



Academic Notes

DECEMBER 10, 2001

AN 2001-2002

SPECIAL NOTICES

THEODORE DREISER DISTINGUISHED RESEARCH/ CREATIVITY AWARDS

The Theodore Dreiser Distinguished Research/Creativity Award recognizes work substantially completed at Indiana State University by regular, full-time members of the university faculty who have made outstanding contributions to their disciplines. Work completed to satisfy advanced degree requirements is not eligible for consideration. As many as two awards, consisting of a monetary award and a plaque, may be given each year. Faculty members who have previously received the award are ineligible for consideration for a four-year period. Faculty are encouraged to nominate eligible colleagues. Self-nominations will also be accepted. **Nominations may be in letter or memo format and should be returned to the School of Graduate Studies, Erickson Hall, room 114, 812- 237-3111, D-Bonsall@indstate.edu. Nominations are due December 15, 2001.**

2002 CALEB MILLS DISTINGUISHED TEACHING AWARDS

Nominations for the 2002 Caleb Mills Teaching Awards are now being solicited. A maximum of four awards will be presented during the spring commencement ceremony.

To be eligible for this award, the nominee must be a full-time tenured faculty member who is teaching a minimum of 16 semester hours or 24 contact hours at ISU during the preceding summer, fall, and spring semesters of the current academic year.

Full-time faculty, students, alumni, or administrators may submit nominations. Submissions must include a completed Nomination Form, and a statement on why you believe this nominee should be selected as one of ISU's best teachers, which includes specific examples and/or documents regarding the faculty member's qualities.

Faculty members are encouraged to nominate eligible colleagues. Nomination Forms, which are a 3 x 5 printed card, are available in the academic departments and the deans' offices. Additional nomination cards can be obtained in the Center for Teaching and Learning or by calling extension 8363.

The nomination deadline is Saturday, December 15, 2001.

Nominations should be submitted to the Center for Teaching and Learning.

2002 FACULTY DISTINGUISHED SERVICE AWARDS

Nominations for the 2002 Faculty Distinguished Service Awards are now being solicited. A maximum of two awards will be presented during the spring commencement ceremony in May.

To be eligible for this award, the nominee must be a tenured faculty member who has demonstrated service while at Indiana State University in the form of: membership in faculty government at the college/school or University level; membership on committees within the University; service to student organizations; service to professional organizations; and service to community groups.

Full-time ISU faculty, students, alumni, administrators, and citizens of the Wabash Valley may submit nominations. Submissions must include a completed Nomination Form, a letter or statement on why you believe this nominee should be the recipient of a Faculty Distinguished Service Award and the names, addresses, and phone numbers of three to five individuals who can testify to the nominee's service.

Nomination Forms, which are a 3 x 5 printed card, are available in the academic department offices and the deans' offices. Additional nomination cards are available in the Center for Teaching and Learning or by calling extension 8363.

The nomination deadline is Saturday, December 15, 2001.

Nominations should be submitted to the Center for Teaching and Learning.

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2002

Below is the circulation schedule for the hard copy of *Academic Notes* through May 6, 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^a prior to the distribution of *Academic Notes* on the following Monday, along with an E-Mail or a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication.** An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU Web Page at – <http://web.indstate.edu/acadnotes/> –.

Deadline for Items

January 9*
January 16
January 23*
January 30
February 6*
February 13

Issue Date

January 14*
January 22^a
January 28*
February 4
February 11*
February 18

February 20*
February 27
March 13*
March 20
March 27*
April 3
April 10*
April 17
April 24*
May 1

February 25*
March 4
March 18*
March 25
April 1*
April 8
April 15*
April 22
April 29*
May 6

^aDue to holiday's, the dates for submission and/or publication have been moved up or back a day.

^{*} *Please call Tiffany Trass at extension 3662 with any questions pertaining to the submission of information on a diskette or through e-mail.*

FACULTY GOVERNMENT

FACULTY SENATE EXECUTIVE COMMITTEE REPORT FOR DECEMBER 4, 2001

FACULTY SENATE EXECUTIVE COMMITTEE

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

President Benjamin reported that a presentation on the budget would be made to the Trustees on Thursday 12/6 at 9:30 a.m., that the Cherry Street Project had \$1.3 Million in funding, and that Gregory Goode had been appointed Executive Assistant to the President for External Relations, effective 12/15.

In response to an inquiry, he noted that the Trustees had hired a consultant to assist them with "issues of governance," and that a subcommittee of Trustees had met with that consultant last week. He noted further that employment of a consultant is the prerogative of the trustees, and that more detail might be provided at the Board of Trustees meeting 12/6.

Provost Pontius reported that:

- 1) He hoped to satisfy several requests for institutional data by 12/7.
- 2) He encouraged faculty attendance at commencement 12/15. His goal is to have half of the faculty at each commencement.

- 3) Additional discussion concerning Student Credit Hour (SCH) targets will take place after the holidays.
- 4) The PAR deadline was 12/3. Many deans have expressed appreciation and pleasure at the results.
- 5) An advertisement for the Dean of the School of Graduate Studies will appear soon.
- 6) Airport interviews for the Dean of Business will occur 12/7-8. The accrediting agency review committee has stressed the desirability of filling the position promptly.
- 7) Interviews will take place after the holidays for the Dean of Arts and Sciences.

Chair Cerny reported that:

- 1) Grievance Pool training for 27 faculty would take place 12/6.
- 2) S. Lamb will represent him at the Trustees meeting 12/6.
- 3) Replacements will be necessary on some standing committees.

OPEN DISCUSSION PERIOD:

- 1) The provost clarified his earlier statement on the use of funds earmarked to address compression, noting that the five-year budget plan identified several high-priority items, including compression, travel, and raising minimum salaries of non-tenure-track faculty. Actual use of available funds, however, will depend on priorities established after consultation with affected constituencies.
- 2) The report of the Information Technology consultants will soon go to the president, then to the vice presidents, and will be posted on the web sometime after 12/12.
- 3) E. Warner reported a very successful President's Scholars reception on 12/1, noting that many deans and other administrators had participated.
- 4) L. Maule and J. Cerny complimented the ongoing work in Financial Aid, noting that a number impressive initiatives are underway.
- 5) No information is yet available about salary increases. S. Lamb noted that, if no funds are available, a full review of performance is not justified.
- 6) The School of Business has received a very positive review by the chair of its accrediting agency (AACSB) review team.

The Executive Committee approved:

CAAC: Special Education Major revision.

FEBC: Recommendation on Salary Adjustments (as amended).

URC: Policies and Procedures for selection of Faculty Fellows
in the Office of Sponsored Programs.

Leaves Committee: Replacement member.

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, December 11, 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. FAC Recommendations: Faculty Workload Policy
- VI. Standing Committee Reports
- VII. Old Business
- VIII. New Business
- IX.

UNIVERSITY FACULTY SENATE

The University Faculty Senate will meet at 3:15 p.m. on Thursday, December 13, 2001, in Dede III.

AGENDA

- I. Memorials:
 - a. Norman Jay Brantley
 - b. Kathryn Owens
 - c. Carlos M. Watson
- II. Administrative Report
- III. Chair Report
- IV. SGA Report
- V. Fifteen Minute Open Discussion
- VI. Special Recognitions
- VII. Approval of the Minutes
- VIII. CAAC Recommendations: Special Education Major Revision
- IX. AAC Recommendation, Faculty Representative on Search Committees for
:

- a. VP for Business and Finance and University Treasurer
- b. VP for Student Affairs and Dean of Students
- X. FAC Recommendations:
 - a. Select Committee Nominations
 - b. Senate Eligibility of General Education Coordinator
- XI. FEBC Recommendations: Salary Adjustment System assessment/revision
- XII. Standing Committee Reports
- XIII. Old Business
- XIV. 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, December 10, 2001, in Family & Consumer Sciences, Room 110.

THESES, DISSERTATIONS, & RESEARCH PROJECTS

SCHOOL OF EDUCATION

COUNSELING

Ms. Carole Trone will defend her dissertation, entitled *The Effect of Normative Stepfamily Information on Level of Perceived Stepfamily Adjustment*, at 12:00 noon on Monday, December 10, 2001 in the School of Education. The members of her committee are Dr. Laurence Passmore, Chairperson, Dr. James Campbell, Dr. Reece Chaney, and Dr. Thomas Henderson.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 390 Social Stratification and Inequality – 3 hours. A survey of social stratification and inequality with particular attention to the United States. This course will emphasize the application of basic concepts and the major perspectives sociologists use to understand social stratification and inequality. Prerequisite: SOC 280. Required for sociology majors and minors; minimum grade of C. Offered Fall semester.

Preferred Effective Term: Fall 2002

NEW COURSES FOR GENERAL EDUCATION CONSIDERATION

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 475 Critical Thinking in Teaching – 3 hours. This is a General Education Capstone Course (GECC), the purpose of which is to bring coherence to students' Liberal Studies programs by leading them to reflect on the sometimes disparate parts of their liberal studies and guiding them to synthesize those experiences into a more cohesive whole so they can relate their liberal studies experiences to their professional goals. As a GECC, the course focuses in part on ways in which information and methods of analysis and evaluation associated with liberal studies disciplines can assist future teachers in developing their own perspectives on current important issues in education. The course also introduces means by which these methods of analysis and evaluation can be incorporated into instructional approaches for promoting critical thinking among secondary and adult students.

Preferred Effective Term: Fall 2002

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Mathematics & Computer Science

MATH 112 Trigonometry – 3 credit hours. Trigonometric functions, identities, and equations; graphs of the trigonometric functions and inverse trigonometric functions; solution of right triangles and general triangles; polar coordinates; and complex numbers. This course does not count toward the mathematics major or minor. Prerequisite: Math 111 or equivalent.

Change description and credit hours to:

MATH 112 Trigonometry – 2 hours. Angles, right triangles and general triangles, trigonometric functions, graphs of trigonometric functions, inverse trigonometric functions, identities, applications. This course does not count toward the mathematics major or minor. Prerequisite: Math 111 or equivalent.

**Preferred Effective Term: Fall 2002*

MATH 122 Analytic Geometry – 4 hours. Coordinate geometry of two and three dimensions. Lines, circles, conic sections, planes, and surfaces. Prerequisite: successful completion of or concurrent enrollment in Math 115. Does not count toward the liberal arts mathematics major or minor.

Change description and credit hours to:

MATH 122 Analytic Geometry – 3 hours. Coordinate geometry in two and three dimensions, conic sections, families of equations, graphing families of equations, isometries of the plane, polar coordinates, cylindrical coordinates, and spherical coordinates. This course does not count toward the mathematics major or minor. Prerequisite: Math 115 or equivalent. Current enrollment in Math 115 will be accepted.

