



Academic Notes

FEBRUARY 4, 2002

AN 2001-2002

SPECIAL NOTICES

UNIVERSITY RESEARCH COMMITTEE GRANTS

The submission deadline for the University Research Committee Grants for Summer is **TODAY**, 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

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR SPRING 2002**

Below is the circulation schedule for the hard copy of *Academic Notes* through May 6, 2001. An asterisk (*) indicates a curricular issue. **All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday^a prior to the distribution of *Academic Notes* on the following Monday, along with an E-Mail or a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication.** An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU Web Page at – <http://web.indstate.edu/acadnotes/> –.

<u>Deadline for Items</u>	<u>Issue Date</u>
February 6*	February 11*
February 13*	February 18*
February 20*	February 25 ^a
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
April 24*	April 29*
May 1	May 6

^a Last day for curriculum to be published as approved to appear in the 2002-2003 Undergraduate Catalog.

* 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

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, February 5, 2002, in Hulman Memorial Student Union (HMSU), Room 227.

AGENDA

- I. Administrative Report
- II. Chair Report
- III. Fifteen Minute Open Discussion
- IV. Approval of the Minutes
- V. CAAC Recommendations:
 - a. General Education Capstone Course Credit
 - b. Provisional Merger – Science Education Dept. Into Life Sciences Dept.
- VI. AAC Recommendation: Summer School Administration Committee Report
- VII. FAC Recommendation: Status of Chairs Committee Report
- VIII. Standing Committee Reports
- IX. Old Business
- X. 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, February 7, 2002, in Family & Consumer Sciences, Room 110.

THESES, DISSERTATIONS, & RESEARCH PROJECTS

SCHOOL OF EDUCATION

EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS

Mr. Frankie L. Moman will defend his dissertation, entitled *The Effects of a Mentoring Intervention on Student Retention in a Community College*, at 1:00 p.m. on Friday, February 22, 2002 in the School of Education, Room 1203. The members of his committee are Dr. Gregory Ulm, Chairperson, Dr. Dale Findley, and Dr. Eugene Spiess.

SCHOOL OF HEALTH & HUMAN PERFORMANCE

ATHLETIC TRAINING

Mr. Takeru Hatachi will defend his thesis, entitled *The Effects of Kinesio Tape on Knee Extensor Force Output Before and After Muscular Fatigue*, at 8:30 a.m. on Tuesday, February 12, 2002 in the Arena, Room C-08. The members of his committee are Dr. Mitchell L. Cordova, Chairperson, Dr. Christopher D. Ingersoll, and Dr. Jeffrey E. Edwards.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

GEOL 418* **Soil Genesis and Classification--3 hours**. An analysis of how soils are formed through interactions of climate, vegetation/biotic features, parent material, and slope over time. Classification and distribution of soils are emphasized. Crosslisted with GEOG 418.

**Course has a graduate level equivalent*

COURSE REVISIONS

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

GEOG 418* **Soil Genesis and Classification--3 hours**. An analysis of how soils are formed through interactions of climate, vegetation/biotic features, parent material, and slope over time. Classification and distribution of soils are emphasized.

Change crosslisting to:

GEOG 418* **Soil Genesis and Classification--3 hours**. An analysis of how soils are formed through interactions of climate, vegetation/biotic features, parent material, and slope over time. Classification and distribution of soils are emphasized. Crosslisted with GEOL 418.

**Course has a graduate level equivalent*

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education

PE 201 **Introduction to Physical Education – 1 hour**. This course is designed to acquaint the students with the various career possibilities in physical education, what is required for each career, and the duties and responsibilities involved in the various vocations.

Change title, description, and credit hours to:

PE 201 **Introduction to Kinesiology – 3 hours**. An introduction to the study of kinesiology as a discipline, focusing on the knowledge base developed from experience, formal study, and professional practice. Career opportunities in physical activity professions are highlighted.

PE 484* **Applied Sport Biomechanics – 3 hours**. Develop an understanding of the fundamental

anatomical and mechanical concepts pertaining to human movement and develop systematic approach to qualitatively analyze sports movements observed in a teaching/coaching situation.

Change description to:

PE 484* **Applied Sport Biomechanics – 3 hours.** An understanding of the fundamental anatomical and mechanical concepts pertaining to human movement and a systematic approach to qualitatively analyze sports movements observed in a teaching/coaching/training situation. Laboratory experiences will examine muscle function using electromyography (EMG), isokinetic strength testing, lifting mechanics, gait analysis using a force platform, and visual and anatomical analysis of sport movement.

**Course has a graduate level equivalent*

PE 485* **Data Processing in the Sport Sciences – 3 hours.** Specialized data processing applications in the sport sciences using the FORTRAN programming language to create, manipulate, reduce, and analyze exercise science data.

Change description to:

PE 485* **Data Processing in the Sport Sciences – 3 hours.** Specialized data processing applications in the sport sciences utilizing microcomputer graphics packages, EXCEL spreadsheets, development of PowerPoint presentation materials consisting of compressed digital sports videos, and the creation of digital instructional movies using authoring software. Students will develop FORTRAN programs that create, manipulate, analyze exercise science data for applications involving body composition determinations, strength profiling, fitness assessment and exercise prescription.

**Course has a graduate level equivalent*

PE 497* **Adapted Physical Education – 3 hours.** Exploration of modification of physical education program to meet the needs of students who are unable to participate profitably in the regular program. Problems of preventive and corrective physical education are studied.

Change description to:

PE 497* **Adapted Physical Education – 3 hours.** Physical education for individuals with disabilities. Topics of discussion include legal factors, educational issues, instructional strategies, and physical/physiological characteristics of individuals with physical and/or mental disabilities as they relate to a physical activity setting.

**Course has a graduate level equivalent*

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Recreation & Sport Management

RCSM 123 Basic Firearms Handling and Safety--1 hour. A fundamental course in the safe and competent use of firearms through films, demonstration, and practical application using air rifles.

Change description to:

RCSM 123 Basic Firearms Handling and Safety—1 hour. Fundamentals of safe and competent use of firearms through lecture, demonstration, and practical shooting applications

RCSM 125 Basic Canoeing--1 hour. Instruction in and application of basic canoeing skills in accordance with the American Red Cross basic canoeing certification program. May be applied to Category C in General Education.

Change description to:

RCSM 125 Basic Canoeing—1 hr. Basic recreational canoeing skills. Course fee required.

