



# Academic Notes

JANUARY 14, 2002

AN 2001-2002

## \*SPECIAL NOTICES\*

### UNIVERSITY RESEARCH COMMITTEE GRANTS

The submission deadline for the University Research Committee Grants for Summer is Monday, February 4, 2002. For Spring the deadline is Monday, February 18, 2002. Funding is typically used for small grants (generally a few thousand dollars) in support of faculty research and scholarship.

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

### 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<sup>a</sup> 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

#### Issue Date

January 16	January 22 <sup>a</sup>
January 23*	January 28*
January 30	February 4
February 6*	February 11*
February 13	February 18
February 20*	February 25*
February 27	March 4
March 13*	March 18*
March 20	March 25
March 27*	April 1*
April 3	April 8
April 10*	April 15*

April 17

April 22

*SPECIAL NOTICES – Academic Notes Publication Schedule for Spring 2002: continued*

April 24\*

April 29\*

May 1

May 6

<sup>a</sup> Due 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 11, 2001**

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

Provost Pontius updated the Committee on items he reported to the Board of Trustees 12/6:

- 1) Dean Searches: Business: five finalists identified.
  - Airport interviews completed 12/7-8. Arts and Sciences: field reduced to eight
  - Telephone interviews upcoming.
- 2) Information Technology Consultant report should be posted on Web before Christmas.
- 3) Program Array Review (PAR) responses are being processed.
- 4) Student Credit Hour (SCH) criteria are being developed; discussion will follow.
- 5) Test processing (exam scanning) will be moved to Academic Affairs.
- 6) Final Grades will be mailed this semester; subsequent terms: online or telephone access only
- 7) Letters will soon go to faculty electing to delay retirement.

Chair Cerny reported:

- 1) Both faculty and deans have expressed concern with the Board of Trustees' interest in reviewing the HANDBOOK and "issues of shared governance."
- 2) Fifteen of twenty-seven nominees to the Grievance Pool have completed training; additional session(s) will be scheduled.

3) S. Lamb attended the 12/6 meeting of the Board of Trustees and made the Senate report. The Committee applauded Lamb for his statement concerning the HANDBOOK and shared governance. *FACULTY GOVERNMENT – Faculty Senate Executive Committee Report: continued*

#### FIFTEEN MINUTE DISCUSSION PERIOD

1) Considerable discussion on "shared governance" and the HANDBOOK:

- Definitions of "Primary" and "Secondary" authority necessary.
- Inadequate communication results in negative perceptions.
- ISU has agreed to observe AAUP principles and guidelines.
- HANDBOOK is a dynamic, not a static, document and should be "tweaked" as necessary after input from ALL constituencies.
- This is a very sensitive issue, which those in authority should have known. Faculty should be included in discussions.
- Trustees have the right to investigate and educate themselves, but private meetings, without faculty input, generate negative perceptions.

2) Graduate Dean Search Committee:

Faculty representatives selected by the Administrative Affairs Committee will comprise one-third of the Search Committee. Additional members, some of whom may be faculty, will be selected by other constituencies.

NEW BUSINESS: The Executive Committee:

1) Accepted FAC documents on the Faculty Workload Policy and directed that the full Report be available in the Senate office and on the Web.

2) Approved AAC slate of nominees: Graduate Dean Search Committee.

3) Approved seating alternates for Senate and Ex. Comm. for SP 2002. The Committee applauded J. Tenerelli for his service (on Leave SP).

INFORMATION ITEM FROM PROVOST:

Arts and Sciences will have a "Provisional Merger" of the Science Education Center into the Department of Life Sciences. CAAC input will be required before any permanent action.

The Committee went into Executive Session to consider grievance matters. The Committee came out of

Executive Session and adjourned without taking action.

## **FACULTY SENATE EXECUTIVE COMMITTEE REPORT FOR** **JANUARY 8, 2002**

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

Provost Pontius updated the Committee:

He expects final reports from committees considering the status of chairs and summer school issues. The summer school committee will be forwarding an implementation plan by Jan. 24, and that plan will include SCH (Student Credit Hour) targets for the summer. "Entrepreneurial Opportunities" for the summer will be funded with \$110K.

Dean Searches:

Business: on-campus interviews in next two weeks

Arts & Sciences: final list of candidates soon

Grad. School: search committee will soon be charged

Information Technology Consultants' Report: President Benjamin will share the Report with VPs on 1/9. When accepted by the president, the Report will be posted on the Web.

EAP (Executive, Administrative, Professional) positions: New hires will require higher salaries, but we will stay within the existing EAP budget through reallocation (i.e.: no new monies will be expended for EAP positions).

Chair Cerny reported on his conversation with Board of Trustees' President House concerning trustee interest in University governance and Board members' recent meeting with a consultant from AGB (Association of Governing Boards). President Benjamin is establishing and will lead a Governance Review Committee. That Committee will meet 1/18-1/19 with the consultant and will produce a report for the Board's February meeting. The nine-member Review Committee will include three faculty selected by faculty government. Provost Pontius said he did not know what action, if any, the Board might take at its February meeting.

Chair Cerny noted that the "Murray Clark's Bill to Appoint Faculty to Boards of Trustees" (SB0121) is in the State Education Committee, chaired by Sen. Teresa Lubbers. He encouraged members to contact Sen. Lubbers ([S30@ai.org](mailto:S30@ai.org)), requesting that the bill be given a hearing. He also noted that the Indiana AAUP has hired a lobbyist to support the bill, that AAUP needed funds to continue the effort, and that contributions (\$20 suggested) be forwarded to local AAUP members P. Burkett, R. Schneirov, F. Bell, or P. Hightower. Checks should be made out to ICAAUP and marked "Legislative Initiative." If/when the bill becomes law, faculty government will nominate candidates for the position.

Cerny encouraged support of the Faculty Scholarship Fund through the ISU Foundation, and distributed copies of the Semester-End Report of the Blue Ribbon Panel on Distance Education.

Committee Discussion addressed the following issues:

*FACULTY GOVERNMENT – Faculty Senate Executive Committee Report 1/8/02: continued*

- 1) ISU Bookstore--availability of sufficient textbooks
- 2) Administrative Responses to Senate actions
- 3) Repeated short deadlines are not conducive to deliberative and thorough consideration of issues.
- 4) PAR Committee: proposals in CAAC and Grad. Council are preliminary and advisory only. PAR is neither making nor approving curricula, but only advising affected units. Actual change will begin progressing through normal channels this semester. PAR has been very careful and deliberate in its work.
- 5) President's Governance Review Committee:  
Charges:
  - a) Define: Shared Governance, Primary Authority, Advisory Authority, Best Practices concepts
  - b) Establish principles for shared governance ("Collaboration, Resilience, Agility")
  - c) Identify Areas of Responsibility (a matrix)

Membership: Members stressed that the AAUP should be represented on the Review Committee, and that the AAUP should select its own representative separate from those selected by faculty government.

Many questions remain about the purpose, scope and need for a Review Committee. Considerable discussion focused on members' perceptions that established, collaborative procedures have worked well in the past to make appropriate changes, and that the current situation has raised campus angst to an all-time high. Provost Pontius noted that, after areas of concern are identified, "Why not follow procedure which has worked in the past?"

Many members commented that President Benjamin's absence during this discussion was particularly troublesome, and that the president needed to hear, understand, and respond to the concerns. Better communication is necessary to reduce the current level of apprehension.

The Committee made nominations to the Review Committee, but deferred selection to the next meeting (1/15).

### **FACULTY SENATE EXECUTIVE COMMITTEE**

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, January 15, 2002, in Hulman Memorial Student Union (HMSU), Room 227.

## AGENDA

- I. Administrative Report
- II. Chair Report

*FACULTY GOVERNMENT – Faculty Senate Executive Committee Agenda: continued*

- III. Fifteen Minute Open Discussion
- IV. CAAC Recommendations:
  - a. Policy Statement of the Administration of Undergraduate Certificate Programs
  - b. Literature and Life Course Approval Proposal
- V. Standing Committee Reports
- VI. Old Business
  - a. Nominations for Governance Review Committee
- VII. New Business

## **FACULTY SENATE STANDING COMMITTEES**

### **CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE**

The Curriculum and Academic Affairs Committee will meet at 2:00 p.m. on Thursday, January 17, 2002, in Family & Consumer Sciences, Room 110.

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

### **COLLEGE OF ARTS & SCIENCES**

#### **POLITICAL SCIENCE**

Mr. Brian Markham will defend his thesis, entitled *Celebrities in Politics*, at 2:00 p.m. on Friday, January 18, 2002 in Holmstedt Hall 223. The members of his committee are Dr. Robert Goidel, Chairperson, Dr. Linda Maule, and Dr. Michael Erisman.

## **UNDERGRADUATE CURRICULUM PROPOSALS**

### **NEW COURSES**

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

**THTR 101 Introduction to Theater for Major and Minors – 3 hours.** This course introduces Academic Notes

serious-minded theater students to the principal theater arts: playwriting, directing, acting and designing. Students will study the fundamentals of each of these disciplines, write a fifteen-page play, direct a scene, perform a monologue, and design settings, costumes, and lights for a play read during the semester. Four to six plays written by students in the course will be selected for presentation at semester's

*UNDERGRADUATE PROPOSALS – New Courses – THTR 101: continued*

end, and they will be directed, designed and acted by the class participants. Students will participate in practical exercises Thursday at 4:00 p.m.

*Preferred Effective Term: Fall 2002*

## **NEW COURSES FOR GENERAL EDUCATION CONSIDERATION**

### **COLLEGE OF ARTS & SCIENCES: Life Sciences**

**LIFS 497**     **Current and Historical Issues in Science and Capstone Research Proposal Development. 1 hour.** Reading and classroom discussions pertaining to historical perspectives and multicultural aspects of life as a scientist. Study of the impact of public understanding of science. Exposure to scientific literature and literary styles in scientific writing. Reading and preparation for individual undergraduate research projects in an area of common interest to student and mentor. Culminates in the preparation of a research proposal. One of three courses required for Research Capstone Experience. The purpose of the General Education Capstone Course 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. Prerequisite: by arrangement and consent of instructor and research mentor, completion of 76 credit hour toward an undergraduate degree in the Life Sciences.

*Preferred Effective Term: Fall 2002*

**LIFS 498**     **Capstone Research – 1 hour.** Individual undergraduate research in an area of common interest to student and instructor. One of three courses for Research Capstone Experience. The purpose of the General Education Capstone Course 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. Prerequisite: successful completion or concurrent enrollment in LIFS 497, by arrangement and consent of the instructor.

*Preferred Effective Term: Fall 2002*

**LIFS 499**     **Research Capstone Presentations—1 hour.** Individual undergraduate research results will be presented at a Department of Life Sciences Undergraduate Symposium on one designated day during the final semester of the Research Capstone semester. The work will also be written up in scientific style for an “in-house” publication. One of three courses

required for Research Capstone Experience. The purpose of the General Education Capstone Course 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.

*UNDERGRADUATE PROPOSALS – New Courses for Gen Ed Consideration – LIFS 499:  
continued*

Prerequisite: successful completion or concurrent enrollment in LIFS 498, by arrangement and consent of the instructor.

*Preferred Effective Term: Fall 2002*

## COURSE REVISIONS

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

**ENG 305**     **Advanced Expository Writing—3 hours.** Writing reports, proposals, reviews, and papers in styles appropriate to various professional and academic activities, with emphasis on discovering arguments and arranging material. Topics vary. This course or a substitute approved by the Department of English is required of all students. Prerequisites: 105 or 107 or 108, and the successful completion of 62 semester hours of course work.

*Change prerequisites to:*

**ENG 305**     **Advanced Expository Writing—3 hours.** Writing reports, proposals, reviews, and papers in styles appropriate to various professional and academic activities, with emphasis on discovering arguments and arranging material. Topics vary. This course or a substitute approved by the Department of English is required of all students. Prerequisites: 105 or 107 or 108 or 130, and the successful completion of 48 semester hours of course work.

*Preferred Effective Term: Fall 2002*

**ENG 305T**     **Technical Writing—3 hours.** Writing in conventions, formats, and styles applicable to internal, world-of-work settings. Recommended for majors in science, technology, and related areas. Satisfies 305 requirement. Prerequisites: 105 or 107 or 108, and the successful completion of 62 semester hours of course work.

*Change prerequisites to:*

**ENG 305T**     **Technical Writing—3 hours.** Writing in conventions, formats, and styles applicable to internal, world-of-work settings. Recommended for majors in science, technology, and related areas. Satisfies 305 requirement. Prerequisites: 105 or 107 or 108 or 130, and the successful completion of 48 semester hours of course work.

*Preferred Effective Term: Fall 2002*

**ENG 307**     **Writing for Teachers of English—3 hours.** An advanced course in expository writing, with some attention to creative writing. Study of theories of rhetoric and composition, as presented in professional articles and books, and application of theories to the students' own writing. Practice in writing articles on the teaching of writing. Required of English majors and minors on the teaching curriculum. Satisfies English 305 requirement.



Prerequisites: 105 or 107 or 108, and the successful completion of 62 semester hours of course work.

*Change prerequisites to:*

**ENG 307 Writing for Teachers of English—3 hours.** An advanced course in expository *UNDERGRADUATE PROPOSALS – Course Revisions – ENG 307: continued*

writing, with some attention to creative writing. Study of theories of rhetoric and composition, as presented in professional articles and books, and application of theories to the students' own writing. Practice in writing articles on the teaching of writing. Required of English majors and minors on the teaching curriculum. Satisfies English 305 requirement.

Prerequisites: 105 or 107 or 108 or 130, and the successful completion of 48 semester hours of course work.

*Preferred Effective Term: Fall 2002*

**ENG 308 Practical Literary Criticism—3 hours.** An advanced writing course exploring and applying various critical approaches to literature. Several papers, including a research paper, are required. Required of English majors and minors on the liberal arts curriculum. Satisfies English 305 requirement. Prerequisites: 105 or 107 or 108, and the successful completion of 62 semester hours of course work.

*Change prerequisites to:*

**ENG 308 Practical Literary Criticism—3 hours.** An advanced writing course exploring and applying various critical approaches to literature. Several papers, including a research paper, are required. Required of English majors and minors on the liberal arts curriculum. Satisfies English 305 requirement. Prerequisites: 105 or 107 or 108 or 130, and the successful completion of 48 semester hours of course work.

*Preferred Effective Term: Fall 2002*

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

**THTR 388 Movement for Actors – 3 hours.** Focused on the development of fundamental physical skills including release, flexibility, responsiveness, alignment, expressivity, specificity, and commitment. Students may enroll twice for credit. Prerequisite: 150 or permission of the instructor.

*Change credit hours to:*

**THTR 388 Movement for Actors – 2 hours.** Focused on the development of fundamental physical skills including release, flexibility, responsiveness, alignment, expressivity, specificity, and commitment. Students may enroll twice for credit. Prerequisite: 150 or permission of the instructor.

**THTR 299 Theater Laboratory – 1 hour.** One credit per semester is available for students participating in University Theater productions. May be repeated up to 4 credit hours. Students must register through the Department Chairperson and be assigned a faculty supervisor. Credit is available for both performance and technical participation. Junior and senior students should register for 499.

*Change number and description to:*

**THTR 299A-F Theater Laboratory – 1hour.** One credit per semester is available for students participating in University Theater productions. May be repeated up to 4-credit hours. Students must indicate topic area to Department Chairperson and sign a contract with a faculty advisor. Topic areas: A. Acting and Performance B. Design and Technology C. Management D. Playwriting E. Directing F. History, Theory, Literature and Dramaturgy. Junior and Senior students should register for *UNDERGRADUATE PROPOSALS – Course Revisions – THTR 299A-F: continued*

THTR 499 A-F.

*Preferred Effective Term: Fall 2002*

**THTR 395 History and Literature of the Classical Theater – 3 hours.** A survey of the history and literature of the classical theater from the Greeks to the modern period. General Education Credits [*GE89: C3; GE2000: Literary, Artistic, and Philosophical Studies-Elective*]

*Change title and description to:*

**THTR 395 History of Theater I: The Greeks to Moliere – 3 hours.** A survey of the history and literature of the classical theater from the Greeks to Moliere. General Education Credits [*GE89: C3; GE2000: Literary, Artistic, and Philosophical Studies-Elective*]

*Preferred Effective Term: Fall 2002*

**THTR 396 History and Literature of the Modern Theater – 3hours.** A survey of the history and literature of the modern theater. General Education Credits [*GE89:C3; GE2000: Literary, Artistic, and Philosophical Studies – Elective*]

*Change title and description to:*

**THTR 396 History of Theater II: The Restoration to Shaw – 3 hours.** A survey of the history and literature from The Restoration to Shaw. General Education Credits [*GE89: C3; GE2000: Literary, Artistic, and Philosophical Studies – Elective*]

*Preferred Effective Term: Fall 2002*

**THTR 397 History and Literature of the Contemporary and Avant-Garde Theater – 3 hours.** Selected studies in the history and literature of the recent and current trends in theater.

*Change title and description to:*

**THTR 397 History of Theater III: The Early Avant-garde to the Present – 3 hours.** A survey of the history and literature of the Contemporary and Avant-garde Theater.

*Preferred Effective Term: Fall 2002*

**THTR 400 Individual Studies in Theater Production – 1-6 hours.** Advanced projects in theater performance, scenography, playwriting, dramaturgy, or management under faculty supervision. Prerequisite: consent of Department Chairperson.

