



Academic Notes

OCTOBER 8, 2001

AN 2001-2002

SPECIAL NOTICES

*****Due to the high volume of Curriculum Proposals being submitted at this time, this edition of Academic Notes will be a Curricular issue *****

ACADEMIC NOTES PUBLICATION SCHEDULE FOR FALL 2001

Below is the circulation schedule for the hard copy of *Academic Notes* through December 17, 2001. An asterisk (*) indicates a curricular issue. **All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of *Academic Notes* on the following Monday, along with a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication.** An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU Web Page at – <http://web.indstate.edu/acadnotes/> –.

<u>Deadline for Items</u>	<u>Issue Date</u>
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 REPORT FOR **OCTOBER 2, 2001**

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

President Benjamin spoke of the Board of Trustees' seminar on Institutional Effectiveness scheduled for 10/4, the Board agenda meeting on 10/5, and the upcoming dedication of the new power plant. He expressed concern about a proposed six-month federal moratorium on student visas, and responded to a concern about the reallocation of funds recouped from faculty retirements.

Provost Pontius expressed concern about failure of some faculty to return the third-week attendance reports, and indicated that he sees a need to reevaluate course drop/add dates.

Chair Cerny reported excellent attendance at a meeting with the Council of Governance Chairs and that discussions had focused on workload policy and compatibility of school and college promotion/tenure/grievance procedures with all-university policies.

He noted that the Preface to the revised University Handbook contained unapproved language, that the issue had been raised with the Provost, and that the matter was being pursued.

The Chair announced that additional budget information will be coming to the Committee, that travel information will soon be available in the University Library, that classroom utilization information is complete and being reviewed, that the Deans' Council had discussed a web-design pilot program and distance education course offerings, and that the Student Outcomes Assessment Manual would be reprinted and copies distributed.

The 15-minute open discussion period addressed the University class attendance policy, ways to assist non-tenure-track faculty, cost of replacement for lost/stolen parking hang tags, and a calendar error in the Student Planner.

A point addressed further was that \$655K to be reallocated from Academic Affairs to the University base budget should not come entirely from monies recouped from faculty retirements.

The Committee approved a Certificate and B.A./B.S. minor in Geographic Information Science and selected N. Hopkins to fill a vacant seat on the Administrative Affairs Committee with D. Richards as alternate.

The Committee, in accord with procedures outlined in the University Handbook (III-4), recommended tenure for S. Pontius.

The Committee met in executive session to discuss grievances.

FACULTY GOVERNMENT: continued

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, October 9, 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. Standing Committee Reports
- VI. Old Business
- VII. New Business

FACULTY SENATE STANDING COMMITTEES

CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE

The Curriculum and Academic Affairs Committee will meet at 11:30 a.m. on Monday, October 1, 2001 in Family and Consumer Sciences (FCS), Room 110.

AGENDA

- I. Proposals
 - a. English – Creative Writing Minor (revision)
 - b. BA/BS Special Education Major (Program revision)
 - c. PE 101L – Revision of GE Basic Studies Course
 - d. English – Liberal Arts Major (revision)
 - e. English – Liberal Arts Minor (revision)
 - f. Economics Major (Revision)
 - g. Economics Minor (Revision)
 - h. Life Sciences Major (Program revision)
 - i. Life Sciences – Clinical Laboratory Science (Program revision)
 - j. Psychology – Undergraduate (Program revision)

- k. Political Science – Legal Studies Minor (new program)
- l. SOC 302 – revision as a Capstone course
- m. Languages, Literatures, & Linguistics (Program revision)
- n. CIMT – Professional Sequence for All- Grade Education (program revision)
- o. CIMT – Professional Sequence for Senior High-Junior High/Middle

FACULTY GOVERNMENT – Faculty Senate Standing Committees – CAAC Agenda: continued

- School Education (program revision)
- p. GERM 308 – New GE Course in Liberal Studies: Multi-Cultural Studies, International Cultures
- II. Proposals Concerning General Education 2000 Program
 - a. Literature and Life Course Approval Proposal
 - b. Proposal to delay implementation of Capstone Requirement until Fall 2003 (required for any student completing their degree in Fall 2003 or later)
- III. Approval of Minutes
- IV. Chairperson’s Report
- V. Executive Committee Report
- VI. Old Business
- VII. New Business
- VIII. 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.

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.

SCHOOL OF HEALTH & HUMAN PERFORMANCE

ATHLETIC TRAINING

Ms. Kuan-Chiin Li will defend her thesis, entitled *Soleus H-Reflex Change Following Muscle Fatigue*, at 2:00 p.m. on Wednesday, October 24, 2001 in the Arena, Room C-08. The members of her committee are Dr. Christopher D. Ingersoll, Chairperson, Dr. Mitchell L. Cordova, and Dr. Jeffrey E. Edwards.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Life Sciences

LIFS 374C Clinical Microbiology Laboratory – 2 hours. Special laboratory section for students interested in any area of the medical field to include Clinical Laboratory Science and the pre-professional majors. Prerequisite: Successful completion or concurrent enrollment in LIFS 374.

Preferred Effective Term: Fall 2001

COLLEGE OF ARTS & SCIENCES: Mathematics & Computer Science

MATH 388 The Teaching of Middle School Mathematics – 2 hours. The materials, devices, and methods of teaching mathematics in middle schools. Prerequisites: 18 hours on the mathematics teaching major or minor. (This course is taken concurrently with CIMT 301/302.)

Preferred Effective Term: Spring 2002

SCHOOL OF EDUCATION: Educational Leadership, Administration, & Foundations

ELAF 400 Liberal Studies and Education: Creating Learning Communities – 3 hours. This General Education capstone course will provide an interdisciplinary investigation of learning as it is shaped by social forces in communities such as schools, correctional institutions, businesses, community agencies, and religious organizations. It will use historical, philosophical, literary, artistic, scientific and technological perspectives to examine complexities and tensions in contemporary issues related to learning. It will include a field based service-learning project that will provide an opportunity to connect course concepts about learning to professional goals. Prerequisites: Completion of a minimum of 76 credit hours and one of either English 305, 305T, or 405.

Preferred Effective Term: Spring

COURSES FOR GENERAL EDUCATION CONSIDERATION

The following course proposals have been received for General Education Consideration.

Following the course title is an identification (in brackets) of the General Education Credit being distributed to the course under the GE2000 modified program.

SCHOOL OF EDUCATION: Educational Leadership, Administration, & Foundations

ELAF 400 **Liberal Studies and Education: Creating Learning Communities – 3 hours.**
General Education Credits [GE2000: General Education Capstone Course]

UNDERGRADUATE PROPOSALS: continued

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Economics

ECON 370 **Quantitative Economics – 3 hours.** Mathematical methods used in economic analysis.
Prerequisite: college algebra or consent of instructor.

Change title, description, and prerequisites to:

ECON 370 **Quantitative Tools in Economics – 3 hours.** A survey of the mathematical and statistical tools that economists use to conduct theoretical and empirical analysis. The course will cover the connections of calculus, matrix algebra and statistical regression to both macroeconomic and microeconomic analysis. Prerequisites: Economics 200 and 201; Math 115 or 131 or 201 or 301; and Math 241 or BUS 205 and 305.

Preferred Effective Term: Fall 2002

COLLEGE OF ARTS & SCIENCES: English

ENG 310 **English Grammar– 3 hours.** Examination of the structure of English, emphasizing basic sentence elements. *General Education Credits [GE89: A1, B2; GE2000: Social and Behavioral Studies – Elective]*

Change title and description to:

ENG 310 **English Grammar for Teachers and Writers – 3 hours.** A practical approach to understanding the structure and meaning of modern English language, with emphasis on grammar and usage in different contexts, and with specific applications for teachers at all levels and writers in all disciplines. *General Education Credits [GE89: A1, B2; GE2000: Social and Behavioral Studies – Elective]*

Preferred Effective Term: Spring 2002

ENG 410 **History of the English Language– 3 hours.** The development of the language from Old English through Middle English to Modern English.

Change description to:

ENG 410 **History of the English Language – 3 hours.** Cultural and historical influences on the development of the English language from Old English through contemporary American English and interrelations of English and American language and literature.

Preferred Effective Term: Spring 2002

ENG 412 Varieties of American English – 3 hours. Examination of the history, features, and status of regional, ethnic, social, and other varieties of American English; societal determinants of linguistic diversity and change.

Change title and description to:

ENG 412 Folk Speech in the United States– 3 hours. The ethnography of communication within and among American folk groups: social, ethnic, occupational, religious, age, gender, and family.

Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSAL – Course Revisions: continued

COLLEGE OF ARTS & SCIENCES: Life Sciences

CLS 100 Introduction to Clinical Laboratory Science – 1 hour. General consideration of the organization and administrative structure of clinical laboratories, medical ethics, medical terminology, and introduction to instrumentation in clinical laboratories. Offered: fall.

Change prefix, title, and description to:

LIFS 100 Introduction to Life Sciences and Clinical Laboratory Science – 1 hour. Introduction to careers avenues in the Life Sciences and Clinical Laboratory Sciences: to include organization and administrative structure of various types of laboratories and introduction to instrumentation in the clinical and the research laboratories. Offered: fall.

Preferred Effective Term: Fall 2001

CLS 200 Clinical Microscopy – 2 hours. Anatomy and physiology of the urinary tract, pathophysiology and related findings in the urine. Theory of routine diagnostic tests based on immunologic principles. Prerequisite: concurrent enrollment in 200L. Offered: spring.

Change prefix, number, and description to:

CLS 372 Clinical Microscopy – 2 hours. Microscopic examination and evaluation of both stained and unstained clinical specimens including urine, blood, etc., emphasizing form and function of the formed elements. Body fluid (renal, circulatory, central nervous system, pleural, etc.) physiology, chemical and cellular constituents will be studied and correlated to observations of the corresponding specimen. Prerequisite: concurrent enrollment in 372L. Offered: spring.

Preferred Effective Term: Fall 2001

CLS 200L Clinical Microscopy Laboratory – 1 hour. Laboratory microscopic study of normal and abnormal urinary sediments, clinical serology tests. Prerequisite: concurrent enrollment in 200. Offered: spring.

Change prefix, number, and description to:

LIFS 372L Clinical Microscopy Laboratory – 1 hour. Laboratory microscopic study corresponding to principles covered in Clinical Microscopy lecture. Prerequisite: concurrent enrollment in 372. Offered: spring.

Preferred Effective Term: Fall 2001

CLS 210 Hematology – 2 hours. Basic theory related to morphology, maturation, and function of

normal and abnormal blood cells in view of pathophysiology. Prerequisite: concurrent enrollment in 210L. Offered: fall.

Change prefix, number, and description to:

LIFS 373 Hematology – 2 hours. Basic theory related to morphology, maturation, and function of normal and abnormal blood cells in view of pathophysiology. Prerequisite: concurrent enrollment in 373L. Offered: fall.

Preferred Effective Date: Fall 2001

UNDERGRADUATE PROPOSAL – Course Revisions – Life Sciences: continued

CLS 210L Hematology Laboratory – 1 hour. Laboratory emphasis on cell counts, cellular differentiation, basic instrumentation, and quality control. Prerequisite: concurrent enrollment in 210. Offered: fall.

Change prefix, number, and description to:

LIFS 373L Hematology Laboratory – 1 hour. Laboratory emphasis on cell counts, cellular differentiation, basic instrumentation, and quality control. Prerequisite: concurrent enrollment in 373. Offered: fall.

Preferred Effective Date: Fall 2001

CLS 310 Immunoematology – 2 hours. The theories and techniques of blood banking, with emphasis on the relation to the fundamentals of immunology and genetics. Offered: fall.

Change prefix, number, and prerequisites to:

LIFS 375 Immunoematology – 2 hours. The theories and techniques of blood banking with emphasis on the relation to the fundamentals of immunology and genetics. Offered: fall.

Preferred Effective Term: Spring 2003

CLS 310L Immunoematology Laboratory – 1 hour. Laboratory includes all aspects of blood group systems and transfusion services. Prerequisite: concurrent enrollment in 310. Offered: fall.

Change prefix, number, description, and prerequisites to:

LIFS 375L Immunoematology Laboratory – 1 hour. The theories and techniques of blood banking with emphasis the relation to the fundamentals of immunology and genetics. Prerequisite: completion of or concurrent enrollment in LIFS 375. Offered: fall.

Preferred Effective Term: Spring 2003

CLS 400C Special Topics in Clinical Laboratory Science – 1-10 hours. Lecture, discussion, and practice sessions in laboratory management/supervision, education, research and development, and other current topics related to the special activities of a modern clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 470C Special Topics in Clinical Laboratory Science – 1-10 hours. Lecture, discussion, and practice sessions in laboratory management/supervision, education, research and development, and other current topics related to the special activities of a modern clinical

laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Preferred Effective Date: Fall 2001

CLS 401C Clinical Microbiology – 1-10 hours. Lecture and laboratory study of the principles of diagnostic microbiology. The course includes current methods of identification of clinically significant bacteria, fungi, parasites, viruses, and acid fast organisms. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in current techniques of isolation and identification is achieved

UNDERGRADUATE PROPOSAL – Course Revisions – LIFS 471C: continued

during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 471C Clinical Microbiology – 1-10 hours. Lecture and laboratory study of the principles of diagnostic microbiology. The course includes current methods of identification of clinically significant bacteria, fungi, parasites, viruses, and acid fast organisms. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in current techniques of isolation and identification is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Preferred Effective Date: Fall 2001

CLS 405C Clinical Immunology/Serology – 1-10 hours. Lecture and laboratory study of principles of immunology and the principles and procedures utilizing serologic reactions. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of serologic and immunofluorescent procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 472C Clinical Immunology/Serology – 1-10 hours. Lecture and laboratory study of principles of immunology and the principles and procedures utilizing serologic reactions. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of serologic and immunofluorescent procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Preferred Effective Date: Fall 2001

CLS 409C Clinical Microscopy – 1-10 hours. Lecture and laboratory study of physiology and composition of urine and miscellaneous body fluids. Methods include physical, chemical, and cellular analysis. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in routine and special laboratory procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth

(clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 473C Clinical Microscopy – 1-10 hours. Lecture and laboratory study of physiology and composition of urine and miscellaneous body fluids. Methods include physical, chemical, and cellular analysis. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in routine and special laboratory procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical

UNDERGRADUATE PROPOSAL – Course Revisions – LIFS 473C: continued

Laboratory Science Program.

Preferred Effective Date: Fall 2001

CLS 410C Clinical Hematology – 1-10 hours. Lecture and laboratory study of the functions, maturation, and morphology of normal and abnormal blood cells. Concepts of normal and abnormal coagulation are included. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of routine and special hematology and coagulation laboratory procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 474C Clinical Hematology – 1-10 hours. Lecture and laboratory study of the functions, maturation, and morphology of normal and abnormal blood cells. Concepts of normal and abnormal coagulation are included. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of routine and special hematology and coagulation laboratory procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Preferred Effective Date: Fall 2001

CLS 415C Clinical Immunohematology-- 1- 10 hours. Lecture and laboratory study of red cell, white cell, and platelet antigen systems; antibody detection and identification; compatibility testing and transfusion practices; and blood component therapy. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of routine and special blood bank procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 475C Clinical Immunohematology – 1-10 hours. Lecture and laboratory study of red cell, white cell, and platelet antigen systems; antibody detection and identification; compatibility testing and transfusion practices; and blood component therapy. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of routine and special blood bank procedures is achieved during a supervised

rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Preferred Effective Date: Fall 2001

CLS 450C Clinical Chemistry – 1-10 hours. Study of principles of biochemistry for clinical application; application of principles of chemical methods used to measure metabolic products; and lecture and laboratory study of instrumentation and quality assurance. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of routine and special clinical chemistry laboratory procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Change prefix and number to:

LIFS 476C Clinical Chemistry – 1-10 hours. Study of principles of biochemistry for clinical application; application of principles of chemical methods used to measure metabolic products; and lecture and laboratory study of instrumentation and quality assurance. Clinical and laboratory data are correlated with physiologic processes and disease states. Proficiency in the performance of routine and special clinical chemistry laboratory procedures is achieved during a supervised rotation in the clinical laboratory. Prerequisite: admission to the fourth (clinical) year of the Clinical Laboratory Science Program.

Preferred Effective Date: Fall 2001

UNDERGRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES: Economics

Liberal Arts Curricula

Economics Major

Executive Summary:

The Department of Economics wishes to add Economics 341 (International Economics) and a revised Economics 370 (Quantitative Tools in Economics) to its list of required major courses as well as delete Accounting 200 (Survey of Accounting) from that list. In order to maintain a 45-hour major the department also wishes to reduce the required number of major elective credit hours from 18 to 15. Finally, to avoid predictable course-substitution waivers for majors coming from the School of Business, the department wishes to add the Bus 205 and 305 sequence as an option for replacing Math 241.