RCSM 135 Introduction to Recreation and Sport Management--3 hours. Introduction to services and resources of the leisure professional. Includes local field examinations of leisure service agencies. (Field trip required.)

Change description to:

RCSM 135 Introduction to Recreation and Sport Management--3 hours. An introduction to the services and resources of the recreation and sport management profession. Study includes history of recreation and sport management, the impact of recreation and sport on communities and individuals, career opportunities in recreation, and sport and current issues.

RCSM 136 Fundamentals of Activity Planning--2 hours. Plan, conduct, and evaluate recreation programs in a community. Types of activities such as sports, social recreation, performing arts, and special events are discussed. Prerequisite: 135 or concurrent enrollment.

Change description to:

RCSM 136 Fundamentals of Activity Planning--2 hours. Professional standards and methods of planning, delivering, and evaluating recreation programs in a variety of leisure settings. Activities such as sports, social recreation, active games, play, performing and fine arts, music, drama, and special events are discussed. Concurrent enrollment in RCSM 136L required. Prerequisite: 135 or concurrent enrollment or consent of instructor.

RCSM 136L Activity Planning Laboratory--1 hour. This course has been designed to complement 136, allowing students to apply programming skills to recreation and sport activities.

Change description to:

RCSM 136L Activity Planning Laboratory--1 hour. Practical application and experience to support and compliment RCSM 136. Concurrent enrollment in RCSM 136 required. Prerequisite: 135 or concurrent enrollment or consent of instructor.

RCSM 280 Computer Applications in Recreation and Sport Management--2 hours. An introduction to computer applications in recreation management. Case studies and actual programs will be used to supply data which the student will use for hands-on experience as a supplement to lectures.

Change description and credit hours to:

RCSM 280 Computer Applications in Recreation and Sport Management--3 hours. Examination of how word processing, desktop publishing, spreadsheets, presentation, and database applications can be applied to recreation and sport management problems and settings.

RCSM 336 Management of Recreation and Sport--3 hours. Fundamentals of management as they relate to leisure services in the public, private, voluntary, and business sectors. Analysis and techniques of organizing, directing, staffing, controlling, planning, and evaluation. Prerequisite: completion of lower division core or consent of instructor.

Change description to:

RCSM 336 Management of Recreation and Sport--3 hours. Fundamentals of management for recreation and sport organizations in the public, private, and nonprofit sectors. Study of the role, function, and practice of management.

RCSM 338 Concepts of Travel and Tourism Management--3 hours. Overview of the concepts involved in the management process and procedures in the travel and tourism industry. Includes air, sea, and land travel, supply, demand, economics, and essentials of marketing and research as applied to travel and tourism. Students will gain practical experience in local travel and tourism based businesses.

Change description to:

RCSM 338 Concepts of Travel and Tourism Management--3 hours. Overview of the management function in the travel and tourism industry. Includes air, sea, and land travel; supply and demand; marketing and tourism research.

RCSM 375 Diversity Issues in Recreation and Sport—3 hours. A philosophical, historical, theoretical, and practical exploration and analysis of social issues emerging in American society as they are affected by diversity and multiculturalism, particularly as they relate to recreation and sport. Emphasis is placed on persons with disabilities, race, culture, gender, youth at risk, and aging.

Change description to:

RCSM 375 Diversity Issues in Recreation and Sport—3 hours. A historical, philosophical, theoretical, and practical exploration and analysis of diversity and multicultural issues present in American society, particularly as they relate to recreation and sport. Emphasis is placed on persons with disabilities, ethnicity, culture, gender, youth at risk, sexual orientation, and aging.

RCSM 390 Internship Seminar--1 hour. Orientation to the internship experience in recreation management. Discussion and analysis of the total internship experience and related requirements. Prerequisite: completion of lower division core.

Change description to:

RCSM 390 Internship Seminar –1hour. Orientation to the recreation and sport management internship. Emphasis is placed on identifying potential internship sites, preparation of cover letters and resume, becoming familiar with the internship manual and internship requirements within each specialization.

RCSM 420 Marketing Applications in Recreation and Sport--3 hours. This is a marketing applications course designed to assist students in developing a detailed sport marketing plan for a sport entity. Prerequisite: Marketing 301 or consent of the instructor.

Change description to:

RCSM 420 Marketing Applications in Recreation and Sport--3 hours. Application of economic and marketing principles to leisure and sport systems. Emphasis on organizing and analyzing the marketing process, planning the marketing mix, sport as a product, sport consumer markets, and the sports product market.

RCSM 430 Governance and the Standards of American Sport—3 hours. This course has been designed to acquaint the future sport manager with the governance of American sport and the ethical issues that surround American sport.

Change description to:

RCSM 430 Governance and the Standards of American Sport—3 hours. Principles, history, and operation of sport governing bodies with emphasis upon legal authority, organizational structure and function as applied to the governance of sport activities. The study of moral issues related to sport in intrinsic and extrinsic dimensions and the development of a personal philosophy regarding sport responsibility in a sport management setting.

RCSM 434 Financial Aspects of Recreation and Sport Management--3 hours. Principles and practices of budgeting in city and county government, financial planning, and investment. Revenue sources for recreation, sport, and leisure service agencies. Cost accounting and control will also be discussed. Prerequisites: completion of lower division core and junior level standing, or permission of instructor.

Change description to:

RCSM 434 Financial Aspects of Recreation and Sport Management--3 hours Principles and practices of financial management in sport and leisure settings with an emphasis on budgeting, income sources, pricing, grant seeking, fundraising, business planning, and capital budgeting.

RCSM 435 Legal Aspects of Recreation and Sport Management--3 hours. Covers local, state, and federal legislation governing recreation parks, and sport legal liabilities. Prerequisite: completion of lower core.

Change description to:

RCSM 435 Legal Aspects of Recreation and Sport Management--3 hours. Study of local, state, federal legislation governing liability in recreation, park, and sport settings. Emphasis upon legal concepts most frequently dealt with in the workplace.

RCSM 445 Risk Management in Physical Activity, Recreation, and Sport—3 hours. This course has been developed to assist students in understanding the complexities of risk management including safety audits, risk reviews, and emergency action plans.

Change description to:

RCSM 445 Risk Management in Physical Activity, Recreation, and Sport—3 hours. Study of risk management in park, recreation and sport settings with an emphasis on safety audits, risk reduction, risk reviews, and emergency action plans.