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

**THTR 400A-F Advanced Individual Studies in Theater Production – 1-3.** Advanced projects in one topic area: A. Acting and Performance B. Design and Technology C. Management D. Playwriting E. Directing F. History, Theory, Literature, and Dramaturgy. Students must contract with a faculty advisor. Can be repeated up to 6 hours.

*Preferred Effective Term: Fall 2002*

**THTR 401 Summer Theater Workshop – 1-3 hours.** Approaches to theater production. Participants will be actively involved in the Summer Theater Program. A student's enrollment may not exceed a maximum of 6 credit hours. Prerequisite: consent of Department Chairperson.

*UNDERGRADUATE PROPOSALS – Course Revisions – THTR 401A-F: continued*

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

**THTR 401A-F Summer Theater Workshop – 1-6 hours.** Approaches to theater production. Participants will be actively involved in the Summer Theater Program. Students must choose a topic area: A. Acting and Performance B. Design And Technology C. Management D. Playwriting E. Directing F. History, Theory, Literature and Dramaturgy. Prerequisite: consent of Department Chairperson.

*Preferred Effective Term: Fall 2002*

**THTR 455 Portfolio and Resume – 2 hours.** Techniques of resume and portfolio preparation for designers and actors.

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

**THTR 455 Portfolio and Resume for Designers and Technicians – 1 hour.** Techniques of developing a resume and preparing and presenting a portfolio for designers and technicians.

*Preferred Effective Term: Fall 2002*

**THTR 456 Audition Techniques – 2 hours.** Principles and practices in selecting and preparing audition materials for acting audition situations. Prerequisite: 250 or the permission of the instructor.

*Change description and credit hours to:*

**THTR 456 Auditions Techniques – 1 hour.** Principles and practices in selecting and preparing audition materials for acting audition situations. Students will meet with instructor once a week. Prerequisite: 250 or the permission of the instructor.

*Preferred Effective Term: Fall 2002*

**THTR 464 Independent Study in Theater – 1-6 hours.** A student may enroll for a minimum of one semester hour to a maximum of 3 hours per semester. A student's enrollment in this course must not exceed a maximum of 6 credit hours. Prerequisite: consent of instructor.

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

**THTR 464A-F Independent Study in Theater – 1-3 hours.** A student may enroll for a minimum of one semester hour to a maximum of 3 hours per semester. The course maybe taken more than once and a student's enrollment in this course must not exceed a maximum of 6 credit hours. Students must choose an area of topic each time they enroll in the course. Topic areas: A. Acting and Performance B. Design and Technology C. Management D. Playwriting E. Directing F. History, Theory, Literature and Dramaturgy.

*Preferred Effective Term: Fall 2002*

**THTR 499 Theater Laboratory – 1 hour.** One credit per semester is available for students

participating in University Theater productions. May be repeated up to 4 credit hours. Students must register through the Department Chairperson and be assigned a faculty supervisor. Credit is available for both performance and technical participation. Freshman and sophomore students should register for 299.

*Change number, title, and description to:*

*UNDERGRADUATE PROPOSALS – Course Revisions – THTR 499A-F: continued*

**THTR 499A-F Advanced Theater Laboratory – 1 hour.** One credit per semester is available for students participating in University Theater productions. May be repeated up to 4-credit hours. Students must indicate topic area to Department Chairperson and sign a contract with a faculty advisor. Topic areas: A. Acting and Performance B. Design and Technology C. Management D. Playwriting E. Directing F. History, Theory, Literature and Dramaturgy. Freshman and sophomore students should register for TH299 A-F.

*Preferred Effective Term: Fall 2002*

## **UNDERGRADUATE PROGRAM REVISIONS**

**COLLEGE OF ARTS & SCIENCES: History**

**BA/BS Social Science Education**

### **Executive Summary:**

The purpose of the B.A./B.S. Social Studies major is to educate pre-service teachers who will meet the Indiana Professional Standards Board's requirements for Social Studies teaching at the middle and high school levels. After completing the major, graduates are licensed to teach in a minimum of three content areas of Social Studies. The six possible areas of concentration in which graduates can be licensed to teach Social Studies are: History, Economics, Geography, Government, Psychology, and Sociology.

The new curriculum for the Social Studies major will total 48-63 credit hours. Up to 21 of the 48-63 credit hours may be counted for the Liberal Studies requirements for General Education as cognate courses. The total hours for the major will vary depending on the three teaching areas chosen. All of the teaching areas require 15 credit hours except History, which requires 24 credit hours. Students will also need to take 9 credit hours distributed in their three other non-teaching areas of Social Studies. The only exception is if students do not choose History as a teaching area. In that case, students will need to take 6 credit hours in History plus the 6 credit hours in their other two non-teaching areas for a total of 12 credit hours. In addition, students will have the option to take one elective in each of their three teaching areas that may be counted for two teaching areas. Therefore, students who choose History as one of their three teaching areas will pursue a major totaling 54-63 hours. Students who do not choose History will pursue a major totaling 48-57 hours. The new curriculum requirements will meet IPSB's new licensing pattern for Social Studies and should also provide students with a more integrated and interdisciplinary content experience.

### **Rationale:**

Social science education, and the education and certification of secondary social studies teachers, has received a great deal of attention over the past several years in the state of Indiana. The philosophy behind teacher preparation in the social sciences has been evolving toward a more thorough integration of the social science fields. There is increasing recognition that one must have a knowledge base in all social science disciplines to be an effective teacher of any particular social

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Social Science Education: continued*

science.

Recognizing this, the Indiana Professional Standards Board (IPSB) has developed new standards and a new licensure framework for Social Studies teachers. The new guidelines call for teachers to have a broader education within the social sciences and a deeper understanding of the many connections within and between the various fields of the social sciences. To this end, the IPSB has created the following new or revised requirements:

Students must complete coursework in all six of the Social Studies disciplines (economics, geography, government, history, psychology, and sociology).

Students must receive “concentrated preparation” in three of the six fields of Social Studies. The classification of the Social Studies has been consolidated from the previous eight fields of anthropology, economics, geography, psychology, sociology, U.S. History, and World Civilizations.

The proposed modifications to the Social Studies major are designed to meet the new requirements of the IPSB for teacher licensure as well as the integrative philosophy that motivates the new standards for the Social Studies fields. A student completing the new program will be prepared to teach in three content areas of Social Studies. Students will be able to bring the content and methodology of all aspects of economics, geography, government, history, psychology, and sociology into their teaching of any of these social science disciplines. The new program is designed to provide students with the knowledge and experience to do this.

The proposed modifications to the Social Studies program are necessary for the major to be in compliance with the IPSB’s licensure requirements. The new program will better prepare students to meet the demands of the secondary social science classroom.

*CURRENT CATALOG COPY*

### **Teaching Curricula**

Students should be thoroughly familiar with the requirements of the teaching curriculum and admission to the Teacher Education Program. Refer to the School of Education and the Department of Curriculum, Instruction, and Media Technology sections of this *Catalog*.

## Social Studies Major (52 semester hours minimum)

A Social Studies Teaching major requires a minimum of 52 semester hours; a minor requires a minimum of 24 semester hours. A grade point average of 2.50 or higher must be earned in work in each area sought and in the total major or minor. No grade lower than C will be counted towards completion of primary or supporting areas in the Social Studies Teaching major or minor.

This major may be added to the Senior High-Junior High/Middle School Instructional *UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Social Science Education: continued*

License; its coverage is grades 5-12.

**One Primary Area: 18-19 hours.**

**First Supporting Area: 12-16 hours.**

**Second Supporting Area: 12-16 hours.**

**Additional Electives: 10 hours.**

Candidates for this major must select one primary teaching area and at least two supporting areas. They must also take 10 semester hours in social studies from courses outside of the primary and first two supporting areas. For listings of courses required in each area see the chart below for primary and support areas, or minors.

**Required Professional Education:** Social Science 305 and 306B6 hrs. are required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

## Social Studies Minor (24 semester hours minimum)

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

**Primary Area:** 15-19 hours.

**Social Science Areas:** 9 hours distributed among three areas outside the primary area or comprised of interdisciplinary studies in history and the social sciences. On the teaching minor, not more than 9 semester hours of General Education social science courses may be used to meet the teaching minor requirements. Social Science 305 is recommended for this minor. For listings of courses required in each area, see the chart below.

## Courses required for Social Studies Teaching Area

	Primary	Supporting	Minor
<b>Anthropology</b>			
200 Human Emergence	3	3	3
201 Archeological Record		3	3 3

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202 Multiple Lifeways	3	3	3	
307 Language and Culture		3	3	3
405 Curriculum Development	2	2	2	
Directed Electives		4	0	1

**Economics**

200 Macroeconomics		3	3	3
201 Microeconomics		3	3	3
Directed Electives		12	6	9

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Social Science Education: continued*

**Geography**

111 Man’s Physical Environment		3	3	3
330 World Geography		3	3	3
Directed Electives		12	6	9

**Government**

130 Introduction to Political Science or 201 American Government		3	3	3
245 Political Inquiry; 280 Introduction to Comparative Politics; or 370 International Politics		6	0	0
280 Introduction to Comparative Politics or 370 International Politics		0	3	3
***Directed Electives		9	6	9

**Psychology**

101 General Psychology		3	3	3
344 Cognitive Psychology		3	3	3
362 Psychology of Personality	3	3	3	
Directed Electives		9	3	6

**Sociology**

120 Principles of Sociology		3	3	3
220 Social Problems		3	3	3
240 Introduction to Social Psychology		3	3	3
260 Courtship and Marriage		3	3	3
Directed Electives		6	0	3

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## United States History

201 U.S. to 1877	3	3	3
202 U.S. since 1865	3	3	3
*300 History and Historians	3	3	3
**491 History Forum	1	1	1
Directed Electives	9	6	9

## World Civilization

101 World Civilizations to 1500	3	3	3
102 World Civilizations since 1500	3	3	3
*300 History and Historians	3	3	3
**491 History Forum	1	1	1

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Social Science Education: continued*

Directed Electives	9	6	9
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\*If student has teaching areas in both U.S. and World, History 300 is required only once.

\*\*If student has teaching areas in both U.S. and World, History 491 is required only once.

\*\*\*On major at least 3 semester hours must be at 400 level. On minor 6 semester hours must be at 400 level and courses must be chosen from two sub-areas of Political Science.

## Social Studies for Junior High/Middle School Certification

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

### Supporting Area (18 semester hours)

**Required courses:** 410-3 hrs.; History 101 or 102-3 hrs.; 201-3 hrs.; 202-3 hrs.; Political Science 201-3 hrs.

**Electives** (3 hours): Economics 200 or 201; Geography 111,210, or 330; History 385, 446, or 495; Political Science 305; Sociology 120; or another approved 3-hour course.

### *PROPOSED CATALOG COPY*

## Teaching Curricula

Students should be thoroughly familiar with the requirements of the teaching curriculum and admission to the Teacher Education Program. Refer to the School of Education and the Department of



Curriculum, Instruction, and Media Technology sections of this *Catalog*.

### **Social Studies Major (48-63 semester hours minimum)**

A Social Studies Teaching major requires a minimum of 48-63 semester hours; a minor requires a minimum of 30 semester hours. A grade point average of 2.50 or higher must be earned in work in each area sought and in the total major. No grade lower than C will be counted towards completion of the areas in the Social Studies Teaching major or minor.

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

All students must complete the requirements for a minimum of three teaching areas. Students must complete nine hours in the three other content areas outside of the three chosen for their major. If History is not chosen as a teaching area, then students must complete six hours in that area plus six hours in two other content areas outside of the three chosen for their major. The courses to be taken in the fields outside the three required are indicated below.

Students can count a maximum of 9 credit hours of shared courses, but only 3 credit hours  
*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Social Science Education: continued*

per teaching area can be shared. The official list of elective course options is maintained on the Social Science Education website

**First Area: History: 24 hours**

**All other disciplines: 15 hours.**

**Second Area: 15 hours.**

**Third Area: 15 hours.**

**Other Three Non-Teaching Areas: 9-12 hours.**

**Required Professional Education:** Social Science 305 and 306B6 hrs. are required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

**Courses required for Social Studies Teaching Areas  
(Choose Three Teaching Areas for Major;  
Consult the official SSE list for the elective options)**

Major

#### **Economics**

200 Macroeconomics 3

201 Microeconomics 3

362 U.S. Economic History 3

Elective Option 3

Choose one of the following:

321 Money and Banking

331 Public Finance

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341 International Economics	
344 The Chinese Economy	
351 Labor Economics	3

### **Geography**

110 Introduction to Human Geography	3
111 The Physical Environment	3
115 Earth from Space	3
213 Introduction to Economic Geography	3
Elective Option	3

### **Government**

201 American Government	3
305 State and Local Government	3
280 Introduction to Comparative Politics or 370 International Politics	3
400-level Directed Elective	3
Elective Option	3

### **History**

101 World Civilization to 1500	3
102 World Civilization since 1500	3

### *UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Social Science Education: continued*

201 U.S. to 1865	3
202 U.S. since 1865	3
400-level Directed Elective in U.S.	3
400-level Directed Elective in Europe	3
400-level Directed Elective in Wider World	3
Elective Option	3

### **Psychology**

101 General Psychology	3
201 Introduction to Research Methods	3
344 Cognitive Psychology	3
362 Psychology of Personality	3
Elective Option	3

### **Sociology**

280 Principles of Sociology	4
220 Social Problems	3
390 Stratification and Inequality	3
499 Senior Seminar	2
Elective Option	3

### **Courses Required for Areas Not Chosen for Teaching License**

**Economics**

100 Basic Economics (special section for Social Studies majors)

**Geography**

110 Introduction to Human Geography or

213 Introduction to Economic Geography

**Government**

201 American Government

**Psychology**

101 General Psychology

**Sociology**

100 Foundations of Social Life or

110 U.S. Diversity or

220 Contemporary Social Problems or

240 Introduction to Social Psychology

**History**

102 World Civilizations since 1500 and

202 U.S. since 1865

*Preferred Effective Term: Fall 2002*

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions: continued*

**COLLEGE OF ARTS & SCIENCES: International Studies****Minor in International Studies****Executive Summary:**

The international studies program aims to prepare students to live and work in a global economy through the study of interdependence in the contemporary world. The program offers study abroad and internship experiences designed to develop the skills needed to live and work in a global economy. This proposal seeks to (a) increase the elective options in regional and comparative studies (b) update the curriculum (modify course numbers for existing courses in the minor to reflect departmental course changes). The proposal does not affect the credit hour requirements of the program nor does it affect its basic organization or mission.

**Rationale:**

It is important that the IS program to continue strengthening its offerings to reflect the changing expertise of the faculty . The program's distinctiveness comes from its focus on international interdependence and the opportunities it offers students to expand their knowledge, skills and competencies through a robust selection of academic courses, study abroad experiences and interactions with visiting scholars. In this regard, the program exemplifies the best practices of liberal arts based programs.

**International Studies Minor**  
**(24 semester hours)**

The minor consists of 24 semester hours, including 15 hours of core courses. A student must also take 6 hours of approved 300/400-level electives, distributed among at least two departments, with a regional or thematic focus. Currently approved elective courses are listed below; a complete course listing is available from the Program Director. In addition, students must complete a substantial research paper in international studies or participate in an approved study abroad program. Successful completion of the minor entails careful planning. Students are advised to design their programs of study in consultation with the Director of International Studies.

Students are strongly advised to take a minimum of two years of foreign language study in coordination with the course work required for the minor.

**Required Liberal Studies courses** (12 hours): Anthropology 202I--3 hrs.; Economics 100--3 hrs.; Geography 330--3 hrs.; History 102--3 hrs.

**Other courses** (3 hours): International Studies 301--3 hrs.; or 3 hrs. from a 3-400 level course in the "Comparative Courses" category; or a 3-400 level foreign language course.

**Required Electives** (9 hours): A minimum of 6 hrs. at the 3-400 level with an area or comparative/thematic focus. Approved focus areas and courses appear below.

**Research Paper or Study Abroad:** A paper completed in a 400-level course approved for the *UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – Minor in International Studies: continued*

Minor with the consent of the instructor and the Director. An approved Study Abroad experience may substitute for this requirement.

**Approved Area Courses:**

A. Africa and the Middle East: Anthropology 406--3 hrs.; History 482, 495--3 hrs.; International Studies 390--3 hrs.; Political Science 475, 477, 488, 490--3 hrs.

B. East and South Asia: Anthropology 479--3 hrs.; Economics 344--3 hrs.; History 356, 489--3 hrs.; Geography 414--3 hrs.; Humanities 353, 354--3 hrs.; Political Science 385--3 hrs.

C. Europe and the Former Soviet Union: Economics 445--3 hrs.; Geography 415--3 hrs.; History 460, 466, 467, 470, 471--3 hrs.; Political Science 478, 481, 486--3 hrs.; German 306--3 hrs.; Spanish 406--3 hrs.

D. Western Hemisphere: Anthropology 306--3 hrs.; Geography 412--3 hrs.; History 445--3 hrs.; Political Science 480, 483, 484--3 hrs.; Spanish 410, 415--3 hrs.

## **Comparative Courses:**

Art 371, 374, 479, 487--3 hrs.; Communication 445T, 458, 469--3 hrs.; Economics 341, 441, 442, 445, 446, 447--3 hrs.; English 417--3 hrs.; Family and Consumer Sciences 426, 427--3 hrs.; Political Science 370, 380, 471, 473--3 hrs.

## *PROPOSED CATALOG COPY*

### **International Studies Minor (24 semester hours)**

The minor requires 15 hours of core courses and 9 hours of approved electives. At least 6 hours of approved electives must share a focus area, and should be taken at the 300/400 level from two different departments. Currently approved focus areas and elective courses are listed below; a complete course listing is available from the Program Director.

