



Academic Notes

OCTOBER 15, 2001

AN 2001-2002

SPECIAL NOTICES

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 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 9, 2001

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

FACULTY GOVERNMENT – Faculty Senate Exec Committee Report: continued

Provost Pontius distributed, explained, and answered questions about a letter to tenured and tenure-track faculty concerning Fiscal Year 2003 faculty staffing. He touched briefly on ICHE concerns about degree programs with 10 or fewer graduates over 5 years, and announced that he was reviving the Blue Ribbon Committee on Distance Education.

Chair Cerny encouraged attendance at the AAUP statewide conference in Indianapolis (10/20) and AAUP Equity Week (10/28-11/3). Equity Week activities will focus on non-tenure-track faculty.

He updated the Committee on the faculty scholarship fund and asked members to encourage greater participation, noted Kevin Snider's presentation on Institutional Effectiveness at the Board of Trustees' last meeting, and explained details of the ongoing development of Student Assessment Outcomes programs. He announced that Information Technology consultants would be visiting the campus and wished to meet with the Executive Committee.

The Committee discussed procedures and criteria for library purchases, additional concerns about assessment programs, funding of the proposed faculty staffing plan, Open University enrollments and fees, and the use of student technology fees.

The Committee went into executive session to consider grievances. The Committee came out of executive session and affirmed its prior determination to forward a matter as a primary grievance to the Chair of the Faculty Affairs Committee.

The Committee received an AAC transmittal supporting the appointment of an Executive Assistant to the President for External Relations.

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, October 16, 2001, in Hulman Memorial Student Union (HMSU), Room 227.

AGENDA

- I. Administrative Report
- II. Chair Report
- III. Fifteen Minute Open Discussion
- IV. Approval of the Minutes
- V. CAAC: General Education
 - a. ARTP 499 – Art and the Artist in the Context of Society
 - b. PSCI 107 – Contemporary American Issues
- VI. Provost Information Item: Program Certificate Process

- VII. Standing Committee Reports
- VIII. Old Business
- IX. New Business

FACULTY GOVERNMENT : continued

UNIVERSITY FACULTY SENATE

The University Faculty Senate will meet at 3:15 p.m. on Thursday, October 8, 2001, in Dede III.

AGENDA

- I. Memorial: Clarence Joseph Hull, Professor of Chemistry
- II. Administrative Report
- III. Chair Report
- IV. SGA Report
- V. Fifteen Minute Open Discussion
- VI. Approval of the Minutes
- VII. CAAC:
 - a. Geographic Information Science Certificate
 - b. B.A. and B.S. Minor Geographic Information Science
 CAAC/Gen Ed:
 - c. ARTP 499 – Art and the Artist in the Context of Society*
 - d. PSCI 107 – Contemporary American Issues*
- VIII. Standing Committee Reports
- IX. Old Business
- X. New Business

* Pending Executive Committee action on October 16, 2001.

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 15, 2001 in Family and Consumer Sciences (FCS), Room 110.

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.

FIELD TRIPS

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

The School of Education's ELED 100 – Initial Experiences in Elementary Education, classes will take a field trip to Indianapolis on Tuesday, November 13, 2001, to visit two elementary Professional Development School sites. The purpose of the field trip is to give students the opportunity to work and observe in an urban setting. Participation in this field trip is a course requirement. Students and faculty travel via Turner coach with a departure from campus at 7:30 a.m. They will return to campus by 3:30 p.m. A list of participating students is available in the Elementary and Early Childhood Education Department office (x2821).

UNDERGRADUATE CURRICULUM PROPOSALS

UNDERGRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES: History Liberal Arts History Major

Executive Summary:

Title of Program: Liberal Arts History Major (Undergraduate)

Objectives/Purpose of the Program:

Programs and courses in the Department of History lead students to a knowledge of the human past, to ways of understanding that past, and to an appreciation for the great variety of uses of the past. The rewards of historical study include a disciplined intellect, a well-furnished imagination, and a recognition of both the unity and diversity of human experience. The broad liberal arts foundation available through a major in history should deepen students' knowledge and understanding of the complex world in which they live, stimulate effective participation in contemporary society, and cultivate those mental skills required for success in a wide range of employment areas.