**Preferred Effective Term: Fall 2002*

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 110 U.S. Diversity: Sociological Perspectives – 3 hours. This course is an introduction to the sociological analysis of diversity in the United States, with particular emphasis on ethnic/racial, gender/sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society. Enrollment is limited in order to enhance participation. The primary goal of the course is to provide a foundation for living in an increasingly diverse American society. Does not count for Sociology major or minor credit. General Education Credits [*GE89: E3; GE2000: Multicultural Studies – U.S. Diversity*]

Change description to:

SOC 110 U.S. Diversity: Sociological Perspectives – 3 hours. This course is an introduction to the sociological analysis of diversity in the United States, with particular emphasis on ethnic/racial, gender/sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society. Enrollment is limited in order to enhance participation. The primary goal of the course is to provide a foundation for living in an increasingly diverse American society. General Education Credits [*GE89: E3; GE2000: Multicultural Studies – U.S. Diversity*]

Preferred Effective Term: Fall 2002

SOC 120 Principles of Sociology – 3 hours. Sociology as the science of human groups. Structure, function, and processes of human groups, cultures, and institutions. Required of majors and minors. General Education Credits [*GE89: A1,B2; GE2000: Social and Behavioral Studies-Elective*]

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

SOC 280 Principles of Sociology – 4 hours. An intensive and extensive introduction to the academic discipline of sociology with particular emphasis on core concepts, the production of sociological knowledge, and the development of a foundation for sociological discourse. Through professional socialization activities, students will examine the field of sociology as preparation for their post-graduate lives. Prerequisite: sophomore standing or consent of instructor. Completion of SOC 280 with a grade of C or better is required for all sociology majors and minors. Offered Fall and Spring semesters.

SOC 306 Seminar in Sociological Dimensions – 3 hours. Lectures by guest speakers on a variety of sociologically relevant topics. The student, under the guidance of the coordinator, is expected to prepare the subject matter in advance of each meeting and participate in the discussion. Prerequisite: 120 or honors status or consent of instructor.

Change title, description, and prerequisites to:

SOC 306 Special Topics in Sociology – 3 hours. Review and discussion of relevant research on

selected issues and topics. Prerequisite: 3 hrs of sociology or consent of instructor. May be repeated for a maximum of 6 hours.

SOC 329 Applied Sociology – 3 hours. Review of sociological propositions and concepts that have been applied by sociologists, with particular emphasis on contemporary social problems. The efficacy of social models and amelioration strategies will be examined. Prerequisite: 120.

Change description and prerequisites to:

SOC 329 Applied Sociology—3 hours. Review of sociological propositions and concepts that have been applied by sociologists, with particular emphasis on contemporary social problems. The efficacy of social models and amelioration strategies will be examined. Prerequisite: 280. Completion of SOC 329 is required for all students enrolling in SOC 489.

Preferred Effective Term: Fall 2002

SOC 380 Introduction to Sociological Research – 3 hours. The development of research methods, the preparation of research designs, the selection of samples, the collection of data, and the interpretation and analysis of research findings. Prerequisite: 120.

Change description and prerequisites to:

SOC 380 Sociological Research Methods – 3 hours. A survey of research methods commonly used in sociology. Students will participate in the research act from reading research, to research design, data collection, data analysis, and research presentations. Prerequisite: completion of, or concurrent enrollment in, SOC 280. Required for sociology majors; minimum grade of C. Offered Spring semester.

Preferred Effective Term: Fall 2002

SOC 381 Statistics for Social Research – 3 hours. An introductory course for students who intend to engage in elementary social research, and for those who wish to develop an ability to read the literature of empirical research in the social sciences. Emphasis will be upon descriptive statistics; i.e., graphical and tabular presentation of data, and measures of association. Probability theory and tests of significance will be introduced. Prerequisite: Mathematics 111 or equivalent.

Change prerequisites to:

SOC 381 Statistics for Social Research—3 hours. An introductory course for students who intend to engage in elementary social research, and for those who wish to develop an ability to read the literature of empirical research in the social sciences. Emphasis will be upon descriptive statistics, i.e., graphical and tabular presentation of data, and measures of association. Probability theory and tests of significance will be introduced. Prerequisite: completion of the Quantitative Literacy requirement or consent of instructor.

Preferred Effective Term: Fall 2002

SOC 420* **Minority Groups – 3 hours.** An analysis of the nature and types of minority groups; dominant and minority group attitudes, behavior, and relationships emphasized. Prerequisites: 120 plus junior/senior class standing. (Also listed as African and African American Studies 423S.)

Change title, description, prerequisites, and crosslisting to:

SOC 420* **Race and Ethnic Relations – 3 hours.** This course provides a sociological analysis of race and ethnic relations with particular attention to the United States. Specific topics to receive attention include: the concepts of race, ethnicity, minority, dominance, power, privilege, and inequality. Evolutionary, psychological, and sociological perspectives of race/ethnic relations will be examined. Prerequisites: 110 and junior/senior standing or consent of instructor.

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

SOC 424* **The Sociology of Mental Illness –3 hours.** The study of sociological models of mental illness, with emphasis upon the analysis of relationships between mental illness and sociological variables, the social organization of mental health care systems, and social policy. Prerequisites: 120 plus junior/senior class standing.

Change title, description, and prerequisites to:

SOC 424* **Sociology of Mental Health and Illness– 3 hours.** The study of sociological models of mental health/illness, with emphasis on the analysis of relationships between mental health/illness and sociological variables, the social organization of mental health care systems, and social policy. Prerequisites: 280 plus junior/senior class standing.

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

SOC 443* **Sociology of Sex Roles – 3 hours.** An analysis of the behavior, attitudes, and activities prescribed for males and females. Particular attention will be given to the four main perspectives of sex roles research: sex differences, sex roles, women as a minority group, and the politics of sex. Prerequisites: 120 plus junior/senior class standing.

Change title, description, and prerequisites to:

SOC 443* **Gender Stratification – 3 hours.** Examines the social construction of gender, especially as it relates to issues of stratification and inequality. Related topics include gender socialization, gendered violence, sexuality, family, the labor market and workplace. Prerequisites: SOC 280 or WS 200 or consent of instructor. Offered Fall semester of odd numbered years.

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

SOC 463* **Social Classes – 3 hours.** Theories and systems of class and caste. Specific consideration given to status, occupation, income, education, and other elements in contemporary American stratification. Prerequisites: 120 plus junior/senior class standing.

Change title, description, and prerequisites to:

SOC 463* **Social Class – 3 hours.** Examines perspectives on social class to improve understanding of societal stratification and inequality. Determinants of class location and the effects of social class on “life chances” will be analyzed. Broader social implications of social class systems, i.e., the distribution of wealth, income, and power, institutional arrangements, and class related differences in religion, political participation, and recreation will also be examined. Prerequisites: SOC 390 and junior/senior class standing or consent of instructor. Offered Spring semesters of odd numbered.

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

SOC 470* **Sociology of Work and Industrial Relations – 3 hours.** Examines theories of work, meaning of work and work relationships, social organization of work, and problems of monotony and fatigue, discipline, industrial conflict, and quality of work life. Prerequisites: 120 plus junior/senior class standing.

Change title, description, and prerequisites to:

SOC 470* **Work and Organizations – 3 hours.** An examination of the social organization of work, the meaning of work in different subcultures, and the allocation of people to specific kinds of work. Prerequisites: SOC 280 and junior/senior class standing.

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

SOC 481 **Social Change – 3 hours.** The meaning of social change; techniques and process of change; areas of change; differential rate of change; and the impact of change on man and his institutions. Prerequisites: 120 plus junior/senior class standing.

Change number, description, and prerequisites to:

SOC 370 **Social Change – 3 hours.** The meaning of social change; techniques and processes of change; areas of change; differential rates of change; and the effects of social change on people and social institutions. Prerequisite: 3 hrs of sociology or consent of instructor.

Preferred Effective Term: Fall 2002

SOC 483 **Sociological Theory – 3 hours.** The meaning and purpose of social theory and its relationship to empirical research. Specific consideration of contemporary theories--monistic, biological, psychological, ecological, sociological, culturological--and their convergence and synthesis. Prerequisites: 120 plus junior/senior class standing.

Change number, description, and prerequisites to:

SOC 383 **Sociological Theory – 3 hours.** The meaning and purpose of sociological theory and its relationship to empirical research. This course will cover major theoretical contributions from the classical through contemporary period, with an emphasis on the cumulative nature of knowledge. Prerequisite: completion of, or concurrent enrollment in, SOC 280. Required for sociology majors; minimum grade of C. Offered Fall semester.

Preferred Effective Term: Fall 2002

SOC 489 **Sociological Internship and Fieldwork – 3-6 hours.** Work and study in public and private organizations and agencies in areas of the student's training and interest.

Prerequisite: consent of instructor.

Change prerequisites to:

SOC 489 Sociological Internship and Fieldwork—3-6 hours. Work and study in public and private organizations and agencies in areas of the student's training and interest. Prerequisites: 329 and consent of instructor.

Preferred Effective Term: Fall 2002

SOC 499 Sociology Capstone—3 hours. An intensive review and analysis of sociological foundations, issues, and societal values will be presented. The intellectual threads acquired in individual sociology courses will be woven into a holistic mosaic of contemporary sociology. Prerequisites: 27 hours of sociology including 380, 381, 483, or consent of instructor.

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

SOC 499 Senior Seminar in Sociology—2 hours. An intensive review and analysis of sociological foundations, issues, and societal values will be presented. The intellectual threads acquired in individual sociology courses will be woven into an holistic mosaic of contemporary sociology. Prerequisites: 16 hours completed sociology including 280, 380, 383, and 390 or permission of instructor. Required for sociology majors; minimum grade of C. Offered Spring semester.

Preferred Effective Term: Fall 2002

UNDERGRADUATE PROGRAM REVISIONS

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 its Mathematics Teaching Major: to require mathematics education students to complete Math 231 Calculus 3—4 hours instead of Math 231T—2 hours, Math 122 Analytic Geometry—3 hours instead of Math 122 Analytic Geometry—4 hours, and Math 112 Trigonometry—2 hours instead of Math 112 Trigonometry—3 hours or Math 115 College Algebra and Trigonometry—3 hours. The number of credit hours does not change. Taking the entire Calculus series will give our teaching majors a stronger mathematics background.

