



Academic Notes

FEBRUARY 18, 2002

AN 2001-2002

SPECIAL NOTICES

UNIVERSITY RESEARCH COMMITTEE GRANTS

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

FACULTY ATTENDANCE FORM FOR SPRING COMMENCEMENT

Attached to the back of this issue is a Faculty Attendance Form concerning Spring Commencement. All faculty members need to fill out this form and make sure that it is delivered to:

OFFICE OF THE PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS
PARSONS HALL, ROOM 208

by the end of the business on **Thursday, March 14, 2002**.

ACADEMIC APPAREL RENTAL FORM

Faculty members needing to rent academic apparel for Spring 2002 Commencement, need to fill out the Academic Apparel Rental Form attached to the back of this issue and send it to:

KARI HIATT or TERRI LOTZ
ISU BOOKSTORE

Rental forms received after March 14, 2002 will automatically be charged a late fee of \$10.00.

TIRED OF PAYING RENTAL FEES? Buy your own graduation regalia and save money. The I.S.U. Bookstore is pleased to announce a faculty regalia sale. This is the perfect opportunity to purchase your very own custom-made regalia. A representative from E.R. Moore will be on campus **FEBRUARY 19 AND 20** from 10:00 a.m. to 6:00 p.m. to receive your orders. This event will be held during our annual

Graduation Fair located in the halls near Dede II. For more information please call Kari Hiatt at the bookstore.

SPECIAL NOTICES: continued

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 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 REPORT FOR **FEBRUARY 12, 2002**

PROVOST PONTIUS REPORTED:

- 1) Institutional Effectiveness report will soon be available and will be distributed for comment.
- 2) Student Credit Hour (SCH) target figures will soon go to deans, who will share them with dept. chairs. Full information will then be shared with the campus and comment solicited. A two-year process will be involved in meeting the targets. Deans and chairs will determine workloads. The Program Array Review (PAR) committee will also provide feedback.

3) Dean Searches

Business -- Hopes for closure "shortly."

A&S -- Interviews to be completed by end of Feb.

FACULTY GOVERNMENT – Faculty Senate Executive Committee Report: continued

Grad. -- Field currently at eight (8).

4) The Ad Hoc Committee on University Governance met 2/6. A report will be prepared for the Board of Trustees. Members requested that the report be shared with the full Ad Hoc Committee and the Exec. Comm. before being forwarded to the Trustees.

CHAIR CERNY REPORTED:

- 1) A sharing of the Ad Hoc Committee report will be most appreciated.
- 2) Additional nominations for vacant Senate seats are encouraged.
- 3) Senate Standing Committees are required to meet at least monthly. A quorum for such meetings is six (6) voting members.

15-MINUTE DISCUSSION PERIOD:

1) Ad Hoc Committee on University Governance: S. Lamb reported that he was comfortable with the degree of faculty input on the committee. Clarification/definition of some terms is desirable, and a reordering of some HANDBOOK items should be considered, but only with full faculty input and collaboration.

2) Information Technology consultant's report: R. McGiverin inquired as to the status of the IT report. The provost reported that some minor questions had been raised and were being addressed.

3) Summer School 2002: Provost Pontius stated that the only major change will be the provision of SCH targets (based on five-year averages). Those academic units meeting the targets will be eligible for additional funding. No changes in the compensation schedule will occur in 2002.

Administration of summer sessions will move from Lifelong Learning to the individual academic units, where chairs and deans will work collaboratively.

4) Sabbatical Leaves: Currently being discussed by deans and will be dependent on budgetary considerations. Some delays of leaves may be necessary, but those delayed will have priority at a later date.

THE COMMITTEE APPROVED:

1) FEBC support of a Summer School Administration Committee recommendation: "that the current model of 2.5% of a 9-month salary for each credit hour taught remain in effect for SS 2002."

2) School of Business Constitution procedural clarification.

3) Recommendations to Facilitate Faculty Senate Committee Activities during Summer Months.
FACULTY GOVERNMENT – Faculty Senate Executive Committee Report: continued

4) School of Nursing nominee to University Promotions Committee.

5) FAC recommendations re:

- Report of the Summer School Administration Committee.
- Revision to the School of Business Constitution.

The Committee went into executive session.

The Committee came out of executive session and approved two motions:

- 1) Clarification of HANDBOOK language on grievance procedures.
- 2) That the Chair appoint a subcommittee to review HANDBOOK Grievance Procedures and recommend revisions.