Clientele to be served by the program: All Indiana State University students interested in obtaining an undergraduate degree in history.

Curriculum: Number of credit hours: 39
Credit hours in core: 15
Electives: 24
Subject areas covered: U. S. history
European history
History of the Wider World

UNDERGRADUATE PROPOSALS – Program Revisions – Liberal Arts History Major: continued

Additional Options: A student majoring in history may fulfill a Mediterranean concentration by taking four 300- or 400-level courses in the European and wider World areas which deal with topics directly related to the Mediterranean area. Completion of an application and course work will result in a student's being designated as having completed a "History Major with a Mediterranean concentration." This will be acknowledged by presentation of a certificate accompanied by a letter of verification from the chair of the History Department.

Anticipated Career Outcomes:

A major in history provides an excellent background for a career in law, theology, business, government service, writing, and college and secondary teaching, and for specialized work as a museum curator, librarian, archivist, editor, archeologist, historical society administrator, historic site specialist, or research historian.

Rationale:

The rationale for the proposed changes in the undergraduate liberal arts history major is linked directly to points made in the Department of History's Undergraduate Program Review, 1993-98, and in the Department of History's Five-year Plan approved and put into operation in 2000. Both of these documents call for the Department of History to focus on several important areas of emphasis, foremost of which is the effort to maintain existing strengths in U. S. and European sub-disciplines, while developing a "wider world" component. This new endeavor will establish a cross-cultural regional focus, create some over-arching comparative courses, and enable the department to treat more fully important trends and developments which have linked continents and peoples through time.. The changes are intended to enable the department to do a better job of fulfilling its goals of deepening students' knowledge and understanding of the complex world in which they live, stimulating effective participation in contemporary society, and cultivating those mental skills required for success in a wide range of employment areas.

The proposed revision in the history major is linked closely to dramatic changes in personnel which the department has, and continues to, experience as a consequence of retirements and new hires. The resulting changes in areas of interest and expertise among our faculty have enabled us to add to our course offerings in areas such as American Indian history, women's history, the Mediterranean world, and comparative slavery. The proposed revisions in the requirements for the major are intended to allow our students to take full advantage of the opportunities provided by these new course offerings.

A third rationale for the proposed changes is to bring our major more closely in line with those offered by comparable institutions. Research done for the undergraduate program review in 1998 revealed that "... Indiana State's requirements [for the history major] are substantially more rigorous than those of any of the other institutions. Our history majors have to complete 50% more course work than the average load in these universities, and 27% more than the highest number of

UNDERGRADUATE PROPOSALS – Program Revisions – Liberal Arts History Major: continued

hours required at any of these institutions.”¹ By lowering the number of hours required for the history major at Indiana State from 43 to 39, and by reducing the number of required courses, we have brought our major more in line with those at comparable institutions. By insuring the retention of crucial basic courses, a “gateway” course in historical methods, and carefully planned offerings in three areas of focus, we believe we have kept the best parts of our previous major, and have updated and improved major as a whole. In addition, we believe that the updating and streamlining of the requirements for the history will also aid in the recruitment of larger numbers of enthusiastic and committed history majors.

¹Department of History Undergraduate Program Review for the period 1993-1998, p. 5.

CURRENT CATALOG COPY

History Major (43 semester hours)

Required history (19 hours): 101 - 3 hrs; 102 - 3hrs; 201 - 3 hrs; 202 - 3 hrs (unless exempt); 300 - 3 hrs; 490 - 3 hrs; 491 - 1 hr.