RCSM 446 Introduction to Research and Evaluation in Recreation and Sport Management--3

hours. Designed to introduce basic techniques utilized for applied research and evaluation in recreation. Research methodology is examined with emphasis placed on instrument and proposal development, and basic descriptive statistics. Prerequisites: completion of lower division core and junior level standing, or permission of instructor.

Change description to:

RCSM 446 Introduction to Research and Evaluation in Recreation and Sport Management—3 hours. Designed to introduce basic concepts and techniques of research with emphasis on evaluation processes within recreation and sport management. Evaluation methodology is examined with emphasis on design, planning, and implementation. Includes basic statistical analysis methods related to research and evaluation.

RCSM 447 Issues, Problems, and Trends in Recreation and Sport Management--3 hours. A survey of contemporary issues, problems, and trends in the management of leisure delivery systems. Prerequisites: completion of lower division core and junior level standing, or permission of instructor.

Change description to:

RCSM 447 Issues, Problems, and Trends in Recreation and Sport Management--3 hours. A survey of research, current issues, problems, and trends in recreation and sport, with application to the students' successful transition to professional life. Prerequisite: Senior standing in the department or consent of instructor.

RCSM 450 Design and Development of Recreation and Sport Facilities--3 hours. Basic theory and principles of planning park areas and facilities; current practices in design and development. Prerequisite: completion of lower division core and junior level standing, or permission of instructor.

Change title and description to:

RCSM 450 Design, and Development of Recreation and Sport Areas and Facilities—3 hours. Theory, principles and application of community based comprehensive planning of park, recreation, and sports areas and facilities. Includes current practices in planning, design, and development. Field trip required. Prerequisite: completion of lower core division and junior level or consent of instructor.

RCSM 451 Recreation and Sport Facility Operations and Maintenance--3 hours. An in-depth study of facility operations and maintenance management. Emphasis on special use facilities such as water parks, fitness centers, pools and ice rinks, and multi-purpose sport facilities. Prerequisites: completion of lower division core and junior level standing, or permission of instructor.

Change description to:

RCSM 451 Recreation and Sport Facility Operations and Maintenance--3 hours. Principles and practices for facility operations, management and maintenance of special use facilities such as aquatic facilities, fitness centers, community centers, ice rinks, and multi-purpose sport facilities. Prerequisites: completion of RCSM 336, or consent of instructor.

RCSM 464 Consortium on Outdoor Recreation--3 hours . Study of the problems, design, operation, and administration of outdoor recreation facilities and programs. Based at the Indiana State University Field Campus, the consortium provides students with unique opportunities to learn in an outdoor environment.

Change description to:

RCSM 464 Consortium on Outdoor Recreation--3 hours . Study of problems, design, and delivery of outdoor and adventure recreation programs. This course is taught as an 8-day intensive resident camp at the Indiana State University Field Campus.

RCSM 470 Organization and Administration of Therapeutic Recreation--3 hours . An overview of the organizational and administrative processes and issues associated with the management of therapeutic recreation services. This includes an introduction to standards, service models, documentation and clinical supervision related to therapeutic recreation.

Change description to:

RCSM 470 Organization and Administration of Therapeutic Recreation--3 hours . An overview of the organizational and administrative processes and issues associated with the management of therapeutic recreation services. This includes an introduction to standards of practice, service models, documentation and clinical supervision related to therapeutic recreation.

RCSM 471 Therapeutic Recreation Methods --3 hours . Examines the basic theoretical knowledge and techniques required to design and implement individualized client treatment plans in the context of therapeutic recreation services. This includes each student having the opportunity of design and lead intervention sessions.

Change description to:

RCSM 471 Therapeutic Recreation Methods --3 hours . Examines the basic theoretical knowledge and techniques required to design and implement individualized client treatment plan in the context of therapeutic recreation services. Primary component of the course includes client assessment.

RCSM 473 Aging and Leisure--3 hours . An in-depth exploration of the role of leisure in later maturity, with specific focus on the aging process and leisure needs. Upper level standing is recommended.

Change description to:

RCSM 473 Aging and Leisure --3 hours . An in-depth exploration of the role of leisure in older adulthood. Examination of the relationship of functional ability, economic status, social and family relationships, living arrangements and retirement on leisure in later life.

RCSM 491 Internship in Recreation and Sport Management--6 hours . Experiencing practical applications of leisure theory and concepts in bridging the gap between the classroom experience and the world of the practicing professional. This course is identical to 490. Offered in six hour sections to comply with summer school fee structure. Prerequisites: completion of lower division core, 390, minimum of 2.0 GPA in major as well as cumulative GPA one full semester prior to enrolling in internship, and consent of instructor.

Change description to:

RCSM 491 Internship in Recreation and Sport Management--6 hours. Practical work experience under the direction of a qualified professional in the recreation and sport field. Prerequisites: Senior standing, compliance with the Policies and Procedures Manual for Recreation and Sport Management Internship, and consent of Department Internship Coordinator

RCSM 495 Sport Management Seminar--3 hours. This course has been designed to enable students to discuss current trends in sport management, and acts as a capstone experience for sport management students.

Change description to:

RCSM 495 Sport Management Seminar--3 hours. Discussion of issues, trends, and impacts of sport management industry at the collegiate and professional levels. Emphasis is placed upon student capstone experiences and the sport marketplace.

UNDERGRADUATE PROGRAM REVISIONS

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education
Physical Education All Grade Major
Physical Education Sports Studies Major

Executive Summary and Rationale:

PE 201 Introduction to Physical Education (1 cr) is being revised and expanded to a 3 credit course. The information in the current course will be updated, and additional course material will be included from PE 301 Foundations of Physical Education (2 cr). PE 301 will remain a viable course until all students who need this course have fulfilled this requirement. Subsequently, PE 301 will be either banked or deleted. The total credit hours for the major will not change as a result of this curricular action. The expansion and updating of PE 201 allows this course to serve as a more substantial cornerstone course for all majors in Physical Education. In particular, PE 201 provides early, intensive writing experiences in order to gain a baseline on student writing capabilities for student outcomes assessment. In addition, the course allows All Grade majors to reach a performance outcome listed in the INTASC and content teaching standards now required in Teacher Education programs.

CURRENT CATALOG COPY

Physical Education All Grade Major (52 semester hours)

Required Skill Proficiencies (15 semester hours)

Required Aquatic Activities: One of the following: 107--1 hr., 108--1 hr., 164--1 hr; or competency

Required Net Sports Activity: 211—2 hrs.