Topics that are covered in Calculus 3 (231) will be removed from Analytic Geometry (122) and Trigonometry (112) because they are covered with more sophistication and depth in Calculus 3 (231) than in either Analytic Geometry (122) or Trigonometry (112). Finally, students will be required to take Trigonometry (112) rather than having the option between Trigonometry (112) and College Algebra and Trigonometry (115). This will ensure that the teaching majors have the background they need to teach courses that have a connection with Trigonometry.

Rationale:

By having a separate Calculus 3 course for teachers (231 and 231T), we are sending the message that it is not important for teachers to know more mathematics than they are going to teach. This is not a message that we want to send to our education students. In fact, exactly the opposite is true. It is very important for a teacher teaching Calculus in high school to have an awareness of what the students will be taking in college. Also, there are several common threads that run throughout the high school curriculum, and that come together in the Calculus series. Therefore, it is important that future high school teachers take the entire Calculus series and make these connections. Also as the new standards and the Core 40 program are implemented, more students are taking upper level math courses in high school and teaching majors need Calculus 3 if they are going to be prepared to teach these courses.

Trigonometry is no longer offered as a separate course in most high schools; it is spread throughout the curriculum. It is therefore important that high school and middle school teachers have a strong background in trigonometry regardless of the level they are teaching. Education students are not entering the university with this background. In the past, we allowed students to pick up this background by taking either Math 112 Trigonometry or Math 115 College Algebra and Trigonometry. We are finding that most students have a strong background in College Algebra and take the Trigonometry course (112). Requiring that students take Trigonometry (112) instead of College Algebra and Trigonometry (115) will ensure that they have this vitally important content.

Many of the topics that are covered in Calculus 3 (231) but not in Calculus 3 for Teachers (231T) are covered in Analytic Geometry (122) or in Trigonometry (112). Because students take Analytic Geometry (122) and Trigonometry (112) as freshmen, we cannot discuss the topics with the same sophistication as is done in Calculus 3 (231). We would therefore like to remove some of these topics from Analytic Geometry (122) and Trigonometry (112) and cover the others in less detail.

CURRENT 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.

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—2 hrs.; 122—3 hrs.; 131—4 hrs.; 132—4 hrs.; 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.

Comparison of the Old and New Program

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 – 2 hrs 122 – 3 hrs 131 – 4 hrs 132 – 4 hrs 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 388 – 2 hrs and Math 391 – 2 hrs are 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: Fall 2002

COLLEGE OF ARTS & SCIENCES: Sociology

Sociology Major

Sociology Minor

Executive Summary:

The proposed changes to the *undergraduate major and minor programs in Sociology* can be summarized as affecting three primary components of the undergraduate curriculum:

- A. **Core Requirements for the Major:** the proposed modifications *reduce*

the core by 2 courses (6 hours). The revised core (5 courses/15 hours) includes *four modifications* of existing courses and *one new course*. The new core also requires a *minimum grade of C in EACH core course*. A notable innovation in this core is a revised “principles” course of 4 credit hours (see discussion in **Rationale** below).

- B. Electives in the Major:** the proposed modifications *increase* the elective choices by 2 courses (6 hours) and include *10 modifications* of existing courses. The *current structure* of the electives is *eliminated* and a procedure that permits including *selected lower division sociology courses* (maximum of 6 hours) and/or *approved cognate courses* (maximum of 9 hours) is proposed. The *combination* of lower division sociology courses and acceptable cognate courses *may NOT exceed 9 hours*. The specific lower division sociology and cognate courses that may be included in the 24 elective hours are identified and discussed below in the **Rationale** section.
- C. Requirements for the Minor:** the proposed modifications provide *more structure* and result in a *one hour increase* in the minor. The revised minor has *two required courses* (7 hours), and a *minimum grade of C* must be earned in *EACH*. A minimum of 6 hours (of the 12 elective hours) must be at the upper division level. *No cognate courses* may count toward satisfying minor requirements.

Other changes identified in the following discussion and documentation include the *banking of one course*, the *deletion of two courses*, and the *deletion of one program*. The net effects of these revisions are that the *total hours* required for the *major* is *unchanged* (39 hours); the *minor* is *increased* by a modest *one credit* (19 hours); and a substantial portion of our *course inventory* has been *updated* and selectively *reduced*. These revisions provide a curriculum that better meets the needs of our students, that reflects a reasonable adaptation to the realities of limited departmental resources, and that preserves and strengthens the academic integrity of departmental courses and programs.

Rationale:

The most self-evident rationale for the proposed revision is that there has been no *meaningful evaluation* of the undergraduate curriculum in Sociology over the past 25 years. During that time, there have been some limited additions, deletions, and modifications in response to changing General Education requirements and/or evolving faculty interests. The changes discussed herein represent the *first stage* of a comprehensive evaluation of departmental programs and courses and are intended to address the more pressing needs of program integrity, academic standards, student needs/interests, and departmental resources. Our approach has been to get as close to a “zero-based curriculum review” as we could. Subsequent stages will refine and augment these initial revisions as we continue the *process* of curriculum review/evaluation.

Foremost in this initial stage was the intention to revise the requirements of the major in ways that simultaneously addressed the needs/interests of students and faculty. Few students enter I.S.U. as Sociology majors; we typically begin an academic year with five or fewer first year majors. More typically, students declare a major in sociology as sophomores or later (having earned approximately 60 hours or more). At that point in their academic programs, most of their General Education requirements (both basic studies and liberal studies) are complete, and they are focused on completing a major and perhaps a minor. The obvious implication of this reality was that our major curriculum needed to be conceptualized as a two-year, not four-year, program of study. Moreover, the overwhelming majority of our majors (85-90 percent) terminate their post-secondary education at the bachelor's degree level. The wisdom of offering an undergraduate major premised on the requirements of a typical model of graduate education in sociology was clearly challenged.

The proposed program addresses these realities by revising and expanding our "Principles of Sociology" course (renumbered from 120 to 280; increased to 4 credit hours). Rather than assuming that a "principles" course, taken several semesters earlier to satisfy a liberal studies elective requirement, continues to serve as a sufficient foundation for the major, we propose requiring SOC 280 for all majors and minors who have attained sophomore standing. This 4 credit hour introduction to the discipline will be both more intensive and extensive than a typical survey course. Theoretical, methodological, and research issues will systematically complement the conceptual core of the course, and students will routinely be involved in appropriate professional socialization activities. By linking "Principles" (280) with another required core course (Theory—383 in the Fall; Methods—380 in the Spring), we will create a *de facto* "learning community" and provide a more stable foundation for the major and for our students' future jobs, occupations, careers, or advanced educational pursuits. Having a common "entry point" enhances the "cohort effect" and increases the sense of academic and professional identity among our majors. Moreover, this entry point and a common "exit point" (SOC 499: Senior Seminar) facilitates systematic assessment activities by which we can evaluate whether the major program is achieving its intended objectives.

Increased flexibility is another prime objective guiding these revisions. By eliminating the structural constraints of the existing program (i.e., requiring one "social problems" course, one "social psychology" course, two "social organization" courses), a student's program can be more easily tailored to meet educational or vocational interests. Similarly, the proposal to allow students to count up to nine hours of approved cognate courses in the major is an innovation for sociology that reflects the reality that many of our students have "explored" other majors prior to declaring sociology. The proposed list of acceptable cognate courses is a carefully considered, critically distilled selection of courses that "makes sense" intellectually, substantively, methodologically, and/or theoretically as part of a sociology major's academic development.

On a more practical level, the revised program can be staffed without compromising program integrity. Staffing the *existing* program has clearly been challenged by a 50 percent reduction (at the least) in staff since its implementation. None of the proposed revisions, however, should be interpreted as a "lowering of standards" or as capitulation to budget constraints, admissions policies, or administrative fiat. To the contrary, the proposed revisions establish minimal academic standards (minimum grade of C) in the

core courses *for the first time*. Developing a more responsive program for our “typical” major in no way disadvantages the “atypical” student who *enters* I.S.U. with a declared sociology major. Having a curriculum that can be realistically staffed means that our students’ education is not jeopardized by decisions and/or events over which they (and we) have little or no control. Similarly, when a program no longer generates sufficient student interest/involvement, it is time to re-evaluate its continuation. Therefore, we propose deleting the “Concentration in Long-Term Health Care Administration” program. Over the past four years, we have graduated one student in the program, one student anticipates a May ’02 graduation, and one sophomore is currently in the program (and can be accommodated despite deleting the LTHC concentration). An audit of the program produced consensus that it was no longer a viable program in light of very limited student interest and equally limited departmental resources.

Finally, it will be noted that many of the attached documents identify relatively minor modifications in course descriptions and/or prerequisites. Over the past 25 years, society, the academy, the discipline, our department, and our students have changed. Updating courses, and what the catalog says about those courses, is a routine part of curricular evolution. It has been our most fundamental intention to develop a proposal that clearly identifies and articulates the goals, objectives, and reasons for the proposed program modifications in this stage. Furthermore, the continuing process of review will maintain its focus on providing an optimal set of learning conditions for our students.

CURRENT CATALOG COPY

LIBERAL ARTS CURRICULA

Sociology Major (39 semester hours)

Required Sociology: 120--3 hrs.; 220--3 hrs.; 240--3 hrs.; 380--3 hrs.; 381--3 hrs.; 483—3 hrs.; 499--3 hrs.

Electives: One course from: 322, 324, 329, 420, 421, 424, 425, or 426--3 hrs. One course from: 440, 441, 443, 444, 445, or 448--3 hrs. Two courses from: 260, 460, 461, 462, 463, 464, 465, 466, 467, 469, 470, 471, or 472--6 hrs.

Concentration: 6 additional hours of sociology at the 300/400 level to be elected by the student in consultation with a faculty advisor. These 6 hours may include the internship and field work course 489.

Sociology Minor (18 semester hours)

Required Sociology: 120--3 hrs.

Electives: 15 hours of directed electives in sociology.

PROFESSIONAL CURRICULA

**Sociology Major (75 semester hours)
(Concentration in Long-Term Health
Care Administration)**

The Department of Sociology offers students a bachelor's degree in sociology with a concentration in Long-Term Health Care Administration. The objective of this concentration is to prepare administrators of long-term health care facilities. This program has been approved by the Indiana State Board of Registration and Education for Health Facility Administrators. Upon completion of the bachelor's degree and the health facilities internship program, the student would become a licensed nursing home administrator.

Required Sociology: 120--3 hrs.; 220--3 hrs.; 240--3 hrs.; 329--3 hrs.; 380--3 hrs.; 381--3 hrs.; 421 or 472--3 hrs.; 467 or 470--3 hrs.; 471—3 hrs.; 483--3 hrs.; 489--6 hrs; 499—3 hrs.