Electives: (24 hours): A minimum of 6 hours in each of the following areas: (Area A) United States history; (Area B) ancient, early modern, and modern European history; (Area C) non-Western history: African, Asian, Latin American, Middle Eastern, and Russian. At least 12 of the 24 hours of electives must be in 400 level courses. History 470, 471, and 475 - 3 hrs. count for either Area B or Area C. History 301 and 405 - 3 hrs. count for either Area A or Area B.

PROPOSED CATALOG COPY

History Major (39 semester hours)

Required history (15 hours): 101 - 3 hrs; 102 - 3 hrs; 201 - 3 hrs; 202 - 3 hrs (unless exempt); 300 - 3 hrs.

Electives: (24 hours): A minimum of 6 hours in each of the following areas, with at least one 400-level

course in each area: United States history (Area A); Ancient, early modern, and modern European history (Area B); The Wider World: Mediterranean, Near East, Asia, and Latin America (Area C). At least 15 of the 24 hours must be at the 400-level. History 470 and 471 will count in Area B. History 301 and 405 will count in either Area A or Area B. History 422 and 442 will count in either Area B or Area C.

Students may qualify for study abroad at the University of Malta, with which Indiana State University has an exchange program.

Mediterranean Concentration: A student majoring in history may fulfill a Mediterranean *UNDERGRADUATE PROPOSALS – Program Revisions – Liberal Arts History Major: continued*

concentration by taking four 300- or 400-level courses in the European and Wider World areas which deal with topics directly related to the Mediterranean area. Completion of an application and course work will result in a student’s being designated as having completed a “History Major with a Mediterranean Concentration.” This will be acknowledged by presentation of a certificate, accompanied by a letter of verification from the Chair of the History Department.

COMPARISON OF THE OLD AND NEW PROGRAMS

<u>Old Program</u>	<u>New Program</u>
(43 semester hours)	(39 semester hours)
<i>Required history:</i> (19 hours)	<i>Required history:</i> (15 hours)
H101, H102, H201, H202, H300, H490, H491	H101, H102, H201, H202, H300
<i>Electives:</i> (24 hours)	<i>Electives:</i> (24 hours)
A minimum of six hours in each of the following areas: Area A: United States history Area B: ancient, early modern, and Modern European history Area C: Non- Western history - African, Asian, Latin American, Middle Eastern, and Russian	A minimum of six hours in each of the following areas: Area A: United States history Area B: ancient, early modern, and Modern European history, including Russia Area C: The Wider World: Mediterranean, Near East, Asia, and Latin America

H470, H471, and H475 count for either Area B or Area C
H301 and H405 count in either Area A Or Area B

H470, H471 and H475 will count in Area B
H301 and H405 count for either Area or Area B
H4 22 and H442 will count in either Area B or Area C.

At least 12 hours of electives must be in 400-level courses

At least 15 of the 24 hours must be in 400-level courses

Preferred Effective Term: Fall 2001

UNDERGRADUATE PROPOSALS – Program Revisions: continued

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

Executive Summary:

Title of Program: Liberal Arts History Minor (Undergraduate)

Objectives/Purpose of the Program:

Programs and courses in the Department of History lead students to a knowledge of the human past, to ways of understanding that past, and to an appreciation for the great variety of uses of the past. The rewards of historical study include a disciplined intellect, a well-furnished imagination, and recognition of both the unity and diversity of human experience. The broad liberal arts foundation available through a minor in history should deepen students' knowledge and understanding of the complex world in which they live, stimulate effective participation in contemporary society, and cultivate those mental skills required for success in a wide range of employment areas.

Clientele to be served by the program: All Indiana State University students interested in obtaining an undergraduate minor in history.

Curriculum: Number of credit hours: 21
Credit hours in core: 9
Electives: 12
Subject areas covered: U. S. history
European history
History of the Wider World

Anticipated Career Outcomes:

A minor in history provides a useful complement to majors in many fields, including such areas as

political sciences, pre-law, anthropology, geography, and social science education. The knowledge and expertise gained through this minor not only strengthens the student's through understanding in the content area, but also in the development of skills in research, writing, and critical thinking.