Rationale:

After a 3-year examination of the curriculum in the Economics Department, a unanimous curriculum committee proposed changing the department's major curriculum. That unanimity was also achieved in the department because all were able to agree on a single governing question for each curricular component: "Can a person be an economist if they do not understand the material covered by this requirement?"

This led us to conclude that Accounting 200 was no longer necessary, but that courses in International Economics and Quantitative Tools in Economics were necessary. Accounting had been a tools course that was vital to only a few of the department's courses and those courses were rarely being offered in the department. International Economics has been an elective for decades but the globalization of the U.S. economy and the likelihood that graduates would be faced with world-wide competition in whatever field of endeavor they chose suggested to us that the course should be upgraded from the status of an elective to that of a requirement.

The rationale behind the introduction of a new Quantitative Tools in Economics course into *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – Economics Major: continued*

the required core of economics came from outcomes assessment performed in the Senior Seminar (Econ 499). Assessments conducted in that course uncovered an insufficient degree of mathematical and statistical skill among our soon-to-be graduates.

Because a significant minority of majors in the department begin in the School of Business, the department has been routinely granting waivers for our statistics requirement (Math 241) to students who complete the School of Business' statistics sequence (Business 205 and 305). The department wishes to take this opportunity to make this substitution formal. The reason that the two-course sequence is required to substitute for the one statistics course offered by the Math department boils down to the timing of key concepts. Because the School of Business has two semesters to teach mathematical and statistical skills to their students they choose not to have one course cover math and the other statistics. As a result, key statistical concepts, which are covered in Math 241, are not covered until the second course in the School of Business. The most notable examples are linear regression and the testing of significance for regression parameter estimates.

In order to preserve a 45-hour major the number of elective hours was dropped from 18 to 15.

CURRENT CATALOG COPY

LIBERAL ARTS CURRICULA

The general requirements for liberal arts majors and minors are listed elsewhere in this *Catalog*. All economics majors and minors must complete Economics 200 and Economics 201 with a minimum grade of C before enrolling in any 300 or 400 level economics course.

Economics Major (45 semester hours minimum)

Required foundation courses (9 hours): Accounting 200--3 hrs.; Mathematics 115 or 201--3 hrs.; 241--3 hrs.

Required Economics (18 hours): 200--3 hrs.; 201--3 hrs.; 300--3 hrs.; 301--3 hrs.; 321--3 hrs.; 499--3 hrs.

Elective courses (18 hours): Any 300 or 400 level economics courses; Mathematics 131 or 301—3 hrs.

PROPOSED CATALOG COPY

LIBERAL ARTS CURRICULA

The general requirements for liberal arts majors and minors are listed elsewhere in this *Catalog*. All economics majors and minors must complete Economics 200 and Economics 201 with a minimum grade of C before enrolling in any 300 or 400 level economics course.

Economics Major (45-48 semester hours minimum)

Required foundation courses (6-9 hours): Mathematics 115 or 201--3 hrs.; Mathematics 241--3 hrs or Bus 205 and 305.

Required Economics (24 hours): 200--3 hrs.; 201--3 hrs.; 300--3 hrs.; 301--3 hrs.; 321--3 hrs.;

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – Economics Major: continued

341—3 hrs.; 370—3 hrs.; 499--3 hrs.

Elective courses (15 hours): Any 300 or 400 level economics courses; Mathematics 131 or 301—3 hrs.

Comparison of the Current and Proposed Major

Course	Course Title	Current Program	Proposed Program
Acct 200	Survey of Accounting	3	
Math 115 or Math 201	College Algebra and Trigonometry or Finite Mathematics	3	3
Math 241 or Business 205* and 305*	Principles of Statistics Business Statistics I* Business Statistics II*	3	3 or 6
Econ 200	Principles of Macroeconomics	3	3
Econ 201	Principles of Microeconomics	3	3
Econ 300	Intermediate Macroeconomics	3	3
Econ 301	Intermediate Microeconomics	3	3
Econ 321	Money and Banking	3	3
Econ 341	International Economics	-	3
Econ 370	Quantitative Tools in Economics**	-	3
Econ 499	Senior Seminar	3	3
Electives		18	15
Total		45	45-48

* Proposed Program Only

**New Title; course had been titled “Quantitative Economics” and was an option as an elective.

Preferred Effective Term: Fall 2002

COLLEGE OF ARTS & SCIENCES: Economics

Liberal Arts Curricula Economics Minor

Executive Summary:

Department of Economics wishes to add Economics 341 (International Economics) its list of courses from which minors must pick. That list currently includes 300 (Intermediate Macroeconomics), 301 (Intermediate Microeconomics), and 321 Money and Banking.

Rationale:

After a 3-year examination of the curriculum in the Economics Department, a unanimous curriculum committee proposed changing the department's major curriculum. This minor change is being submitted together along with the change in the major. The change in the major adds
*UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – Economics Minor:
continued*

International Economics and a revised Quantitative Tools in Economics to the core and drops Accounting 200. The existing minor requires Econ 200, 201 and one course from the 300 level economics major core (300, 301 or 321). The department concluded that International Economics should be added to the list of 300 level major core options for a minor but the new Quantitative Tools in Economics course should not as little economics will be taught in the course, only the adaptation of mathematical and statistical tools to economics. The course may be taken as a directed elective in the minor.

CURRENT CATALOG COPY

LIBERAL ARTS CURRICULA

The general requirements for liberal arts majors and minors are listed elsewhere in this *Catalog*. All economics majors and minors must complete Economics 200 and Economics 201 with a minimum grade of C before enrolling in any 300 or 400 level economics course.

Economics Minor (18 semester hours minimum)

Required Economics (9 hours): 200--3 hrs.; 201--3 hrs.; 321 or 300 or 301--3 hrs.

Directed Economics electives: 9 hours.

PROPOSED CATALOG COPY

LIBERAL ARTS CURRICULA

The general requirements for liberal arts majors and minors are listed elsewhere in this *Catalog*. All economics majors and minors must complete Economics 200 and Economics 201 with a minimum grade of C before enrolling in any 300 or 400 level economics course.

Economics Minor (18 semester hours minimum)

Required Economics (9 hours): 200--3 hrs.; 201--3 hrs.; 321 or 300 or 301 or 341--3 hrs.

Directed Economics electives: 9 hours.

Comparison of the Current and Proposed Minor

Course	Course Title	Current Program	Proposed Program
Econ 200	Principles of Macroeconomics	3	3
Econ 201	Principles of Microeconomics	3	3
One of Econ 300, Econ 301, Econ 321, Econ 341	Intermediate Macroeconomics Intermediate Microeconomics Money and Banking International Economics*	3	3
Electives		9	9
Total		18	18

*UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – Economics Minor:
continued*

*Proposed Program Only

Preferred Effective Term: Fall 2002

**COLLEGE OF ARTS & SCIENCES: English
English Liberal Arts Major**

Executive Summary:

The department wants to change a requirement from 3 hours in english language/linguistics to 3 hours in English language.

Rationale:

This change in subject heading simply reflects the fact that the Linguistics courses are no longer included in the English curriculum.

CURRENT CATALOG COPY

English Major (39 semester hours)

Required: 230—3 hrs.; 236—3 hrs.; 237—3 hrs.; 240—3 hrs.; 250—3 hrs.; 460—3 hrs.

Electives: 21 hours, including specifically 3 hours in American literature at the junior-senior level, 3 hours in English literature before 1800 at the junior-senior level, 3 hours in English literature since 1800 at the junior-senior level, 3 hours in English language/linguistics, and 3 hours in multicultural, African American, folk, women's, or popular literature. All electives must be approved by an advisor in the department.

Foreign Language Recommendation: English majors considering graduate work in English should take substantial work in at least one foreign language. French, German, and/or Latin are recommended.

General Education Requirements: English liberal arts majors must take English 108 and 308 as General Education writing courses.

PROPOSED CATALOG COPY

English Major (39 semester hours)

Required: 230—3 hrs.; 236—3 hrs.; 237—3 hrs.; 240—3 hrs.; 250—3 hrs.; 460—3 hrs.

Electives: 21 hours, including specifically 3 hours in American literature at the junior-senior level, 3 hours in English literature before 1800 at the junior-senior level, 3 hours in English literature since 1800 at the junior-senior level, 3 hours in English language, and 3 hours in multicultural, African American, folk, women's, or popular literature. All electives must be approved by an advisor in the department.

