS: continued

PROGRAM REVISIONS **ELIMINATION OF A PROGRAM**

COLLEGE OF ARTS & SCIENCES: Sociology

Masters of Science/Master of Arts

Executive Summary:

The Department of Sociology is overhauling its entire graduate offerings. The previous programs were so specialized that with offering the programs with a smaller faculty became very difficult and quality

issues have become more troubling. Hence, by streamlining our offerings into a single program that still meet the needs of our students, we believe we can utilize our resources better and offer a better quality experience for our students. Once these changes are in place, the Department of Sociology plans to develop and offer an innovative BS/MS program. A more flexible Master's Degree is needed if the new innovative program is to become a reality.

Three major changes are proposed for the MS in Sociology:

- 1) a reduction in the overall hours required;
- 2) increase in the number of core courses;
- 3) enhanced flexibility for students to tailor the degree to their specific interests and needs.

The main goal of the program is to prepare students to apply sociology to organizational, program, and/or policy problems. A closely related secondary goal is to serve students who may choose to advance to doctoral study.

We anticipate two clienteles for this program.

- The largest clientele would be students looking for a flexible, applied Master's Degree who are looking for credentials to further their careers. In the recent past these students have largely come from or gravitated toward careers in the public sector and in human services. Those groups reflected the concentrations of the previous program. We hope by making the program more flexible to attract a broader spectrum of students from this clientele.
- The second clientele would be students who use the MS in Sociology as a stepping stone to a PhD program primarily in sociology but also possibly in related social science disciplines.

The curriculum is 33 hours, with a 15 hour core, 9-12 hours of directed electives and either a 6-9 hour internship or 6 hour thesis. The previous program offered just three areas of concentration. Obviously only students interested in one of those areas would find the program useful. The proposed program will not require a student to pick a predefined area of concentration but rather to choose an area that best fits the individual student's needs. Nevertheless, the areas that the Department currently has strength in are social gerontology, organizations, conflict resolution, and social justice (diversity). The proposed program is similar to others in continuing to emphasize the *GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program – MA/MS Sociology: continued*

applied facets of sociology but differs in its emphasis on research methods. The core contains three methods courses with a decided slant toward applied (organizational/behavioral, program evaluation, and policy research) in contrast to basic or academic research. (An "innovative" feature, but not

fully realized, is that this curriculum will permit us to propose a truly innovative "BS/MS" in sociology, a five year program that would cut off a full year of study for qualified students).

Rationale:

The proposed changes in the MS in Sociology program will enhance the following goals and objectives as laid out in *Indiana State University Strategic Plan for the 21st Century: A Year 2000 Update*:

- Achieving the characteristics of a “Progressive Public University.” *The salient characteristic of this new university will be the interactive relationships it fosters between the university and the community it serves; between teacher and student in the learning process; between and among the various academic disciplines and fields of study; and among the University’s fundamental missions of instruction, scholarship, and service. The progressive public university will extend and apply knowledge through mutually beneficial partnerships with government, other schools and colleges, business and industry, health care providers, other professions, and the artistic community, among others. (P. 10)*

While the use of an internship has always created a partnership between the student, faculty “sponsor,” and a community entity (business, nonprofit, or government), this new curriculum will feature collaboration with community entities in the conduct of two or more of the core courses (SOC 602, SOC606, and SOC564). Practical, real world, problems will be presented to the class by community members for solution as integral features of these three courses.

From Mission statement:: *As a publicly supported institution of higher learning, Indiana State University embraces its mission to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities, and public service. (P. 10) and The University’s mission also manifests itself in other ways, including contributing to the discovery, integration, application, and transmission of knowledge; providing academic programs for advanced study; advocating multicultural values; serving as a regional center of intellectual, creative, and cultural activity; and responding to the needs of society through partnerships with the full range of public, private, and governmental entities. (P. 11)*

The previous program, especially in its limited concentration areas, limited the ability of the graduate faculty to share its full expertise and knowledge with graduate students. The proposed program does not limit concentrations to predetermined areas. Hence, the full scope of expertise and knowledge of the faculty can be utilized

GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program – MA/MS Sociology: continued

by students. At the same time, because of the increased emphasis on collaborating with the community in the teaching of core courses and the broader range of internship possibilities also creates new avenues for sharing expertise and knowledge with other constituencies but also provides opportunities for faculty to increase their own knowledge and expertise through working collaboratively with community constituencies.