In addition, students must complete a substantial research paper in international studies or participate in an approved study abroad program. Students are strongly advised to take a minimum of two years of foreign language study in coordination with the course work required for the minor.

Because successful completion of the minor entails careful planning, students are advised to design their programs of study in consultation with the Director of International Studies.

### **International Studies Core:**

**Required General Education courses** (12 hours): Anthropology 202I - 3 hrs.; Economics 100 - 3 hrs.; Geography 130 - 3 hrs.; History 102 - 3 hrs.

**Other course** (3 hours): International Studies 301 - 3 hrs.; or 3 hrs. chosen from the "Comparative *UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – Minor in International Studies: continued*

Courses" category below; or a 300/400 level foreign language course.

**Required Electives** (9 hours): Approved focus areas and elective courses appear below. At least 6 hours of electives must share a focus area, and should be taken at the 300/400 level from two different departments.

**Research Paper or Study Abroad:** This requirement can be met by successfully completing a paper in a 400-level course approved for the minor with the consent of the instructor and the Director. An approved Study Abroad experience may substitute for this requirement.

### **Approved Area Courses:**

- A. Africa and the Middle East: Anthropology 406 - 3 hrs.; Geography 423 - 3 hrs.; History 442, 482, 495 - 3 hrs.; International Studies 390 - 3 hrs.; Political Science 475, 477, 488, 490 - 3 hrs.
- B. East and South Asia: Anthropology 479 - 3 hrs.; Economics 344 - 3hrs.; History 356, 384, 489 -

- 3 hrs.; Geography 414 - 3 hrs.; Humanities 353, 354 - 3 hrs.; Political Science 385, 479 - 3hrs.
- C. Europe and the Former Soviet Union: Economics 445 - 3 hrs.; Geography 415 - 3 hrs.; History 460, 466, 467, 470, 471 - 3 hrs.; Political Sciences 478, 481, 486 - 3 hrs.; German 306 - 3 hrs.; Spanish 406 - 3hrs.
- D. Western Hemisphere: Anthropology 306 - 3 hrs.; Geography 421; History 320, 345, 358, 445 - 3 hrs.; Political Science 480, 483 - 3 hrs.; Spanish 410, 415 - 3 hrs.

**Approved Comparative Courses:**

Art 371, 374, 479, 487 - 3 hrs.; Communication 445T, 458, 469 - 3 hrs.; Economics 341, 441, 442, 445, 446, 447 - 3 hrs.; English 417 - 3 hrs.; Family and Consumer Sciences 426, 427 - 3 hrs.; Political Science 370, 380, 471, 472, 473 - 3 hrs.

*Preferred Effective Term: Spring 2002*

**COLLEGE OF ARTS & SCIENCES: Theater  
BA/BS Theater Major**

**Executive Summary & Rationale:**

The Theater Department Curriculum has been reorganized to provide a more methodical, rigorous, focused and inter-disciplinary theater education for our students. Working together as a department over the last three months, the theater faculty has revamped both our core requirements and areas of concentration without adding new courses nor sacrificing what the theater curriculum has traditionally accomplished so well, i.e., establish in our students versatility and a strong sense of professionalism.

The core requirements are similar to what they had been previously, though now they are more  
*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Theater Major:  
continued*

substantial and more methodically arranged. Now every student has to begin the major with the far-more rigorous 101 introduction to theater course that covers the essentials of acting, directing, playwriting, and designing for majors. This course now prepares them for the demands of a department that has been traditionally strong in creating in our students the skills to make new work. This is accomplished through a required laboratory, which enables the students to apply skills taught through lectures and readings.

Once that course is completed, students then progress to beginning- or intermediate-level core courses in acting, directing, design and technical theater. Each student also is required to take a play analysis course. To have the ability to analyze a text is a fundamental skill for any theater artist needing to prepare to write, direct, act in or design a play. In addition, we are asking all our students to take at least two theater history courses; those choosing to concentrate in Directing and Playwriting or Educational Theater must take all three. The total number of credit hours in core courses, then, comes to thirty.

By the end of the sophomore year, all students must declare a concentration of fifteen credits. Students may opt to concentrate in: 1) Acting, 2) Design and Technology, 3) Directing and Playwriting; or 4) Educational

Theater. Within each concentration, there are a series of courses that are required, some with choices, some without. It is structured that a student progressing through the curriculum of his or her concentration builds skills methodically, efficiently and comprehensively by following the path laid out in the concentrations.

Above and beyond these forty-five credits, every student must take three hours of a cognate. For some concentrations it is a series of course options in an allied department, in others there is more choice. Either way, study in the cognate area enhances theatrical skills and provides a firm bridge to another discipline. This encourages interdisciplinary learning through providing a vital link between the student's focus of interest in the major to a closely allied field.

The total number for a theater major, then, is forty-eight credits, up from the forty-two previously required. We believe that this provides for a more substantial, rigorous and full major. Because students with a double major or a minor are exempt from a cognate requirement, we are taking into consideration the need for extra room in their schedules to accommodate an extra major or minor. We also know that a second major or minor almost guarantees that some kind of interdisciplinary learning is happening.

Moreover, our students often take more than forty-five credits in theater anyhow, so I don't think they are being burdened with an onerous addition to what they had to take before. The new curriculum allows for a more efficient, less redundant, more focused and more comprehensive theater education than the one afforded by our forty-two-credit model.

We have done all this without adding any new theater courses except THTR 101. We have, however, done some reconfiguring of old courses to better organize their content and bestow credit where it is due. For example, we have added a lab to the 176 Introduction to Technical Theater,  
*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Theater Major:  
continued*

which allows students to earn one credit for work they already were doing anyhow. We also realigned the content of 455 and 456, removing the overlap and making them more appropriate for the concentration within which each one now fits. We have changed the name of 455 Portfolio and Resume, which previously serviced designers and actors, to Portfolio and Resume for Designers and Technicians so that it is exclusively devoted to preparing designers and technicians for the job market by requiring them to prepare portfolios and resumes. Audition Techniques will now include all the specific skills necessary for actors in preparing them for the job market. It includes information on how to procure headshots, how to organize and effectively present resumes, how to obtain an agent as well as guidelines for preparing and presenting monologues for auditions. Both courses will now earn one rather than two credits.

Finally, we have organized our curriculum by instituting letters which help allow us, the registrar, and the students themselves to see what specific focus they have taken within those courses which are less structured, such as independent studies and production participation courses. This will also help all of us track better what students are actually doing for their credits in these types of courses.

In sum, we feel that this newly configured curriculum is better organized and helps our student achieve a sense of focus as they make their way through our courses. Each faculty member contributed to curricular development, and it was unanimously and enthusiastically approved in our Faculty Meeting.

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**Theater Major (42 semester hours)**

**Performance courses** (9 hours): 150--3 hrs.; 250--3 hrs.; 381--3 hrs. (250 is a prerequisite for any advanced acting course.)

**Design and Technology courses** (11 hours): 170--1 hr.; 171--1 hr.; 176--3 hrs.; 270—1 hr.; 271—1 hr.; 275--3 hrs.; 370--1 hr.

**Dramaturgy courses** (15 hours): 191--3 hrs.; 395--3 hrs.; 396--3 hrs.; 397--3 hrs.; 482--3 hrs.

**Theater electives:** 7 hours from 300/400 level Theater courses.

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**Theater Major (48 semester hours)**

**Core requirements required of all majors (30 credits):** \*101-3 hrs.; \*176-3 hrs.; \*176L-1 hr.; 170-1 hr.; 171-1 hr.; \*191-3 hrs.; \*150-3 hrs.; \*275-3 hrs.; 381-3 hrs.; 395-3 hrs.; 396-3 hrs. or 397-3 hrs.; 482-3 hrs.

\*Student should take starred courses before taking courses within their concentration.

**Concentration in Acting (15 credits):** 250-3 hrs.; 278-1 hr.; 387-2 hrs.; 388—2 hrs. 456-1 hr.; 484-3 hrs.; 485-3 hrs.

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Theater Major: continued*

**Concentration in Design and Technology (15 credits):** 270-1 hr.; 271-1 hr.; 278-1 hr.; 279-3 hrs.; 370-1 hr.; 379-1 hr. or 470-1 hr.; 455-1 hr.; any two of the following: 373-3 hrs.; 475-3 hrs.; 476-3 hrs.; 477-3 hrs.

**Concentration in Directing and Playwriting (15 credits):** 250-3hrs.; 450-3 hrs.; 396-3 hrs. or 397-3 hrs. (whichever wasn't taken as part of the core); 452-3 hrs.; 480-3 hrs.

**Concentration in Educational Theater (15 credits):** 250-3 hrs; 270-1 hr.; 271-1 hr.; 278-1 hr.; 396-3 hrs. or 397-3 hrs. (whichever wasn't taken as part of the core); 450-3 hrs; 480-3 hrs.

This concentration is designed for individuals pursuing a teacher preparation program. It does not lead to an initial teaching license. If a student seeks to pursue teacher licensure, it is assumed that he or she will take the full teacher education curricula through the School of Education and another major at the University.

**Cognate Requirement:** Students must take 3 credits in a subject from another department that is linked



with their specific area of concentration. Students with a second major or a minor are exempt from the cognate requirement. If a student chooses a cognate listed below, he or she does not have to receive approval. Another cognate option tailored to a student's particular interest is possible, but must receive approval from the advisor and department chair prior to registration in that particular course.

**Concentration in Acting**--3 credits in music or dance

**Concentration in Theater Design and Technology**--3 credits in studio arts, drafting, or electronics

**Concentration in Directing and Playwriting**--3 credits in literature or creative writing at or above the 200-level

**Concentration in Educational Theater**—3 credits in English 380: Teaching English

**Electives:** Students are encouraged to take additional credits in the Theater Department beyond the core offerings and their own concentrations. Electives fall within four categories: 1) courses in concentrations other than the one chosen by the student; 2) practical applications in the theater; 3) independent study; and 4) any other courses not listed as core or within concentrations but still offered to enhance a student's theater education. Under special circumstances, students may apply to replace a course in their concentration with a course from another concentration or an elective from the list above. To do so, a letter detailing the student's rationale must be submitted to and approved by the advisor and the department chair. Theater courses offered for elective credit include: 260-3 hrs.; 374-3 hrs.; 414-1 to 6 hrs; 460-3 hrs.; 470-1 hr; 472-3 hrs.; 473-3 hrs.; 474-3 hrs.

**Practical Applications in the Theater.** It is expected that students will enhance their theater educations with practical experiences in the theater by enrolling for elective credit in one or more of the following courses: 200A-F: 1-3 hrs.; 299A-F: 1 hr.; 400A-F: 1-3 hrs.; 401A-F: 1-6 hrs.; 499A-F: 1 hr. The categories A-F stand for the following areas: A. Acting and Performance; B. Design and Technology; C. Management; D. Playwriting; E. Directing; F. Dramaturgy.

*UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – BA/BS Theater Major: continued*

**Special Note:** Theater credits taken in excess of the forty-eight required for the major count toward the overall number needed for ISU graduation.

*Preferred Effective Term: Spring 2002*

## **UNDERGRADUATE PROGRAMS TO BE BANKED**

**COLLEGE OF ARTS & SCIENCES: History  
Social Science Education (Social Studies Minor)**

### **Executive Summary and Rationale:**

Social science education, and the education and certification of secondary social studies teachers, has received a great deal of attention over the past several years in the state of Indiana. The philosophy behind teacher preparation in the social sciences has been evolving toward a more thorough integration of the social science fields. There is increasing recognition that one must have a knowledge base in all social

science disciplines to be an effective teacher of any particular social science.

Recognizing this, the Indiana Professional Standards Board (IPSB) has developed new standards and a new licensure framework for Social Studies teachers. The new guidelines call for teachers to have a broader education within the social sciences and a deeper understanding of the many connections within and between the various fields of the social sciences. To this end, the IPSB has created the following new or revised requirements:

Students must complete coursework in all six of the Social Studies disciplines (economics, geography, government, history, psychology, and sociology).

Students must receive “concentrated preparation” in three of the six fields of Social Studies. The classification of the Social Studies has been consolidated from the previous eight fields of anthropology, economics, geography, psychology, sociology, U.S. History, and World Civilizations.

The proposed modifications to the Social Studies major are designed to meet the new requirements of the IPSB for teacher licensure as well as the integrative philosophy that motivates the new standards for the Social Studies fields. A student completing the new program will be prepared to teach in three content areas of Social Studies. Students will be able to bring the content and methodology of all aspects of economics, geography, government, history, psychology, and sociology into their teaching of any of these social science disciplines. The new program is designed to provide students with the knowledge and experience to do this.

The proposed modifications to the Social Studies program are necessary for the major to be in compliance with the IPSB’s licensure requirements. The new program will better prepare students to meet the demands of the secondary social science classroom.

*UNDERGRADUATE PROPOSALS – Undergraduate Program to be Banked– Social Science Education (Social Studies Minor): continued*

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**Social Studies Minor (24 semester hours minimum)**

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

**Primary Area:** 15-19 hours.

**Social Science Areas:** 9 hours distributed among three areas outside the primary area or comprised of interdisciplinary studies in history and the social sciences. On the teaching minor, not more than 9 semester hours of General Education social science courses may be used to meet the teaching minor requirements. Social Science 305 is recommended for this minor. For listings of courses required in each area, see the chart below.

**None. Minor will be Banked.**

*Preferred Effective Term: Fall 2002*

## **UNDERGRADUATE PROGRAM TO BE ELIMINATED**

### **COLLEGE OF ARTS & SCIENCES: History Social Studies for Junior High/Middle School Certification**

#### **Executive Summary & Rationale:**

Social science education, and the education and certification of secondary social studies teachers, has received a great deal of attention over the past several years in the state of Indiana. The philosophy behind teacher preparation in the social sciences has been evolving toward a more thorough integration of the social science fields. There is increasing recognition that one must have a knowledge base in all social science disciplines to be an effective teacher of any particular social science.

Recognizing this, the Indiana Professional Standards Board (IPSB) has developed new standards and a new licensure framework for Social Studies teachers. The new guidelines call for teachers to have a broader education within the social sciences and a deeper understanding of the many connections within and between the various fields of the social sciences. To this end, the IPSB has created the following new or revised requirements:

Students must complete coursework in all six of the Social Studies disciplines (economics, geography, government, history, psychology, and sociology).

Students must receive “concentrated preparation” in three of the six fields of Social Studies. The *UNDERGRADUATE PROPOSALS – Undergraduate Programs to be Eliminated – Social Studies for Junior High/Middle School Certification: continued*

classification of the Social Studies has been consolidated from the previous eight fields of anthropology, economics, geography, psychology, sociology, U.S. History, and World Civilizations.

The proposed modifications to the Social Studies major are designed to meet the new requirements of the IPSB for teacher licensure as well as the integrative philosophy that motivates the new standards for the Social Studies fields. A student completing the new program will be prepared to teach in three content areas of Social Studies. Students will be able to bring the content and methodology of all aspects of economics, geography, government, history, psychology, and sociology into their teaching of any of these social science disciplines. The new program is designed to provide students with the knowledge and experience to do this.

The proposed modifications to the Social Studies program are necessary for the major to be in

compliance with the IPSB's licensure requirements. The new program will better prepare students to meet the demands of the secondary social science classroom.

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**Social Studies for Junior High/Middle School Certification**

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

**Supporting Area (18 semester hours)**

**Required courses:** 410-3 hrs.; History 101 or 102-3 hrs.; 201-3 hrs.; 202-3 hrs.; Political Science 201-3 hrs.

**Electives** (3 hours): Economics 200 or 201; Geography 111,210, or 330; History 385, 446, or 495; Political Science 305; Sociology 120; or another approved 3-hour course.

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**None. Program will be eliminated.**

*Preferred Effective Term: Fall 2002*

*UNDERGRADUATE PROPOSALS – Undergraduate Programs to be Eliminated: continued*

**COLLEGE OF ARTS & SCIENCES: Theater  
Speech Communication and Theater Teaching Major**

**Executive Summary & Rationale:**

The Speech Communication Theater Teaching Major taught in conjunction with the Department of Communications is being deleted due to the new Indiana licensure for teachers. Theater is now licensed under Fine Arts and the combination is no longer viable.

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**Speech Communication and Theater Teaching Major (39 semester hours)**

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

Admission to the Speech Communication and Theater Education program requires the major student to maintain a 2.5GPA. Freshmen to be admitted must present a verbal SAT score no lower than 425.

**Required Communication Studies Courses** (15 hours): Communication 102 – 3 hrs.; 202 or 215 – 3hrs.; 261 – 3hrs.; 311 – 3hrs.; 356 – 3hrs.

**Required Theater and Oral Interpretation Courses** (12 hours): Communication-265 3hrs.; Theater 150 – 3hrs.; 275 – 3 hrs.; 381 – 3hrs.

**Required Speech Science Course** (3hours): Communication 201 – 3hrs.

**Required Mass Communication Courses** (6 hours): Communication 220 – 3hrs.; 360 – 3hrs.

**Electives** (3 hours): 3 hours of course work from either Communication Studies, Radio/TV/Film, or Theater

**Additional Requirements:** Teaching majors shall participate in an out-of-class activity as part of their preparation, e.g., a major responsibility for one production (acting role, scene or costume designer, head of a committee) and/or two festival or forensic activities. The activities shall be determined in consultation with the Director of University Theater and/or the Director of Forensics prior to participation.