Rationale:

The rationale for the proposed change in the History minor is quite simple. The alteration is made necessary by the department's decision to eliminate H491, History Forum, both as a course offering and as a requirement for the history major and minor. The requirement was also eliminated as a result of efforts to streamline requirements for the major and minor, and to bring those requirements more in line with programs at comparable institutions.

UNDERGRADUATE PROPOSALS – Program Revisions – Liberal Arts History Minor: continued

CURRENT CATALOG COPY

History Minor (22 semester hours)

Required history (10 hours): 101 - 3 hrs and 102 - 3hrs, or 201 - 3 hrs and 202 - 3 hrs; 300 - 3 hrs; 491 - 1 hr

Electives: (12 hours): 300- and 400-level courses approved by a Department of History advisor.

PROPOSED CATALOG COPY

History Minor (21 semester hours)

Required history (9 hours): 101 - 3 hrs and 102 - 3hrs, or 201 - 3 hrs and 202 - 3 hrs; 300 - 3 hrs

Electives: (12 hours): 300- and 400-level courses approved by a Department of History advisor.

COMPARISON OF THE OLD AND NEW PROGRAMS

Old Program

(22 semester hours)

Required history:
(10 hours)

H101 and H102, or H201 and H202,
H300, H491

New Program

(21 semester hours)

Required history:
(9 hours)

H101 and H102 or H201 and H202
H300

Electives:

(12 hours)

300- and 400-level courses approved
by a Department of History advisor

Electives:

(12 hours)

300- and 400-level courses approved
by a Department of History advisor

Preferred Effective Term: Fall 2001

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES

HIST 490 **Historiography – 3 hours.** Required of all history majors. Methods of research; the basic types of historical interpretation; and the working assumptions of historians. Prerequisite: senior status or consent of the Department Chairperson.

Preferred Effective Term: Spring 2002

UNDERGRADUATE PROPOSALS: continued

COURSE DELETIONS

COLLEGE OF ARTS & SCIENCES: History

HIST 491 **History Forum – 1 hour.** A senior level course involving readings, discussions, and lectures relating to significant interpretations, and issues in history. Required of all history majors and minors. Prerequisite: 12 hours of history, including 300.

Preferred Effective Term: Spring 2002

UNDERGRADUATE CURRICULUM APPROVALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Family and Consumer Sciences

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

Preferred Effective Term: Fall 2002

COLLEGE OF ARTS & SCIENCES: History

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

Preferred Effective Term: Spring 2002

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

Preferred Effective Term: Fall 2002

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

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

Preferred Effective Term: Fall 2002

COLLEGE OF ARTS & SCIENCES: Music

MUS 496 Teaching an Integrated Unit in Music – 1 hour. Guidance for and experience in *UNDERGRADUATE APPROVALS – New Courses – MUS 496: continued*

teaching an integrated unit of content in music and a professional report based on that instruction. Co-requisite: Concurrent enrollment in CIMT 401.

Preferred Effective Term: Fall 2002

SCHOOL OF BUSINESS: Organizational – Administrative Systems & Business Education

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

Preferred Effective Term: Fall 2002

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: English

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

Change title to:

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

Preferred Effective Term: Fall 2001

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

Change title to:

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

Preferred Effective Term: Fall 2001

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

Change number and description to:

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

Preferred Effective Term: Fall 2001

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

Change title to:

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

Preferred Effective Term: Spring 2002

UNDERGRADUATE APPROVALS – Course Revisions: continued

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

Change description to:

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

Preferred Effective Term: Spring 2002

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

Change description and prerequisites to:

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

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2001

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

Change title and description to:

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

Preferred Effective Term: Spring 2002

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

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

Change prerequisites to:

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

**Course has a graduate level equivalent*

Preferred Effective Term: Summer 2002

COLLEGE OF ARTS & SCIENCES: Sociology

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

UNDERGRADUATE APPROVALS – Course Revisions – SOC 444: continued*

consent of instructor.