Required Fitness Activity: 217—2 hrs.

Required Dance: 213—2 hrs.

Required Territorial Sports Activity: 212—2 hrs.

Required Recreational Activity: 216—2 hrs.

Required Gymnastics: 215—2 hrs.

Required Elementary Activity: 214—2 hrs.

Theory and Methods (37 semester hours)

Physical Education (35 semester hours) 201--1 hr.; 266--3 hrs.; 290—3 hrs.; 301---2 hrs.; 302—3 hrs.; 310—3 hrs.; 366--3 hrs.; 380--4 hrs.; 430--2 hrs.; 442--3 hrs.; 466--3 hrs.; 480--4 hrs.; Athletic Training 202—1 hr.

Coaching/Teaching (2 semester hours)

Two hours of electives to be selected from 300-400 level courses. Maximum of 2 hours may be coaching theory. Practicum may be taken twice in two different sports. Water Safety Instructor is required to coach swimming in Indiana.

Required Cognate Courses (4-6 semester hours)

Athletic Training 210--2 hrs.; Physical Education 220--2 hrs. or Life Sciences 231--3 hrs.; 231L- 4 hr.; 241--3 hrs.; 214L--1 hr.

Required Professional Education (5 semester hours)

Physical Education 391--2 hrs.; 497--3 hrs. Physical Education 391--2 hrs. is required in the All Grade Professional sequence described in the Department of Curriculum, Instruction, and Media Technology.

Physical Education Sports Studies Major
(52-55 semester hours)

The Physical Education Sports Studies Major provides a cross discipline choice of courses to meet student career interests. This curriculum is designed specifically for students interested in careers such as fitness specialists, exercise physiologists, fitness center managers, and geriatric fitness specialists.

Students must have at least sophomore standing, at least 12 hours completed at ISU, and a minimum 2.5 GPA in the major before applying for the program. After admission to the program, each student's curriculum must be approved by designated individuals.

To graduate with a major in sports studies, students must have a minimum GPA in the major of 2.5 and no grade less than a C in all courses required in the sports studies curriculum.

Required courses (26-29 semester hours): 201--1 hr.; 301--2 hrs.; 380--4 hrs.; 390--1 hr.; 480--4 hrs.; 490--3-6 hrs.; five hours of physical education activity classes; Athletic Training 210—2 hrs. and Physical Education 220—2 hrs.; or Life Sciences 231--3 hrs.; 241--3 hrs.

Directed Electives in Physical Education (14 semester hours): At least 10 hours must be in upper division level courses.

Support Courses (12 semester hours): Support courses are to be chosen from departments other than physical education and are to provide depth and/or breadth to the major.

Physical Education All Grade Major (52 semester hours)

Required Skill Proficiencies (15 semester hours)

Required Aquatic Activities: One of the following: 107--1 hr., 108--1 hr., 164--1 hr; or competency

Required Net Sports Activity: 211—2 hrs.

Required Fitness Activity: 217—2 hrs.

Required Dance: 213—2 hrs.

Required Territorial Sports Activity: 212—2 hrs.

Required Recreational Activity: 216—2 hrs.

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Physical Education (35 semester hours) 201--3 hrs.; 266--3 hrs.; 290—3 hrs.; 302—3 hrs.; 310—3 hrs.; 366--3 hrs.; 380--4 hrs.; 430--2 hrs.; 442--3 hrs.; 466--3 hrs.; 480--4 hrs.; Athletic Training 202—1 hr.

Coaching/Teaching (2 semester hours)

Two hours of electives to be selected from 300-400 level courses. Maximum of 2 hours may be coaching theory. Practicum may be taken twice in two different sports. Water Safety Instructor is required to coach swimming in Indiana.

Required Cognate Courses (4-6 semester hours)

Athletic Training 210--2 hrs.; Physical Education 220--2 hrs. or Life Sciences 231--3 hrs.; 231L- 4 hr.; 241--3 hrs.; 214L--1 hr.

Required Professional Education (5 semester hours)

Physical Education 391--2 hrs.; 497--3 hrs. Physical Education 391--2 hrs. is required in the All Grade Professional sequence described in the Department of Curriculum, Instruction, and Media Technology.

**Physical Education Sports Studies Major
(52-55 semester hours)**

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hrs.; five hours of physical education activity classes; Athletic Training 210—2 hrs. and Physical Education 220—2 hrs.; or Life Sciences 231--3 hrs.; 241--3 hrs.

Directed Electives in Physical Education (14 semester hours): At least 10 hours must be in upper division level courses.

Support Courses (12 semester hours): Support courses are to be chosen from departments other than physical education and are to provide depth and/or breadth to the major

COURSES TO BE BANKED

SCHOOL OF BUSINESS

BUS 310 Legal Environment/Finance--6 hours. The methods utilized by corporations in securing and utilizing capital, capital structure, and characteristics of alternative forms of capital are discussed. Students also study state and federal legal systems and their jurisdictions, including product liability, consumer protection, business organizations, employment laws, government regulation, and ethics. The course will include an integrative project. Prerequisite: Completion of the prebusiness requirements.

SCHOOL OF BUSINESS: Organizational – Management

MGT 203 Introduction to Managerial Communication--3 hours. Organizational processes and outcomes are examined as interactions among culture, communication, and management.

MGT 452 Strategic Management--3 hours. A capstone course concerned with all the major fields in business administration. The student applies skills learned in all fields to situations dealing with the firm as a whole. Prerequisites: senior standing in business and completion of all other core courses required on four-year professional programs in business. Credit will not be given for both 452 and Business 401.

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education

PE 128 Traditional West African Dance--1 hour. Course work will introduce students to the basics of West African dance. Students will be exposed to the traditional forms of West African dance, giving them an opportunity to learn fundamental skills, variations, and sequential combinations of steps. Note: The course is accompanied by live, on sight, West African drumming. Students must learn to understand the drum as they learn the dance.

PE 357 Golf Facilities Management--3 hours. Theory and practice in facilities management; establishment of fees and revenue processes; personnel selection; budgeting; purchasing; programs and service.

- PE 358 Leadership in Intramurals--2 hours.** Techniques and procedures used in the organization and administration of activities. Some practical experience offered in a school intramural program.
- PE 373 History of Dance--3 hours.** An overview of the history of dance and its cultural significance for various societies.
- PE 403 Sports Management--3 hours.** Designed to provide practical suggestions and guides for managing business affairs, athletic eligibility, contest management, facilities, intramurals, and athletic trends.