*From Vision Statement Fostering innovation and excellence in teaching and learning;
Enriching the
State nation, and world through the quality of its research, creative activity, and public service;*

Creating

partnerships with external publics that build upon and extend the University's ability to serve the State and nation; (P. 12)

The proposed program fosters innovation through its applied emphasis and through creating partnerships with external publics for internships and real world problems for students to work on as part of their preparation. Faculty should find in these active partnerships opportunities for research as well as public service.

From Core value 3: Innovation and Excellence: ***Innovation.*** *The University seeks to be creative and innovative in meeting the needs of its students, its faculty, and society through curriculum evolution , scholarship, and the contribution of professional expertise to the larger community. (P. 13)*

The proposed program fits with core value 3 because it is innovative. By bringing the public into the classroom it creates a different kind of partnership as well as recognizing that this is but the first step in what will be a truly unique, innovative, and perhaps first-of-its-kind BS/MS degree in sociology .

From strategic goal two—the extension of advanced knowledge: *ISU will be a distinguished institution for graduate study by carefully selecting advanced program offerings that respond to societal needs, are innovative in approach, and reflect a commitment to excellence. (P. 16)*

The proposed program, by adding flexibility and not only offering students three narrow areas of concentration, affords the full graduate faculty to share, through working with interested students, their knowledge and expertise with the wider community.

- From strategic goal three—service to new clientele: *ISU will be recognized as an “opportunity university” that brings education to new life-time learners. (p 16)*

The proposed program, by making flexibility a central feature of the program, should increase opportunities for a wider range of life-time learners to benefit from the Department's graduate program.

Strategic goal four—the expansion of knowledge: *ISU shall be recognized for the value it places on scholarship and for the support it gives to faculty and students in the pursuit of new knowledge. In GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program – MA/MS Sociology: continued*

July 1999, the NCA Leadership Committee developed a description of scholarship which holds that Research, creative activities, teaching, and service are equally important activities of the professoriate that can be distinguished, characterized, or illustrated by scholarly modes. ISU's scholarly contributions will be realized not only through increased publications, but also through teaching, and an increased focus on projects geared toward the issues faced by our community, our state, our region, and our nation. (P. 17)

The proposed program features as an important element described by the underlined portion of strategic goal four above.

Strategic goal five—the transfer of knowledge and expertise to society: *ISU will be nationally known among progressive public universities for its contributions through the development of “public service partnerships,” with particular focus on the quality of life in Indiana. (P. 17)*

Conventionally this goal is achieved through teaching university students who later enter productive careers in society. The proposed program will continue this conventional manner of transferring knowledge and expertise to society. However, by bringing community members into the classroom to propose real world problems for students to work on, (public service partnership) the transfer of knowledge is even more direct toward fostering the quality of life in Indiana, since the community members will be local. The Department also believes that interns will be able to offer expertise in exchange for their real world experience, hence activating another conduit of knowledge transfer to society.

CURRENT CATALOG COPY

Master of Arts

Master of Science

The Master of Arts program in sociology represents the traditional graduate program in the discipline. It provides both a general mastery of sociology beyond the undergraduate level and specialized work in an area of the student's choice. This program is recommended for students who intend to pursue further graduate work; it is also recommended for students who plan no work beyond the master's degree but whose interest is primarily in sociology as a general academic discipline.

The Master of Science program in sociology is designed for those whose interests lie in social problem solving. The student takes general course work in sociology, but also organizes his or her work in relationship to a particular direction of application. This program is recommended for students whose interest in sociology is less traditional in its academic orientation and more geared toward practical application.

The curricula for Teacher Licensure include the possibility of a major concentration in sociology leading to either the Master of Arts or Master of Science degree. This program is intended primarily for persons seeking to teach sociology at the secondary level.

GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program – MA/MS Sociology: continued

ADMISSION REQUIREMENTS

Admission to any of the department's graduate programs involves requirements in addition to the standards of the School of Graduate Studies. Students not meeting all of these departmental requirements may sometimes be conditionally admitted, with the understanding that any deficiencies will be eliminated during the first semester in the program.