Change description and prerequisites to:

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

**Course has a graduate level equivalent*

Preferred Effective Term: Spring 2002

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

Change title and description to:

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

**Course has a graduate level equivalent*

Preferred Effective Term: Spring 2002

SCHOOL OF EDUCATION: Communication Disorders and Special Education

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

Change description to:

SPED 102 Introduction to Special Education – 3 hours. An introduction to special education as it is delivered in schools and society, including historical and legal foundations. Specific categories of disabilities as described in federal legislation will be introduced; discussion of the effects of diversity and the impact of various resources upon the development of the individual with special needs.

Preferred Effective Term: Fall 2002

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

Change number, title, description, and prerequisites to:

SPED 320 Instructional Principles 3 hours. This course describes the way the schools format individual educational plans for students who have been identified as having a disability and needed special education. Individualization is described following

UNDERGRADUATE APPROVALS – Course Revisions – SPED 320: continued

research-based approaches. Prerequisites: TEP1, SPED 215, and ELED Block II.

Preferred Effective Term: Spring

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

Change number, description, and prerequisites to:

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

Preferred Effective Term: Spring

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

Change number, title, description, and prerequisites to:

SPED 200 Students with Mild Intervention Needs– 3 hours. A description of students whom the

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

Preferred Effective Term: Fall 2002

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

Change number, title, description, and prerequisites to:

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

Preferred Effective Term: Fall

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

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

UNDERGRADUATE APPROVALS – Course Revisions – SPED 316: continued

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

Preferred Effective Term: Fall

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

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

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

Preferred Effective Term: Fall

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

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

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

Preferred Effective Term: Fall 2002

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

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

Change credit hours and description to:

CIMT 401 Student Teaching – 11 hours. Sixteen weeks of student teaching to fit the needs of the individual student teacher. Prerequisites: completion of Pre-Student Teaching Phase Two of the Senior High-Junior High/Middle School Education program or of

UNDERGRADUATE APPROVALS – Course Revisions – CIMT 401: continued

the All-Grade Education Program, approval of the department(s) of the subject(s) taught, and approval of the Department of Curriculum, Instruction, and Media Technology.

Preferred Effective Term: Fall 2003

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES: English

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

Preferred Effective Term: Spring 2002

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

Preferred Effective Term: Fall 2002

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

Preferred Effective Term: Spring 2002

COURSE DELETIONS

COLLEGE OF ARTS & SCIENCES: English

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

Preferred Effective Term: Fall 2001

ENG 325T Techniques of Poetry – 3 hours. A close reading of modern poetry. Supplements the creative writing courses with a study of techniques used by professional writers. Students do not write poetry in this class. May be repeated once for credit. Prerequisite: two creative writing courses or consent of instructor.

Preferred Effective Term: Fall 2001

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

Preferred Effective Term: Fall 2001

UNDERGRADUATE APPROVALS – Course Deletions: continued

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

Preferred Effective Term: Fall 2001

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

Preferred Effective Term: Fall 2001

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: English

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

Preferred Effective Term: Fall 2001

ENG 325 Poetry Writing Workshop – 3 hours. An intermediate workshop course for writers of poetry. May be repeated once for credit. Prerequisite: 221 or consent of instructor.
Preferred Effective Term: Fall 2001

ENG 326 Drama Writing Workshop – 3 hours. An intermediate workshop course for writers of plays. May be repeated once for credit. Prerequisite: 220 or consent of instructor.
Preferred Effective Term: Fall 2001

GRADUATE CURRICULUM APPROVALS

NEW COURSES

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

LLL *580 Topics in Languages, Literatures, & Linguistics – 1-4 hours. An analysis of a topic that involves one or more language areas. Topics for study will change from term to term. May be repeated for credit when topic is different.
**Course has an undergraduate level equivalent*
Preferred Effective Term: Fall 2001