**Required Professional Education:** Communication 380–2hrs. is required in the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

**Recommendations:** All majors should declare a minor e.g., English, Journalism, etc. To supplement the major, the following General Education courses are recommended: Communications 105 –3hrs.;218 – 3hrs.; Theater 174 –3hrs.

### *PROPOSED CATALOG COPY*

#### **None. Program will be eliminated**

*Preferred Effective Term: Fall*

*UNDERGRADUATE PROPOSALS – Undergraduate Programs to be Eliminated: continued*

#### **COLLEGE OF ARTS & SCIENCES: Theater Speech Communication and Theater Teaching Minor**

#### **Executive Summary & Rationale:**

The Speech Communication and Theater Teaching Minor is taught in conjunction with the Department of Communication. It is being deleted for the same reason we are deleting the major – State Licensure had changed rendering the combination of Speech and Theater unviable.

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### **Speech Communication and Theater Teaching Minor (24 semester hours)**

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

**Required Communication Studies courses (9hours):** Communication 102 – 3hrs.; 202 or 215 – 3hrs.; 356 – 3hrs.

**Required Theater and Oral Interpretation course (9 hours):** Communication 265- 3hrs.; Theater 150– 3hrs.; 275 – 3hrs.

**Required Speech Science course (3 hours):** Communication 201 – 3hrs.

**Required Mass Communication course (3 hours):** Communication 220 or 360 – 3 hrs.

**Additional requirement:** Participation in one of the activities of the two departments after consultation with either the Director of University Theater or the Director of Forensics.

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**None. Program will be eliminated.**

*Preferred Effective Term: Fall 2002*

## **COURSES SCHEDULED FOR ANNUAL BANKING**

### **COLLEGE OF ARTS & SCIENCES: African & African American Studies**

**AFRI 199 Honors Summer Seminar for High School Students--2 hours.** An analysis of the contributions of African and African American people to American culture. Open to high school students on the completion of their sophomore or junior year (by application only).

**AFRI 214 Literature of the Black World--3 hours.** A survey of Black literature from Africa, the Caribbean, and the United States, with attention to historical, social, and intellectual contexts. (Also listed as English 244.) General Education Credits [*GE89: C1,E2; GE2000: Multicultural Studies-International Cultures*]

### *UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – AFRI: continued*

**AFRI 299 Topics in African and African American Studies--1-3 hours.** The study of designated topics on African and African American subject areas. Topic and content to be arranged by faculty member(s) involved. One or more topics may be offered in the same or alternate years.

**AFRI 299A [no description available]**

**AFRI 299B** [no description available]

**AFRI 299D** [no description available]

**AFRI 313** **African American History to 1890--3 hours.** The African heritage of African Americans, their role and status in the United States, and their contributions to the development of the United States to 1890. (Also listed as History 333.) General Education Credits [GE89: BI,DI,EI]

**AFRI 330** **Topics in Literature --2-3 hours.** Topics for study, intended for upper-division students, will change from term to term. May be repeated for credit as topic changes. (Also listed as English 330.)

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

**AFRI 363** **The Harlem Renaissance and Its Aftermath--3 hours.** The literature of Black America from 1916 to 1939, studied in the context of the dominant intellectual and social concerns of the era. (Also listed as English 345.)

**AFRI 399** **Topics in African and African American Studies--1-3 hours.** The study of designated topics on African and African American subject areas. Topic and content to be arranged by faculty member(s) involved. One or more topics may be offered in the same or alternate years.

**AFRI 399A** [no description available]

**AFRI 412** **Geography of Africa--3 hours.** Physical-regional approach, including the settlement and cultures, and the economic and political problems of sub-Saharan Africa. Prerequisite: Geography 110 or 111. (Also listed as Geography 426.)

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – AFRI: continued*

**AFRI 423S** [no description available]

**AFRI 431** **Black Art in the Twentieth Century--3 hours.** Focuses on the influence of Black thought and its impact on the visual arts in the twentieth century. Covers the period from the

Negro Renaissance of the twenties through the Black Arts Movement of the mid-sixties, concludes with contemporary trends and directions. (Also listed as Art 406.)

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

**AFRI 451**     **Field Work in Political Science--1-6 hours**. Supervised field work in an agency of government or a political party. Students follow a specific plan of activity worked out with the instructor. Prerequisite: prior consent of instructor. (Also listed as Political Science 497.)

**AFRI 453**     **History of the South--3 hours**. Major issues in the region's history from the beginning of European settlement through the nineteenth century, focusing on the evolution and demise of its defining slave-based culture that distinguished the region from the rest of America. (Also listed as History 426.)

**AFRI 463**     **[no description available]**

**AFRI 473**     **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: Sociology 120 plus junior/senior class standing. (Also listed as Sociology 425.)

**AFRI 475**     **Topics in Folklore--2-3 hours**. Topics for study change from term to term; may be repeated for credit as topic changes. (Also listed as English 379.)

**AFRI 483**     **Readings in Political Science--2-6 hours**. Supervised reading or independent study. Students follow a specific plan of activity worked out with the instructor. Prerequisite: prior consent of instructor. (Also listed as Political Science 498.)

**AFRI 491**     **International Relations of Africa—3 hours**. An examination of the role of African states in world politics. Emphasis will be placed on North-south, east-west, and inter-African relations (Also listed as Political Science 475).

**AFRI 494**     **African Politics—3 hours**. An analysis of African governments and politics through the use of comparative analytical methods. Analyses will include Nigeria, Kenya,  
*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – AFRI 494: continued*

Tanzania, and South Africa. (Also listed as Political Science 488).

**AFRI 499**     **Topics in African and African American Studies--1-3 hours**. The study of designated



topics on African and African American subject areas. Topic and content to be arranged by faculty member(s) involved. One or more topics may be offered in the same or alternate years.

**AFRI 499P** [no description available]

**AFRI 499Q** [no description available]

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

**ART 200** **Special Problems in Art--3 hours**. Problems relating to specific art media. May be taken for General Education credit by non-art majors only. Does not satisfy studio requirements for art majors. General Education Credits [*GE89: C3; GE2000: Literary, Artistic, and Philosophical Studies-Electives*]

**ART 200K** [no description available]

**ART 401** **Special Problems in Art--1-3 hours**. Problems relating to specific topics within an area of art.

**ARTH 377** **Survey of Asian Art--3 hours**. A survey of the painting, sculpture, and architecture of Asia, within an historical, multi-cultural context from before the Common Era to 1900 of the Common Era. General Education Credits [*GE89: C1,E2; GE2000: Multicultural Studies-International Cultures*]

**ARTH 476** **American Architecture--3 hours**. Sources and development of American architecture from the seventeenth century to the present: the Colonial period, the early Republic, Romanticism, the post-Civil War period, and recent architectural trends.

**ARTH 484** **Study in Art History Abroad--1-6 hours**. Tours designed as an introduction to the history and appreciation of the arts of selected countries. Research paper required on a specific related topic.

**ARTS 326** [no description available]

**ARTS 327** [no description available]

**ARTS 350** **Weaving I--3 hours**. An exploration of four-harness weave structures, tapestry and rug techniques, color, and concept problems. Prerequisite: Family and Consumer Sciences 108 or consent of instructor. (Also listed as Family and Consumer Sciences 312.)

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – ARTS: continued*

**ARTS 400C** [no description available]

**ARTS 400L** [no description available]

**ARTS 425** [no description available]

**ARTS 426** [no description available]

**COLLEGE OF ARTS & SCIENCES: Communication**

**COMM 414W** [no description available]

**JOUR 414E** [no description available]

**JOUR 414M** [no description available]

**COLLEGE OF ARTS & SCIENCES: Economics**

**ECON 199 Honors Summer Seminar for High School Students--3 hours.** This Summer Honors course allows students to pick topics among many economic and political issues in the news for university level exploration. In the first few meetings basic economic principles and models are discussed so that policy issues can be explored on a firm foundation. Issues are selected by the students but are likely to include Welfare, Medicare and Medicaid, the budget deficit, and the national debt. Emphasis is on the application of economic principles to these issues with the majority of the time being devoted to student exploration of the issues using Internet searches and class discussion. Open to high school students on the completion of their junior year by application only.

**ECON 211 Environmental Economics--3 hours.** An economic analysis of the causes and effects of pollution and an evaluation of the alternatives in environmental control. Designed for students with minimal background in economics.

**ECON 311 Government and Business--3 hours.** Socioeconomic philosophy of regulation and control; economic and legal issues and problems arising from noncompetitive market conditions. Prerequisite: 100 or 201 or consent of instructor.

**ECON 353 Women and Economics--3 hours.** An analysis of the economic aspects of women's changing role in the labor force and in the home.

**ECON 371 Economic Statistics--3 hours.** Descriptive statistical techniques as applied in economics frequency distribution, time series, index numbers, and correlations; the principles and application of statistical inference.

**ECON 380 Introduction to Urban-Regional Economics--3 hours.** Introductory course dealing with the spatial order of the economy, urban-regional structure, urban-regional problems, and the role of the public and private sectors of the economy in developing feasible solutions. Prerequisite: 201.

**ECON 398 Special Topics in Economics--1-6 hours .** An analysis of economic problems and subject areas. Topic, title, prerequisites, credit, course outline and content to be arranged by the faculty member(s) involved.

**COLLEGE OF ARTS & SCIENCES: English**

**ENG 232 Introduction to Poetry—3 hours .** Representative English and American poetry from several historical periods, with emphasis on appreciation and understanding. [*GE89: C3*]

**ENG 462K [no description available]**

**COLLEGE OF ARTS & SCIENCES: Family & Consumer Sciences**

**FCS 113L [no description available]**

**FCS 130 Dietary Management I--5 hours .** This course combines classroom study with practical experience which prepares the student to assume managerial positions in health care institutional food service. Areas of study include institutional development, normal and therapeutic nutrition, and food production and service. This course, in combination with 131, meets the Dietary Managers Association requirement for eligibility to become certified by passing the Credentialing Examination for Dietary Managers.

**FCS 199 Honors Summer Seminar for High School Students--2 hours .** For mature high school students who have completed no less than six semesters of high school work. Observing and analyzing the physical, social, and aesthetic needs of people; the man-made environment; and living and working interiors. New trends and the forces affecting housing decisions will be discussed. No previous design or drawing experience is required.

**FCS 217L [no description available]**

**FCS 220 [no description available]**

**FCS 226L [no description available]**

**FCS 236 Family Health--2 hours.** Mental and physical health of the individual and family members; health services available in fostering family health.

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – FCS: continued*

**FCS 311** [no description available]

**FCS 315** **Weaving II--3 hours**. A continuing exploration of four-harness and multi-harness weave structures and off-loom structures. Prerequisites: 108 and 312, or consent of instructor. (Also listed as Art 351.)

**FCS 326L** [no description available]

**FCS 333L** [no description available]

**FCS 350** **Environmental Psychology—3 hours**. An overview of current research and theories regarding the relationship between people and their physical environment built and natural. Exploration of various supportive roles the environment plays in human behavior and identification of scientific methods used to assess, understand, and improve the “fit” of environments for their users. Also listed as Psychology 350. [*GE89: B3; GE2000: Social and Behavioral Studies-Elective*]

**FCS 400** **Study Abroad--Textiles and Clothing**. See General Family and Consumer Sciences 400.

**FCS 413** [no description available]

**FCS 428L** [no description available]

**FCS 444** [no description available]

**FCS 455** **American Interiors and Furniture--3 hours**. A continuation of 354. The development of American interiors and furniture, with emphasis on the forces shaping contemporary design. Prerequisite: 354 or consent of instructor.

**FCS 456** **Contemporary Interior Design—3 hours**. The study of the design field after the industrial revolution, emphasizing the role of the industrial revolution as it influences interior design and the complementary services from architecture and product design.

**FCS 464** **Design of Housing--3 hours**. Housing forms and total residential environments as they are shaped by the physical, social, psychological, and economic needs of people today. Conventional and industrial construction theories will be considered. Prerequisites: 363 or Manufacturing and Construction Technology 216, and consent of instructor.

**FCS 471** [no description available]

**FCS 476** [no description available]

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – FCS: continued*

**FCS 491A** [no description available]

**FCS 491B** [no description available]

**FCS 493** [no description available]

**FCS 497E** [no description available]

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

**ANTH 199** **Honors Summer Seminar for High School Students--2 hours**. Two weeks of intensive field and laboratory archeology for outstanding high school students.

**GEOG 394** **The Teaching of Geography in the Secondary Schools--2 hours**. Methods of instruction and instructional materials in the fields of geography and earth science as taught in the secondary schools.

**GEOG 421** **Geography of Latin America--3 hours**. Physical features, cultural patterns, natural resources, and economic potential, together with their political implications toward the United States. Prerequisite: 110 or 111.

**GEOG 425** **Geography of Southern and Eastern Asia--3 hours**. Analysis of the geography of the densely populated areas of the world, with emphasis on China, India, and Japan. Prerequisite: 110 or 111.

**GEOG 426** **Geography of Africa--3 hours**. Physical-regional approach, including the settlement and cultures, and the economic and political problems, of sub-Saharan Africa. Prerequisite: 110 or 111. (Also listed as African and African American Studies 412.)

**GEOG 434** **Historical Geography of the United States--3 hours**. The development of traditional cultural regions and the emergence of competing urban spheres. Not open to freshmen.

**GEOG 438** **Field Work in Geohistorical Archaeology--3-6 hours**. Field experience in the study of historical sites. Utilization of historical sources, methods of site location surveys, and characterizations of material culture and structural features of sites will be emphasized. Prerequisite: 238 or consent of instructor.

**GEOG 439** **Geoarchaeology--3 hours**. An introduction to the investigation of prehistoric societies through the use of archaeological and earth-science methods and techniques. Particular

emphasis will be placed on the analysis of case studies and the acquisition of analytical techniques. (Also listed as Anthropology 439.)

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking: continued*

**COLLEGE OF ARTS & SCIENCES: History**

- HIST 100**     **Encounters in History--1-3 hours**. An introduction to the ways the past illuminates the present through the study of one or more selected topics of current interest. Does not count toward any history major or minor.
- HIST 114**     **After the Bible: Judaism from Alexander to Maimonides—3 hours**. This course is an overview of Jewish history, literature and thought, ranging from the response to Alexander's conquests to the impact of Moses Maimonides (12<sup>th</sup> century) and the development of Jewish mysticism.
- HIST 353**     **Medieval Europe--3 hours**. A study of the development of medieval Europe from the fall of the Western Roman empire to the dawn of the Renaissance. Topics dealt with include the formation of a new European civilization that was a synthesis of the Greco-Roman, Judeo-Christian, and Germanic traditions, the varieties of Christianity in the West and East, the revival of commerce and growth of capitalism, and the cultural institutions that determined the European character.
- HIST 357**     **Europe since 1815--3 hours**. A study of the development of modern Europe from the end of the Napoleonic Wars to the present. Topics dealt with include the new ideologies, industrialization and its impact, revolution and the national state, cultural changes, World War I, the conflict between democratic and dictatorial systems, World War II, reconstruction and European integration, the Cold War, collective security and mutual balance of terror, the collapse of the Soviet empire, and Europe in the post-communist era.
- HIST 402**     **Travel Study in History--2-6 hours**. Directed study in history in selected geographic areas. Lectures, on-site visits, and independent research. May be repeated once for a different tour, but no more than 6 hours credit may be counted toward the history liberal arts major and no more than 3 hours may be counted toward the history liberal arts minor or a teaching area. Prerequisite: consent of instructor.
- HIST 457**     **Europe in the Age of Revolution, 1750-1850--3 hours**. A topical approach to the political, industrial, and cultural revolutions which wrenched European society out of its traditional mold and gave it its modern form. The world before the Revolution and the new social, political, and cultural ideals of revolutionaries and romanticists will be stressed.
- HIST 465**     **England to 1688--3 hours**. This course traces the origins of English political culture, social

structure and national identity from the Roman occupation through the Glorious Revolution. Among the topics treated are successive invasions to 1066, feudalism, medieval kingship, the role of women, popular revolts, religious ideology and political reformation.

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – HIST: continued*

**HIST 469     **The Austrian Empire and Its People, 1815-1918—3 hours.**** The main theme of the course is the struggle of the Habsburg monarchy to preserve itself as a supranational, multicultural state against the revolutionary forces of nationalism. The creative as well as destructive interplay between ethnicity and supranationalism will be stressed. Moreover, the Habsburg legacy to cultural modernism and European union will also be discussed.

**COLLEGE OF ARTS & SCIENCES: Humanities**

**HUM 498     **Seminar in the Study of Religion--3 hours.**** Topics vary from term to term, and course may be repeated for credit as subject changes.

**COLLEGE OF ARTS & SCIENCES: International Studies**

**IS 100        [no description available]**

**IS 201        [no description available]**

**IS 390        **Islam, Modernization, and Westernization in the Middle East--3 hours.**** An interdisciplinary survey of the issue of secularization and Westernization versus Islam in the Arab world, Turkey, and Iran in modern times, emphasizing the recent period, in the context of social science theories of "traditional" and "modern" societies and historians' concepts of relationships between civilizations. Prerequisite: at least one course from the core curriculum in international studies or the consent of the instructor.

**IS 399        **International Studies Study Abroad--1-12 hours.**** Junior-level courses in the disciplines organized and taught by ISU faculty or sponsored by the University in a foreign country. Repeatable for credit with new course content. Prerequisite: approval of the program of study by the Director of International Studies.