Master of Arts. Students must have completed at least 15 semester hours of undergraduate course

work in sociology, including work in social theory, research methods, and statistics.

Master of Science. Students must have completed at least 18 semester hours of undergraduate course work in the social and behavioral sciences. These 18 hours must contain no less than 12 hours of sociology, including social theory and research methods, or their equivalents.

Admission to the Teacher Licensure curriculum is dependent upon the student's having completed an undergraduate program in teacher education.

CURRICULA

Master of Arts (32 semester hours minimum)

Research and Statistics: 601--3 hrs. and 605--3 hrs.

Major: 6 hours from 580, 581, 583, 600, 656, and 684 (note: students with undergraduate credit for 480, 481, or 483 or their equivalents may not take 580, 581, or 583 for graduate credit); 8 hours of directed Sociology electives.

Other Requirements: 6 hours of directed electives taken outside the department.

Culminating Experience: 699--6 hrs.

At least 32 semester hours of graduate credit are required, with an overall grade index of 3.00 or higher. In general, one-half of the credit hours must be in courses numbered 600 or above.

Master of Science (36 semester hours minimum)

Research: 601--3 hrs.

Major: an approved course in theory (3 hours); at least 6 hours of directed electives; and at least 12 hours in core and internship courses (described below).

Directed Electives: 12 hours (6 of which must be outside the major).

Culminating Experience: Upon completion of the internship, the student must prepare a paper which carefully analyzes both his or her role in the organization of and the structure of the organization and which offers a critique of the organization's effectiveness in achieving its stated goals.

At least 36 semester hours of graduate credit are required, with an overall grade index of 3.00 or higher. In general, one-half of the credit hours must be in courses numbered 600 or above.

The student must choose one of five areas of concentration presently available: conflict resolution, social gerontology, sociology of education, urban-regional studies, or organizational

GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program –

MA/MS Sociology: continued

systems. The core courses and internship requirements for each area are as follows:

Conflict Resolution: 625--3 hrs., 626--3 hrs., and 695--6 hrs. This area deals with the management and resolution of disputes.

Social Gerontology: 521--3 hrs., 621--3 hrs, and 690--6 hrs. This area deals with aging and problems of the aged.

Work and Organizations: 564--3 hrs., 567--3 hrs. or 570—3 hrs.; and 693--6 hrs. This area deals with the nature of work in complex organizations.

TEACHER LICENSURE

Students who wish to professionalize an undergraduate teaching area in sociology may do so by adding nine hours of professional education to either the M.A. or M.S. described above. *Professional Education*: 3 hours from Social Science 606, Curriculum, Instruction, and Media Technology 660, or 662; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; and 3 hours from Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611.

This program is designed for individuals who have completed a teacher preparation program; it does not lead to an initial teaching license.

CERTIFICATE IN MEDIATION

The certificate program in mediation is available to persons who desire to carry on professional activities in mediation or serve in similar dispute resolution roles. Application for admission to this program, and for the granting of the appropriate certificate upon its conclusion, may be made to the School of Graduate Studies. Courses required (each with a grade of B or better) are Sociology 625--3 hrs., 626--3 hrs., and 695--3 hrs.

PROPOSED CATALOG COPY

DEGREES

Master of Science

The Master of Science Program in Sociology is designed to prepare students to apply sociological principles in a variety of settings. Students complete a core program leading to expertise as a sociological practitioner; this core will be complemented by coursework in the student's particular area of interest.

The curricula for Teacher Licensure include the possibility of a major concentration in sociology leading to the Master of Science degree. This program is intended primarily for persons seeking to teach sociology at the secondary level.

GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program – MA/MS Sociology: continued

ADMISSIONS REQUIREMENTS

Admission to the Master of Science degree program in sociology involves requirements in addition

to the standards of the School of Graduate Studies. Students not meeting all of these departmental requirements may sometimes be conditionally admitted, with the understanding that any deficiencies will be eliminated during the first semester in the program.

To enter the Master of Science program students must have completed at least 18 semester hours of undergraduate coursework in the social and behavioral sciences. These 18 hours must contain no less than 12 hours of sociology, including social theory and research methods courses, with a sociology grade point average of 3.0

Admission to the Teacher Licensure curriculum is dependent upon the student's having completed an undergraduate program in teacher education.