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – English Liberal Arts Major: continued

Foreign Language Recommendation: English majors considering graduate work in English should take substantial work in at least one foreign language. French, German, and/or Latin are recommended.

General Education Requirements: English liberal arts majors must take English 108 and 308 as General Education writing courses.

Preferred Effective Term: Spring 2002

**COLLEGE OF ARTS & SCIENCES: English
English Liberal Arts Minor**

Executive Summary:

The department would like to delete 3 hours of English language/linguistics and replace it with ENG 236 and ENG 237 (instead of 236 or 237).

Rationale:

Without adding hours to the major, this revision allows students to complete the two-course sequence of world literature, spanning the period from antiquity to the present.

CURRENT CATALOG COPY

English Minor (24 semester hours)

Required: 230—3 hrs.; 236 or 237—3 hrs.; 240--3 hrs.; 250--3 hrs.

Electives: 12 hours, including specifically 3 hours in American literature at the junior-senior level, 3 hours in English literature before 1800 at the junior-senior level, 3 hours in English literature since 1800 at the

junior-senior level, and 3 hours in English language/linguistics. All electives must be approved by an advisor in the department.

General Education Requirements: English liberal arts minors must take English 108 and 308 as General Education writing courses.

PROPOSED CATALOG COPY

English Minor (24 semester hours)

Required: 230—3 hrs.; 236—3 hrs.; 237—3 hrs.; 240--3 hrs.; 250--3 hrs.

Electives: 9 hours, including specifically 3 hours in American literature at the junior-senior level, 3 hours in English literature before 1800 at the junior-senior level, and 3 hours in English literature since 1800 at the junior-senior level. All electives must be approved by an advisor in the department.

General Education Requirements: English liberal arts minors must take English 108 and 308 as General Education writing courses.

Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSAL – Undergraduate Program: continued

**COLLEGE OF ARTS & SCIENCES: English
English Teaching Major**

Executive Summary:

The department plans to delete ENG 210 and replace it with ENG 236 and 237 (instead of 236 or 237).

Rationale:

The linguistics course (210) is no longer offered by the Department of English; instead, to better address the new “standards-based” approach to teacher licensure, English Teaching majors and minors will be required to take revised upper-division language courses 310 (English Grammar) and /or 410 (History of the English Language)—both of which provide teaching majors and minors with the opportunity to engage in the kind of practical study of language that will better prepare them for classroom instruction of this content.

Additionally, the 3 credit hours gained by the deletion of 210 allows the English Teaching major or minor to take both parts of the new, two-course sequence of world literature from antiquity to the present age (236 & 237), where previously they could only take one course without exceeding the 39-hour requirement of the major. Exposure to the full scope of literature is essential for the future English teacher, who will need to be prepared to teach this content in the classroom.

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English Teaching Major (39 semester hours)

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

Required: 210—3 hrs.; 230—3 hrs.; 236 or 237—3 hrs.; 240—3 hrs.; 250—3 hrs.; 310—3 hrs.; 336—3 hrs.; 340—3 hrs.; 410—3 hrs.; 460—3 hrs.

Electives: 9 hours at the junior-senior level, including specifically 3 hours in American literature, 3 hours in English literature before 1800, and 3 hours in English literature since 1800. All electives must be approved by an advisor in the department.

Required Professional Education: English 380--3 hrs. is required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

Foreign Language Recommendation: English majors considering graduate work in English should take substantial work in at least one foreign language. French, German, and/or Latin are recommended.

General Education Requirements: English teaching majors must take English 108 and 307 as General Education writing courses.

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – English Teaching Major: continued

No course in the English major with a grade of less than C shall be counted toward teacher licensure.

PROPOSED CATALOG COPY

English Teaching Major (39 semester hours)

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

Required: 230—3 hrs.; 236--3 hrs.; 237--3 hrs.; 240—3 hrs.; 250—3 hrs.; 310—3 hrs.; 336—3 hrs.; 340—3 hrs.; 410—3 hrs.; 460—3 hrs.

Electives: 9 hours at the junior-senior level, including specifically 3 hours in American literature, 3 hours in English literature before 1800, and 3 hours in English literature since 1800. All electives must be approved by an advisor in the department.

Required Professional Education: English 380--3 hrs. is required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

Foreign Language Recommendation: English majors considering graduate work in English should take substantial work in at least one foreign language. French, German, and/or Latin are recommended.

General Education Requirements: English teaching majors must take English 108 and 307 as General Education writing courses.

No course in the English major with a grade of less than C shall be counted toward teacher licensure.
Preferred Effective Term: Spring 2002

**COLLEGE OF ARTS & SCIENCES: English
English Teaching Minor**

Executive Summary:

The Department wishes to delete ENG 210 and replace it with ENG 310. Also, delete 3 hours of American or English literature elective; replace with 236 and 237 (instead of 236 or 237).

Rationale:

The linguistics course (210) is no longer offered by the Department of English; instead, to better address the new “standards-based” approach to teacher licensure, English Teaching majors and minors will be required to take revised upper-division language courses 310 (English Grammar) and/or 410 (History of the English Language)—both of which provide teaching majors and minors with the opportunity to engage in the kind of practical study of language that will better prepare them for

*UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – English Teaching Minor:
continued*

classroom instruction of this content.

Additionally, the 3 credit hours gained by the deletion of 210 allows the English Teaching major or minor to take both parts of the new, two-course sequence of world literature from antiquity to the present age (236 & 237). Exposure to the full scope of literature is essential for the future English teacher, who will need to be prepared to teach this content in the classroom.

CURRENT CATALOG COPY

English Teaching Minor (24 semester hours)

This minor added to the Senior High-Junior High/Middle School or All Grade Instructional License will provide coverage in grades 5-12.

Required: 210—3 hrs.; 230—3 hrs.; 236 or 237—3 hrs.; 240—3 hrs.; 250—3 hrs.; 336—3 hrs.; 340—3 hrs.

Elective: 3 hours at the junior-senior level in either American or English literature. This elective must be approved by an advisor in the department.

Other Requirements: English teaching minors must take English 108 and 307 as General Education writing courses and a special methods course, English 380.

No course in the English minor with a grade of less than C shall count toward teacher licensure.

PROPOSED CATALOG COPY

English Teaching Minor (24 semester hours)

This minor added to the Senior High-Junior High/Middle School or All Grade Instructional License will provide coverage in grades 5-12.

Required: 230—3 hrs.; 236—3 hrs.; 237—3 hrs.; 240—3 hrs.; 250—3 hrs.; 310—3 hrs.; 336—3 hrs.; 340—3 hrs.

Other Requirements: English teaching minors must take English 108 and 307 as General Education writing courses and a special methods course, English 380.

No course in the English minor with a grade of less than C shall count toward teacher licensure.
Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions: continued

COLLEGE OF ARTS & SCIENCES: English Language Arts Junior High/Middle School Licensure

Executive Summary:

The department wishes to delete ENG 210 and replace it with ENG 410.

Rationale:

The linguistics course, no longer offered by the Department of English, has been replaced with the History of the English Language, which addresses aspects of the English language that are more relevant to the teaching of English at the junior high/middle school level.

CURRENT CATALOG COPY:

Language Arts Junior High/Middle School Licensure

The supporting area below may be taken as a component of the Junior High/Middle School endorsement for elementary teachers. A general description of the Junior High/Middle School endorsement appears under the Department of Elementary and Early Childhood Education section found elsewhere in this *Catalog*.

Supporting Area (19-20 semester hours)

Required: 235—3 hrs.; 240—3 hrs.; one course from 210, 310, or 412—3 hrs.; one course from Communication 266, 388, or 390—3 hrs.; Elementary Education 397--4-5 hrs.; one course from Elementary Education 398 or 491—3 hrs.

PROPOSED CATALOG COPY

Language Arts Junior High/Middle School Licensure

The supporting area below may be taken as a component of the Junior High/Middle School endorsement for elementary teachers. A general description of the Junior High/Middle School endorsement appears under the Department of Elementary and Early Childhood Education section found elsewhere in this *Catalog*.

Supporting Area (19-20 semester hours)

Required: 235—3 hrs.; 240—3 hrs.; one course from 310, 410, or 412—3 hrs.; one course from Communication 266, 388, or 390—3 hrs.; Elementary Education 397--4-5 hrs.; one course from Elementary Education 398 or 491—3 hrs.

Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions: continued

COLLEGE OF ARTS & SCIENCES: Life Sciences

B.S. Life Sciences Program

Executive Summary:

The Department of Life Sciences (LIFS) has proposed to bank the Clinical Laboratory Sciences (CLS) degree program due to low enrollment for the past 6-7 years and accommodate CLS students through LIFS. Presently, the CLS program culminates in a BS degree in Clinical Laboratory Science. It is a 3 yr program that prepares students to enter a 1 yr internship in an accredited hospital program. Successful completion of the hospital program earns the student the final 32-34 hours of ISU credit to complete the BS degree and prepares them to take a certification exam, either the National Credentialing Agency exam to be certified as a Clinical Laboratory Scientist or the Board of Registry of the American Society of Clinical Pathologists exam to be certified as a Medical Technologist. However, the requirements to enter the hospital program do not require a specialized department but can be obtained through LIFS, as outlined below.

Rationale:

Entrance Requirements for Hospital Programs

A. Requirements by Accrediting Agencies –

90 credit hours to include:

16 credit hours of biology including: either a microbiology that covers the basic elements of immunology, or a microbiology course and an immunology course.

16 credit hours of chemistry consisting of 8 hours of General Inorganic Chemistry and 8 hours of Organic Chemistry.
3 hours of math

B. Requirements by Indiana Accredited Hospitals –

Same as above for the accrediting agencies plus 4 of the 6 accredited Hospitals require either quantitative analysis or biochemistry and 3 of the 6 recommend physics.

C. Requirements from a Random Selection of Universities –

Courses required for entrance into the fourth-year Hospital Program were randomly surveyed from various Universities and are compared to current ISU CLS program and LIFS BS degree requirements.

TABLE 1

Indiana State

University

	IUPUI	Kentucky	SUNY	Kansas	Arizona	Purdue	CLS	LIFS BS
Biological Sciences								
Total	18		16					
Zoology	X							
Gen. Biology / Lab		X	X	X		X	X	X
Human Physiology / Lab	X	X	X	X	X	X		
Human Anatomy / Lab			X		X	X		
Microbiology / Lab	X	X	X	X	X	X	X	X
Genetics	X					X		X
Immunology	X			X		X		
Pathogenic Micro.				X			X	
Chemistry total	18		12	16				
General / Lab	X	X	X	X	X	X	X	X
Organic / Lab	X	X	X	X	X	X	X	X
Biochemistry	X	X		X	X			
Math								
Algebra	X	X	X	X	X	X	X	X
Statistics	X	X	X	X	X	X		X

<u>Physics</u>								
105 / Lab				X	X	X		X
106 / Lab						X		X

Development of Revised Curriculum for LIFS Specialization in CLS

The revised curriculum was put together with four major objectives. 1) to meet the requirements of the accrediting agency;

2) to meet the majority of the requirements by accredited Indiana hospitals; 3) to give our students the competitive edge

they will need to be accepted into accredited hospital programs by closely matching programs at other universities;

4) to

meet the majority of the requirements and prerequisites for a degree in Life Sciences in the case the student does not continue

to the 4th year hospital program. The revisions that are necessary are:

Transfer CLS 100 to LIFS 100.

Transfer and renumber CLS 200/L, and 210/L to LIFS 372/L and 373/L, respectively.

Renumber internship courses: LIFS 470C – LIFS 476C.

Bank CLS 310/L, 400, 401/L, and 490.

Develop LIFS 374C (2 hr), a Clinical Microbiology section of LIFS 374L (1 hr).

Courses

Credit Hours

Life Sciences Requirements

General Biology - LIFS 101/L and 102/L

8

Cellular and Microbial Biology - LIFS 374

3

Clinical Micro Lab [NEW COURSE]- LIFS 374C

2

Human Physiology - LIFS 241/L

3

Life Sciences Electives

4

20 Total

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Science Program: continued

Life Sciences Recommended

Immunology - LIFS 408/L

4

Clinical Courses Required

Clinical Microscopy - LIFS 372/L

3

Hematology - LIFS 373/L

3

6 Total

Clinical Courses Recommended

Introduction to LIFS and CLS Careers - LIFS 100

1

Chemistry Courses Required

General Chemistry – 105/L and 106/L

8

Organic Chemistry – 351/L and 352/L

8

16 Total

Chemistry Courses Recommended

Quantitative Chemistry - Chem 321 or Biochemistry - Chem 431/L

4

Math

Algebra – Math 111	3
Statistics – Math 115 or 241	<u>3</u>
	6 Total

Physics

Physics 105/L	4 Total
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Total hours (four years):

Science and Math –	52 hours
Clinical Practicum–	32 hours
Liberal Studies –	35 hours
Electives –	5 hours

Total 124 hours

General Education Requirements are met as follows:

Laboratory Science Course	LIFS 101, 101L and 102, 102L
Quantitative Literacy	LIFS 101/L and 241/L
Information Technology Literacy	LIFS 101L and 102L
Capstone Experience	Clinical Internship in Hospital Program (proposal forthcoming)

CURRENT CATALOG COPY

CURRICULA

The Department of Life Sciences offers one general curriculum leading to a Bachelor of Arts or a Bachelor of Science degree. Candidates for either degree must successfully complete the University requirement of a minimum of 124 semester hours of credit, which includes 42-57 hours of General *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Sciences Program: continued*

Education course work, and the requirements of the department. A Bachelor of Arts degree is granted upon the completion of two years, or the equivalent, of a foreign language in addition to the requirements for the B.S. degree. A minor is not required for either a B.A. or a B.S. degree. A Bachelor of Science degree in Clinical Laboratory Science is awarded to those students who complete a special four-year curriculum, which includes clinical studies in affiliated hospitals. Three-year, non-degree programs are available to students who plan to enter medical, dental, or veterinary schools or wish to become physical therapists. Two-year, non-degree programs are available to students who plan to enter optometry or pharmacy schools. A one-year program is outlined for students planning to become dental hygienists. Consult the *Catalog* index for the location of these pre-professional or special curricular patterns.

LIBERAL ARTS CURRICULA

Life Sciences Major (40 semester hours)

Required Life Sciences: 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Electives: To complete the 40 hours required for the major, a minimum of 17 hours beyond the core curriculum must be selected from the following: 342, 371/371L, 380L, 401/401L, 403, 404, 405, 406/406L, 408/408L, 410, 412, 421, 423/423L, 424/424L, 425/425L, 426/426L, 427/427L, 428/428L, 431, 432/432L, 434, 437/437L, 445, 447, 450, 451, 454, 458/458L, 461/461L, 475, 476, 480, 482/482L, 485, 490, 491, and 492; Chemistry 431/431L, 432.

Life Sciences 415 is an acceptable elective only for departmental majors pursuing a secondary school teaching curriculum. A maximum of 4 credit hours of Life Sciences 492 may be used to fill the elective requirement with the consent of the Department Chairperson.

A portion of the 17 hours of elective credit required of life sciences majors beyond the core curriculum may be composed of courses from cognate areas, subject to the approval of the student's advisor and in agreement with the Department Chairperson. This excludes cognate courses which are prerequisite for courses in the Department of Life Sciences.

Cell and Molecular Biology Emphasis: Cell Biology or Cellular Development and Cell and Tissue Culture, and Immunology, plus additional electives from the following: Life Sciences 380L, 404, 482/482L; Chemistry 431/431L, 432.

Microbiology Emphasis: Specific courses selected to fulfill the interests and employment opportunities of the student. A possible program might include Bacteriology, Immunology, Virology, Parasitology, and Recombinant DNA. Additional microbiology electives include: Life Sciences 371/371L, 401/401L, 403, 404, 408/408L, 423/423L, 475, 476, 482, and 482L. A chemistry minor including 7 hours of biochemistry (Chemistry 431/431L, 432) is strongly recommended.

Molecular Biology and Biotechnology Emphasis: Recombinant DNA, Cell and Tissue Culture, Immunology, and additional electives from the following: Life Sciences 371/371L, 380L, 401/401L, 404, 405, 406/406L, 437/437L, 476, 482/482L; Chemistry 431/431L, 432.

Organismal and Conservation Biology Emphasis: Advanced Ecology, Evolution, *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Sciences Program: continued*

Plant Taxonomy, or Vertebrate Zoology, plus electives (8 hours) selected from 341, 421, 425/425L, 426/426L, 427/427L, 428/428L, 447, 451, 454, 458/458L, and 491.

Physiology Emphasis: A possible program could include Vertebrate Physiology or Plant Physiology; Comparative Vertebrate Anatomy or Plant Anatomy; and additional electives from the following list: 412, 431, 433, 434, 461/461L, 491--Special Topics (recent topics include: Reproductive Physiology, Behavioral Endocrinology, Environmental Physiology).