**IS 399P      [no description available]**

**IS 399U      [no description available]**

**COLLEGE OF ARTS & SCIENCES: Mathematics & Computer Science**

**CS 320        **Java Software Development--3 hours.**** Fundamentals and applications of the Java language. Java classes and packages, data types, control structures, methods, arrays,

strings, applets, graphics, threads, GUI development, utility packages, collections, exception handling, files and streams, introduction to JAVA networking, servlets, and Java Beans. Prerequisite: CS 260 or Management Information Systems 355.

**CS 472**      **Advanced Networking and Interconnectivity--3 hours.** Advanced local area *UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – CS 472: continued*

networking and enterprise networking concepts. Includes interconnectivity between NT and Unix/Linux servers and workstations; multi-tier hardware configurations; enterprise networking and trust relationships; and wireless networking. Prerequisites: CS 468 or Management Information Systems 431 and CS 469.

**CS 479**      **Web Programming II--3 hours.** Advanced programming for the World Wide Web and the Internet. This course includes three approaches: the older CGI/PERL, Microsoft's Active Server Pages (ASP), and Sun's Java Server Pages (JSP). The course also includes the setup and configuration of World Wide Web servers including Apache and Microsoft's IIS. Prerequisites: CS 170 and 320.

**CS 481**      **Client/Server and n-tier Database Utilization--3 hours.** Methods of accessing databases such as Oracle and Microsoft SQL Server. Includes actual software installations and configurations of backend databases on network servers and installations and configurations of client software on workstations; networking protocols used by databases; setup and configurations of three-tier (and n-tier) servers, applications, and databases. Prerequisites: CS 477 and 467 or Management Information Systems 430 or Electronics and Computer Technology 353.

**CS 483**      **Database Development for the Web--3 hours.** Methods and programming for the access of databases over the World Wide Web. Includes Open Database Connectivity (ODBC), OLE-DB, Java Database Connectivity (JDBC), advanced ASP, Active-X Database Objectives (ADO), advanced JSP, Java Servlets, and JavaBeans. Database connections, record sets, and commands. Prerequisites: CS 477 and 479.

**CS 484**      **Complete e-Commerce Site Development--3 hours.** A project development course which requires the complete software development of an e-Commerce site including advanced design, client-side and server-side coding, log-ins and security, storefront pages, cookies, shopping cart, extensive database connectivity and utilization, credit cards, order processing, order tracing, SSL, and other security requirements. Prerequisite: CS 483.

**CS 491**      **The Use of Microcomputers in the Classroom for the Secondary Computer Teacher--3 hours.** Development of computer curricula, computer-related courses, and microcomputer laboratories. Emphasizes the analysis, selection, and use of microcomputer systems and software. Prerequisite: CS 151 or equivalent.



**MATH 426 Topology I--3 hours.** Study of topological spaces; topics include separation axioms, continuity, homeomorphisms, connectedness, and compactness. Prerequisite: Math 380 or consent of instructor.

**MATH 432 Advanced Calculus--3 hours.** Functions of several real variables, transformations, differentiation, integration, inverse function theorem, implicit function theorem, and *UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – MATH 432: continued*

an introduction to calculus in manifolds. Prerequisite: Math 410.

**MATH 434 Advanced Differential Equations—3 hours.** Numerical methods for equations and systems, Fourier series, and partial differential equations. Other possible topics: stability theory, Lie theoretic methods. Prerequisites: Math 231 or 231T, 333, 410.

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

**MUS 193 Beginning Piano I--1 hour.** Elective beginning class instruction for non-music majors. Notation, key signatures, rhythms, all major scales, harmonization of simple melodies, transposition, and sight reading. Two class hours a week.

**MUS 194 Beginning Piano II--1 hour.** Elective class instruction for non-music majors. All minor scales, harmonization of simple major and minor melodies, transposition, sight reading, improvisation, and ensemble playing. Two class hours a week. Prerequisite: 193 or audition.

**MUS 199 Honors Summer Seminar for High School Students—1-3 hours.** A summer seminar for mature, outstanding high school students. Topics include individual performance study, chamber music and other group instruction, and pedagogical training. Repeatable, up to a maximum of 6 hours.

**MUS 238 Vocal Coaching for Music Theater I--1 hour.** Interpretation of Broadway musical songs: acting song; treating lyrics as a script; using the singer's life experiences to bring meaning to a song; movement and gesture. Two class hours a week. Prerequisite: consent of instructor.

**MUS 239 Vocal Coaching for Music Theater II--1 hour.** Continuation of 238 with greater attention to physicalization of song emotion; preparing for the audition; combating stage fright. Two class hours a week. Prerequisite: 238.

**MUS 437 Advanced Percussion Techniques--1 hour.** Development of playing skills for timpani, mallet instruments, and accessory percussion instruments, including methods for teaching them. Prerequisite: 423 or comparable skills.

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

**PHIL 195**     **Topics in Philosophy--1-3 hours**. Philosophic issues selected for their current or perennial interest. Specific titles and number of semester hours offered are announced in the *Schedule of Classes*. May be repeated for credit with a change in course content.

**PHIL 302**     **Medical Ethics--3 hours**. Basic problems and theories in medical ethics and bioethics, including issues such as abortion, euthanasia, confidentiality, criteria for personhood and death, the rights and duties of patients and health care providers, and

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – PHIL 302: continued*

the role of value judgments in medicine.

**PHIL 316**     **Political Philosophy--3 hours**. Selected problems and theories in political philosophy. Readings will be taken from classical or contemporary sources, e.g., Plato, Aristotle, Hobbes, Machiavelli, Hegel, Marx, Rawls.

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

**PHYS 461**     **Laser Physics--3 hours**. Fundamentals of the interaction of electromagnetic radiation with matter, with special emphasis on problems relating to lasers. Topics include: atom-field interaction, stimulated emission, laser theory, specific laser systems, and laser applications. Prerequisite: 396.

**PHYS 473**     **Nuclear Physics Laboratory --1-2 hours**. Selected experiments in the characterization of nuclear radiations; beta- and gamma-ray spectroscopy; neutron physics. Prerequisite: successful completion of or concurrent enrollment in 493.

#### **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.)

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

**THTR 472**     **Theater Management--3 hours**. A survey of the history, goals, and methods of theater management at the community, university, and professional levels. Special attention will be placed on the areas of staffing, budgeting, and audience relations.

#### **SCHOOL OF BUSINESS: Analytical**

**FIN 108**     **Personal Financial Management--2 hours**. The various business problems that arise in

the life of the individual. Study of such topics as money and credit, banking services, insurance, taxes, home ownership, consumer protection agencies, and investments. (Not open to upperclass School of Business majors.)

## **SCHOOL OF BUSINESS: Organizational**

**ASBE 120 Microcomputer Keyboarding--3 hours**. Provides an opportunity to develop the skill of touch keying on the microcomputer. Includes introduction to and use of all portions of the enhanced microcomputer keyboard. Students will be introduced to and be required to use simple document formatting applications and will use the microcomputer for basic word processing. This course does not count toward any

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – ASBE 120:  
continued*

major in the Administrative Systems and Business Education Program.

**ASBE 122 Intermediate Keyboarding--3 hours**. Builds basic keyboarding skill and applies this skill and related information to office problems. Prerequisite: two semesters of keyboarding with a minimum straight copy competency of 40 words a minute or consent of Department Chairperson.

**ASBE 130 Introduction to Microcomputer Applications--3 hours**. A basic course designed to integrate the use of microcomputers into a student's academic environment. Includes learning word processing and other application software packages.

**ASBE 130L Microcomputer Applications Lab--0 hours**. Laboratory course for 130.

**ASBE 198 Summer Seminar for high School Students--1-2 hours**. A summer seminar for students who have completed their junior year. This seminar will include (1) a study of word processing and related office technologies, (2) learning to use a multiprocessing microcomputer system as a word processor, and (3) visits to business offices using word processing equipment. Prerequisite: some knowledge of typewriting.

**ASBE 210 Information Recording and Abstracting--3 hours**. An abbreviated writing system based on the English alphabet and phonetics. The focus is on information recording and abstracting to meet a variety of professional responsibilities. Prerequisite: touch control of keyboard or permission of Department Chairperson.

**ASBE 215 [no description available]**

**ASBE 215L [no description available]**

**ASBE 220C [no description available]**

ASBE 220G [no description available]

ASBE 220I [no description available]

ASBE 220J [no description available]

ASBE 220K [no description available]

ASBE 220L [no description available]

ASBE 220M [no description available]

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – ASBE: continued*

ASBE 220S [no description available]

ASBE 220U [no description available]

ASBE 220V [no description available]

**ASBE 223 Advanced Keyboarding--3 hours.** Develops techniques and skills for handling high-level office production including the use of electronic transcribers. Prerequisite: minimum grade of C in 122 or four semesters of keyboarding with a minimum straight copy competency of 50 words a minute or consent of Department Chairperson.

ASBE 301 [no description available]

ASBE 316 [no description available]

ASBE 319 [no description available]

**ASBE 322 Information Systems Technology and Training--3 hours.** An in-depth examination of information systems technology and an overview of the development and implementation of training programs for these technologies. Prerequisite: 277 or Management Information Systems 276 and 320 or permission of Department Chairperson.

ASBE 330 [no description available]

ASBE 349 [no description available]

**ASBE 449 Office Systems Planning and Implementation--3 hours.** Office systems planning and implementation including productivity assessment and the design and implementation of

office systems. Includes application of skills and knowledge to cases and other realistic office situations. Prerequisites: 277, Management Information Systems 300, and Administrative Systems and Business Education 337.

### **SCHOOL OF EDUCATION: Communication Disorders and Special Education**

**CD 493 Cognitive Rehabilitation—1 hour.** Introduction to general issues, theory, and procedures associated with cognitive rehabilitation. Particular attention will be given to remediation of orientation, attention memory, executive functioning, reasoning, and problem solving disorders.

**CD 494 Communication Disorders: Competencies—1 hour.** An advanced examination of the skills, techniques, and abilities needed to become a competent speech-language-hearing professional.

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – CD&SPED:  
continued*

**SPED 198 Honors Summer Seminar for High School Students—2 hours.** Gifted students will explore the field of special education by investigating the following: mental retardation; learning disabilities; behavior disorders; physical disabilities; speech, hearing, and vision impairments; and gifted and talented.

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

**COUN 495M [no description available]**

**COUN 495R [no description available]**

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

**ELED 495G [no description available]**

**ELED 495L [no description available]**

**ELED 495R [no description available]**

### **SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety**

**HLTH 116 Fire Apparatus I--3 hours.** A course designed to emphasize the techniques of apparatus with pumping capabilities. The application of mathematics and physics laws to properties of water, force, pressure, and flow velocities.

**HLTH 116L Fire Apparatus I Laboratory--1 hour.** A laboratory course in fire apparatus techniques for the pumping apparatus. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required to provide their own equipment, and to inspect and maintain said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 116.

**HLTH 216 Fire Apparatus II--3 hours.** A continuation of 116. The course emphasizes the science principles of weight distribution, center of gravity, and hydraulic fluid pressures. Prerequisite: successful completion of 116.

**HLTH 216L Fire Apparatus II Laboratory--1 hour.** A laboratory course in fire apparatus techniques used with the aerial apparatus. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required to provide their own equipment, and to inspect and maintain

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – HLTH 216L:  
continued*

said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 216.

**HLTH 222 Hazardous Materials I--3 hours.** The application of the fundamentals of chemistry and physics as applied to fire control in atmospheres classified as hazardous. Laws regulating the use, types of storage, and transportation of materials are examined. This course is designed to provide preparation for the student in the basics as a first responder level.

**HLTH 222L Hazardous Materials I Laboratory--1 hour.** A laboratory course providing hands on experiences in handling hazardous materials incidents. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required to provide their own equipment, and to inspect and maintain said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 222.

**HLTH 223 Hazardous Materials II--3 hours.** This course is designed to be a continuation of 222, providing advanced preparation at the specialist level. Prerequisite: successful completion of 222.

**HLTH 223L Hazardous Materials II Laboratory--1 hour.** A laboratory course providing laboratory experiences in handling hazardous materials incidents. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required

to provide their own equipment, and to inspect and maintain said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 223.

**HLTH 224    Rescue Practices and Procedures--3 hours**. Principles and operations connected with large and small scale disasters. Life-saving practices and techniques with respect to the firefighter and fire department. Prerequisite: successful completion of 216.

**HLTH 224L    Rescue Practices and Procedures Laboratory--1 hour**. A laboratory experience covering a variety of rescue techniques. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required to provide their own equipment, and to inspect and maintain said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 224.

**HLTH 308    The Environment: Issues and Decisions --3 hours**. As with all social issues, those on opposite sides of environmental disputes have conflicting personal values. Enormous differences exist in individual perceptions about the seriousness of some environmental threats, their origins, their relative importance, and what to do about them. In most instances, very different conclusions, based on the same basic scientific evidence, can be expressed on these issues. This course will cover both environmental theory and practical applications as they relate to social issues and personal values. The foundations of environmental science will be presented in a manner suitable to a student with no prior knowledge of environmental science.

**HLTH 330    Firefighting Tactics and Strategies--3 hours**. The principles involved in coordinating personnel fire ground problems. Fire situations are presented for analysis and study with acceptable practices. Prerequisite: successful completion of or concurrent enrollment in 224.

**HLTH 330L    Firefighting Tactics and Strategies Laboratory--1 hour**. A laboratory experience emphasizing various firefighting strategies. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required to provide their own equipment, and to inspect and maintain said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 330.

**HLTH 331    Industrial Fire Protection--3 hours**. Designed for all personnel working in industry, production, management, fire protection, or security. Also designed to alert the firefighter to the hazards unique to the industrial setting. Prerequisite: successful completion of 330.

**HLTH 331L Industrial Fire Protection Laboratory--1 hour.** A laboratory course designed to provide the student experience in fighting industrial fires and special extinguishing agents. Field exercises include hand portable extinguishers, breathing apparatus, hose handling, interior structure firefighting, special extinguishing agents, fire control methods, and special situations. Laboratory exercises require the appropriate personal protective equipment as approved by the National Fire Protection Association and the Occupational Safety and Health Administration. Students are required to provide their own equipment and to inspect and maintain said equipment. A waiver of liability is required prior to participating in laboratory exercises. Prerequisite: concurrent enrollment in 331.

**HLTH 333 Fire Service Management--3 hours.** Introduction to fire protection personnel management. The course includes: personnel, equipment needs, planning, manpower training needs, finance, statistics, and reporting systems. Prerequisite: successful completion of 330.

**HLTH 336 Legal Problems in the Fire Service--3 hours.** Legislative and legal decisions relating to personnel practices, employee safety, and public protection in fire, safety, and loss prevention services with emphasis on the legal responsibilities, liabilities, and authority of the practitioner. Prerequisite: successful completion of or concurrent

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – HLTH 336:  
continued*

enrollment in 333.

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

**PE 292 [no description available]**

**PE 292L [no description available]**

**PE 293 [no description available]**

**PE 393 [no description available]**

**PE 395 [no description available]**

**PE 414 Coaching of Boys' Gymnastics--2 hours.**

**PE 415 Coaching of Girls' Gymnastics--2 hours.**

**PE 444 Health/Fitness/Sport Facility Design--3 hours.** This course is designed to assist future health/fitness/sport/facility managers in developing an understanding for the planning process in facility design including: selection of architects, engineers, construction managers, and



contractors; site design; other aspects of building design including, but not limited to, mechanical, electrical, acoustical, and security and safety; and design of swimming pools and outdoor facilities. Students will be exposed to the latest ACSM standards and guidelines for health/fitness facilities.

**PE 457 Golf Facilities Operations--3 hours.** This course is designed to develop an understanding of the principles of operating a golf course pro-shop and administering an instructional program for the golf clientele. The student will learn how to set instructional fees, develop and organize tournaments, organize instructional classes, merchandise golf equipment, lay-out a pro-shop and staff it, and design a public relations plan for instruction and tournaments. Prerequisite: consent of instructor.

**PE 482 Supervision of Adult Fitness Programs--3 hours.** This course is designed to assist future fitness professionals in understanding the principles and techniques of supervising adult fitness programs. Practical experiences supervising on-going programs will be part of the course.

**PE 493 [no description available]**

**PE 495 [no description available]**

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking: continued*

**SCHOOL OF HEALTH & HUMAN PERFORMANCE: Recreation & Sport Management**

**RCSM 290A [no description available]**

**RCSM 290B [no description available]**

**SCHOOL OF TECHNOLOGY: Aerospace Technology**

**AST 471C [no description available]**

**AST 471 Topics for Aerospace Administration Majors--1-6 hours.** Topics not usually presented in aerospace courses. Topic titles, credit, course outline, and content will be arranged by faculty member(s) involved. Repeatable with a change in course content up to a maximum of 6 hours. Prerequisite: consent of instructor.

**AST 473 Topics for Professional Pilot Majors--1-6 hours.** Topics not usually presented in aerospace courses. Topic titles, credit, course outline, and content will be arranged by faculty member(s) involved. Repeatable with a change in course content up to a maximum of 6 hours. Prerequisite: consent of instructor.

**AST 473L** [no description available]

**AST 473N** [no description available]

**SCHOOL OF TECHNOLOGY: Industrial and Mechanical Technology**

**IMT 351F** [no separate description available]

**IMT 351I** [no separate description available]

**IMT 351K** [no separate description available]

**SCHOOL OF TECHNOLOGY: Manufacturing and Construction Technology**

**MCT 317** [no description available]

**MCT 351B** [no description available]

**MCT429(A-Z)Special Problems in Metal Technology--2-3 hours**. Problems growing from the needs of the student approved by the instructor. Prerequisite: consent of the instructor.