GRADUATE APPROVALS – New Courses: continued

SPAN *586 Contemporary Spanish Novel – 3 hours. Studies the important novels of the major Spanish novelists since 1942: Camilo José Cela, Carmen Laforet, Juan Goytisolo, Ana Maria Matute, and Miguel Delibes.
**Course has an undergraduate level equivalent*
Preferred Effective Term: Fall 2001

COLLEGE OF ARTS & SCIENCES: Music

MUS 607 Psychology of Music – 3 hours. Introduction to the psychoacoustics and cognition of musical sound; musical perception, emotion, and meaning in music; and the development of musical ability. Prerequisite: Consent of instructor.
Preferred Effective Term: Spring 2002

COLLEGE OF ARTS & SCIENCES: Political Science

PSCI *572 Conflict and Cooperation in International Politics – 3 hours. This course examines why both conflict and cooperation can occur between countries, and will use case studies and simulation exercises to enhance student understanding of the theoretical arguments.
**Course has an undergraduate level equivalent*
Preferred Effective Term: Spring 2002

COLLEGE OF ARTS & SCIENCES: Sociology

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

Preferred Effective Term: Spring 2002

SCHOOL OF EDUCATION: Counseling

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

Preferred Effective Term: Fall

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Music

MUS 511 Vocal Techniques – 1 hour. Basic procedures for teaching voice, including materials drawn from literature for solo voice; presented in a laboratory situation.

GRADUATE APPROVALS – Course Revisions – MUS 511: continued

Prerequisite: 186 or two semesters of 276 Voice.

Change description and prerequisites to:

MUS 511 Vocal Techniques – 1 hour. A study of the technical aspects of singing. This course examines components that make up the singer's instrument. Topics covered include the anatomy of the voice, the breathing mechanism, vocal resonance, the acoustics of singing, and proper vocal care. Two class hours a week. Prerequisite: Successful completion of two semesters of Individual Performance Study in Voice (270T, 272T, 274T, or 276T).

Preferred Effective Term: Spring 2002

COLLEGE OF ARTS & SCIENCES: Sociology

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

Change description and prerequisites to:

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

**Course has an undergraduate level equivalent
Preferred Effective Term: Spring 2002*

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

Change title and description to:

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

**Course has an undergraduate level equivalent
Preferred Effective Term: Spring 2002*

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

Change description and prerequisites to:

SOC 600 Concepts and Principles of Sociology – 3 hours. An intensive and comprehensive *GRADUATE APPROVALS – Course Revisions – SOC 600: continued*

analysis of the basic concepts and principles of sociology that define, describe, and explain human group interaction. Prerequisite: SOC 483 (or is equivalent) or consent of instructor. Required of all MS graduate students. Offered Fall semesters.

Preferred Effective Term: Spring 2002

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

Change credit hours, description, and prerequisites to:

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

Preferred Effective Term: Spring 2002

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

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

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

Preferred Effective Term: Spring 2002

COURSE DELETIONS

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

FREN 690 Language Laboratory Techniques in the Teaching of French – 3 hours. Procedures, techniques, curriculum planning, testing, and preparation of materials related to the language laboratory in French.

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: Sociology

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

Preferred Effective Term: Spring 2002

GRADUATE APPROVALS – Course Reactivations: continued

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

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

CORRECTIONS

***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*].

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.

CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

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, 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.

CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

- 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 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.

CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

- 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 illustrated by scholarly modes. ISU's scholarly contributions will be realized not only through increased publications, but also through teaching, and an increased focus on projects geared toward the issues faced by our community, our state, our region, and our nation. (P. 17)

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

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

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

CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

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 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.

CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

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.

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.

CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

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.

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 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
CORRECTIONS - GRADUATE PROPOSALS – Program Revision – M.S. Sociology: continued

higher. One-half of the credit hours must be in courses numbered 600 or above.

[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 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