Plant Biology Emphasis: Specific courses are selected to fulfill the interests and employment opportunities of the students. A possible program selected from the following list might include Plant Taxonomy, Plant Physiology with laboratory, Plant Anatomy, Virology, and Cell and Tissue Culture with laboratory (Life Sciences

401/401L, 403, 405, 406/406L, 427/427L, 437/437L, 445, 447). A chemistry minor including 7 hours of biochemistry (Chemistry 431/431L, 432) is strongly recommended for some students.

Students enrolled as teaching majors are urged to take a course in developmental biology and a course in conservation as part of the 17 hours of electives beyond the core curriculum.

Prerequisites for the Life Sciences major include the following: Chemistry 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics--3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr. (Total: 27 or more semester hours; thus, no fewer than 67 semester hours in sciences and mathematics are needed to complete a life sciences major.)

A chemistry or general science minor is recommended to accompany a life sciences major.

Students planning to enter medical school should select Life Sciences 342--4 hrs. and 461--3 hrs. It is recommended that these students consider for inclusion in their course work the following: a chemistry minor, a foreign language, humanities electives, and Psychology 101--3 hrs.

Because some physical science courses are prerequisites for the required courses in the Department of Life Sciences, a life sciences major can complete a chemistry minor with a minimum of 7 additional hours.

Life Sciences Minor (24 semester hours)

Required Life Sciences: 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Elective: 1 hour.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics--3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr. (Total: 27 or more semester hours; thus, no fewer than 51 hours in sciences and mathematics are needed to complete a life sciences minor.)

Conservation Minor (27 semester hours, for Life Sciences majors)

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Sciences Program: continued

Required courses: Life Sciences 415--3 hrs.; 451--3 hrs.; 455--3 hrs.; Geography 111--3 hrs.; 213--3 hrs.; 433--3 hrs.; Geology 152--3 hrs.; 153--3 hrs.; Recreation Management 361--3 hrs.

TEACHING CURRICULA

Biology for Science Licensure

Either the primary or supporting area below may be taken as a component of the Science major. All students on this major must complete one primary area and one supporting area, each from a

different discipline. A general description of the major appears elsewhere in this *Catalog* under the Department of Science Education section, to which the student should refer.

Primary Area on Teaching Major (24 semester hours)

Required Life Sciences: 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Electives: 5 hours to be designated by the department.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 106--3 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics 3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.

Supporting Area on Teaching Major (19 semester hours)

Required Life Sciences: 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 106--3 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics 3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.

Biology Minor (24 semester hours)

This minor, added to the Senior High-Junior High/Middle School or All Grade Instructional License, will provide coverage in grades 5-12.

Required Life Sciences: 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Elective: 1 hour.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 106--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics 3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.

PROPOSED CATALOG COPY

CURRICULA

The Department of Life Sciences offers one general curriculum leading to a Bachelor of Arts or a *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Sciences Program: continued*

Bachelor of Science degree. Candidates for either degree must successfully complete the University requirement of a minimum of 124 semester hours of credit, which includes 42-57 hours of General Education course work, and the requirements of the department. A Bachelor of Arts degree is granted upon the completion of two years, or the equivalent, of a foreign language in addition to the requirements for the B.S. degree. A minor is not required for either a B.A. or a B.S. degree.

A Bachelor of Science degree in Life Sciences with Specialization in Clinical Laboratory Science is awarded to those students who complete a special four-year curriculum, which includes clinical studies in affiliated hospitals. Three-year, non-degree programs are available to students who plan to enter medical, dental, or veterinary schools or wish to become physical therapists. Two-year, non-degree programs are available to students who plan to enter optometry or pharmacy schools. A one-year program is outlined for students planning to become dental hygienists. Consult the *Catalog* index for the location of these preprofessional or special curricular patterns.

LIBERAL ARTS CURRICULA

Life Sciences Major (40 semester hours)

Required Life Sciences: 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Electives: To complete the 40 hours required for the major, a minimum of 17 hours beyond the core curriculum must be selected from the following: 342, 371/371L, 380L, 401/401L, 403, 404, 405, 406/406L, 408/408L, 410, 412, 421, 423/423L, 424/424L, 425/425L, 426/426L, 427/427L, 428/428L, 431, 432/432L, 434, 437/437L, 445, 447, 450, 451, 454, 458/458L, 461/461L, 475, 476, 480, 482/482L, 485, 490, 491, and 492; Chemistry 431/431L, 432.

Life Sciences 415 is an acceptable elective only for departmental majors pursuing a secondary school teaching curriculum. A maximum of 4 credit hours of Life Sciences 492 may be used to fill the elective requirement with the consent of the Department Chairperson.

A portion of the 17 hours of elective credit required of life sciences majors beyond the core curriculum may be composed of courses from cognate areas, subject to the approval of the student's advisor and in agreement with the Department Chairperson. This excludes cognate courses which are prerequisite for courses in the Department of Life Sciences.

Cell and Molecular Biology Emphasis: Cell Biology or Cellular Development and Cell and Tissue Culture, and Immunology, plus additional electives from the following: Life Sciences 380L, 404, 482/482L; Chemistry 431/431L, 432.

Clinical Laboratory Sciences: Courses are offered in Clinical Microscopy and Hematology. The fourth year of this degree program is spent in practical training in an approved hospital program. Acceptance into the program must be obtained. For specific requirements, see the section entitled "Life Sciences major with specialization in Clinical Laboratory Science" below.

Microbiology Emphasis: Specific courses selected to fulfill the interests and employment opportunities of the student. A possible program might include Bacteriology, Immunology, Virology, Parasitology, and Recombinant DNA. Additional microbiology electives include: Life Sciences 371/371L, 401/401L, 403, 404, 408/408L, 423/423L, 475, 476, 482, and 482L. A chemistry minor including 7 hours of

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Sciences Program: continued

biochemistry (Chemistry 431/431L, 432) is strongly recommended.

Molecular Biology and Biotechnology Emphasis: Recombinant DNA, Cell and

Tissue Culture, Immunology, and additional electives from the following: Life Sciences 371/371L, 380L, 401/401L, 404, 405, 406/406L, 437/437L, 476, 482/482L; Chemistry 431/431L, 432.

Organismal and Conservation Biology Emphasis: Advanced Ecology, Evolution, Plant Taxonomy, or Vertebrate Zoology, plus electives (8 hours) selected from 341, 421, 425/425L, 426/426L, 427/427L, 428/428L, 447, 451, 454, 458/458L, and 491.

Physiology Emphasis: A possible program could include Vertebrate Physiology or Plant Physiology; Comparative Vertebrate Anatomy or Plant Anatomy; and additional electives from the following list: 412, 431, 433, 434, 461/461L, 491--Special Topics (recent topics include: Reproductive Physiology, Behavioral Endocrinology, Environmental Physiology).

Plant Biology Emphasis: Specific courses are selected to fulfill the interests and employment opportunities of the students. A possible program selected from the following list might include Plant Taxonomy, Plant Physiology with laboratory, Plant Anatomy, Virology, and Cell and Tissue Culture with laboratory (Life Sciences 401/401L, 403, 405, 406/406L, 427/427L, 437/437L, 445, 447). A chemistry minor including 7 hours of biochemistry (Chemistry 431/431L, 432) is strongly recommended for some students.

Students enrolled as teaching majors are urged to take a course in developmental biology and a course in conservation as part of the 17 hours of electives beyond the core curriculum.

Prerequisites for the Life Sciences major include the following: Chemistry 105--3 hrs.; 105L—1 hr.; 106--3 hrs.; 106L--1 hr.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics--3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr. (Total: 27 or more semester hours; thus, no fewer than 67 semester hours in sciences and mathematics are needed to complete a life sciences major.) A chemistry or general science minor is recommended to accompany a Life Sciences major.

Students planning to enter medical school should select Life Sciences 342--4 hrs. and 461--3 hrs. It is recommended that these students consider for inclusion in their course work the following: a chemistry minor, a foreign language, humanities electives, and Psychology 101--3 hrs.

Because some physical science courses are prerequisites for the required courses in the Department of Life Sciences, a life sciences major can complete a chemistry minor with a minimum of 7 additional hours.