CURRICULA

Master of Science (33 semester hours minimum):

Core courses: 600–3 hrs, 601–3 hrs, 602–3 hrs, and 606–3 hrs (total 12 hours)

Substantive focus: 544–3 hrs or 564–3 hrs.

Directed elective: 12 hours, of which 6 hours may be taken outside the department.

Culminating experience: 699–6 hrs or 691 (6-9 hrs).

At least 33 hours of graduate credit are required, with an overall grade point average of 3.00 or higher. One-half of the credit hours must be in courses numbered 600 or above.

TEACHER LICENSURE

Students who wish to professionalize an undergraduate teaching area in sociology may do so by adding nine hours of professional education to the MS described above. Professional hours of undergraduate course work in sociology, including work in social theory, research methods, and statistics.

Master of Science. Students must have completed at least 18 semester hours of undergraduate course work in the social and behavioral sciences. These 18 hours must contain no less than 12 hours of sociology including social theory and research methods, or their equivalents.

Admission to the Teacher Licensure curriculum is dependent upon the student's having completed an undergraduate program in teacher education.

CERTIFICATE IN MEDIATION

The certificate program in mediation is available to persons who desire to carry on professional activities in mediation or serve in similar dispute resolution roles. Application for admission to this program, and for the granting of the appropriate certificate upon its conclusion, may be made to the School of Graduate Studies. Courses required (each with a grade of B or better) are Sociology 625–

*GRADUATE CURRICULUM PROPOSALS – Program Revision & Elimination of a Program –
MA/MS Sociology: continued*

3 hrs, 626–3 hrs, and 695–3 hrs.

Department of Sociology Director of Graduate Education:

The Director of Graduate Education coordinates graduate work in the Department of Sociology. This person's duties include working with the Chairperson to plan curricular offerings, supervising the admission of new students, providing primary advising for graduate students, coordinating and supervising student internships and theses, and working with the Graduate and Research Committee to develop and implement policies and procedures for graduate education in the department.

Preferred Effective Term: Fall 2001

COURSES TO BE BANKED

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

GEOG 523* Geography of the Middle East – 3 hours. Physical and cultural environment of the Middle East, with emphasis on its strategic location, significance in world history and culture, energy resources, and evolving geopolitics.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Spring 2002

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 604 Seminar in Sociology – 3 hours. Analysis and discussion of research literature germane to recent developments in sociology. Topics may vary from year to year. Prerequisite: 9 hours of sociology or consent of instructor.

Preferred Effective Term: Spring 2002

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 885 Practicum in College Teaching – 3 hours. Designed to provide doctoral students with experience in teaching at the college level. The students taking this course are assigned to a professor who supervises his/her teaching of an appropriate course. The course taught by the student may be in any department in which he or she has judged to be competent for such teaching. Students will also be required to participate in a two-hour seminar session each week, which will be devoted to analysis of problems encountered in their teaching.

UNDERGRADUATE APPROVALS

NEW COURSES

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education

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

Preferred Effective Term: Spring 2002

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.

UNDERGRADUATE APPROVALS – Course Revisions – MUS 411: continued

Change description to:

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

PROGRAM REQUIREMENTS

COLLEGE OF ARTS & SCIENCES

The Office of Academic Affairs, in consultation with the Department of Languages, Literatures and Linguistics, recommends that the wording of the language requirement for the Bachelor of Arts degree be amended as follows:

"The Bachelor of Arts (B.A.) degree requires 14–12 credit hours of the elementary and intermediate sequence (101, 102, 201 and 202) in a single foreign language."

Rationale:

a) Change from 14 credit hours to 12: The spirit of the original number (14) was a reflection of the total number of hours necessary for completion of the University's beginning and intermediate language sequences (101-4 hours; 102-4 hours; 201-3 hours; 202 -3 hours). With the recent modification of the 101 and 102 courses from 4 to 3 hours apiece (approved as part of the adoption of the new Basic Studies Foreign Language Requirement), the total number of credit hours needed for completion of the beginning and intermediate language sequences is now 12.

b) Explicit mention of the elementary and intermediate sequence (101, 102, 201, 202):

In the past, students have occasionally misunderstood the requirement, thinking that they would need to take 14 hours even if they transferred in some language work from another institution or tested out of one or more classes by examination.