Required Business Administration Minor: Accounting 200 or 201--3 hrs.; Finance 200--3 hrs.; Management 301--3 hrs.; Management Information Systems 276--3 hrs.; Marketing 301--3 hrs.; plus a 300/400-level business course--3 hrs.

Required Economics: 200--3 hrs.; 201--3 hrs.; 302--3 hrs.

Required Family and Consumer Sciences: 201--3 hrs.

Required Political Science: 130--3 hrs.; 201--3 hrs.

Recommended electives: Life Sciences 112--3 hrs.; Life Sciences 112L—1 hr; Health and Safety 360--3 hrs.

WOMEN'S STUDIES

The department cooperates with several other departments in an interdisciplinary program in Women's Studies. (See the Women's Studies Program section elsewhere in this *Catalog*.)

TEACHING CURRICULA

Sociology for Social Studies Licensure (5-12)

The Indiana Senior High-Junior High/Middle School Instructional License permits one of the primary or supporting areas below to be taken as a component of the Social Studies major or minor. Covering grades 5-12, a teaching major in Social Studies requires a minimum of 52 semester hours; a teaching minor requires a minimum of 24 semester hours. For the full major and minor programs, see the Social Science Education section of this *Catalog*.

Primary Area on Teaching Major (18 semester hours)

Required Sociology: 120--3 hrs.; plus 9 hours in Sociology distributed as follows: social problems (3 hrs.), social psychology (3 hrs.), and social organization (3 hrs.)

Directed Sociology electives: 6 hours.

Supporting Area on Teaching Major (12 semester hours)

Required Sociology: 120--3 hrs.; plus 9 hours in Sociology distributed as follows: social problems (3 hrs.), social psychology (3 hrs.), and social organization (3 hrs.)

Primary Area on Teaching Minor (15 semester hours)

Required Sociology: 120--3 hrs.; plus 9 hours in Sociology distributed as follows: social problems (3 hrs.), social psychology (3 hrs.), and social organization (3 hrs.).

PROPOSED CATALOG COPY

Sociology Major (39 semester hours)

Required Sociology: 280—4 hrs.; 380—3 hrs.; 383—3 hrs.; 390—3 hrs.; 499—2 hrs.
A minimum grade of C must be earned in each of these required courses.

Electives: 24 hours of approved electives. Students may count *no more than* 6 hours of lower division sociology courses from the following: SOC 110, 220, 240, 260; OR students may count *no more than* 9 hours of approved cognate courses from the list below; OR students may combine approved lower division sociology courses and approved cognate courses for a maximum of 9 hours.

Approved Cognate Courses--9 hours maximum from the following:

African & African American Studies 113, 390; Criminology 200, 396; Economics 200, 201; Family and Consumer Sciences 103 (but not with Educational Psychology 221, Psychology 266, or Social Work 281); Geography 110, 210, 240; Anthropology 202, 204, 303, 304; History 101, 102, 201, 202 (unless course is used for Historical Studies Credit in General Education Program); Philosophy 105, 200, 201; Political Science 201, 245, 280, 305; Psychology 201, 266, 270 (but not if using SOC 240), 375; Social Work 130, 270, 281; Business 205; Management 300; Marketing 332, 338; Educational Leadership & Administration Foundations 200; Educational Psychology 202, 221, 302, 341; Health 340.

Sociology Minor (19 semester hours)

Required Sociology: 280—4 hrs.; 390—3 hrs. *A minimum grade of C must be earned in each of these required courses.*

Electives: 12 hours of directed electives in sociology; a minimum of 6 hours of electives must be at the 3/400 level. NO cognate course is accepted for the Sociology Minor.

WOMEN'S STUDIES

The department cooperates with several other departments in an inter-disciplinary program in

Women's Studies. (See the Women's Studies Program section elsewhere in this *Catalog*.)

TEACHING CURRICULA***

Required Courses for Teacher Licensing in Sociology (15 semester hours):

220—3 hrs.; 280—4 hrs.; 390—3 hrs.; 499—2 hrs. Electives —3 hrs. Choose any Sociology course or another approved elective.

Required Course when Sociology is NOT selected for Teacher Licensing: select ONE of the following: 100—3 hrs.; 110—3 hrs.; 220—3 hrs.; 240—3.

***NOTE TO PROPOSAL REVIEWERS: the following copy is dependent on revisions of the Social Studies Education program that are currently pending approval. This section will obviously be modified to reflect all approved changes to the SEd curriculum.

**Preferred Effective Term: Fall 2002*

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES: Mathematics & Computer Science

MATH 231T Calculus III for Teachers – 2 hours. Partial differentiation, multiple integration, applications. For students in the mathematics teaching program. Prerequisite: Math 132.

**Preferred Effective Term: Fall 2002*

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 425* The Black Community – 3 hours. An analysis of the Black community, with an emphasis on internal and external social, political, and historical mechanisms contributing to its creation and maintenance. Prerequisites: 120 plus junior/senior class standing. (Also listed as African and African American Studies 473.)

**Course has a graduate level equivalent*

Preferred Effective Term: Fall 2002

COURSE DELETIONS

SOC 448* Social Psychology of the Disadvantaged – 3 hours. Personal, social, and subcultural correlates of role-playing competence in urban-industrial society. Dimensions of roles in urban-industrial society. Prerequisites: 120 plus junior/senior class standing. (Also listed as African and African American Studies 443.)

**Course has a graduate level equivalent*

Preferred Effective Term: Fall 2002

SOC 467* Sociology of Occupations and Professions –3 hours. The psychological and social

implications to the individual of participation in a given occupation, the means by which occupations and professions affect societal stability and change, and the significance of professional versus nonprofessional status. Prerequisites: 120 plus junior/senior class standing.

**Course has a graduate level equivalent*

Preferred Effective Term: Fall 2002

UNDERGRADUATE PROGRAM TO BE ELIMINATED

COLLEGE OF ARTS & SCIENCES: Sociology

B.A./B.S in Sociology – Concentration in Long-Term Health Care Administration

Executive Summary and Rationale:

The proposed changes to the *undergraduate major and minor programs in Sociology* can be summarized as affecting three primary components of the undergraduate curriculum:

- D. Core Requirements for the Major:** the proposed modifications *reduce* the core by 2 courses (6 hours). The revised core (5 courses/15 hours) includes *four modifications* of existing courses and *one new course*. The new core also requires *a minimum grade of C in EACH core course*. A notable innovation in this core is a revised “principles” course of 4 credit hours (see discussion in **Rationale** below).

Other changes identified in the following discussion and documentation include the *banking of one course, the deletion of two courses, and the deletion of one program*. The net effects of these revisions are that the *total hours* required for the *major* is *unchanged* (39 hours); the *minor* is *increased* by a modest *one credit* (19 hours); and a substantial portion of our *course inventory* has been *updated* and selectively *reduced*. These revisions provide a curriculum that better meets the needs of our students, that reflects a reasonable adaptation to the realities of limited departmental resources, and that preserves and strengthens the academic integrity of departmental courses and programs.

The most self-evident rationale for the proposed revision is that there has been no *meaningful evaluation* of the undergraduate curriculum in Sociology over the past 25 years. During that time, there have been some limited additions, deletions, and modifications in response to changing General Education requirements and/or evolving faculty interests. The changes discussed herein represent the *first stage* of a comprehensive evaluation of departmental programs and courses and are intended to address the more pressing needs of program integrity, academic standards, student needs/interests, and departmental resources. Our approach has been to get as close to a “zero-based curriculum review” as we could. Subsequent stages will refine and augment these initial revisions as we continue the *process* of curriculum review/evaluation.

Developing a more responsive program for our “typical” major in no way

disadvantages the “atypical” student who *enters* I.S.U. with a declared sociology major. Having a curriculum that can be realistically staffed means that our students’ education is not jeopardized by decisions and/or events over which they (and we) have little or no control. Similarly, when a program no longer generates sufficient student interest/involvement, it is time to re-evaluate its continuation. Therefore, we propose deleting the “Concentration in Long-Term Health Care Administration” program. Over the past four years, we have graduated one student in the program, one student anticipates a May ’02 graduation, and one sophomore is currently in the program (and can be accommodated despite deleting the LTCH concentration). An audit of the program produced consensus that it was no longer a viable program in light of very limited student interest and equally limited departmental resources.

CURRENT CATALOG COPY:

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Required Economics: 200--3 hrs.; 201--3 hrs.; 302--3 hrs.

Required Family and Consumer Sciences: 201--3 hrs.

Required Political Science: 130--3 hrs.; 201--3 hrs.

Recommended electives: Life Sciences 112--3 hrs.; Life Sciences 112L--1 hr; Health and Safety 360--3 hrs.

PROPOSED CATALOG COPY

None. Program will be eliminated.

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

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

LLL 600 **Current Issues in LLL – 2 hours.** An examination of current issues and research in the areas of languages, literatures, and linguistics.

Preferred Effective Term: Fall 2002

SCHOOL OF EDUCATION: Educational & School Psychology

EPSY 621 **Development Through the Lifespan – 3 hours.** Students will undertake a thorough examination of developmental changes that occur throughout life. In addition to milestones of development, mechanisms of development and psychoeducational strategies to facilitate optimal development are considered.

Preferred Effective Term: Fall 2002

EPSY 710 **Introduction to Qualitative Methods of Inquiry – 3 hours.** Instruction in theories and methods related to qualitative research. Topics covered include theoretical and disciplinary perspectives on qualitative inquiry, research questions appropriate for qualitative inquiry, utilization of techniques for collecting qualitative data (interview and observation), design issues involved in qualitative research, and practice in the critique of published qualitative research. Prerequisite: EPSY 620.

Preferred Effective Term: Fall 2002

EPSY 711 **Advanced Qualitative Methods and Inquiry – 3 hours.** Advanced instruction in the analysis, writing, and critique of qualitative research. Topics covered include strategies of analysis, coding techniques, utilization of qualitative data analysis programs, interpretation of qualitative data, strategies and approaches for writing up results of research utilizing qualitative methods and methodologies. Prerequisites: EPSY 620 and 710.

Preferred Effective Term: Fall 2002

COURSE REVISIONS

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

FL 607 **Introduction to Problems of Research in Language and Literature – 3 hours.** Designed to familiarize students with problem of research in language and literature and to acquaint them with the most important bibliographic tools and major journals in their language. A graduate-level research paper is required.

Change prefix, title, and description to:

LLL 607 **Introduction to Problems of Research in Languages, Literatures, and Linguistics– 3 hours.** Designed to familiarize students with the problems of research in languages, literatures, and linguistics and to acquaint them with the most important bibliographical tools

and major journals in their area. A graduate-level research paper is required.