LIFE SCIENCES MAJOR WITH SPECIALIZATION IN CLINICAL LABORATORY SCIENCE (MEDICAL TECHNOLOGY)

The Bachelor of Science degree in Life Sciences with specialization in Clinical Laboratory Science is a four-year program of study which combines science courses, General Education courses, and a clinical practicum. A graduate is eligible to take a national certification examination in order to practice as a certified clinical laboratory scientist or Medical Technologist. The graduate is well *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Science Program: continued*

prepared for a career in health care, industry, business, research, and other professional positions.

Indiana State University offers a *3-plus-1* program. The program is so designated because the curriculum is planned to provide study for three years at ISU and one year in a clinical practicum in an affiliated hospital-based program.

Major (3-plus-1 Program) (52 semester hours minimum)

Required Life Sciences - Life Sciences 101—3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 241--2 hrs.; 241L--1 hr.; 372--2; 372L--1hr.; 373--2hrs.; 373L--1hr.; 374--3 hrs.; 374C--2 hrs.

Required Life Sciences Electives – 4 hrs.

Required fourth year Life Sciences courses: 470C, 471C, 472C, 473C, 474C, 475C, --32-34 hrs.

Prerequisites include the following: Chemistry 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 300/400 level electives --4 hrs. Mathematics 115 or 241--3hrs.; Physics 105--3hrs; 105L--1 hr.

Completion of required courses does not guarantee admission to the fourth year clinical courses.

To be eligible for enrollment in these courses, a student must:

1. Obtain a grade of C or better in all Life Sciences courses and in all science and mathematics prerequisites.
2. Have a minimum cumulative grade point average of 2.5 on a 4.0 scale when applying for admission to the clinical year.
3. Gain acceptance into an affiliate hospital program. In general, acceptance is based on academic performance, letters of recommendation, and a personal interview. Each clinical program has an admissions committee which is responsible for decisions regarding acceptance to the program.

Fourth-year students accepted to the clinical courses register as full-time ISU students and, upon successful completion of the 12 month program, receive the 32-34 credit hours which are required for completion of the Bachelor of Science degree.

Life Sciences Minor (24 semester hours)

Required Life Sciences: 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Elective: 1 hour.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics--3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr. (Total: 27 or more semester hours; thus, no fewer than 51 hours in sciences and mathematics are needed to complete a life sciences minor.)

Conservation Minor (27 semester hours, for Life Sciences majors)

Required courses: Life Sciences 415--3 hrs.; 451--3 hrs.; 455--3 hrs.; Geography 111--3 hrs.; 213--3 hrs.; 433--3 hrs.; Geology 152--3 hrs.; 153--3 hrs.; Recreation Management 361--3 hrs.

UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – B.S. Life Science Program:

continued

TEACHING CURRICULA

Biology for Science Licensure

Either the primary or supporting area below may be taken as a component of the Science major. All students on this major must complete one primary area and one supporting area, each from a different discipline. A general description of the major appears elsewhere in this *Catalog* under the Department of Science Education section, to which the student should refer.

Primary Area on Teaching Major (24 semester hours)

Required Life Sciences: 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Electives: 5 hours to be designated by the department.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 106--3 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics 3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.

Supporting Area on Teaching Major (19 semester hours)

Required Life Sciences: 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 106--3 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics 3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.

Biology Minor (24 semester hours)

This minor, added to the Senior High-Junior High/Middle School or All Grade Instructional License, will provide coverage in grades 5-12.

Required Life Sciences: 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 330--3 hrs.; 330L--1 hr.; 350--3 hrs.; 350L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.

Elective: 1 hour.

Prerequisites for the required life sciences courses include the following: Chemistry 105--3 hrs.; 106--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; Mathematics 3-4 hrs. (a course in statistics or calculus, such as Life Sciences 485, or Mathematics 131 or 241); Physics 105--3 hrs.; 105L--1 hr.

Preferred Effective Term: Fall 2001

COLLEGE OF ARTS & SCIENCES: Mathematics & Computer Science Mathematics Teaching Major

Executive Summary:

The Department of Mathematics and Computer Science is proposing the following change to *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – Mathematics Teaching Major: continued*

its Mathematics Teaching Major: to require mathematics education students to complete Math 388 The Teaching of Middle School Mathematics prior to student teaching. This major leads to a teaching license for grades 5-12. The change will increase the number of credit hours for the major by two. Currently mathematics education students are required to take only two hours of professional education, Math 391 The Teaching of High School Mathematics. The proposed change would require our students to take four hours of professional education. The additional course in their professional education will better prepare them for the challenges of teaching mathematics in middle schools.

Rationale:

The current program, which requires only two hours of professional education consisting of MATH 391 The Teaching of High School Mathematics, is not adequately meeting the needs of our mathematics education majors and minors. Our mathematics education students are licensed to teach grades 5-12, but are only taking a methods course that is designed for teaching grades 9-12. Since there are profound differences in both content and pedagogy at the two secondary levels as well as developmental differences between middle school and high school students, it is imperative that our students are well prepared to teach both high school and middle school mathematics. It is impossible to adequately prepare students for both levels in one two-hour course.

It is also anticipated that the addition of a middle school mathematics methods course requirement will fit in well with the changes in the Department of Curriculum, Instruction, and Media Technology. Our students would be counseled to take MA 388 during the semester in which they take CIMT 301/302 where the focus is on teaching in the middle school. They should then take MA 391 during the semester in which they take CIMT 400 where the focus is on teaching in the high school. This change would help students see the connections and interrelationships between the general methods taught in the Department of Curriculum, Instruction, and Media Technology and the mathematics methods taught in the Department of Mathematics and Computer Science and would create a more cohesive program for our students.

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Mathematics Teaching Major (40 semester hours minimum)

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

Required Mathematics: 112 or 115—3 hrs.; 122—4 hrs.; 131—4 hrs.; 132—4 hrs.; 231T—2 hrs. or 231—4 hrs.; 323—3 hrs.; 341—3 hrs.; 412—3 hrs.; 492—2 hrs.; 3 hours from 411, 413, 414, 424, or 425.

Required Computer Science: 151 or 256—3 hrs.

Elective Mathematics: 6 hours from upper-division courses from mathematics and/or computer science.

Required Professional Education: Mathematics 391—2 hrs. is required in the Senior High-Junior *UNDERGRADUATE PROPOSAL – Undergraduate Program Revisions – Mathematics Teaching Major: continued*

High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

PROPOSED CATALOG COPY

Mathematics Teaching Major (40 semester hours minimum)

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

Required Mathematics: 112 or 115—3 hrs.; 122—4 hrs.; 131—4 hrs.; 132—4 hrs.; 231T—2 hrs. or 231—4 hrs.; 323—3 hrs.; 341—3 hrs.; 412—3 hrs.; 492—2 hrs.; 3 hours from 411, 413, 414, 424, or 425.

Required Computer Science: 151 or 256—3 hrs.

Elective Mathematics: 6 hours from upper-division courses from mathematics and/or computer science.

Required Professional Education: Mathematics 388—2 hrs. and Mathematics 391—2 hrs. are required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

Old and New Program Comparison

**Hours listed as minimum for the teaching major (40 hours minimum on both the new and old programs) will not change because the required professional education hours (subject methods) are not calculated in the major for any department with teaching curricula.

Current Program		Proposed Program	
Required Math	112 or 115 – 3 hrs 122 – 4 hrs 131 – 4 hrs 132 – 4 hrs 231T – 2 hrs or 231 – 4 hrs 323 – 3 hrs 341 – 3 hrs 412 – 3 hrs 492 – 2 hrs 3 hrs from 411, 413, 414, 424, or 425	Required Math	112 or 115 – 3 hrs 122 – 4 hrs 131 – 4 hrs 132 – 4 hrs 231T – 2 hrs or 231 – 4 hrs 323 – 3 hrs 341 – 3 hrs 412 – 3 hrs 492 – 2 hrs 3 hrs from 411, 413, 414, 424, or 425

Required CS	151 or 256 – 3 hrs	Required CS	151 or 256 – 3 hrs
Elective Math	6 hours from upper-division courses from mathematics and/or computer science	Elective Math	6 hours from upper-division courses from mathematics and/or computer science
Required Professional Education	Math 391 – 2 hrs is required in the Senior High-Junior High/Middle School Professional Education sequence	Required Professional Education	Math 388 – 2 hrs and Math 391 – 2 hrs are required in the Senior High-Junior High/Middle School Professional Education sequence

Preferred Effective Term: Spring 2002

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES: Life Sciences

CLS 310 Immunohematology – 2 hours. The theories and techniques of blood banking, with emphasis on the relation to the fundamentals of immunology and genetics. Prerequisite: concurrent enrollment in 310L. Offered: fall.