OLD CATALOG COPY

A typical pattern includes a major and minor, although the minor is optional. The Bachelor of Arts (B.A.) degree requires 14 credit hours in a single foreign language. Students pursuing a liberal arts program should give preference to the B.A. degree, while those who do not complete the requisite foreign language study may, with a few exceptions, be awarded the Bachelor of Science degree (B.S.). Several departments award specialized baccalaureate degrees and offer curricula which meet the requirements of professional accrediting agencies. Among these are the Bachelor of Fine Arts (B.F.A.) and the Bachelor of Music (B.M.). A Bachelor of Social Work (B.S.W.) degree is also offered.

NEW CATALOG COPY

A typical pattern includes a major and minor, although the minor is optional. The Bachelor of Arts (B.A.) degree requires 12 credit hours in a single foreign language. Students pursuing a liberal arts program should give preference to the B.A. degree, while those who do not complete the requisite foreign language study may, with a few exceptions, be awarded the Bachelor of Science degree (B.S.). Several departments award specialized baccalaureate degrees and offer curricula which meet the requirements of professional accrediting agencies. Among these are the Bachelor of Fine Arts (B.F.A.) and the Bachelor of Music (B.M.). A Bachelor of Social Work (B.S.W.) degree is also offered.

GRADUATE APPROVALS

COURSE REVISIONS

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

FREN *501 Advanced French Grammar – 3 hours. Study of the principles of French grammar. Prescriptive and descriptive analysis of phonological, morphological, syntactic structures in contemporary French.

Change title and description to:

FREN *501 Linguistic Structure of French – 3 hours. Study of the principles of French linguistics. Prescriptive and descriptive analysis of phonological, morphological, and syntactic structures in contemporary French.

**Course has an undergraduate level equivalent*

FREN *504 French Diction– 3 hours. Intensive practice of pronunciation with emphasis on articulation, rhythm and intonation.

Change title and description to:

FREN *504 French Phonetics – 3 hours. Study of the principles of French phonetics. Intensive practice of pronunciation with emphasis on articulation, rhythm and intonation.

**Course has an undergraduate level equivalent*

FREN *506 French Culture– 3 hours. Fundamentals of French thought, philosophy, art, and history. Lectures, readings, reports.

Change title and description to:

FREN *506 Contemporary French Culture – 3 hours. In-depth analysis of contemporary cultural institutions and developments in France.

**Course has an undergraduate level equivalent*

FREN *584 French Drama I, 1900-1945 – 3 hours. The main plays of this period from symbolism through the war years.

Change title and description to:

GRADUATE APPROVALS – Course Revisions – FREN 584: continued

FREN *584 French Drama of the Twentieth Century – 3 hours. Study of representative plays of the twentieth century, including works by the Symbolists, Existentialists, Genet, Ionesco, and Beckett.

**Course has an undergraduate level equivalent*

SPAN *506 Spanish Culture – 3 hours. A serious study of the Fundamentals of Spanish thought, philosophy, art, and history.

Change title and description to:

SPAN *506 Contemporary Spanish Culture – 3 hours. In-depth analysis of contemporary cultural institutions and developments in Spain.

**Course has an undergraduate level equivalent*

SPAN *510 Survey of Spanish American Literature – 3 hours. Selections from Spanish American writers from the age of the Conquistadors to the present.

Change title and description to:

SPAN *510 Hispanic Caribbean Literature – 3 hours. Selections of readings of contemporary authors from Cuba, the Dominican Republic and Puerto Rico.

**Course has an undergraduate level equivalent*

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES: History

HIST *547 History of Brazil – 3 hours. The Brazilian subcontinent from 1500 to the present, focusing on traditional problems such as economic dependence, regionalism, elite social structures, and the conquest of the interior.

**Course has an undergraduate level equivalent*

HIST *587 Democracy and Dissent in Chinese History – 3 hours. The first half of this course will explore traditional Chinese ideas on government, focusing on the responsibilities of rulers and intellectuals, and the role of society at large; it will examine the scope of traditional arrangements for participation in government and consultation within the bureaucracy; and it will investigate the criticisms and experiences of some famous dissenters. The second half of the course will explore the manner in which the Western idea of democracy came to China, the ways in which it has been interpreted in China down to the present day, the meaning in theory and practice of “people’s democratic dictatorship,” the impact of the Cultural Revolution, and the history of dissent and the democracy movements in China from the 1940s until the presents day.