**MCT 475** **Quality Control of Industrial Products II--3 hours**. Application of statistical analysis to process and production control, quality assurance, and reliability of products. Prerequisite: 473

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Banking – MCT 475: continued*

**MCT 490B** [no description available]

**COURSES SCHEDULED FOR ANNUAL DELETION**

**COLLEGE OF ARTS & SCIENCES: Communication**

**COMM 214X**[no description available]

**JOUR 400** **Advanced Reporting--3 hours**. Depth reporting of complex events and problem areas. Prerequisite: 300.

**JOUR 400L** **Advanced Reporting Laboratory--1 hour**. Laboratory portion of 400.

**JOUR 410** **Color Photojournalism--3 hours**. Planning, shooting, and printing news pictures; writing cutlines; the techniques of the color picture story. Prerequisite: 371.

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

**GEO 460 Observational Astronomy--1 hour.** Involves actual experience in the operation of telescopes and in astronomical photography. Meets for two hours one night each week. Prerequisites: 360 and consent of instructor.

**COLLEGE OF ARTS & SCIENCES: History**

**HIST 333 African American History to 1890--3 hours.** The African heritage of African Americans, their role and status in the United States, and their contributions to the development of the country to 1890. (Also listed as African and African American Studies 313.) [*GE89: B1,D1,E1*]

**HIST 475 History of Communism--3 hours.** A historical evaluation of the theory and the practice of communism from Marxism to Leninism and Maoism.

**COLLEGE OF ARTS & SCIENCES: Humanities**

**HUM 301** [no description available]

**COLLEGE OF ARTS & SCIENCES: Philosophy**

**PHIL 337** [no description available]

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Deletion– PHIL: continued*

**PHIL 430W** [no description available]

**PHIL 490C** [no description available]

**PHIL 490D** [no description available]

**COLLEGE OF ARTS & SCIENCES: Physics**

**PHYS 385A** [no description available]

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

**PSCI 198 Workshop on Government and Politics—1 hour.** An introduction to the political process. Students will participate in a variety of exercises illustrating the functions of governmental units and of political parties.

- PSCI 420**     **Topics in Public Administration/Policy**--3 hours. An examination of selected topics and problems in public administration and public policy.
- PSCI 440**     **Topics in Political Theory/Methodology**--3 hours. An examination of selected topics and problems in political theory and methodology.

**COLLEGE OF ARTS & SCIENCES: Psychology**

- PSY 100L**     [no description available]
- PSY 207L**     [no description available]
- PSY 407F**     [no description available]
- PSY 407I**     [no description available]
- PSY 407L**     [no description available]
- PSY 486M**     [no description available]
- PSY 486R**     [no description available]
- PSY 486U**     [no description available]
- PSY 490A**     [no description available]
- PSY 490B**     [no description available]

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Deletion– PSY: continued*

- PSY 490C**     [no description available]
- PSY 490D**     [no description available]
- PSY 490F**     [no description available]

**COLLEGE OF ARTS & SCIENCES: Sociology**

- 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.)

**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.

**SCHOOL OF BUSINESS: Analytical**

**FIN 311**     [no description available]

**SCHOOL OF EDUCATION: Counseling**

**COUN 431**    **Secondary School Guidance--3 hours.** Historical, philosophical, psychological, and sociological bases of guidance in the secondary school. Examination of roles of the counselor, teacher, and others in program development.

**SCHOOL OF EDUCATION: Educational Leadership, Administration & Foundations**

**ELAF 406**    **Philosophy of Education--3 hours.** Analysis, synthesis, and evaluation of educational theories and practices.

**ELAF 407**    **Power Dynamics in Education--3 hours.** History, theory, psychology, and sociology are applied to the study of the types and kinds of power. Emphasis is given to the techniques of personal power. The bureaucratic system is contrasted with alternative power forms.

**ELAF 408**    **Schooling and Minority-Ethnic Groups--3 hours.** Attention is given to the mechanisms and techniques in adjusting schooling to the unique problems of minority groups in the school-community setting. Application will deal with methodology, curriculum, administration, and innovative procedures.

*UNDERGRADUATE PROPOSALS – Courses Schedule for Annual Deletion– ELAF: continued*

**ELAF 471**    **Seminar in Urban Education--3 hours.** Designed to introduce the student to historical, sociological, psychological, and political factors affecting urban education and resulting educational practices.

**SCHOOL OF NURSING**

**NURS 336**    **Nursing of Families in Stress and Crisis—3 hours.** Application of family systems theories, family stress theories, and crisis theories are emphasized in the nursing care of families experiencing normative and traumatic stressors and/or catastrophic events. Three classroom hours per week. Prerequisites: 224, 226.

**NURS 428 Leadership and Management in Nursing--4 hours.** The focus of the course is to investigate nursing leadership/management theories and concepts. Concurrent clinical practicum provides the opportunity for application of leadership/management knowledge and skills in a variety of health care settings. Three classroom hours and an average of three clinical hours per week. Prerequisites: 322, 324, 342, and 346.

**NURS 442 Community Health Nursing II--5 hours.** The student will continue to develop concepts begun in population-focused Nursing 342. Nursing roles and interventions are viewed in relation to health policy and legislation. The student will utilize concepts from Liberal Studies courses in synthesizing data for clinical and classroom participation. Three classroom hours and an average of six clinical hours per week. Prerequisites: 424, 428, all but six credit hours of required Liberal Studies.

## GRADUATE CURRICULUM PROPOSALS

### NEW COURSES

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

**COUN 535 Introduction to School Counseling – 3 hours.** An introduction to the historical, philosophical, psychological, and sociological bases of the field of school counseling. Role and function of the school counselor, issues in education, community resources, social systems which impact academic achievement, and professional issues are reviewed.

*Preferred Effective Term: Summer II 2002*

**COUN 623 Counseling Children and Adolescents – 3 hours.** A study of counseling theories and techniques appropriate for use with children and adolescents. Physical and psychological conditions which impact the normal development of children and adolescents are reviewed.

*Preferred Effective Term: Fall 2002*

*GRADUATE PROPOSALS: continued*

### COURES REVISIONS

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

**793-A,C,D,M Supervised Field Work – 1-3 hours.** Experience in an appropriate school or agency under professional supervision provided by the school or agency and Indiana State University. Designed to provide the student with experiences requiring an increasing degree of self-direction and responsibility. May be repeated.

793A Supervised Field Work: Counseling Psychology  
793C Supervised Field Work: Student Affairs Administration  
793D Supervised Field Work: Master's in Counseling Psychology  
793M Supervised Field Work: Marriage and Family Therapy

*Change number, title, and description to:*

**793-A,B,C,D,M Supervised Field Work – 1-3 hours**. Experience in an appropriate school or agency under professional supervision provided by the school or agency and Indiana State University. Designed to provide the student with experiences requiring an increasing degree of self-direction and responsibility. May be repeated.

793A Supervised Field Work: Counseling Psychology  
793B Supervised Field Work: School Guidance and Counseling  
793C Supervised Field Work: Student Affairs Administration  
793D Supervised Field Work: Master's in Counseling Psychology  
793M Supervised Field Work: Marriage and Family Therapy

*Preferred Effective Term: Fall 2002*

## **GRADUATE PROGRAM REVISIONS**

### **SCHOOL OF EDUCATION: Counseling Master of Education – School Counselor**

#### **Executive Summary:**

The School Counselor Master of Education Program is housed in the Department of Counseling in the School of Education. The program seeks to educate prospective school counselors as advocates and agents of change who are capable of assessing, developing, implementing, and sustaining programs for youth which enable them to become full participants in our diverse society (program mission and vision attached). The program trains students to be license eligible as school counselors in Indiana and around the country. The current program is 48 credit hours, with 42 hours of core courses taken within the counseling department and six credit hours taken in other departments within the School of Education (SOE). This proposal seeks to increase the program to 52 hours, of which 46 hours will be taken within the department and six hours will continue to be taken in other SOE departments. The additional four credit hours will be comprised of an additional

*GRADUATE PROPOSALS – Graduate Program Revisions – Master of Education – School Counselor: continued*

field experience course (newly proposed COUN793B Field Work: School Guidance and Counseling) and a one credit hour pre-existing technology course (COUN595Q Technology in Counseling).

Subject areas covered in the program of study include theories and techniques of counseling, individual and small group counseling skills, individual appraisal, research and program evaluation, ethical

and legal issues, history of the profession, life span development, learning theory, consultation and collaboration, educational reform and systemic change, development and implementation of developmental guidance programs, and leadership and facilitation skills. While many of these, and other, topics are currently covered in existing courses, two new courses and a school counseling section for an existing course are being proposed in order fill in current gaps and meet new licensing and accreditation requirements (see rationale section below). The two new proposed courses are: COUN535 Introduction to School Counseling and COUN623 Counseling Children and Adolescents. A request is also being made to add the section COUN793B Supervised Field Work: School Guidance and Counseling to COUN793 A,C,D,M Supervised Field Work.

Technology knowledge and skills are an important part of the role and function of today’s school counselor. Technology is used extensively throughout the School Counselor Program. Due to the unique features inherent in any university technology system, it is proposed to require all students to take one credit hour of the department’s COUN595Q Technology in Counseling course. Additionally, the ISU school counselor program has created a set of technology competencies that students must meet upon admission to the program (see attached). Students may meet these requirements through documentation. Those skill requirements that students are unable to document may be met through satisfactorily completing additional one or two credit hour segments of COUN595Q.

While students currently may choose one course from among three, COUN633 Theories of Counseling, COUN636 Marriage Counseling and Family Therapy, and COUN550 Introduction to Marriage and Family Therapeutic Systems, they will now be required to take COUN550. COUN550 will provide school counseling students the knowledge now required by CACREP and IPSB in the area of marriage and family systems and general systems theory. Students will receive instruction in counseling theories through the newly proposed COUN623 Counseling Children and Adolescents.

School counseling students currently take COUN733 Group Counseling. COUN615 Introduction to Group Work, a new course currently under consideration by faculty governance, is a more appropriate course for future school counselors take as it will help students meet standards required for licensure. Additionally, school counseling students now take EPSY595 Life Span Development. This course number and title is being changed to EPSY621 Development Through the Life Span. The request from the Department of Educational and School Psychology is also currently under consideration by faculty governance.

Please see the table below for a concise summary of the proposed changes.

**Summary of curriculum changes:**

<p><b>DROP COUN733 Group Counseling and ADD COUN615 Introduction to Group Work</b></p> <ul style="list-style-type: none"> <li>○ This course is currently under consideration by faculty governance. It is designed to meet the CACREP requirement needs of all four Master Degree programs in the Department and will, thus, meet the requirements of the School Counselor Program in this area.</li> </ul>
<p><b>DROP COUN531 Secondary School Guidance and ADD COUN535 Introduction to School Counseling</b></p> <ul style="list-style-type: none"> <li>○ <b>COUN535 is designed to meet CACREP and IPSB standards in the area of</b></li> </ul>



<b><u>professional identity</u></b>
<p><b>DROP</b> COUN532 Guidance in the Elementary School and <b>ADD</b> COUN623 Counseling Children and Adolescents</p> <ul style="list-style-type: none"> <li>○ COUN623 is designed to meet CACREP and IPSB standards in the area of counseling theories appropriate for children and adolescents.</li> </ul>
<p><b>DROP</b> EPSY595 Life Span Development and <b>ADD</b> EPSY621 Development through the Life Span</p> <ul style="list-style-type: none"> <li>○ This is a change brought about by a title and name change initiated by the Department of Educational and School Psychology</li> </ul>
<p><b>DROP</b> choice between COUN633 Theories of Counseling, COUN636 Marriage Counseling &amp; Family Therapy, and COUN550 Introduction to Marriage &amp; Family Therapeutic Systems and <b>REQUIRE</b> COUN550 Introduction to Marriage &amp; Family Therapeutic Systems</p> <ul style="list-style-type: none"> <li>○ This change will ensure that students meet CACREP and IPSB requirements in the areas of family development and systems theory.</li> </ul>
<p><b>ADD</b> COUN595Q Technology in Counseling</p> <ul style="list-style-type: none"> <li>○ The addition of this 1 credit hour course will help students navigate the ISU technology system, as well as meet program and IPSB technology standards.</li> </ul>
<p><b>ADD</b> COUN793B Supervised Field Work: School Guidance and Counseling</p> <ul style="list-style-type: none"> <li>○ This course will allow School Counselor Program students to meet the IPSB and CACREP requirements concerning proficiency in implementing developmental guidance in the classroom and collaborating with students, teachers and parents to enable students to learn to their potential.</li> </ul>

**Summary of Program Changes**

**Number of Hours in Program:**

- The program will increase its hours from 48 to 52 hours. Even though this change will add an additional summer session onto the program, students will still be able to be employed by a school corporation as a school counselor in the same amount of time.

**Rationale:**

During the past several years three forces have shaped the revision of the School Counselor Master of Education Program. First and foremost, in 1997 the School Counselor Program received one of six National Transforming School Counseling Initiative (TSC) grants. Since this time, the Department of Counseling has partnered with the Vigo County Community School Corporation, the Vigo County Division of Family and Children, school counselors from around the state, the Indiana Department of Education, and a community Advisory Council to develop a program that teaches ISU students the knowledge and skills needed to be effective in helping all PreK-12 students become

*GRADUATE PROPOSALS – Graduate Program Revisions – Master of Education – School Counselor: continued*

productive citizens.

In 1999, the Department of Counseling committed to seeking accreditation from the Council for Accreditation of Counseling and Related Programs (CACREP). Since that time, it has been revising its four Masters level programs so that they would be aligned with the 2001 CACREP Standards (<http://www.counseling.org/cacrep/2001standards700.htm>). These standards set forth detailed requirements concerning a set of eight core areas that must be covered in all programs. They also delineate an additional set of standards for each of the specific counseling programs, of which, the School Counselor program is one.

Finally, the Indiana Professional Standards Board (IPSB) has completely revised its requirements for licensing school counselors in the state of Indiana. For ISU School Counselor Program graduates to be license eligible, ISU must provide evidence that they meet the performance standards set for the content area of Student Services Professionals, plus the additional standards contained within the School Counselor strand. Additionally, since the state licenses school counselors for PreK-12, the program must document that students meet the performance standards for the four developmental levels: Early Childhood, Middle Childhood, Early Adolescence, and Adolescence and Young Adulthood.

The proposed program changes will align the ISU School Counselor Program with the TSC philosophy and the CACREP and IPSB standards.

#### *CURRENT CATALOG COPY*

### **Master of Education-School Counselor (48 semester hours minimum)**

#### **Degree Requirements**

*Research:* Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620-3 hrs.

*Major Area:* Counseling 531-3hrs.; 532-3hrs.; 533-3hrs.; 3 hours from 536, 550, or 633; 628-3hrs.; 634-3hrs.; 635-3hrs.; 666-3hrs.; 731-3hrs.; 733-3hrs.; 738B-3hrs.; 739B twice-6hrs.

*Professional Education:* Educational Leadership, Administration, and Foundations 608-3hrs.; Educational Psychology 595-3hrs.

*Culminating Experience:* Counseling 738B taken within the last 12 hours of the degree program.

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### **Master of Education-School Counselor (52 semester hours minimum)**

#### **Degree Requirements**

*Research:* Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620-3 hrs.

*Major Area:* Counseling 533-3hrs.; 535-3hrs.; 550-3 hrs.; 615-3hrs.; 623-3hrs.; 628-3hrs.; 634-3hrs.; 635-3hrs.; 666-3hrs.; 731-3hrs.; 739B twice-6hrs.; 793B-3hrs.

*Professional Education:* Educational Leadership, Administration, and Foundations 608-3hrs.; Educational Psychology 621-3hrs.

*Technology:* Counseling 595Q-1hr. Additionally, students must meet basic technology skills upon admission to the program. Documentation of skills is required. Those students unable to document

*GRADUATE PROPOSALS – Graduate Program Revisions – Master of Education – School Counselor: continued*

all skills may meet the requirement through completing additional 1 - 2 hr segments of Counseling 595Q. Students are encouraged to contact the Department for more information.

*Culminating Experience:* Counseling 738B taken within the last 12 hours of the degree program.

*Preferred Effective Term:* Summer I 2002

**SCHOOL OF EDUCATION: Counseling  
Post-Masters, Non-Degree Licensure Program  
School Counselor**

**Executive Summary:**

The Post-Masters, Non-Degree Licensure Program – School Counselor enables those with a Master degree in a related field to qualify for the Standard (initial) license as a School Counselor. The requirements for this program mirror the requirements for the Master of Education – School Counselor degree program. Therefore, all the changes requested for the Master of Education – School Counselor program are also requested for the Post-masters, Non-Degree Licensure Program.

**Rationale:**

The rationale for changes to the Post-Masters, Non-Degree Licensure Programs – School Counselor is the same as the rationale for revisions to the Master of Education – School Counselor Program. Please see the Program Revision Proposal for the rationale.

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**Post-Masters, Non-Degree License Programs --  
School Counselor**

Students who have completed the Master of Arts or Master of Science—Agency Counseling degree or related master’s counseling program may be admitted to the Post-Masters Non-Degree License Program—School Counselor in order to qualify for the Standard (initial) License. Those individuals with the Standard License may be admitted in order to qualify for the Professional License.