Preferred Effective Term: Summer 2002

FREN 699 Master's Thesis – 6 hours.

Change prefix, and description to:

LLL 699 Master's Thesis – 6 hours. By arrangement with the chairperson of the student's thesis committee.

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 520* Minority Groups – 3 hours. An analysis of the nature and types of minority groups; dominant and minority group attitudes, behavior, and relationships emphasized.
Prerequisite: 6 hours of sociology or consent of instructor.

Change title, description, prerequisites, and crosslisting to:

SOC 520* Race and Ethnic Relations – 3 hours. This course provides a sociological analysis of race and ethnic relations with particular attention to the United States. Specific topics to receive attention include: the concepts of race, ethnicity, minority, dominance, power, privilege, and inequality. Evolutionary, psychological, and sociological perspectives of race/ethnic relations will be examined. Prerequisites: 6 hours of sociology or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2002

SOC 524* The Sociology of Mental Illness – 3 hours. The study of sociological models of mental illness, with emphasis upon the analysis of relationships between mental illness and sociological variables, the social organization of mental health care systems, and social policy. Prerequisite: 6 hours of sociology or consent of instructor.

Change title, description, and prerequisites to:

SOC 524 – Sociology of Mental Health and Illness – 3 hours. The study of sociological models of mental health/illness, with emphasis on the analysis of relationships between mental health/illness and sociological variables, the social organization of mental health care systems, and social policy. Prerequisites: 6 hours of sociology or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2002

SOC 543* Sociology of Sex Roles – 3 hours. An analysis of the behavior, attitudes, and activities prescribed for males and females. Particular attention will be given to the four main perspectives of sex roles research: sex differences, sex roles, women as a minority group, and the politics of sex. Prerequisite: 6 hours of sociology or consent of instructor.

Change title, description, and prerequisites to:

SOC 543* Gender Stratification – 3 hours. Examines the social construction of gender, especially as it relates to issues of stratification and inequality. Related topics include gender socialization, gendered violence, sexuality, family, the labor market and workplace.

Prerequisites: 6 hours of sociology or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2002

SOC 563* **Social Classes – 3 hours.** Theories and systems of class and caste. Specific consideration given to status, occupation, income, education, and other elements in contemporary American stratification. Prerequisite: 6 hours of sociology or consent of instructor.

Change title, description, and prerequisites to:

SOC 563* **Social Class – 3 hours.** Examines perspectives on social class to improve understanding of societal stratification and inequality. Determinants of class location and the effects of social class on “life chances” will be analyzed. Broader social implications of social class systems, i.e., the distribution of wealth, income, and power, institutional arrangements, and class related differences in religion, political participation, and recreation will also be examined. Prerequisites: 6 hours of sociology or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2002

SOC 570* **Sociology of Work and Industrial Relations – 3 hours.** Examines theories of work, the meaning of work, and work relationships; the social organization of work; and problems of monotony and fatigue, discipline, industrial conflict, and the quality of work life. Prerequisite: 6 hours of sociology or consent of instructor.

Change title, description, and prerequisites to:

SOC 570* **Work and Organizations – 3 hours.** An examination of the social organization of work, the meaning of work in different subcultures, and the allocation of people to specific kinds of work. Prerequisites: 6 hours of sociology or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2002

SCHOOL OF EDUCATION: Educational and School Psychology

SPSY 600 **The Psychologist’s Orientation to School – 3 hours.** A thorough overview of the organization and operation of public schools is provided. Programs for students with disabilities are analyzed in detail and the role of the school psychologist as an integral member of the “special education team” is highlighted. A field experience component is required.

Change title and description to:

SPSY 600 **Introduction to School Psychology– 3 hours.** This course is an introduction to the field of school psychology. It focuses on the history of the profession and examines the role and function of school psychologists. It also provides an overview of the organization and operation of schools, and topics include the role of special education, ethical and legal issues, and school psychologists as data-based problem solvers.

Preferred Effective Term: Fall 2002

EPSY 612 Statistical Methods – 3 hours. A basic course in statistics. Topics include descriptive methods, probability, selected sampling distributions, linear correlation and regression, and elementary hypothesis testing. Students learn to use computer software appropriately to analyze their data, and to interpret computer output.

Change description to:

EPSY 612 Statistical Methods – 3 hours. A basic course in statistics. Topics include descriptive statistics, probability, selected sampling distributions, correlation and simple linear regression, and elementary hypothesis testing (e.g., t-tests, chi-square). Students learn to use computer software appropriately to analyze their data, and to interpret computer output.

Preferred Effective Term: Fall 2002

EPSY 620 Foundations of Research--3 hours. Instruction in behavioral research. Topics covered include scientific methodology, measurement, observation, data collection, statistical analyses, design of experiments, interpretation of and generalization from data. (Also listed as Counseling 620.)

Change title and description to:

EPSY 620 Foundations of Qualitative and Quantitative Research – 3 hours. Introduction to qualitative and quantitative research methodologies in behavioral sciences. Topics covered include scientific methodology; measurement; evaluation; quantitative/qualitative designs, data collection, data analysis; interpretation of and generalization from data.

Preferred Effective Term: Fall 2002

EPSY 624 Theory and Practice in Human Learning – 3 hours. Traditional and contemporary human learning theorists plus related experimental literature are examined. Attention is directed specifically to methodological biases of current human learning theories, classroom learning and curriculum innovation, infant learning, psycholinguistics, and creative problem solving.

Change title and description to:

EPSY 624 Survey of Psychological Theories – 3 hours. Traditional and contemporary psychological theorists plus related experimental literature are examined from a historical perspective. Attention is directed specifically to the methodological biases of psychological theories relating to learning, psycholinguistics, problem solving, intelligence, and evolutionary psychology.

Preferred Effective Term: Fall 2002

EPSY 626 Theories of Personality – 3 hours. Advanced work in the study of personality. Psychosocial, psychoanalytic, behavioral, and individualistic approaches are to be covered extensively. Emphasis will be placed on the translation from understanding of contemporary theory.

Change title and description to:

EPSY 626 Child and Adolescent Psychopathology – 3 hours. Advanced work in the study of psychopathology of children and adolescents. Assessment, diagnosis, and intervention of mental disorders will be covered extensively. Emphasis will be placed on treatment of

children and adolescents in home, school, and community settings.

Preferred Effective Term: Fall 2002

SPSY 666 Individual Assessment of Intelligence – 3 hours. Conventional and new approaches to intellectual assessment are the major focus of this course. Skill development in administering and interpreting individual intelligence tests is emphasized. Prerequisites: 528 or equivalent, and consent of instructor. Taken concurrently with 667.

Change title, description, and prerequisites to:

SPSY 666 Cognitive Assessment and Intervention – 3 hours. The purpose of this course is to give students training and experience in administering and interpreting several traditional and contemporary psychoeducational tests. This course will include discussion of theories of intelligence, and the need for alternative approaches to assessment, such as dynamic assessment and curriculum-based assessment.

Preferred Effective Term: Fall 2002

SPSY 667 Dynamic Assessment – 3 hours. This course extends the assessment methods presented in 666 to include clinical testing of limits, dynamic assessment, and curriculum-based assessment models. Supervised practicum experiences in assessment are provided with an emphasis on interpretation and communication of results. Prerequisites: 528 or equivalent, and consent of instructor required. Taken concurrently with 666.

Change title, description, and prerequisites to:

SPSY 667 Psychoeducational Assessment and Intervention – 3 hours. Provides instruction in psychoeducational assessment and intervention with a primary emphasis on academic difficulties and educational disabilities. The course emphasizes assessment and treatment models that are responsive to children and families from diverse cultural groups. Special attention is given to (a) accuracy of administration and interpretation of psychological assessment procedures via written and oral reports and (b) development of intervention techniques for academic and behavioral deficits.

Preferred Effective Term: Fall 2002

SPSY 671 Instructional Strategies for Individuals with Reading Disabilities – 3 hours. This course is designed to develop instructional and consultation skills in students of school psychology, educational psychology, and/or test and measurement specialists in dealing with individuals who experience difficulties in learning to read. Instructional skills will be developed by working directly with students in school settings under the guidance of the instructor of the course. The course is intended to provide hands-on experience in the implementation of techniques such as creating phoneme awareness, developing comprehension strategy, vocabulary, and spelling skills in individuals who are deficient in these areas. The course also includes training in the assessment of reading skills and the administration and interpretation of both standardized and informal reading tests.

Change title and description to:

SPSY 671 Practicum in Reading and Social/Emotional Interventions – 3 hours. This course is designed to develop assessment, intervention, and consultation skills in advanced graduate students. Skills will be developed through supervised work with children, adolescents, and

adults in school and clinic settings.

Preferred Effective Term: Fall 2002

SPSY 677 Psychoeducational Strategies in Schools – 3 hours. Etiology, diagnosis, and treatment of educational and psychological disorders in children and adolescents are discussed.

Change title and description to:

SPSY 677 Behavioral Assessment and Intervention – 3 hours. Assessment and Intervention of educational, behavioral, and psychological disorders in children and adolescents are discussed from a behavioral perspective. Treatment of such disorders in home, school, and community settings is emphasized.

Preferred Effective Term: Fall 2002

SPSY 678 Practicum in Psychoeducational Interventions – 3 hours. The aim of this course is to provide practicum experience working with children classified as having emotional disturbances, learning disabilities, or a combination of both. Prerequisites: 677 and consent of instructor.

Change description and prerequisites to:

SPSY 678 Practicum in Psychoeducational Interventions – 3 hours. The aim of this course is to provide practicum experience working with children and adolescents with behavioral, emotional, and/or learning difficulties in home, school, clinic, and community settings: Prerequisites: consent of instructor.

Preferred Effective Term: Fall 2002

SPSY 682 Personality Appraisal I--Projective Testing – 3 hours. A study of personality evaluation with emphasis on how to incorporate results from projective tests such as TAT, CAT, sentence completion tests, human figure drawings, and others in the assessment process. Prerequisites: 666, 667.

Change title, description, and prerequisites to:

SPSY 682 Personality Appraisal I – 3 hours. This course provides instruction in social-emotional assessment and intervention. The course emphasizes assessment and treatment models that are responsive to children and families from diverse cultural groups. Assessment and treatment models are applied from a cognitive-behavioral perspective. Special attention is given to (a) accuracy of administration and interpretation of psychological assessment procedures via written and oral reports and (b) development of empirically-supported intervention techniques.

Preferred Effective Term: Fall 2002

EPSY 712 Inferential Statistics – 3 hours. Hypothesis testing procedures including homogeneity of variance, analysis of variance, and tests of selected other parameters. Thorough study of common sampling distributions. Multiple correlation and regression, and nonlinear relationships. Students learn to use computer software appropriately to analyze their data, and to interpret computer output. Prerequisite: 612 or equivalent.