Preferred Effective Term: Fall 2001

CLS 310L Immunohematology Laboratory – 1 hour. Laboratory includes all aspects of blood group systems and transfusion services. Prerequisite: concurrent enrollment in 310. Offered: fall.

Preferred Effective Term: Fall 2001

CLS 400 Special Topics in Clinical Laboratory Science – 1-10 hours. Clinical laboratory experience for senior students in various areas of clinical pathology under direct supervision of hospital staff.

Preferred Effective Term: Fall 2001

CLS 401 Clinical Microbiology – 2 hours. Methods of isolation, cultural characteristics, and identification of bacteria, viruses, and parasites of clinical importance. Students are introduced to susceptibility testing and immunodiagnostic techniques. Prerequisite: concurrent enrollment in 401L. Offered: fall.

Preferred Effective Term: Fall 2001

CLS 401L Clinical Microbiology Laboratory – 2 hours. Laboratory emphasis on identification of human pathogens and discrimination from normal human flora. Manual and automated methods will be used and discussed to provide insights to procedures performed in a clinical laboratory. Prerequisite: concurrent enrollment in 401. Offered: spring.

Preferred Effective Term: Fall 2001

CLS 490 Clinical Laboratory Science Seminar – 1 hour. Presentation of reports by senior students on recent techniques and advancements in the field of medical technology.

Preferred Effective Term: Fall 2001

UNDERGRADUATE PROGRAMS TO BE BANKED

COLLEGE OF ARTS & SCIENCES: Life Sciences

B.S. Clinical Laboratory Science Program

Executive Summary & Rationale:

The Department of Life Sciences (LIFS) has proposed to bank the Clinical Laboratory Sciences (CLS) degree program due to low enrollment for the past 6-7 years and accommodate CLS students through LIFS. The CLS program culminates in a BS degree in Clinical Laboratory Science. Presently, it is a 3 yr program that prepares students to enter a 1 yr internship in an accredited hospital program. Successful completion of the hospital program earns the student the final 32-34 hours of ISU credit to complete the BS degree and prepares them to take a certification exam, either the National Credentialing Agency exam to be certified as a Clinical Laboratory Scientist or the Board of Registry of the American Society of Clinical Pathologists exam to be certified as a Medical Technologist. However, the requirements to enter the hospital program do not require a specialized department but can be obtained through LIFS, as outlined below.

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CLINICAL LABORATORY SCIENCE

Baccalaureate Degree

The Bachelor of Science degree with a major in Clinical Laboratory Science is a four-year program of study which combines science courses, clinical laboratory courses, General Education courses, and a clinical practicum. A graduate is eligible to take a national certification examination in order to practice as a certified clinical laboratory scientist (CLS or MT). The graduate is well prepared for a career in health care, industry, business, research, and other professional positions.

Indiana State University offers a *3-plus-1* program. The program is so designated because the curriculum is planned to provide study for three years at ISU and one year in a clinical practicum at an affiliated hospital-based program.

CLINICAL LABORATORY SCIENCE CURRICULA

Major (3-plus-1 Program) (129 semester hours minimum)

Required Clinical Laboratory Science: 200--2 hrs.; 200L--1 hr.; 210--2 hrs.; 210L--1 hr.; 310--2 hrs.; 310L--1 hr. [100--1 hr. required of freshmen only]

Required fourth year courses: 400C, 401C, 405C, 409C, 410C, 415C, 450C--32-34 hrs.

Prerequisites include the following: Chemistry 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.;

351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 300/400-level electives--4 hrs.; Computer Science 101--3 hrs.; Electronics and Computer Technology 166--2 hrs.; Life Sciences 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.; 241--2 hrs.; 241L--1 hr.; 374--3 hrs.; 374L--1 hr.; 380--3 hrs.; 475--3 hrs.; Mathematics 241--3 hrs.; Physics 105--3 hrs.; 105L--1 hr.

Completion of required courses does not guarantee admission to the fourth year clinical courses.

UNDERGRADUATE PROPOSAL – Undergraduate Programs to be Banked – B.S. Clinical Laboratory Science Program: continued

To be eligible for enrollment in these courses, a student must:

1. Obtain a grade of C or better in all clinical laboratory courses and in all science and mathematics prerequisites.

2. Have a minimum cumulative grade point average of 2.5 on a 4.0 scale when applying for admission to the clinical year.

3. Gain acceptance into an affiliate hospital program. In general, acceptance is based on academic performance, letters of recommendation, and a personal interview. Each clinical program has an admissions committee which is responsible for decisions regarding acceptance to the program.

Fourth-year students accepted to the clinical courses register as full-time ISU students and, upon successful completion of the 12 month program, receive the 32-34 credit hours which are required for completion of the Bachelor of Science degree.

PROPOSED CATALOG COPY

None. Program will be banked.

Preferred Effective Term: Fall 2001

GRADUATE PROPOSALS

ELIMINATION OF A GRADUATE PROGRAM

Executive Summary and Rationale:

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.

CURRENT CATALOG COPY

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 *GRADUATE PROPOSALS – Elimination of a Graduate Program – M.A. Sociology: continued*

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.

PROPOSED CATALOG COPY

None. Program will be eliminated.

UNDERGRADUATE APPROVALS

NEW COURSES

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 350 Collaborating for Student Development – 3 hours. Strategies for collaborating with other education professionals, with parents, and with others in the community to understand pupils as whole persons and to help pupils develop as students and persons. Information on laws relevant to teaching. Includes a field experience in a middle or high school setting. Prerequisites: EPSY 202.

Preferred Effective Term: Fall 2002

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

Preferred Effective Term: Fall 2003

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

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

Preferred Effective Term: Fall 2001

UNDERGRADUATE APPROVALS: continued

COURSE REVISIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

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

Change number and description to:

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

Preferred Effective Term: Fall 2002

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

Change number and description to:

CIMT 302 Teaching II – 3 hours. General methods for teaching. Emphasis on skill development in basic teaching and content area literacy strategies. Includes integration of national and state standards into planning to teach diverse learners, interdisciplinary curriculum and instruction, cooperative and individualized instruction, integration of instructional technology, performance assessment, management of the learning environment. Instructional and

interpersonal consequences of decisions by both the teacher and the student will be discussed. Field experiences integrated with pedagogical knowledge of teaching. Prerequisite: EPSY 202. This course is blocked with CIMT 301.

Preferred Effective Term: Fall 2002

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

Change credit hours and description to:

UNDERGRADUATE PROPOSALS – Course Revisions – CIMT 400: continued

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

Preferred Effective Term: Spring 2003

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 CURRICULUM PROPOSALS

NEW COURSES

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 402 Teaching an Integrated Unit – 1 hour. Guidance for and experience in teaching an integrated unit of content and writing a professional report based on that instruction. *[This course or an approved equivalent must be taken with CIMT 401 (Student Teaching), and it can only be taken with CIMT 401.]*

Preferred Effective Term: Fall 2003

***The following is a correction a correction of the text that appeared as a **PROPOSAL** in the October 1, 2001 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics within bold-italic brackets]*.

UNDERGRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: English

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

CORRECTIONS – UNDERGRADUATE PROPOSALS – Course Revisions – ENG 324T: continued

for credit. Prerequisite: two creative writing courses or consent of instructor.

Change number, title, description, and prerequisites to:

ENG 329 Contemporary Literature for [Writers] – 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

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 [and description] to:

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

Preferred Effective Term: Spring 2002

GRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 601 Research Methods in Sociology – 3 hours. Scientific methods, values, [*biases*], 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, *[biases]*, 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

CORRECTIONS – October 1, 2001 Academic Notes: continued

GRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES: Sociology

Masters of Science

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 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, *CORRECTIONS – Graduate Proposals – Graduate Program Revision – M.S. Sociology: continued*

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 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

CORRECTIONS – Graduate Proposals – Graduate Program Revision – M.S. Sociology: continued

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*

- 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 professorate that can be distinguished, characterized, or
CORRECTIONS – Graduate Proposals – Graduate Program Revision – M.S. Sociology: continued

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 brining 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.

ADMISSION REQUIREMENTS

Admission to any of the department's graduate programs involves requirements in addition to the *CORRECTIONS – Graduate Proposals – Graduate Program Revision – M.S. Sociology: continued*

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 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.

CORRECTIONS – Graduate Proposals – Graduate Program Revision – M.S. Sociology: continued

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.

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

CORRECTIONS – Graduate Proposals – Graduate Program Revision – M.S. Sociology: continued

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 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.

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