**Standard License--School Counselor (48 semester hours minimum)**

The student must complete, either as a part of his/her master's degree or as a part of the Post-Masters, Non-Degree License Program, the following courses:

Counseling 531--3 hrs.; 532--3 hrs.; 533--3 hrs.; one of 536—3hrs., 550 or 633--3 hrs.; 628--3 hrs.; 634--3 hrs.; 635--3 hrs.; 666--3 hrs.; 731--3 hrs.; 733--3 hrs.; 738B--3 hrs.; 739B (taken twice)--6 hrs.; Educational Leadership, Administration, and Foundations 608--3 hrs.; Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or

*GRADUATE PROPOSALS – Graduate Program Revisions – Post Masters, Non-Degree  
Licensure Programs – School Counselor: continued*

Counseling 620--3 hrs.; Educational Psychology 595.

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**Post-Masters, Non-Degree License Programs --  
School Counselor**

Students who have completed the Master of Arts or Master of Science—Agency Counseling degree or related master’s counseling program may be admitted to the Post-Masters Non-Degree License Program—School Counselor in order to qualify for the Standard (initial) License. Those individuals with the Standard License may be admitted in order to qualify for the Professional License.

**Standard License--School Counselor (52 semester hours minimum)**

The student must complete, either as a part of his/her master's degree or as a part of the Post-Masters, Non-Degree License Program, the following courses:

Counseling 533--3 hrs.; 535--3 hrs.; 550--3 hrs.; 595Q--1 hr.; 615--3 hrs.; 628--3 hrs.; 634--3 hrs.; 635--3 hrs.; 666--3 hrs.; 731--3hrs., 738B--3 hrs.; 739B (taken twice)--6 hrs.; 793B- 3 hrs.; Educational Leadership, Administration, and Foundations 608--3 hrs.; Curriculum, Instruction, and Media Technology 610 or Educational Psychology 620 or Counseling 620--3 hrs.; Educational Psychology 621--3 hrs.

Additionally, students must meet basic technology skills upon admission to the program. Documentation of skills is required. Those students unable to document all skills may meet the requirement through completing additional 1-2 hrs. segments of Counseling 595Q. Students are encouraged to contact the Department for more information.

*Preferred Effective Term: Summer I 2002*

**GRADUATE PROGRAMS TO BE ELIMINATED**

**SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology  
Master of Arts in Educational Media (Licensure)**

**Executive Summary & Rationale:**

The department has elected to eliminate the MA in Educational Media while retaining the MS – no students currently or in the recent past have elected to seek this option. The department seeks to maintain only the MS in Educational Media in order to streamline our offerings and simplify and clarify our advising. Students are often confused by the dual option and this will provide better focus. Nationally, a degree in

educational media or technology is usually an MS.

*GRADUATE PROPOSALS – Graduate Programs to be Eliminated – Master of Arts in Educational Media (Licensure): continued*

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### **Master of Arts or Master of Science--Educational Media (32 semester hours minimum)**

The program is designed to provide candidates with the appropriate professional skills to plan, operate, and evaluate specific types of instructional media and technology programs in educational institutions.

#### **Admission Requirements**

Applicants must satisfy the general criteria for admission to the School of Graduate Studies.

#### **Degree Requirements**

*Research:* Curriculum, Instruction, and Media Technology 610--3 hrs. or 740--2 hrs.

*Major Area:* 18 hours of educational media courses and approved related area courses. If the student has not had the following as undergraduate courses he or she must take them as part of the major area: Curriculum, Instruction, and Media Technology 543--3 hrs.; 544--3 hrs.; 546--3 hrs.

*Adjunct Field:* 8 hours in related field.

*Electives:* 3-4 hours.

*Culminating Experience:* All students are required to pass a final culminating examination.

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

NOTE: Students seeking the M.A. degree will take Curriculum, Instruction, and Media Technology 699--6 hrs. as part of the major area.

*PROPOSED CATALOG COPY*

### **Master of Science--Educational Media (32 semester hours minimum)**

The program is designed to provide candidates with the appropriate professional skills to plan, operate, and evaluate specific types of instructional media and technology programs in educational institutions.

#### **Admission Requirements**

Applicants must satisfy the general criteria for admission to the School of Graduate Studies.

## **Degree Requirements**

*Research:* Curriculum, Instruction, and Media Technology 610--3 hrs. or 740--2 hrs.

*GRADUATE PROPOSALS – Graduate Programs to be Eliminated – Master of Arts in Educational Media (Licensure): continued*

*Major Area:* 18 hours of educational media courses and approved related area courses. If the student has not had the following as undergraduate courses he or she must take them as part of the major area: Curriculum, Instruction, and Media Technology 543--3 hrs.; 544--3 hrs.; 546--3 hrs.

*Adjunct Field:* 8 hours in related field.

*Electives:* 3-4 hours.

*Culminating Experience:* All students are required to pass a final culminating examination.

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

*Preferred Effective Term: Summer I 2002*

## **SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology Master of Arts in Educational Media (Agency)**

### **Executive Summary & Rationale:**

The department has elected to eliminate the MA in Educational Media while retaining the MS – no students currently or in the recent past have elected to seek this option. The department seeks to maintain only the MS in Educational Media in order to streamline our offerings and simplify and clarify our advising. Students are often confused by the dual option and this will provide better focus. Nationally, a degree in educational media or technology is usually an MS.

### *CURRENT CATALOG COPY*

### **Master of Arts or Master of Science--Educational Media (32 semester hours minimum)**

The program is designed to provide candidates with the appropriate professional skill to plan, operate, and evaluate specific types of instructional media and technology programs in educational institutions.

The curriculum stresses a broad concept of media in order to provide students with experience in a variety of instructional media.

The program can be designed to provide the necessary course work to professionalize an all grade major in school media services or a minor in audiovisual services or library services.

## **Degree Requirements**

*Research:* Curriculum, Instruction, and Media Technology 610--3 hrs.

*Major Area:* 18 hours of educational media courses and approved related area courses. If the student has not had the following as undergraduate courses he or she must take them as part of the major area: Curriculum, Instruction, and Media Technology 543--3 hrs.; 544--3 hrs.; 546--3 hrs.

NOTE: Students seeking the M.A. degree will take Curriculum, Instruction, and Media Technology 699--6 hrs. as part of the major area.

*GRADUATE PROPOSALS – Graduate Programs to be Eliminated – Master of Arts in Educational Media (Agency): continued*

*Professional Education:* 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; 3 hours from Elementary Education 660, Curriculum, Instruction, and Media Technology 660, or 560M.

*Electives:* 2-3 hours.

*Culminating Experience:* All students are required to pass a final culminating examination.

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

#### *PROPOSED CATALOG COPY*

#### **Master of Science--Educational Media (32 semester hours minimum)**

The program is designed to provide candidates with the appropriate professional skill to plan, operate, and evaluate specific types of instructional media and technology programs in educational institutions.

The curriculum stresses a broad concept of media in order to provide students with experience in a variety of instructional media.

The program can be designed to provide the necessary course work to professionalize an all grade major in school media services or a minor in audiovisual services or library services.

#### **Degree Requirements**

*Research:* Curriculum, Instruction, and Media Technology 610--3 hrs.

*Major Area:* 19 hours of educational media courses and approved related area courses. If the student has not had the following as undergraduate courses he or she must take them as part of the major area: Curriculum, Instruction, and Media Technology 543--3 hrs.; 544--3 hrs.; 546--3 hrs.

*Professional Education:* 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; 3 hours from Elementary Education 660, Curriculum, Instruction, and Media Technology 660, or 560M.

*Electives:* 2-3 hours.

*Culminating Experience:* All students are required to pass a final culminating examination.

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

# UNDERGRADUATE APPROVALS

## 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*

## 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  
*UNDERGRADUATE APPROVALS – Course Revisions – SOC 110: continued*

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

*UNDERGRADUATE APPROVALS – Course Revisions – SOC 329: continued*

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

*UNDERGRADUATE APPROVALS – Course Revisions – SOC 420\*: continued*

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 \*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*

**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

*UNDERGRADUATE APPROVALS – Course Revisions – SOC 463\*: continued*

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

*UNDERGRADUATE APPROVALS – Course Revisions – SOC 383: continued*

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: Chemistry  
Chemistry Major – American Chemical Society Certified**

## **Executive Summary:**

In all our Chemistry major tracks, the general chemistry sequence for chemistry majors (CHEM 107, 107L, 108, or 108L) is being replaced by our science-major general chemistry sequence (CHEM 105, 105L, 106 and 106L).

The Committee on Professional Training (C.P.T.) of the American Chemical Society (A.C.S.), which is the oversight body for A.C.S. program certification, has determined that all A.C.S. certified programs must provide coverage in biochemistry, either imbedded throughout the curriculum or as a stand-alone course. The faculty of the Chemistry Department has decided to comply with this new expectation by requiring A.C.S.-certified degree students to take CHEM 431 (Biochem I). The material covered in this course is fully compliant with the expectations set forth by

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – Chemistry Major – American Chemical Society Certified: continued*

the C.P.T.

We can keep the A.C.S.-certified degree program credit neutral by proposing the changes indicated in objectives 2 and 3. The justification for reducing CHEM 462L from two to one credit hour is presented with the A-4 form for that specific course change proposal.

## **Rationale:**

Because of staffing and enrollment constraints we have not offered CHEM 107, 107L, 108, or 108L for several years. Chemistry majors instead take CHEM 105, 105L, 106, and 106L. For many years we have accepted these courses in lieu of CHEM 107, 107L, 108, and 108L in those cases where students transfer into the chemistry major. The content and coverage of CHEM 105, 105L, 106, and 106L is at an appropriately high level to prepare students for the remaining courses in the major.

*OLD CATALOG COPY*

## **Chemistry Major (69 semester hours, including extradepartmental requirements)**

### **Core Curriculum (30 semester hours)**

**Required Chemistry:** 107--3 hrs.; 107L--1 hr.; 108--3 hrs.; 108L--1 hr.; 310--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L-1 hr.; 355 - 1hr.; 400--1 hr.; 421--3 hrs.

**Required Mathematics:** 131--4 hrs.

## **American Chemical Society Certified**

This program is designed for the student who wishes to pursue a career as a professional chemist or seek an advanced degree in chemistry.

**Required courses:** 30 hours of the core curriculum.

**Chemistry:** 340--2 hrs.; 440--3 hrs.; 461--4 hrs.; 461L--2 hrs.; 462L--1 hr.

**Mathematics:** 132--4 hrs.

**Physics:** 205--4 hrs.; 205L--1 hr.; 206--4 hrs.; 206L--1 hr.

**Electives:** 8 hours of advanced courses in chemistry (a maximum of 4 hours of 499 may be counted) or related areas; e.g., mathematics, physics, computer science, or molecular biology. Advanced courses in other departments may be defined for this purpose as 300- or 400-level courses which carry prerequisites.

### **Biochemistry Emphasis**

This program is designed for the student who wishes to pursue a career as a professional chemist with an emphasis in biochemistry and the biological sciences or pursue an advanced degree in *UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – Chemistry Major – American Chemical Society Certified: continued*

biochemistry.

**Required courses:** 30 hours of the core curriculum.

**Chemistry:** 431--3 hrs.; 431L--1 hr.; 432--3 hrs.; 465--4 hrs.; 465L--2 hrs.

**Life Sciences:** 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.

**Physics:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

**Electives:** 10 hours of advanced courses, a minimum of four of which must be taken in the Department of Chemistry (a maximum of four hours of 499 may be counted). Any remaining hours may be taken in related areas; e.g., mathematics, physics, computer science, or life sciences. Advanced courses in other departments are 300- or 400-level courses that carry prerequisites.

### **Business Emphasis (78 semester hours including extradepartmental requirements)**

This program is designed for the student who wishes to pursue a career in marketing, sales, or administration in the chemical or pharmaceutical industry.

**Required chemistry courses** (30 hours): 105--3 hrs. or 107--3 hrs.; 105L--1 hr. or 107L--1 hr.; 106--3 hrs. or 108--3 hrs.; 106L--1 hr. or 108L--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 371--3 hrs.; 431--3 hrs.; 465--4 hrs.

**Business courses** (27 hours)\*: Accounting 201--3 hrs.; 202--3 hrs.; Management Information Systems 276--3 hrs.; Management 300--3 hrs.; Finance 300--3 hrs.; Marketing 305--3 hrs.; 338--3 hrs.; 439--3 hrs.; Systems and Decision Sciences 265--3 hrs.

**Other required courses** (21 hours): Communication 215--3 hrs.; Economics 200--3 hrs.; 201--3 hrs.; Mathematics 131--4 hrs.; Physics 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

\*Students majoring in the chemistry with business emphasis program are expected to meet all course

prerequisites in the School of Business, including “Junior Standing in Business” where necessary.

### **Environmental Geological Chemistry Emphasis (76-78 semester hours including extradepartmental requirements)**

The environmental geological chemistry program is designed for the student who wishes to pursue a career in environmental chemistry with a focus on physical and geological processes and their applications.

**Required Chemistry** (31-33 hours): 105--3 hrs. or 107--3 hrs.; 105L--1 hr. or 107L--1 hr.; 106--3 hrs. or 108--3 hrs.; 106L--1 hr. or 108L--1 hr.; 310--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 371--3 hrs.; 400--1 hr.; 421--3 hrs.; 465--4 hrs.

**Required Geology** (12 hours): 152--3 hrs.; 441--3 hrs.; 442--3 hrs.; 465--3 hrs.

**Other required courses** (24 hours): Life Sciences 274--2 hrs.; 274L--1 hr.; Mathematics 131--4 hrs.; 241--3 hrs.; 132--4 hrs.; Physics 205--4 hrs.; 205L--1 hr.; 206--4 hrs.; 206L--1 hr.

**Electives** (9 hours from the following): Chemistry 499--1-4 hrs.; Geology 354--3 hrs.; 484--3 hrs.; *UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – Chemistry Major – American Chemical Society Certified: continued*

454--3 hrs.; 455--3 hrs.; 456--3 hrs.; 457--3 hrs.; 464--3 hrs.; 482--3 hrs.; Life Sciences 350--3 hrs.; Health and Safety/Geology 356--3 hrs.; Health and Safety 320--3 hrs.

### **Preprofessional Emphasis**

This program is designed for the student who wishes to pursue a career in medicine, dentistry, veterinary science, or other health related fields.

**Required courses:** 30 hours of the core curriculum.

**Chemistry:** 431--3 hrs.; 431L--1 hr.; 465--4 hrs.

**Life Sciences:** 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.

**Physics:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

**Electives:** 15 hours of advanced courses, at least 5 hours of which must be taken in chemistry with the remaining 10 hours to be taken in chemistry or related areas; e.g., mathematics, physics, computer science, or life sciences. Advanced courses in other departments may be defined as 300- or 400-level courses that carry prerequisites. A maximum of 4 hours of CHEM 499 may be counted as advanced electives. Electives should be chosen to meet the requirements of the professional school in question.

*NEW CATALOG COPY*

### **Chemistry Major (69 semester hours, including extradepartmental requirements)**

#### **Core Curriculum (30 semester hours)**

**Required Chemistry:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 310--1 hr.; 321--4 hrs.; 351-



-3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L-1 hr.; 355 - 1hr.; 400--1 hr; 421--3 hrs.

**Required Mathematics:** 131--4 hrs.

### **American Chemical Society Certified**

This program is designed for the student who wishes to pursue a career as a professional chemist or seek an advanced degree in chemistry.

**Required courses:** 30 hours of the core curriculum.

**Chemistry:** 340--2 hrs.; 431—3 hrs.; 440--3 hrs.; 461--4 hrs.; 461L--2 hrs.; 462--4 hrs.; 462L--1 hrs.

**Mathematics:** 132--4 hrs.

**Physics:** 205--4 hrs.; 205L--1 hr.; 206--4 hrs.; 206L--1 hr.

**Electives:** 6 hours of advanced courses in chemistry (a maximum of 4 hours of 499 may be counted) or related areas; e.g., mathematics, physics, computer science, or molecular biology. Advanced courses in other departments may be defined for this purpose as 300- or 400-level courses which carry prerequisites.

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – Chemistry Major – American Chemical Society Certified: continued*

### **Biochemistry Emphasis**

This program is designed for the student who wishes to pursue a career as a professional chemist with an emphasis in biochemistry and the biological sciences or pursue an advanced degree in biochemistry.

#### **Core Curriculum (30 semester hours)**

**Required Chemistry:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 310--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L-1 hr.; 355 - 1hr.; 400--1 hr; 421--3 hrs.

**Required Mathematics:** 131--4 hrs.

**Chemistry:** 431--3 hrs.; 431L--1 hr.; 432--3 hrs.; 465--4 hrs.; 465L--2 hrs.

**Life Sciences:** 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.

**Physics:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

**Electives:** 10 hours of advanced courses, a minimum of four of which must be taken in the Department of Chemistry (a maximum of four hours of 499 may be counted). Any remaining hours may be taken in related areas; e.g., mathematics, physics, computer science, or life sciences. Advanced courses in other departments are 300- or 400-level courses that carry prerequisites.

### **Business Emphasis (78 semester hours including extradepartmental requirements)**

This program is designed for the student who wishes to pursue a career in marketing, sales, or administration in the chemical or pharmaceutical industry.

**Required chemistry courses** (30 hours): 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 371--3 hrs.; 431--3 hrs.; 465--4 hrs.

**Business courses** (27 hours)\*: Accounting 201--3 hrs.; 202--3 hrs.; Management Information Systems 276--3 hrs.; Management 300--3 hrs.; Finance 300--3 hrs.; Marketing 305--3 hrs.; 338--3 hrs.; 439--3 hrs.; Systems and Decision Sciences 265--3 hrs.

**Other required courses** (21 hours): Communication 215--3 hrs.; Economics 200--3 hrs.; 201--3 hrs.; Mathematics 131--4 hrs.; Physics 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

\*Students majoring in the chemistry with business emphasis program are expected to meet all course prerequisites in the School of Business, including “Junior Standing in Business” where necessary.