Change title and description to:

EPSY 712 Statistical Inference – 3 hours. Hypothesis testing procedures including multiple

correlation and regression and analysis of variance (e.g., one-way, factorial, repeated). Students learn to use computer software to analyze their data, and to interpret output. Prerequisite: 612 or equivalent.

Preferred Effective Term: Fall 2002

SPSY 713 Statistical Design in Behavioral Research – 3 hours. Factorial experiments, analysis of covariance, repeated measures and nested designs, trend analysis of polynomial curve fittings, selected balanced and incomplete designs, and multiple contrasting procedures. Students learn to use computer software appropriately to analyze their data, and to interpret computer output. Prerequisite: 712.

Change title, description, and prerequisites to:

SPSY 714 Multivariate Statistics and Advanced Research Design – 3 hours. Multivariate statistics including canonical correlation, multivariate analysis of variance, discriminant function analysis, factor analysis, and other advanced multivariate analyses, as well as advanced research design and related issues. Students learn to use computer software to analyze their data, and to interpret computer output. Prerequisite: 712 or equivalent.

Preferred Effective Term: Fall 2002

GRADUATE PROGRAM REVISIONS

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

Master of Arts in Languages, Literatures, & Linguistics

Executive Summary:

The Department proposes unifying its existing Masters programs into one M.A. in Languages, Literatures, and Linguistics. The proposal adds one two-hour core course, LLL 600, for all graduate students. Within this program, students may choose the Single Language Option (in French or Spanish) or the Linguistics/Cross-linguistic Option.

Rationale:

The Department has spent the last two years in a major structural revision, first incorporating the faculty and course work in Linguistics/TESL and English as a Second Language into the Department and then consolidating its undergraduate degree programs in French, German, Latin, Linguistics/TESL and Spanish into one unified major and one unified minor in LLL with all course work in alignment regardless of the language area. The current proposal brings the graduate program and courses into a common structure as well. Finally, with the changes in licensure in the State of Indiana, an M.S. in Languages, Literatures, and Linguistics no longer met the needs of teachers needing licensure, so it has been dropped.

CURRENT CATALOG COPY

Master of Arts (32 semester hours minimum)

Research: Foreign Languages 607

Major: 21 hours in primary area (French, Spanish, or Linguistics/TESL). Linguistics/TESL students may include up to 6 hours of French 501, 504, 592, 595, 601, 690, or 695; German 595; Spanish 502, 504, 595, 601, or 695; as approved by the advisor.

Other requirements: 6 approved hours taken outside the department or in second area within the department; demonstration of a reading knowledge of two non-native languages.

Electives: 2 hours.

Culminating Experience: Successful completion of comprehensive examinations covering course work in the student=s primary area.

A student seeking to professionalize an Indiana Teaching License on an M.A. degree program must also complete 3 hours from French 562, Spanish 562, or 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.

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

Master of Science (For Teacher Licensure: 32 semester hours minimum)

Research: FL 607 or an approved substitute (Spanish 607 or Curriculum, Instruction, and Media Technology 610)C3 hrs.

Major: 18 hours in primary area (French, Spanish, or Linguistics/TESL). Linguistics/TESL students may include up to 6 hours of French 501, 504, 592, 595, 601, 690, or 695; German 595; Spanish 502, 504, 595, 601, or 695; as approved by the advisor.

Other requirements: 3 hours from French 562, Spanish 562, Curriculum, Instruction, and Media Technology 660 or 662, or Linguistics 613; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; 3 hours from Educational Psychology 521, 522, 625 or Curriculum, Instruction, and Media Technology 611

Electives: 2 hours.

Culminating Experience: Successful completion of comprehensive examinations covering course work in the student=s major area.

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

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

PROPOSED CATALOG COPY

Master of Arts (32 semester hours minimum)

Research: Languages, Literatures, and Linguistics 607 B 3 hours.

Core: Languages, Literatures, and Linguistics 600 B 2 hours.

Other requirements: 6 approved hours taken in a second area within the department or outside the department; students must demonstrate proficiency in a non-native language.

Culminating Experience: LLL 699 Master's Thesis - 6 hours or successful completion of comprehensive examinations covering course work in the student=s major area(s).

Single Language Option

Additional Requirements: at least 21 hours in primary area (French, Spanish)

Linguistics/Cross-linguistics Option

Additional Requirements: at least 21 hours from graduate courses in the Department of Languages, Literatures, and Linguistics with a linguistic focus. Students may combine their linguistic study with TESL or with appropriate courses from different languages.

Comparison of Old and New Program

The old and new programs differ in the following areas:

Old

Master of Arts

No cross-linguistic option

FL 607

21 hours in the **primary area**

6 hours outside the department

or in a second **area** within the department

reading knowledge of two **non-native languages**

2 hours of electives

no thesis option

New

Master of Arts **in Languages, Literatures,
and Linguistics**

Cross-linguistic option allowing combination of
course work across several areas

LLL 607 (prefix & description change)

21 hours **if single language option**

6 hours from second area in the department
or outside the department

proficiency in a non-native language

2-hour core course

thesis option within the 32 hours

Old

Master of Science

Old

FL 607 or an approved substitute

18 hours in the primary area

3 hours from French 562, Latin 690,
Spanish 562, or CIMT 660 or 662

3 hours from ELAF 605, 607, or 608

3 hours from EdPsych 521, 522, 625
or CIMT 611

2 hours of electives

Preferred Effective Term: Summer 2002

New

Dropped

**SCHOOL OF EDUCATION: Educational and School Psychology
Ph.D. in Guidance and Psychological Services – School Psychology**

Executive Summary:

Purpose of the Program (Mission):

The School Psychology Program is designed to prepare school psychologists as scientist-practitioners with a broad cognitive-behavioral orientation through a program that is research-based and theory-driven, school-focused, and experiential in nature.

The Program is committed to addressing issues of diversity, technology, research, theoretical orientation, professional values, and human development through preparation in the areas of educational and psychological foundations, research methodology, assessment, intervention, consultation, and school psychology.

Clientele served by the Program:

Students in the Program possess master's degrees in psychology, education, and related areas and desire to pursue further education to prepare them for positions of leadership in a variety of settings including schools, mental health centers, clinics, hospitals, and institutions of higher education. Students gain knowledge, practice skills, and develop values related to research, teaching, and service in School Psychology.

Curriculum:

Program requirements include 112 credit hours of coursework, practica, and internship and 18 credit hours of dissertation.

The core curriculum includes:

Twenty-one (21) credit hours in the area of Educational Foundations. Students complete coursework in the historical, philosophical, sociological, psychological, research, and other theoretical bases of modern education. Students are provided an option to specialize in either quantitative or qualitative research methodology in the final three credit hours of the research sequence.

Twenty-seven (27) credit hours in the area of Behavioral Science. Students complete coursework and practica to enable them to develop a theoretical and philosophical understanding of human behavior. Coursework is completed in areas of psychological theory, human development, individual differences, biological bases of behavior, social bases of behavior, human learning, and cultural diversity.

The specialization curriculum includes 46 credit hours in the area of School Psychology. Students complete coursework and practica to enable them to develop a knowledge base in the field, to develop skills and competencies in the area, and to solidify values and attitudes necessary to assume/perform as professional psychologists and to assume leadership positions in the field of psychology. Students are provided an option to develop an individualized practicum plan with their doctoral committee. Six (6) credit hours of practica, six (6) credit hours of advanced internship, and six (6) credit hours of predoctoral internship provide ample opportunity for students to develop and hone skills needed to practice independently as professional psychologists.

The subspecialization curriculum includes six (6) credit hours of elective coursework in an area to be determined jointly by the student and his or her doctoral committee.

Internship and Practice Requirements

The program is committed to integrating theory and practice to provide opportunity for students to practice skills throughout the training program. Therefore, the 12 hours of practica included in the first two years of the program are linked to specific courses in theory, assessment, and intervention.

The program is committed to providing students with continued opportunity to develop skills in a variety of settings and with a diverse array of individuals. Students in the third year of their program begin to develop specialized skills in their individual areas of interest. To facilitate this development, an internship plan is developed by the student and his or her doctoral committee. The program is also committed to addressing the standards of professional organizations and to addressing the needs of students for advanced skill practice. NASP requires 600 clock hours of internship in school settings and APA-approved internship directors recommend a minimum of 1000 clock hours of direct service prior to the predoctoral internship. Therefore, students complete six (6) additional credit hours of advanced internship either in a school setting (if their predoctoral internship plan involves a non-school internship) or a clinical setting.

The program is committed to facilitating the development of leadership skills of students in the program. Therefore, students in their third year complete three (3) hours of practicum involving supervision of first- and second-year students under the supervision of faculty members.

The program is committed to adhering to guidelines provided by the APA Committee on Accreditation (CoA). The CoA requires a full year of internship after the completion of coursework. Therefore, students are required to complete a full-year of internship for which they receive 6 hours of credit.

Anticipated Career Outcomes

Graduates of the Program pursue careers as School Psychology practitioners and administrators in public school settings, clinics, mental health centers, residential centers, and hospitals. Graduates also pursue careers as university trainers and research scientists, and fill leadership positions in their employment settings and in state, regional, national, and international professional organizations.

Rationale:

The Department of Educational & School Psychology has offered the Ph.D. in Guidance and Psychological Services – School Psychology since 1965. The program is accredited by the American Psychological Association (APA) and the National Association of School Psychologists (NASP).

The School Psychology Committee (SPC), the governing body for the Ph.D. program in School Psychology, has engaged in an extensive process of self-study over the past 18 months. The SPC, which is composed of core School Psychology faculty members, graduate students representatives, and related faculty in the Department of Educational & School Psychology, in collaboration with faculty members from the Departments of Counseling and Educational Leadership, Administration, and Foundations, and

stakeholders from the Covered Bridge Special Education District, assessed the current practices and standards for School Psychologists provided by APA guidelines for accreditation, NASP standards, Indiana Professional Standards Board Standards for School Services Professionals, and best practices in training and practice for School Psychologists. The SPC then developed a revised mission statement, goals and objectives, skills and competencies, curriculum content and sequence, and performance-based outcome measures. The program revisions update the content of the curriculum to reflect contemporary research and practice and to ensure that the competencies identified by state, regional, and national accreditation and licensing agencies are satisfied.

The proposed curriculum revisions include modifying admission requirements, adding new courses, deleting existing courses, modifying existing courses, and adding three (3) credit hours.