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Recreation & Sport Management

- RCSM 337 Commercial Recreation and Tourism--3 hours.** An introduction to commercial recreation and the tourism and travel industry. Operation and impact of profit oriented leisure services. Prebusiness planning, marketing, financing, and delivery of private sector leisure services.
- RCSM 346 Decision-Making Methods in Recreation and Sport Management--3 hours.** Techniques of decision-making and problem solving as they relate to the management of leisure delivery systems. Constraints and quantitative and non-quantitative methods. Information and data gathering techniques. Prerequisite: completion of lower division core.
- RCSM 490 Internship in Recreation and Sport Management--12 hours.** Experiencing practical applications of leisure theory and concepts in bridging the gap between the classroom experience and the world of the practicing professional. Prerequisites: completion of lower division core, 390, minimum of 2.0 GPA in major as well as cumulative GPA one full semester prior to enrolling in internship, and consent of instructor.

UNDERGRADUATE PROGRAMS TO BE BANKED

**SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education
Coaching Education Minor**

Executive Summary and Rationale:

The department of Physical Education would like to bank the Coaching Education Minor due to changes of the Indiana Professional Standards Board (ISPB)

CURRENT CATALOG COPY

Coaching Education Minor (22 semester hours)

This minor has been designed for the non-physical education major/minor. It is designed for other teacher education majors/minors who will be licensed teachers in the public schools. These future teachers may also be the major cadre of coaches within public schools by the turn-of-the-century. The Coaching Education Minor will prepare them for the responsibilities of a coach.

Required Courses (22 semester hours): 266--3 hrs.; 312--2 hrs.; 366--3 hrs.; 401--3 hrs.; 402--2 hrs.; 403--3 hrs.; 404--3 hrs. and any two of the following: 331, 410, 421--2 hrs.

Exit Competencies:

1. A current American Red Cross Standard First Aid and Adult CPR Certification.
2. ACEP or PACE Certification

Note: Those students completing the Coaching Education Minor will also meet the requirements for a Coaching Endorsement. The Coaching Endorsement requirements are as follows:

Non-major 15 semester hours: 401--3 hrs., 402--1 hr., 403--3 hrs., 404--3 hrs., and any two of the following: 331, 410, 421--2 hrs.

Major 12 semester hours: 401--3 hrs., 402--1 hr., and any two of the following: 331, 410, 421--2 hrs.

PROPOSED CATALOG COPY

None. Minor will be banked.

COURSE DELETIONS

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Recreation & Sport Management

RCSM 124 Basic Sailing--1 hour. Instruction in and application of basic sailing skills in accordance with the American Red Cross basic sailing certification program. May be applied to Category C in General Education.

RCSM 137 Arts for Recreation Leaders--2 hours. The use of music, dance, and drama in the recreation setting. Skill development in the recreational arts.

RCSM 280L Computer Applications in Recreation and Sport Management Laboratory--1hour. This course has been designed to allow students to explore and examine a variety of computer software programs relevant to recreation and sport management settings.

RCSM 299 Midcourse Assessment Seminar--1 hour. This course has been developed to assess student progress in the lower division core. There will be two major components of the assessment program: oral interview with two faculty members, and a written examination covering all courses within the lower division core.

DEPARTMENTAL NAME CHANGE REQUEST

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

Upon recommendation of the Academic Affairs Committee, the faculty of the Department of Health and Safety has voted 7-1 to change the name of the department to *Department of Health, Safety, and Environmental Health Sciences*. We believe this change better reflects the programs offered in our department and will prove to be beneficial in student recruitment. Currently, confusion exists about our identity. We often receive calls meant for Student Health Services or the Office Environmental Safety. The proposed name change identifies us as an academic department by including "Sciences." It also recognizes each of the separate undergraduate programs we offer. As a department, they ask that this name change be approved and applied as soon as possible.

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

GEOG 518* Soil Genesis and Classification--3 hours. An analysis of how soils are formed through interactions of climate, vegetation/biotic features, parent material, and slope over time. Classification and distribution of soils are emphasized. Crosslisted with GEOG 518.

**Course has an undergraduate level equivalent*

COURSE REVISIONS

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

GEOG 518* Soil Genesis and Classification--3 hours. An analysis of how soils are formed through interactions of climate, vegetation/biotic features, parent material, and slope over time. Classification and distribution of soils are emphasized.

Change crosslisting to:

GEOG 518* Soil Genesis and Classification--3 hours. An analysis of how soils are formed through interactions of climate, vegetation/biotic features, parent material, and slope over time. Classification and distribution of soils are emphasized. Crosslisted with GEOG 518.

**Course has an undergraduate level equivalent*

SCHOOL OF EDUCATION: Educational Leadership, Administration, and Foundations

ELAF 650 Public School Administration--3 hours. Fundamental principles of school administration with emphasis placed upon the application of principles to the local administrative units.

Change title and description to:

ELAF 650 Foundations of Educational Leadership--3 hours. Emphasis on theories of leadership, management aspects of leadership, vision building, professional ethics, working with groups, educational program development, and the political, social, cultural, and legal aspects related to educational leadership.

**Preferred Effective Term: Fall 2002*

ELAF 681 The School Principalship--3 hours. A study of the role of the school administrator as it is concerned with instructional staff and programs, students, and the management of supporting services.

Change title and description to:

ELAF 681 The School Principal: Leadership for Changing Schools--3 hours. A study of the role of the school administrator as it is concerned with instructional staff, programs, educational vision and values, diverse student needs, team leadership, continuous school improvement, change, and the effective leadership and management of the school setting.

**Preferred Effective Term: Fall 2002*

ELAF 683 Instructional Leadership--3 hours. Designed to provide emphasis on concepts of instructional leadership as they relate to organizational structure, staff productivity, and leadership in the change process.

Change title and description to:

ELAF 683 Leadership for Learning: Curriculum, Instruction, and Assessment to Support Improved Student Performance--3 hours. Designed to provide emphasis on foundations and concepts of curricular and instructional leadership related to organizational patterns and practices, staff productivity, team building, special needs students, instructional technology, curriculum trends, and the change process. Student and program assessment will focus on applying assessment to improved teaching and student learning in the classroom.

**Preferred Effective Term: Fall 2002*

ELAF 761 Inquiry in Higher Education--2 hours. Instruction in the skills, knowledge, and competencies needed to plan and understand research in higher education. Exemplary topics include library use, scientific methodology, observation, measurement, selection of a research question, design, data collection, analysis of data, and generalization from data.