**Course has an undergraduate level equivalent*

HIST *589 Culture and Modernity in Japan: 1868 to Recent Times – 3 hours. It is conventional to say that Japan's success in the modern world arises from successful *GRADUATE APPROVALS – Courses to be Banked – HIST 589: continued*

imitation. It is true that the foundations of Japan's success were laid at a time (in the late nineteenth century) when imitation of all aspects of Western civilization was almost a crazy in Japan. But what tensions are created when a country with an ancient, and distinctive, culture suddenly makes wholesale borrowings from the modern West? This course, by exploring the perceived tensions between Japanese tradition and imported Western values from 1868 until recent times, will help students understand the real complexities of Japan's modern history. No previous knowledge of Japanese history will be assumed.

**Course has an undergraduate level equivalent*

COURSE DELETIONS

COLLEGE OF ARTS & SCIENCES: History

HIST *506 Introduction to Archival Administration – 3 hours. Introduction to the theory and practice of unpublished historical manuscripts and archives administration. This general survey course will examine the history and basic principles of archival work including: the history and purpose of archival repositories; the work of the archivist and records manager; and the process of appraisal, acquisition, and arrangement.

**Course has an undergraduate level equivalent*

HIST *531 The City in the United States – 3 hours. The development, contributions, problems, and planning of the city and urban society from colonial times to the present with emphasis on the twentieth century.

**Course has an undergraduate level equivalent*

HIST *563 The American City, From Colonial to Modern Times– 3 hours. The historical study of the functions, influences, and problems of urban society in the United States.

**Course has an undergraduate level equivalent*

HIST *597 South Asia Since Independence– 3 hours. The main themes will include the fragility of and prospects for democracy in the region; the role of the armed forces in politics in the different countries; the problems of poverty, illiteracy, and economic development; and the role of caste and religion in the shaping of the South Asian reality. Some attention will be directed towards questions of affirmative action, ethnicity, and separatism.

**Course has an undergraduate level equivalent*

HIST *599A Topics in History: The Western – 1-3 hours. [no description available]

**Course has an undergraduate level equivalent*

HIST *599B Topics in History: Lib. Hum. & 20th Century – 1-3 hours. [no description available]

**Course has an undergraduate level equivalent*

GRADUATE APPROVALS – Course Deletions: continued

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

FREN *507 Modern French Chansonniers and Troubadours– 3 hours. Cultural study of modern French songs and ballads. Systematic analysis of their philosophical, historical, folkloric, literary, and linguistic content, leading to a thorough understanding of contemporary French thought, humor, and way of life.

**Course has an undergraduate level equivalent*

FREN *562 Problems in the Teaching of French Language and Culture– 3 hours. Discussion of selected problems in teaching French sound patterns, grammar, and vocabulary. Analysis of problems resulting from differences in French and American cultures. Introduction to current linguistic research with emphasis on basic concepts necessary for teaching a foreign language.

**Course has an undergraduate level equivalent*

FREN *564 French Drama of the Eighteenth Century – 3 hours. Development of the drama with emphasis on the plays of Marivaux and Beaumarchais.

**Course has an undergraduate level equivalent*

FREN *574 French Drama of the Nineteenth Century – 3 hours. Development of the drama from Victor Hugo to Henri Becque.

**Course has an undergraduate level equivalent*

FREN *576 French Novelists of the Early Nineteenth Century – 3 hours. Novels of Chateaubriand, Mme. De Stael, Hugo, Musset, Vigny.

**Course has an undergraduate level equivalent*

FREN *585 French Drama II, 1945 to Present – 3 hours. Main plays of this period with emphasis on the plays of Genet, Ionesco, and Beckett.

**Course has an undergraduate level equivalent*

FREN *589 The Classical and French Theater – 3 hours. Comparative study of Classical drama and the reinterpretation and adaptation of Greek and Roman plays by French dramatist. (Also listed as Latin 489.)

**Course has an undergraduate level equivalent*

FREN *592 Structural Problems in Language Teaching – 3 hours. Problems of native language interference in the learning of a second language. Emphasis on the problems of American students in their study of a first modern foreign language.