### **Environmental Geological Chemistry Emphasis (76-78 semester hours including extradepartmental requirements)**

The environmental geological chemistry program is designed for the student who wishes to pursue a career in environmental chemistry with a focus on physical and geological processes and their applications. *UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – Chemistry Major – American Chemical Society Certified: continued*

**Required Chemistry** (31-33 hours): 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 310--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 371--3 hrs.; 400--1 hr.; 421--3 hrs.; 465--4 hrs.

**Required Geology** (12 hours): 152--3 hrs.; 441--3 hrs.; 442--3 hrs.; 465--3 hrs.

**Other required courses** (24 hours): Life Sciences 274--2 hrs.; 274L--1 hr.; Mathematics 131--4 hrs.; 241--3 hrs.; 132--4 hrs.; Physics 205--4 hrs.; 205L--1 hr.; 206--4 hrs.; 206L--1 hr.

**Electives** (9 hours from the following): Chemistry 499--1-4 hrs.; Geology 354--3 hrs.; 484--3 hrs.; 454--3 hrs.; 455--3 hrs.; 456--3 hrs.; 457--3 hrs.; 464--3 hrs.; 482--3 hrs.; Life Sciences 350--3 hrs.; Health and Safety/Geology 356--3 hrs.; Health and Safety 320--3 hrs.

### **Preprofessional Emphasis**

This program is designed for the student who wishes to pursue a career in medicine, dentistry, veterinary science, or other health related fields.

### **Core Curriculum (30 semester hours)**

**Required Chemistry:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.; 310--1 hr.; 321--4 hrs.; 351--3 hrs.; 351L--1 hr.; 352--3 hrs.; 352L--1 hr.; 355 - 1hr.; 400--1 hr.; 421--3 hrs.

**Required Mathematics:** 131--4 hrs.

**Chemistry:** 431--3 hrs.; 431L--1 hr.; 465--4 hrs.

**Life Sciences:** 101--3 hrs.; 101L--1 hr.; 102--3 hrs.; 102L--1 hr.

**Physics:** 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

**Electives:** 15 hours of advanced courses, at least 5 hours of which must be taken in chemistry with the remaining 10 hours to be taken in chemistry or related areas; e.g., mathematics, physics, computer science, or life sciences. Advanced courses in other departments may be defined as 300- or 400-level courses that carry prerequisites. A maximum of 4 hours of CHEM 499 may be counted as advanced electives. Electives should be chosen to meet the requirements of the professional school in question.

*Preferred Effective Term: Fall 2002*

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

### **Executive summary:**

Proposed is a revision of the undergraduate All Grade Major in Special Education. Special Education faculty determined (Sept. 20, 1999) that a revision was necessary in order to meet current professional expectations. The intent of this revision is to allow the student to complete programs which will result in licensure in both Special Education (all grade) and Elementary Education. At the same time this will be congruent with current Indiana special education licensure. In order to

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

accomplish this, the number of special education courses is reduced and sequenced to be congruent with compatible courses in Elementary Education. Courses are included to retain the special education portion of the license as “all grade” (i.e. grades 1 – 12). Thus, we are referring to this as “joint licensure.” The undergraduate Special Education Major can be taken only when the undergraduate Elementary Education major is also selected. (The undergraduate major in Elementary Education does not require completing the Special Education Major, however.)

### **Rationale:**

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

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

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

Prospective teachers will be provided opportunity to learn and practice data-based best practices in both elementary and special education (Forness, Kavale, Blum, & Lloyd, 1997). Another element of being “empirically based” is the standards-based curriculum now necessitated for Indiana Professional Standards Board approval—and all courses and field experiences will contain sources of evidence for meeting these standards. Field experiences are integral to this program in general education, special education, and, particularly, inclusive settings for the duration of the student’s academic career.

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

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

- An unfailing commitment to prepare professionals who are ethically responsible and dedicated to the process of becoming lifelong learners in an ever changing ethnically and culturally diverse society  
*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

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

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

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

From the School of Education Mission Statement:

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

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

School of Education goals particularly addressed include:

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

These points replicate those addressed above regarding the department's mission. To be highlighted, though, is an emphatic emphasis on *all* learners—including those children who have exceptionalities in learning, behavior, and movement.

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

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

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

As described above, while comparable approaches may be found nation-wide (c.f. Blanton et al. 1997), no other teacher-preparation program in Indiana has a comparable format. That is, none other has attended to an undergraduate program which emphasizes joint planning and delivery by faculty and the emphasis on collaboration among students. The Indiana Professional Standards Board (I.P.S.B) has approved Special Education and Elementary Education teacher preparation programs, and this will be viewed as a program revision rather than a new program. Unit Assessment System indicators have been delineated indicating how I.P.S.B.-specified Performance standards for Teachers of Students with Exceptional Needs, and Developmental Standards—Middle Childhood, and necessary Performance indicators in Early Adolescence, and Adolescence and Young Adult standards.

The joint program will meet designated needs by:

- Re-designing courses to carry essential components to enable graduates to meet current school practices,
- Stipulating performance assessment targets in courses to meet Indiana Professional Standards Board expectations,

- Decreasing the number of Special Education courses so that undergraduate students can reasonably be expected to complete both Special Education and Elementary Education majors,
- Ordering Special Education courses to be taken concurrently with compatible Elementary Education courses,
- Identifying field experiences that meet both Special Education and Elementary Education expectations, and
- Including courses which will allow the Special Education license to also cover ages 13-18.

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**SPECIAL EDUCATION**

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

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

only during the academic year.

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

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

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

A student with 32 or more hours whose overall GPA or special education GPA falls below 2.5 will be placed on departmental probation for one semester. If the GPA is not improved to the required 2.5, the student may not continue in the program. A student who receives a grade of D, F, or U in any special education course will not continue in the program, although the student may petition the special education faculty in writing to retake that course. A majority of the special education faculty must vote in favor of the

petition before the student may retake the course in question. A student may repeat a course no more than once during the undergraduate program.

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

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

### **Procedures and Regulations for the Special Education Major**

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

#### **PHASE I**

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

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

#### **PHASE IIA**

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

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

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

#### **PHASE IIB**

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

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

PHASE IIIA Special Education 401, 488.

PHASE IIIB Special Education 499.

3. Each candidate for a teaching license must be admitted to the Teacher Education Program. (See the “School of Education Procedures and Regulations for Students” section of this *Catalog* for a complete statement of selection criteria.)
4. A student’s progress in the Teacher Education Program is reviewed by Education Student Services and

the Special Education Student Affairs Committee. Personal/professional characteristics as well as the appropriate grades shall be given consideration in determining whether a person shall be permitted to continue in the Teacher Education Program.

5. Students must satisfy the requirements for supervised student teaching.
  - a. Students must apply and be interviewed for student teaching in the fall semester prior to the academic year of the supervised teaching.
  - b. Students must have met the criteria for admission to TEP-II: Candidate for Teaching (see the School of Education section “The Teacher Education Program” for details.)
  - c. Students must have obtained senior or graduate status with a minimum 2.5 grade point average in the overall major. Additionally, a letter of C or better must be earned in each course applicable to the major.
  - d. Candidates must complete a full semester of student teaching during the fall of the senior year. During this professional semester, students must not be enrolled in additional course work, must not be employed, and must not assume other obligations which would interfere with all-day assignments. It is likely that the student teaching semester will be scheduled in a school corporation in the greater Terre Haute vicinity. Students who have not completed at least 40 hours of course work at Indiana State University prior to the semester in which they will enroll in supervised student teaching are required to pay \$12 per semester hour of supervised teaching in addition to their registration fees.
  - e. Candidates must complete a full semester of internship during the spring semester of the senior year. During the internship semester, students must not be enrolled in additional

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

course work, must not be employed, and must not assume other obligations which would interfere with all-day assignments. The internship site may be selected by the student; however, selections must be approved by the department. Internship placements can be selected from a wide variety of recommended locations representing a selection of nationally known programs serving handicapped children and youth. Students who transfer from another college or university must complete all the specified prerequisites prior to participating in supervised student teaching in special education at Indiana State University.

## **TEACHING CURRICULA**

### **Special Education All Grade Major Program (124 semester hours)**



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

### **General Education and Subject Matter Concentration**

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

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

**Mathematics:** 205—3 hrs.; 305—3 hrs.

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

A 1 hour laboratory must also be taken.

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

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

**History:** 101, 102, 201, or 202—3 hrs.

**Communication:** 302—3 hrs.

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

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

### **Core (32 semester hours)**

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

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

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

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

**Seriously Emotionally Handicapped All Grade Major:** Special Education 201—3 hrs.; 202—2 hrs.; 302—3 hrs.; 451—3 hrs.; 462—3 hrs.

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

## **Professional Education (25-26 semester hours)**

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

Educational Psychology: 202—3 hrs.; Elementary Education 397—4 hrs. or Curriculum, Instruction, and Media Technology 368—3 hrs.; Educational Leadership, Administration, and Foundations 200—3 hrs.; Curriculum, Instruction, and Media Technology 347—1 hr.; Special Education 401—2 hrs.; 488—13 hrs.

*NEW CATALOG COPY*

### **SPECIAL EDUCATION**

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

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

### **Procedures and Requirements for Special Education and Elementary Education Teacher Preparation**

1. Students should complete their program in a sequential pattern in order to provide continuity of course work and field experiences. Details of these sequences are listed under curricula for Special Education and for Elementary Education.
2. Early and continuing field experiences will be a part of the course requirements in all professional phases of the program. Students must plan to arrange their schedules to spend time participating in public schools. Students should enroll in SPED 102 in their freshman year and in Elementary Education Block I during the second semester of the freshman year or during the

*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

sophomore year.

3. Each candidate for a teaching license must be admitted to the Teacher Education program. (See the “School of Education Procedures and Regulations for Students” for a complete statement of selection criteria.)
4. Once students are admitted to the Teacher Education Program, their progress in the program is reviewed by Education Student Services and review committees in each department. Personal

characteristics as well as an appropriate grade point average shall be given consideration in determining whether a person shall be permitted to continue on the Teacher Education Program. A grade of C or better is required in each professional education course as well as a minimum grade point average of 2.5.

5. Students must satisfy the procedures and requirements for supervised student teaching:
  - a. Students are usually assigned to supervised teaching in the year prior to the academic year in which they will be doing supervised teaching. No applications for supervised teaching for the next academic year will be taken after April 1. Applicants who fail to meet appropriate criteria at the close of the term prior to their student teaching will not be allowed to participate.
  - b. Each teaching candidate completes a professional semester with a minimum of 15 weeks of student teaching under the supervision of faculty members of the departments. Supervised teaching occurs during the student's senior year.

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

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

## **TEACHING CURRICULA**

### **Special Education All Grade Major Program** (139 semester hours)

The student who selects the Special Education and the Elementary Education majors must  
*UNDERGRADUATE APPROVALS – Undergraduate Program Revisions – BA/BS Special Education: continued*

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

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

For other requirements, including admission to different levels of the Teacher Education Program,

see Elementary and Early Childhood in this *Bulletin*.

### **General Education and Additional Subject Matter**

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

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

Special Education (SPED)– 102-3 hrs., 200-3 hrs., 215-3 hrs., 315-3 hrs., 316-3 hrs., 320-3 hrs., 400-3 hrs., 405-5 hrs. CIMT 200 (301)-3 hrs, CIMT 300 (301)-3 hrs.

### **Gifted and Talented Endorsement** (15 semester hours)

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

*Preferred Effective Term: Spring 2002*

## **COURSES TO BE BANKED**

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

*UNDERGRADUATE APPROVALS: continued*

## **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*

## **GRADUATE APPROVALS**

### **NEW GRADUATE CERTIFICATE**

**\*\*\*Portions of the proposal were changed during its approval process. The corrected portion is shown in *[bold-italics within bold-italic brackets]*.\*\*\***

**COLLEGE OF ARTS & SCIENCES: Languages, Literatures, & Linguistics  
Graduate Certificate in TESL/TEFL  
Executive Summary:**

The Department will offer a 12-semester hour Certificate in TESL/TEFL. This is not a degree program, nor does it confer an Indiana teaching license on its recipients. *Certificate* (in TEFL or TESL) is an internationally recognized term, and many employers in other countries require a certificate of teachers who don't hold a Masters degree.

#### **Rationale:**

There are two major training options for those interested in teaching English as a second or foreign language: Masters degree programs and certificate programs. The Department currently offers a Masters program, which provides a sound theoretical foundation in language and language teaching. Within the coursework for that program, we offer many practical courses for teachers, and we often have students from outside our graduate program taking several of our courses prior to teaching abroad. By offering a Certificate in TESL/TEFL, we will enable those students to take with them evidence of their training, and we will be able to advise them into the appropriate courses. We will also be able to offer basic preparation to those outside academia who wish to teach abroad, as  
*GRADUATE APPROVALS – New Graduate Certificate – Graduate Certificate TESL/TEFL:  
continued*

well as the large number of people who wish to come from abroad for a short course leading to a certificate.

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## **Certificate in TESL/TEFL (12 semester hours)**

### **Course Requirements:**

LING 601: English Syntax - 3 hrs.

LING 520: Language Acquisition - 3 hrs.

LING 613: Teaching English as a Second Language - 3 hrs.

One Elective chosen from LING 513, 514, 515, 517, 621, and 792 - 3 hrs.

### **Applied Experience Requirement:**

This requirement is fulfilled by doing one of the following:

- 1) 2 years study (or equivalent fluency) of [*a language that is not the student's native language*]
- 2) Experience living in a [*culture that is not the student's native culture*] (3 months minimum)
- 3) ESL/EFL teaching or cross-cultural experience (3 months minimum)

*Preferred Effective Term: Spring 2002*

## **COLLEGE OF ARTS & SCIENCES: Political Science Graduate Certificate in American Government and Politics**

### **Executive Summary:**

This proposal for a new Graduate Certificate Program in American Government and Politics, starting in Fall 2002, has been designed to meet the continuing education of international scholars and foreign university professors who are teaching American Government and Politics courses in the foreign universities. The Department of Political Science at ISU has hosted many such professors and visiting scholars from 1990 to present. Implementing this program will not require any new courses, faculty or financial resources. This new program will introduce ISU and increase grade level FT. A fast track approval will be helpful in the Department's applications for external grants to have Eastern European scholars placed in this program starting Fall 2002.

### **Rationale:**

This proposed program proposal is to establish a non-degree (12 credit hour) Graduate Certificate Program in AMERICAN GOVERNMENT and POLITICS. As a certificate program requiring no new courses and no additional faculty, this program requires only university level approval for implementation starting FALL 2002. It is primarily designed to serve the continuing education needs of International scholars and foreign university professors who are already teaching AMERICAN GOVERNMENT AND POLITICS courses in their universities. These  
*GRADUATE APPROVALS – New Graduate Certificate – Graduate Certificate in American Government and Politics: continued*

scholars may want to update their knowledge about American Politics to be more effective in the classroom

as teachers of American politics. This program is also open to American graduate students.

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**Certificate in American Government and Politics (12 semester hours)**

Certificate in American Government and Politics. The Department of Political Science offers a Graduate Certificate Program in American Government and Politics to serve the continuing education needs of the international scholars and university professors who are currently teaching American Government and Politics courses in foreign Universities. This program is also open to American graduate students who are pursuing professional development goals in a structured non-degree certificate program in order to have an in-depth study about various aspects of American political institutions, political behavior, and public policy issues. Applicants should meet admission requirements as a non-degree seeking graduate student. International scholars also must have a TOEFL score of 550 (or equivalent in computer administered test). All students admitted to this 12 credit hour program will complete the following graduate courses with a B grade or better, and will select their elective courses in consultation with the Director of Graduate Studies in Political Science. All course work is required to be completed at Indiana State University and no transfer credit from other institutions will be allowed toward this certificate program.

**Required Courses:** PSCI 621—3 hrs. or PA 600—3 hrs.

**Elective Courses:** Select nine hours from the following: PSCI 500—3 hrs; PSCI 504—3 hrs.; PSCI 507—3 hrs.; PSCI 509—3 hrs.; PSCI 510—3 hrs., PSCI 514—3 hrs.; PSCI 516—3 hrs.; PSCI 517—3 hrs.; PSCI 518—3 hrs.; PSCI 621—3 hrs.; PA 610—3 hrs.; PA 631—3 hrs.

*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*

*GRADUATE APPROVALS – Course Revisions: continued*

**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 \*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*

**SOC 543\***      **Sociology of Sex Roles – 3 hours.** An analysis of the behavior, attitudes, and  
*GRADUATE APPROVALS – Course Revisions – SOC 543\*: continued*

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.

*GRADUATE APPROVALS – Course Revisions – SPSY 600: continued*

*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*

*GRADUATE APPROVALS – Course Revisions: continued*

**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.

*GRADUATE APPROVALS – Course Revisions – SPSY 671: continued*

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*

### **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*

## **CORRECTIONS**

\*\*\*The following General Education course was approved for revision in Academic Notes on April 16, 2001. In the process of showing the revision of the description of the course, the General Education designation for the course was omitted. Therefore the course is being printed here in its entirety as a corrected **APPROVAL**.\*\*\*

## **COURSES APPROVED FOR GENERAL EDUCATION**

### **COLLEGE OF ARTS AND SCIENCES: Geography, Geology, & Anthropology**

**GEOG 130**     **World Geography—3 hours.** An interpretation of human activities in selected world regions. General Education Credits [*GE89: E3; GE2000: Multicultural Studies-International Cultures*].