Change description and credit hours to:

ELAF 761 Inquiry in Higher Education--3 hours. Instruction in the knowledge, skills, and dispositions needed to understand, plan, and conduct research in higher education. Topics include literature review, scientific methodology, qualitative and quantitative research design, data collection, and data analysis and interpretation.

**Preferred Effective Term: Fall 2002*

ELAF 793 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, but no more than 6 hours may be counted toward meeting degree requirements.

Change title and description to:

ELAF 793 Seminar in Effective Practices for Principals--1-3 hours. On-campus, regional seminars, and directed study on a variety of contemporary topics related to effective practices for principals. Such topics may be related to leadership and human relations, culture and climate, curriculum and educational program improvement, career planning, staff development, crisis intervention, educational technology, maintenance of facilities, professional ethics, and power and politics.

**Preferred Effective Term: Fall 2002*

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education

PE 584* Applied Sport Biomechanics – 3 hours. Develop an understanding of the fundamental anatomical and mechanical concepts pertaining to human movement and develop systematic approach to qualitatively analyze sports movements observed in a teaching/coaching situation.

Change description to:

PE 584* Applied Sport Biomechanics – 3 hours. An understanding of the fundamental anatomical and mechanical concepts pertaining to human movement and a systematic approach to qualitatively analyze sports movements observed in a teaching/coaching/training situation. Laboratory experiences will examine muscle function using electromyography (EMG), isokinetic strength testing, lifting mechanics, gait analysis using a force platform, and visual and anatomical analysis of sport movement.

**Course has an undergraduate level equivalent*

PE 585* Data Processing in the Sport Sciences – 3 hours. Specialized data processing applications in the sport sciences using the FORTRAN programming language to create, manipulate, reduce, and analyze exercise science data.

Change description to:

PE 585* Data Processing in the Sport Sciences – 3 hours. Specialized data processing applications in the sport sciences utilizing microcomputer graphics packages, EXCEL spreadsheets, development of PowerPoint presentation materials consisting of compressed digital sports videos, and the creation of digital instructional movies using authoring software. Students will develop FORTRAN programs that create, manipulate, analyze exercise science data for applications involving body composition determinations, strength profiling, fitness assessment and exercise prescription.

**Course has an undergraduate level equivalent*

PE 597* Adapted Physical Education – 3 hours. Exploration of modification of physical education program to meet the needs of students who are unable to participate profitably in

the regular program. Problems of preventive and corrective physical education are studied.

Change description to:

PE 597* Adapted Physical Education – 3 hours. Physical education for individuals with disabilities. Topics of discussion include legal factors, educational issues, instructional strategies, and physical/physiological characteristics of individuals with physical and/or mental disabilities as they relate to a physical activity setting.

**Course has an undergraduate level equivalent*

UNDERGRADUATE APPROVALS

UNDERGRADUATE PROGRAM REVISIONS

**COLLEGE OF ARTS & SCIENCES: Music
Music Theater Minor for Theater Majors**

Executive Summary:

Over the course of the last eighteen months the Departments of Music and Theatre have been working collaboratively to develop (Theatre) or revise (Music) a Music Theatre Minor. On the surface this collaboration has expanded from discussions between two individual members of our respective faculties, to include all involved members of our departments, and subsequently through our individual curricular processes. But the underlying impetus for these programs is a desire to more effectively serve the needs of our students, needs both articulated and implied. Faculty members in both departments have encountered expressed student interest in a course of study that would serve their needs relative to the musical theatre. Both departments have strong programs that prepare undergraduate students for continuing study at the graduate level and entry into the professional performance arts. Both departments offer mandatory skills across the breadth of the discipline at the introductory/intermediate level, and the opportunity to study particular techniques in an area or areas of specialization. Both departments are also cognizant of the reality that many performing artists find their entree into the profession through the work of the musical theatre.

A strong interest in this minor exists among students majoring in each department, as well as growing interest from potential students interviewed during the recruitment process. The following proposals represent a cooperative effort between the Departments of Music and Theatre to construct a well-balanced Music Theatre Minor curriculum that would acknowledge and build upon the depth of training already available to students in their respective majors. At the same time this curriculum must allow for parallel study in the techniques of the music theatre which are most intensively taught in the companion department. Because Music Majors and Theatre Majors interested in the musical theatre are in a sense given opposite halves of the same whole, these Music Theatre Minor programs must be mirror images of one another.

After much discussion, the Departments of Theatre and Music have agreed to the following proposals. These corresponding courses of study will be offered for our Music and Theatre Majors in the companion program. We feel these curricula will serve to round out their already strong major programs of study, in a manner specific to the challenges of the musical theatre. These parallel programs each consist

primarily of courses from the companion program. We feel a very strong minor degree results from this intersection of supplementary study in both departments. The combined major/minor makes available tools appropriate to prepare a student for coaching, teaching, performing, or directing in the professional musical theatre. Each minor program is also structured around a realistic assessment of student experience, and in a way which challenges students through mandatory participation in both studio and production environments.

In addition to the certainty that our students will benefit from this development, we are similarly convinced of the positive benefits for the university. The Music Theatre Minor provides Indiana State with another powerful tool to support our growing reputation as an institution committed to quality arts and arts education across a broad spectrum. Finally, the Departments of Music and Theatre have enjoyed the opportunity to work together cooperatively in a curricular venue, and feel certain that this collaboration will only serve to support our further creative collaboration on the many performance venue stages across the campus.

Rationale:

For Theater Majors—This minor, which contains no theater courses, is appropriate for theater majors. A Minor in Music Theater for Music Majors will be offered through the Theater Department.

- **Applied Voice**—Change course numbers from 276/476 to 272/472 to reflect department-wide changes. Allow the substitution of 1 hour of 253A/453A (Opera Workshop) for one of the two hours required of 253T/453T (Music Theater Workshop) for students who successfully audition for 253A/453A. Change the current 4 hours of Vocal Coaching (238, 239, 338, and 339)—which are not currently offered and which are overly duplicative of material and skills covered in the 6 hours of applied voice—to 2 hours of Choral Ensembles—which develop sight-reading, musicianship, and ensemble-singing skills—plus the choice of 222 (Basic Conducting) or 411 (Vocal Techniques) and 1 hour of directed elective.
- **Note**—Students in the Minor in Music Theater for Theater Majors should be advised to enroll in MUS 342 (Music Theater in America) to fulfill 3 hours of General Education (LAPS:E) requirements.