**Course has an undergraduate level equivalent*

LAT *501 History of the Latin Language– 3 hours. Development of Latin from a local dialect to an international language with emphasis on the phonology and morphology of classical

Latin.

**Course has an undergraduate level equivalent*

GRADUATE APPROVALS – Course Deletions – Languages, Lit, & Linguistics: continued

LAT *506 Roman Culture – 3 hours. Development and influence of Roman culture and civilization, law and language, art and archaeology on Western life and thought.

**Course has an undergraduate level equivalent*

LAT *507 Tacitus – 3 hours. Readings in selected works of Tacitus with attention to the development of Roman historiography.

**Course has an undergraduate level equivalent*

LAT 511 Advanced Composition – 3 hours. Review of the fundamentals of grammar and pronunciation, with special attention to composition.

LAT *513 Lucretius: De Rerum Natura – 3 hours. Philosophical works from Lucretius, with attention to ancient Roman and Greek philosophy.

**Course has an undergraduate level equivalent*

LAT *516 Medieval Latin – 3 hours. Readings in medieval literature.

**Course has an undergraduate level equivalent*

LAT *518 Vergil: Eclogues and Georgics – 3 hours. The *Eclogues* and *Georgics* and their relationship to other pastoral and didactic poetry of the ancient world.

**Course has an undergraduate level equivalent*

LAT *540 Vergil and the Italian Landscape – 3 hours. Readings of selections from the *Aeneid*, *Georgics*, and *Eclogues* which mention actual sites in Italy, followed by geographical study of the sites themselves.

**Course has an undergraduate level equivalent*

LAT *550 Classical Archeology – 3 hours. A study of the major sites and monuments of classical antiquity. Students should have a background either in ancient history, archaeology, Classical languages, or have a Classics concentration in humanities.

**Course has an undergraduate level equivalent*

LAT *589 The Classical and French Theater – 3 hours. Comparative study of Classical drama and the reinterpretation and adaptation of Greek and Roman plays by French dramatists. (Also listed as French 489.)

**Course has an undergraduate level equivalent*

SPAN *557 Golden Age Novel – 3 hours. The major prose works of the Renaissance and Baroque styles; the pastoral, chivalric, and picaresque novels.

**Course has an undergraduate level equivalent*

GRADUATE APPROVALS: *continued*

COURSE REACTIVATIONS

SCHOOL OF TECHNOLOGY: Industrial Technology Education

- ITE 595U** **Vocational-Technical Education Workshop – 1-3 hours.** A study of the related industries and advancing technologies which influence occupations and training.
- ITE 603U** **Topics & Seminars in Vocational-Technical Education – 1-3 hours.** Experiences selected or designed to provide further understanding and experience with the industrial and trade technology as it functions in our society. Primarily designed to upgrade the vocational instructors, coordinator, and vocational administrator. Must be approved by the Department.

CORRECTIONS

***The following is a correction a correction of the text that appeared as a **PROPOSAL** in the September 17, 2001 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics within bold-italic brackets]*.

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.

Rationale:

Academic Notes
2001

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

CORRECTIONS – Undergraduate Program Revisions – Professional Education Sequence – Senior High – Junior High/Middle School Education: continued

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.

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.; [*one of 402--1 hr., CORRECTIONS – Undergraduate Program Revisions – Professional Education Sequence – Senior High – Junior High/Middle School Education: continued*]

Administrative Systems and Business Education 402--1 hr. (for business education majors only), English 401--1 hr. (for English majors only), Family and Consumer Sciences 401--1 hr. (for family and consumer sciences majors only), Languages, Literatures, and Linguistics 402--1 hr. (for foreign language majors only), Social Studies--1 hr. (for social studies majors only);] 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 IV (401 and 402 or approved equivalent)*]. 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 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

CORRECTIONS – Undergraduate Program Revisions – Professional Education Sequence – All Grade Education: continued

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.

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
*CORRECTIONS – Undergraduate Program Revisions – Professional Education Sequence – All
Grade Education: continued*

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.; [*one of 402--1 hr., Music 496- -1 hr. (for music majors only)*]; 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); Phase III [*401 and 402 or approved equivalent*]. 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*