The proposed changes to the Ph.D. program in School Psychology enhance the goals, mission, and values of the Department, School and University in the following ways:

Goals of extending and expanding knowledge within the university and the larger academic community, transferring and applying knowledge to society, enhancing and advocating for multicultural values, and promoting an interdisciplinary culture are reflected in the revised program mission's commitment to research, technology, and diversity.

Value for service to the community is reflected in the revised program goals, in requirements for increased field-based practica and internship, and in greater linkage between didactic courses and practica.

Value for innovation is reflected in field-based programs administered in public school settings, collaborative research and service projects conducted with faculty and students in the Psychology Department, and in integration of theory and practice throughout the curriculum.

Value for excellence is demonstrated through an increased focus on student competency displayed throughout all levels of the program.

The revisions will help the program to better meet its strategic goals by (a) providing a course sequence that is sequential, graded in complexity, and designed to build on previously-developed skills; (b) linking practica to theoretical coursework to provide students increased opportunity to practice developing skills, to receive feedback from supervisors throughout their program, and to more easily apply theory to practice; (c) strengthening the commitment to research, diversity, and technology and demonstrating this commitment through integration of these areas throughout the curriculum; and (d) integrating an identified theoretical perspective throughout the program to provide students with a base from which to build knowledge, skills, and values.

The program goals emphasize the importance of the empirical basis of psychological practice, the importance of a sound theoretical base in psychological intervention, and the importance of recognizing schools as a context of the lives of children and youth in society. These goals reflect values emphasized by

organizations that provide leadership and guidance for training programs including the American Psychological Association (APA), the Council of Directors of School Psychology Programs (CDSPP), and the National Association of School Psychologists (NASP). Our program is distinctive in the breadth and depth of practica, the opportunities provided for students to expand their knowledge and skill in specialized areas, and the integration of theory and practice in applied settings.

CURRENT CATALOG COPY

Ph.D. Degree Program in Guidance and Psychological Services—School Psychology (72 semester hours minimum)

The graduate program leading to the Doctor of Philosophy degree in Guidance and Psychological Services is designed to prepare selected persons for positions of leadership in research, teaching, counseling psychology, pupil personnel services, and school psychology. Admission and retention are based upon appropriateness of educational and career goals, available positions in the program, interpersonal skills and sensitivity, communication ability, and academic potential and performance. Meeting minimum standards alone does not guarantee either admission or retention. A minimum of 72 hours of graduate work beyond the bachelor's degree is required, in addition to the successful completion of a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies.

The program requirements can be described briefly as follows:

A. Foundations (a minimum of 15 hours)

The student must demonstrate an acceptable degree of competency in the understanding and application of contributions from education, philosophy, psychology, research techniques, and the social sciences. To aid in the development of this competency the student must complete at least 15 hours of course work in foundations courses in the historical, philosophical, sociological, psychological, anthropological, and other research and theoretical bases of modern education.

B. Behavioral Sciences Core (a minimum of 20 hours)

The student must complete a program enabling him or her to develop deeper theoretical and philosophical understandings of human behavior. To provide for this development the student must complete a core of study (at least 20 semester hours) in the behavioral sciences selected from offerings in psychology, sociology, and anthropology.

C. Specialization (30-40 hours)

School Psychology: Prepares students to assume leadership roles in school systems, mental health centers, university settings, and private practice. (APA and NCATE/NASP approved.)

The student must show possession and effective use of the technical knowledge and skills needed by every professional worker in the area of specialization. In addition, the independence of thought, the inquiring attitudes, and the skills necessary for productive research work must be developed. Special competencies will be developed through participation in courses, seminars, research activities, clinical internships, and other planned activities. Each student must successfully complete and adequately defend a doctoral dissertation.

The program for each student will be planned jointly by the student, the advisor, and the doctoral

committee and will take cognizance of the candidate's competencies, needs, interests, and goals as well as any prior or existing educational or experiential deficiencies. This program will be subject to revision as the student's strengths and weaknesses are assessed as he or she continues through the program.

PROPOSED CATALOG COPY

Ph.D. Degree Program in Guidance and Psychological Services—School Psychology (94 semester hours minimum)

The graduate program leading to the Doctor of Philosophy degree in Guidance and Psychological Services is designed to prepare selected persons for positions of leadership in research, teaching, counseling psychology, pupil personnel services, and school psychology. Admission and retention are based upon appropriateness of educational and career goals, available positions in the program, interpersonal skills and sensitivity, communication ability, and academic potential and performance. Meeting minimum standards alone does not guarantee either admission or retention. A minimum of 112 hours of graduate work beyond the bachelor's degree is required, in addition to the successful completion of a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies.

The program requirements can be described briefly as follows:

A. Foundations (a minimum of 21 hours)

The student must demonstrate an acceptable degree of competency in the understanding and application of contributions from education, philosophy, psychology, research techniques, and the social sciences. To aid in the development of this competency the student must complete at least 15 hours of course work in foundations courses in the historical, philosophical, sociological, psychological, anthropological, and other research and theoretical bases of modern education.

B. Behavioral Sciences Core (a minimum of 27 hours)

The student must complete a program enabling him or her to develop deeper theoretical and philosophical understandings of human behavior. To provide for this development the student must complete a core of study (at least 20 semester hours) in the behavioral sciences selected from offerings in psychology, sociology, and anthropology.

C. Specialization (a minimum of 46 hours)

School Psychology: Prepares students to assume leadership roles in the field of school psychology through practitioner positions in school systems, mental health centers, clinic, hospital and private practice settings; research position in university or private settings, and leadership positions in organizations relevant to psychology and education. This specialization emphasizes the scientist-practitioner model and prepares students to assume roles in both areas. The program is APA and NASP approved and requires a year-long predoctoral internship.

The student must show possession and effective use of the technical knowledge and skills needed by every professional worker in the area of specialization. In addition, the independence of thought, the inquiring attitudes, and the skills necessary for productive research work must be developed. Special competencies will be developed through participation in courses, seminars, research activities, clinical

internships, and other planned activities. Each student must successfully complete and adequately defend a doctoral dissertation.

The program for each student will be planned jointly by the student, the advisor, and the doctoral committee and will take cognizance of the candidate's competencies, needs, interests, and goals as well as any prior or existing educational or experiential deficiencies. This program will be subject to revision as the student's strengths and weaknesses are assessed as he or she continues through the program.

Preferred Effective Term: Fall 2002

GRADUATE PROGRAM TO BE ELIMINATED

COLLEGE OF ARTS & SCIENCES: Languages, Literatures, & Linguistics Master of Science in Languages, Literatures, & Linguistics

Executive Summary and Rationale:

The Department has spent the last two years in a major structural revision, first incorporating the faculty and course work in Linguistics/TESL and English as a Second Language into the Department and then consolidating its undergraduate degree programs in French, German, Latin, Linguistics/TESL and Spanish into one unified major and one unified minor in LLL with all course work in alignment regardless of the language area. The current proposal brings the graduate program and courses into a common structure as well. Finally, with the changes in licensure in the State of Indiana, an M.S. in Languages, Literatures, and Linguistics no longer met the needs of teachers needing licensure, so it has been dropped.

CURRENT CATALOG COPY

Master of Science (For Teacher Licensure: 32 semester hours minimum)

Research: FL 607 or an approved substitute (Spanish 607 or Curriculum, Instruction, and Media Technology 610)C3 hrs.

Major: 18 hours in primary area (French, Spanish, or Linguistics/TESL). Linguistics/TESL students may include up to 6 hours of French 501, 504, 592, 595, 601, 690, or 695; German 595; Spanish 502, 504, 595, 601, or 695; as approved by the advisor.

Other requirements: 3 hours from French 562, Spanish 562, Curriculum, Instruction, and Media Technology 660 or 662, or Linguistics 613; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; 3 hours from Educational Psychology 521, 522, 625 or Curriculum, Instruction, and Media Technology 611

Electives: 2 hours.

Culminating Experience: Successful completion of comprehensive examinations covering course work in the student's major area.

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

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

PROPOSED CATALOG COPY

None. Program will be eliminated.

Preferred Effective Term: Summer 2002

COURSES TO BE BANKED

SOC 525* **The Black Community – 3 hours.** An analysis of the Black community, with an emphasis on internal and external social, political, and historical mechanisms contributing to its creation and maintenance. Prerequisite: 6 hours of sociology or consent of instructor.

**Course has an undergraduate level equivalent*

Preferred Effective Term: Fall 2002

COURSE DELETIONS

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

LAT 607 **Research and Bibliography in the Teaching of Latin – 3 hours.** A study of traditional and new bibliographic resources dealing with research and methodology in the teaching of foreign languages in general and Latin in particular.

Preferred Effective Term: Spring 2002

LAT 690 **Seminar in Classroom and Curriculum Problems– 3 hours.** Survey and re-evaluation of teaching objectives, methods, and research and of extracurricular activities. Special attention will be given to teaching techniques, any needed curriculum revision, and audiovisual materials available for Latin classes.

Preferred Effective Term: Spring 2002

LAT 699 **Master’s Thesis – 6 hours.**

Preferred Effective Term: Spring 2002

SPAN 607 **Research and Bibliography in the Teaching of Spanish – 3 hours.** A study of traditional and new bibliographic resources dealing with research and methodology in the teaching of foreign languages in general and Spanish in particular.

Preferred Effective Term: Spring 2002

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 548* **Social Psychology of the Disadvantaged – 3 hours.** Personal, social, and subcultural correlates of role-playing competence in urban-industrial society. Dimensions of roles in urban-industrial society. Prerequisite: 6 hours of sociology or consent of instructor.

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

SOC 567* Sociology of Occupations and Professions – 3 hours. The psychological and social implications to the individual of participation in a given occupation, the means by which occupations and professions affect societal stability and change, and the significance of professional versus nonprofessional status. Prerequisite: 6 hours of sociology or consent of instructor.

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

COURSE REACTIVATIONS

SCHOOL OF EDUCATION: Educational & School Psychology

SPSY 695 Research in School Psychology – 3 hours. This course is intended for advanced doctoral students. It includes an intensive study of research relating to school psychology and the development of a research proposal. Consent of instructor required.

Preferred Effective Term: Fall 2002

UNDERGRADUATE APPROVALS

NEW COURSES

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

LLL 199 Honors Summer Seminar for High School Students – 2 hours. Intensive study of a topic in Languages, Literatures, or Linguistics.

Preferred Effective Term: Summer I 2002

COLLEGE OF ARTS & SCIENCES: Women's Studies

WS 301 Gender, Nation, and Class– 3 hours. An interdisciplinary and international study of the dynamics and intersections of gender, nation, and class. Using material from the humanities, art, social sciences, and sciences, this course examines the impact of race, ethnicity, national origin, sexuality, and class on women. Prerequisite: WS 201. Students who have taken WS 200 may petition the Women's Studies Director to take the course.