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Minor—Music Theater (24 semester hours)

A program designed to aid students who wish to develop music theater skills. Required courses include those concerned with the development of voice quality, song presentation, and basic musicianship.

Required Courses:

Theory: 111—1 hr.; I—2 hrs.; 112—1 hr.; 114—2 hrs.

History and Literature: 150—2 hrs.; 151—2 hrs.

Performance: 195—1 hr.; 196—1 hr.; 2 hours of 253T-453T—1 hr.

(6 semesters) 4 hours of 276—1 hr.

2 hours of 476—1 hr.

Vocal Coaching: 238—1 hr.; 239—1 hr.; 338—1 hr.; 339—1 hr.

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Music Theater Minor for Theater Majors (24 Semester hours).

A program designed to aid theater majors who wish to develop musical theater skills. Required courses include those concerned with the development of voice quality, song presentation, and basic musicianship.

Required Courses:

Theory: 111—1hr and 113—2hrs.; 112—1hr. and 114—2hrs.

History and Literature: 150--2 hrs. and 151--2 hrs.

Performance: 195—1hr. and 196—1hr.; 2 hours of 253T/453T—1hr. (1hour of 253/453A may be substituted); 4 hours of 272T—1hr.; 2 hours of 472T—1hr.; 2 hours selected from 115/315—1hr., 116/316—1 hr., 217/417—1hr., 219/419—1hr., or 253M/453M—1hr.; 222—2hrs. or 411—1hr., and directed elective (204 MIDI Basics – 1hr.; 287—1 hr.; 295; 379—1 hr.)]

Note: Students in the Musical Theater Minor for Theater Majors should be advised to enroll in MUS 342 (Music Theater in America) to fulfill 3 hours of General Education (LAPS:E) requirements.

**Preferred Effective Term: Fall 2002*

COLLEGE OF ARTS & SCIENCES: Sociology

Sociology Major

Sociology Minor

Executive Summary:

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

- A. **Core Requirements for the Major:** the proposed modifications *reduce* the core by 2 courses (6 hours). The revised core (5 courses/15 hours) includes *four modifications* of existing courses and *one new course*. The new core also requires *a minimum grade of C in EACH core course*. A notable innovation in this core is a revised “principles” course of 4 credit hours (see discussion in **Rationale** below).
- B. **Electives in the Major:** the proposed modifications *increase* the elective choices by 2 courses (6 hours) and include *10 modifications* of existing courses. The *current structure* of the electives is *eliminated* and a procedure that permits

including *selected lower division sociology courses* (maximum of 6 hours) and/or *approved cognate courses* (maximum of 9 hours) is proposed. The *combination* of lower division sociology courses and acceptable cognate courses *may NOT exceed 9 hours*. The specific lower division sociology and cognate courses that may be included in the 24 elective hours are identified and discussed below in the **Rationale** section.

- C. **Requirements for the Minor:** the proposed modifications provide *more structure* and result in a *one hour increase* in the minor. The revised minor has *two required courses* (7 hours), and a *minimum grade of C* must be earned in *EACH*. A minimum of 6 hours (of the 12 elective hours) must be at the upper division level. *No cognate courses* may count toward satisfying minor requirements.

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

Rationale:

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

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

education in sociology was clearly challenged.

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

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

On a more practical level, the revised program can be staffed without compromising program integrity. Staffing the *existing* program has clearly been challenged by a 50 percent reduction (at the least) in staff since its implementation. None of the proposed revisions, however, should be interpreted as a “lowering of standards” or as capitulation to budget constraints, admissions policies, or administrative fiat. To the contrary, the proposed revisions establish minimal academic standards (minimum grade of C) in the core courses *for the first time*. Developing a more responsive program for our “typical” major in no way disadvantages the “atypical” student who *enters* I.S.U. with a declared sociology major. Having a curriculum that can be realistically staffed means that our students’ education is not jeopardized by decisions and/or events over which they (and we) have little or no control. Similarly, when a program no longer generates sufficient student interest/involvement, it is time to re-evaluate its continuation. Therefore, we propose deleting the “Concentration in Long-Term Health Care Administration” program. Over the past four years, we have graduated one student in the program, one student anticipates a May ’02 graduation, and one sophomore is currently in the program (and can be accommodated despite deleting the LTHC concentration). An audit of the program produced consensus that it was no longer a viable program in light of very limited student interest and equally limited departmental resources.

Finally, it will be noted that many of the attached documents identify relatively minor modifications in course descriptions and/or prerequisites. Over the past 25 years, society, the academy, the discipline, our department, and our students have changed. Updating courses, and what the catalog says about those

courses, is a routine part of curricular evolution. It has been our most fundamental intention to develop a proposal that clearly identifies and articulates the goals, objectives, and reasons for the proposed program modifications in this stage. Furthermore, the continuing process of review will maintain its focus on providing an optimal set of learning conditions for our students.

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LIBERAL ARTS CURRICULA

Sociology Major (39 semester hours)

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

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

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

Sociology Minor (18 semester hours)

Required Sociology: 120--3 hrs.

Electives: 15 hours of directed electives in sociology.

PROFESSIONAL CURRICULA

Sociology Major (75 semester hours)

(Concentration in Long-Term Health Care Administration)

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

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

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

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

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

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

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

WOMEN'S STUDIES

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

TEACHING CURRICULA

Sociology for Social Studies Licensure (5-12)

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

Primary Area on Teaching Major (18 semester hours)

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

Directed Sociology electives: 6 hours.

Supporting Area on Teaching Major (12 semester hours)

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

Primary Area on Teaching Minor (15 semester hours)

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

NEW CATALOG COPY

Sociology Major (39 semester hours)

Required Sociology: 280—4 hrs.; 380—3 hrs.; 383—3 hrs.; 390—3 hrs.; 499—2 hrs.

A minimum grade of C must be earned in each of these required courses.

Electives: 24 hours of approved electives. Students may count *no more than* 6 hours of lower

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

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

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

Note: Courses marked with an * have prerequisites.

Sociology Minor (19 semester hours)

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

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

WOMEN'S STUDIES

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

TEACHING CURRICULA

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

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

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

**Preferred Effective Term: Fall 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 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, 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.

NEW CATALOG COPY

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.

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.

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.

OLD CATALOG COPY

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.

NEW CATALOG COPY

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 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.