Preferred Effective Term: Fall 2002

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Political Science

PSCI *416 Public Opinion – 3 hours. Formation of political attitudes and ideology, conflict and consensus on basic issues, political participation and voting, discontent and protests, effects of propaganda and the media, and the impact of public opinion on public policy.

Change description to:

PSCI *416 Public Opinion – 3 hours. An examination of the role of public opinion in American democracy and society, with attention given to the nature, content, and formation of individual attitudes, the measurement of these attitudes through public opinion polling, and the impact of public opinion on public policy and society. (Also listed as Sociology 4/540).

**Course has a graduate level equivalent*

COLLEGE OF ARTS & SCIENCES: Psychology

PSY 486 Research in Psychology – 3 hours. Students engage in closely supervised research in an area of psychology such as learning, perception, physiology, animal behavior, personality, or psycholinguistics. May be repeated for credit if taken in a different area. Prerequisites: 375 and 376 as well as appropriate content course or consent of instructor.

Change description and prerequisites to:

PSY 486 Research in Psychology – 3 hours. Students engage in closely supervised research in an area of psychology such as learning, perception, physiology, animal behavior, personality, cognition, or development. May be repeated for credit. Prerequisites: 375 as well as appropriate content course or consent of instructor.

**Preferred Effective Term: Fall 2002*

COLLEGE OF ARTS & SCIENCES: Women's Studies

WS 200 Introduction to Women's Studies – 3 hours. Survey of major issues and current research on women from the point of view of various disciplines, primarily the behavioral and social sciences and the humanities. *[GE89: B1,E2; GE2000: Multicultural Studies-U.S. Diversity]*

Change description to:

WS 200 Introduction to Women's Studies – 3 hours. An interdisciplinary survey of the major issues and current research on women and gender. Issues studied might include, but would not be limited to: acquaintance rape, body image, eating disorders, reproductive rights, popular culture, sexuality, social activism, and Title IX. This course counts toward elective credit in the Women's Studies minor sequence. *[GE89: B1,E2; GE2000: Multicultural Studies-U.S. Diversity]*

WS 201 Issues in Women's Studies – 3 hours. The content of each course offering will relate to significant basic concepts or issues in Women's Studies. Students may enroll in different offerings of the course for a maximum of 6 hours, with a change in topic. Specific title will be listed when the course is scheduled.

Change title and description to:

WS 201 Foundations of Feminist Theories – 3 hours. A survey of feminist texts and themes from the 18th century through the 20th century, this course traces the theoretical foundations of contemporary feminist theory. This is the first required course in the Women's Studies minor sequence.

Preferred Effective Term: Fall 2002

WS 400 Feminist Theories – 3 hours. This course examines the development and directions of various feminist theories. The course will review feminist theories within traditional disciplinary fields and the impact of feminist theories and research on those fields. The course will also explore the dialogue, sometimes conflictual, among feminist theories and theorists. Prerequisites: 200 and 3 hours of approved Women's Studies electives, or consent of instructor.

Change title, description, and prerequisites to:

WS 400 Contemporary Feminist Theories – 3 hours. An interdisciplinary examination of various contemporary theories, including but not limited to, psychoanalytic, gay and lesbian, postmodern, global, multicultural, and ecological. This course will review these perspectives within traditional disciplinary fields and explore their impact on those fields. Prerequisites: WS 201, WS 301 or SOC390 and 3 hours of approved Women's Studies electives, or consent of the instructor.

Preferred Effective Term: Fall 2002

COURSE TO BE BANKED

COLLEGE OF ARTS & SCIENCES: Chemistry

CHEM 305 Chemistry in the Crime Laboratory – 3 hours. An introduction to the instrumentation and techniques used in the examination of physical evidence by chemical methods in the crime laboratory. May not be counted toward a chemistry major or minor. No laboratory.

CHEM 395 The Teaching of High School Chemistry – 2 hours. A course to familiarize the prospective chemistry teacher with successful techniques, demonstrations, curricula, films, and desirable professional organizations. No laboratory.

GRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Political Science

PSCI *516 Public Opinion – 3 hours. Formation of political attitudes and ideology, conflict and consensus on basic issues, political participation and voting, discontent and protests, effects

of propaganda and the media, and the impact of public opinion on public policy.

Change description to:

PSCI *516 Public Opinion – 3 hours. An examination of the role of public opinion in American democracy and society, with attention given to the nature, content, and formation of individual attitudes, the measurement of these attitudes through public opinion polling, and the impact of public opinion on public policy and society. (Also listed as Sociology 4/540).

**Course has an undergraduate level equivalent*

CORRECTIONS

***The following is a correction a correction of the text that appeared as **APPROVALS** in previous issues of *Academic Notes*. They are being reprinted here to show accuracy of the changes in the program and/or courses. The following items have been approved and should appear as follows.

UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Life Sciences

LIFS 424L Vertebrate Zoology Laboratory – [2 hours.] Laboratory exercises supporting concepts presented in 424. Prerequisite: successful completion of or concurrent enrollment in 424.

UNDERGRADUATE PROGRAM REVISIONS

SCHOOL OF TECHNOLOGY: Industrial Technology Education

Associate Degree: Vocational Trade and Industrial Education

Approved by CAAC September 29, 2000

Executive Summary:

The proposed change would rename the degree program to Career and Technical Education. The purpose of this degree is to prepare people for successful careers in a business, industrial, or technical setting. The clientele to be served by this program are principally individuals who have an interest in positions within business, industry, and technical studies. The curriculum of study for this degree remains unchanged. Total number of credit hours in the degree is 62. The subject area to be covered in this degree establishes a knowledge base for the study of career and technical education, the development of student and employee performance. Unique features of the curriculum allow for the recognition of previous occupational and/or technical training. This recognition can include up to 14 semester hours of professional/occupational experience and is evaluated based on experience,

license, competency test, or evaluated credit appropriate to a specialization.

Rationale:

During the past decade, there has been a growing realization that the term “vocational” education has a negative connotation in some people’s minds. Some erroneously believe the term indicates programs for special needs, at-risk students, or for students with little academic ability. The faculty of the Industrial Technology Education Department are attempting to increase enrollment, and in conversations with prospective students, the “vocational education” label has been a concern to some students wishing to be admitted.

The issue of vocational education is being addressed on local, state, and national levels, through legislation. The Carl Perkins Act of 1998 calls for increased academic achievement. Additionally, numerous program changes are occurring that allow for increasing interdisciplinary curriculum efforts between vocational and academic programs. The 2+2+2 articulation agreements between high school vocational programs, technical/community colleges, and 4-year institutions are examples of these interdisciplinary efforts.

The perception issue with the term vocational education is also being addressed through a name change at the national level. The American Vocational Association (AVA), the leading professional association for vocational educators since the 1920’s, voted in December, 1998 to change their name to the Association for Career and Technical Education (ACTE). This change was made to reflect that educational programs are focused on careers, and most, due to our technological society, are highly technical in nature.

In response to changes that are occurring at the national level, many state vocational associations are changing their organizational titles. In Indiana, the Indiana Vocational Association (IVA) voted in

August 1999, to change the name of its organization to the Indiana Association for Career and Technical Education (IACTE). Perhaps most importantly, the Indiana State Department of Education has changed the name of the office that addressed vocational education concerns from the Office of Career and Vocational Services to the Office of Career and Technical Education. Additionally, all teaching certificates in this area will be headed by the term “Career and Technical Education.”

In order for the vocational-technical programs in the Industrial Technology Education Department to stay current with state and national professional organizations, and with the state of Indiana’s own teacher licensure titles, the name of our programs of study should reflect the proper terminology being used. This will enable our program to attract students with a modern perspective and to meet our enrollment challenges.

CURRENT CATALOG COPY

ASSOCIATE DEGREE PROGRAM

Vocational Trade -Industrial-Technical Education (62 semester hours)

The associate degree program is the first two years of a four-year program. Persons completing

the degree may continue in the baccalaureate program.

Required Courses:

Industrial Technology Education: 369--3 hrs.; 381--3 hrs.; 385--3 hrs.; 472--3 hrs.; 473--3 hrs.; 492--3 hrs.; plus six hours of electives.

General Education Courses:

Basic Studies English 105--3 hrs.
Communication: 101--3 hrs.;
Mathematics: 111--3 hrs.;
Liberal Studies: 15 semester hours from at least 3 core areas.

Required Occupational Experience:

14 semester hours of credit are available as listed under the Vocational Trade-Industrial Technical major. *See Vocational-Industrial-Technical Laboratory for majors options to meet this requirement.*

NEW CATALOG COPY

ASSOCIATE DEGREE PROGRAM

[Career and Technical Education (62 semester hours)]

The associate degree program is the first two years of a four-year program. Persons completing the degree may continue in the baccalaureate program.

Required Courses:

Industrial Technology Education: 369--3 hrs.; 381--3 hrs.; 385--3 hrs.; 472--3 hrs.; 473--3 hrs.; 492--3 hrs.; plus six hours of electives.

General Education Courses:

Basic Studies English 105--3 hrs.
Communication: 101--3 hrs.;
Mathematics: 111--3 hrs.;
Liberal Studies: 15 semester hours from at least 3 core areas.

Required Occupational Experience:

14 semester hours of credit are available as listed under the Vocational Trade-Industrial-Technical major. *See Career and Technical Education (non-teaching specialization) for options to meet this requirement.*

***The following is a correction a correction of the text that appeared as a **PROPOSAL** in the November 26, 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: Sociology

SOC *440 Public Opinion – 3 hours. The nature, importance, and implications of public opinion and the means of creating, influencing, and manipulating public opinion in democracies and in totalitarian states.

Change description to:

SOC *440 Public Opinion – 3 hours. An examination of the role of public opinion in American democracy and society, with attention given to the nature, content, and formation of individual attitudes, through public opinion polling, and the impact of public opinion on public policy and society. [*Also listed as Political Science 416.*]

**Course has a graduate level equivalent*

GRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Sociology

SOC *540 Public Opinion – 3 hours. The nature, importance, and implications of public opinion and the means of creating, influencing, and manipulating public opinion in democracies and in totalitarian states.

Change description to:

SOC *540 Public Opinion – 3 hours. An examination of the role of public opinion in American democracy and society, with attention given to the nature, content, and formation of individual attitudes, through public opinion polling, and the impact of public opinion on public policy and society. [*Also listed as Political Science 516*]

**Course has an undergraduate level equivalent*