OLD CATALOG COPY

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.

NEW CATALOG COPY

None. Program will be eliminated.

Preferred Effective Term: Fall 2002

COLLEGE OF ARTS & SCIENCES: Sociology

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

Executive Summary and Rationale:

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

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

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

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

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

OLD CATALOG COPY

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

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

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

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

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

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

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

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

NEW CATALOG COPY

None. Program will be eliminated.

GRADUATE APPROVALS

NEW COURSES

SCHOOL OF EDUCATION: Educational & School Psychology

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

Preferred Effective Term: Fall 2002

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

Preferred Effective Term: Fall 2002

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

Preferred Effective Term: Fall 2002

GRADUATE PROGRAM REVISIONS

*****Some aspects of this proposal were changed will in the approval process. The changes are shown in *[bold-italics with bold-italic brackets]*.*****

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

Executive Summary:

Purpose of the Program (Mission):

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

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

Clientele served by the Program:

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

Curriculum:

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

The core curriculum includes:

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

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

biological bases of behavior, social bases of behavior, human learning, and cultural diversity.

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

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

Internship and Practice Requirements

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

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

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

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

Anticipated Career Outcomes

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

Rationale:

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

The School Psychology Committee (SPC), the governing body for the Ph.D. program in School Psychology, has engaged in an extensive process of self-study over the past 18 months. The SPC, which is composed of core School Psychology faculty members, graduate students representatives, and related faculty in the Department of Educational & School Psychology, in collaboration with faculty members from the Departments of Counseling and Educational Leadership, Administration, and Foundations, and stakeholders from the Covered Bridge Special Education District, assessed the current practices and standards for School Psychologists provided by APA guidelines for accreditation, NASP standards, Indiana Professional Standards Board Standards for School Services Professionals, and best practices in training and practice for School Psychologists. The SPC then developed a revised mission statement, goals and objectives, skills and competencies, curriculum content and sequence, and performance-based outcome measures. The program revisions update the content of the curriculum to reflect contemporary research and practice and to ensure that the competencies identified by state, regional, and national accreditation and licensing agencies are satisfied.

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

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

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

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

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

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

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

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

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

CURRENT CATALOG COPY

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

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

The program requirements can be described briefly as follows:

A. Foundations (a minimum of 15 hours)

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

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

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

C. Specialization (30-40 hours)

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

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

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

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

PROPOSED CATALOG COPY

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

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

The program requirements can be described briefly as follows:

A. Foundations (a minimum of 21 hours)

The student must demonstrate an acceptable degree of competency in the understanding and application of contributions from education, philosophy, psychology, research techniques, and the social sciences. *[To aid in the development of competency in the area of foundations, the student must complete coursework in foundations of psychology, education, and qualitative and quantitative research design and analysis.]*

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

The student must complete a program enabling him or her to develop deeper theoretical and philosophical understandings of human behavior. *[To aid in the development of competency in the area of behavioral science, the student must complete coursework and practice in the biological and social aspects of behavior, individual differences in behavior, human development, psychopathology, history and systems of psychology and education; effective methods of intervention, consultation, and supervision; and issues of cultural and individual diversity.]*

C. [School Psychology] Specialization (a minimum of 46 hours)

[The student must complete a program preparing him/her to assume leadership roles in the field of school psychology through practitioner positions in school systems, mental health centers, clinic, hospital and private practice settings; research position in university or private settings, and leadership positions in organizations relevant to psychology and education. To aid in the development of competency in the area of school psychology, the student must complete coursework and practice in psychological measurement and evaluation, professional standards and ethics, cognitive and social aspects of behavior, theories and methods of assessment and diagnosis, and application of knowledge and skill in real-life contexts. This specialization emphasizes the scientist-practitioner model and prepares students to assume roles in both areas.]

The program is APA and NASP approved and requires a year-long predoctoral internship.

D. Dissertation (a minimum of 18 hours)

The student must successfully complete a dissertation on a topic related to school psychology approved by the student's doctoral committee.

E. Internship (a minimum of 6 hours)

The student must complete the equivalent of a one-year, full time clinical internship (2000 hours) at a site approved by the individual's doctoral committee, the internship coordinator, and the Director of School psychology Training. The internship will occur following completion of all required coursework.

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

The program for each student will be planned jointly by the student, the advisor, and the doctoral committee and will include required coursework in each of the areas noted above, required practica, and specialization practica. The student's competencies, interests, and goals, as well as prior educational and/or clinical experiences will be considered in the planning of the sequence of practica, research experiences, and dissertation topic. The program will be subject to revision as the student's strengths and needs are assessed and as he or she progresses through the program.]

Preferred Effective Term: Fall 2002

CORRECTIONS

The following is a correction of the text that appeared as an **APPROVAL** in the January 28, 2002 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics with bold-italic brackets]*.

GRADUATE PROGRAM REVISIONS

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

Executive Summary:

The Department proposes unifying its existing Masters programs into one M.A. in Languages, Literatures, and Linguistics. The proposal adds one two-hour core course, LLL 600, for all graduate

students. Within this program, students may choose the Single Language Option (in French or Spanish) or the Linguistics/Cross-linguistic Option.

Rationale:

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

OLD CATALOG COPY

Master of Arts (32 semester hours minimum)

Research: Foreign Languages 607

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

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

Electives: 2 hours.

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

A student seeking to professionalize an Indiana Teaching License on an M.A. degree program must also complete 3 hours from French 562, Spanish 562, or Curriculum, Instruction, and Media Technology 660 or 662; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; and 3 hours from Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611.

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

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

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

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

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

Electives: 2 hours.

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

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

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

NEW CATALOG COPY

Master of Arts (32 semester hours minimum)

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

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

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

Culminating Experience: ***[Successful completion of comprehensive examinations covering course work in the student's major area(s) or LLL 699 Master's Thesis--6 hrs.]***

Single Language Option

Additional Requirements: at least 21 hours in primary area (French, Spanish). ***[For students choosing the thesis option, the 6 hours will count toward the 21 hours required in these additional requirements.]***

Linguistics/Cross-linguistics Option

Additional Requirements: at least 21 hours from graduate courses in the Department of Languages, Literatures, and Linguistics with a linguistic focus. Students may combine their linguistic study with TESL or with appropriate courses from different languages. ***[For students choosing the thesis option, the 6 hours will count toward the 21 hours required in these additional requirements.]***

**Preferred Effective Term: Summer 2002*