FACULTY SENATE EXECUTIVE COMMITTEE

The Faculty Senate Executive Committee will meet at 3:15 p.m. on Tuesday, February 19, 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. Music Theater Minor for Music Majors
 - b. BA/BS Social Science Education
- VI. Standing Committee Reports
- VII. Old Business
- VIII. New Business

UNIVERSITY FACULTY SENATE

The University Faculty Senate will meet at 3:15 p.m. on Thursday, February 21, 2002, in Dede III.

AGENDA

- I. Memorial: Jacob Cobb
- II. Administrative Report
- III. Chair Report
- IV. SGA Report
- V. Fifteen Minute Open Discussion

FACULTY GOVERNMENT – University Faculty Senate - Agenda: continued

- VI. Approval of the Minutes
- VII. CAAC Recommendations:
 - a. General Education Capstone Course Credit
 - b. Provisional Merger-Science Education Dept. into Life Sciences Dept.
 - c. *Music Theater Minor for Music Majors
 - d. *BA/BS Social Science Education
- VIII. Information Items
 - a. Summer School Administration Committee Reports—AAC, FAC, FEBC Resolutions
 - b. Status of Chairs Committee Report—AAC and FAC Resolutions
- IX. Senate Committees Summer Activities
- X. Standing Committee Reports
- XI. Old Business
- XII. 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 21, 2002, in Family & Consumer Sciences, Room 110.

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF ARTS & SCIENCES

PSYCHOLOGY

Mr. Douglas V. Campbell will defend his dissertation, entitled *Self-Concept and Behavior Changes as a Result of Participation in Outward Bound*, at 8:30 a.m. on Friday, February 22, 2002 in Root Hall,

Room B 141. The members of his committee are Dr. Tom Johnson, Chairperson, Dr. Liz O’Laughlin, and Dr. Virgil Sheets.

SCHOOL OF EDUCATION

CURRICULUM, INSTRUCTION, AND MEDIA TECHNOLOGY

Ms. Melissa Thomeczek will defend her dissertation, entitle *A Comparison of Two Types of Electronic Communication in an Undergraduate Teacher Education Course*, at 1:00 p.m. on *THESES, DISSERTATIONS, & RESEARCH PROJECTS - CIMT: continued*

Tuesday, March 5, 2002 in the School of Education 11th Floor Conference Room 2. The members of her committee are Dr. Susan M. Powers, Chairperson, Dr. Thomas S. Dickinson, and Dr. Elizabeth Jared.

EDUCATIONAL AND SCHOOL PSYCHOLOGY

Mr. Lance Evans will defend his dissertation, entitled *Differences in Coping Behavior Based on Epistemic Style*, at 3:00 p.m. on Thursday, February 28, 2002 in Gillum Hall, Room 103. The members of his committee are Dr. J. Laurence Passmore, Chairperson, Dr. Christy L. Coleman, and Dr. Richard Antes.

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.

Mr. Jeff Pittman will defend his dissertation, entitled *Implementation of a Community College Partnership in Indiana: Faculty Perceptions Regarding Change*, at 9:00 a.m. on Thursday, February 28, 2002 in the School of Education, Room 1214. The members of his committee are Dr. John Moore, Chairperson, Dr. Joanne Burrows, Dr. Joshua Powers, and Dr. Christine Coleman.

FIELD TRIPS

COLLGE OF ARTS & SCIENCES: Family & Consumer Sciences

The Family and Consumer Science class FCS 458 – Interior Design, will take a field trip to Indianapolis on Friday, February 22, 2002, to be at the ASID Interaction Day. The purpose of this trip is for observation and participation in different activities. Students and faculty will travel via bus and separately with a departure from campus at 8:00 a.m. They will return to campus at approximately 4:00 p.m. A list of participating students is available in the Family and Consumer Sciences Department office.

UNDERGRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Life Sciences

LIFS 485* **Introduction to Biometry**--3 hours. Principles of probability and statistics applied to biological data. Binomial, chi-square, and normal distributions, including analysis
UNDERGRADUATE PROPOSALS – Course Revisions – LIFS 485: continued*

of variance, regression, and correlation. Prerequisite: Mathematics 111. Offered: fall.

Change prerequisites to:

LIFS 585* **Introduction to Biometry**--3 hours. Principles of probability and statistics applied to biological data. Binomial, chi-square, and normal distributions, including analysis of variance, regression, and correlation. Prerequisite: Mathematics 111 or equivalent or consent of Instructor. Offered: fall.

**Preferred Effective Term: Fall 2002*

**Course has a graduate level equivalent*

COLLEGE OF ARTS & SCIENCES: Women's Studies

WS 475 **Fieldwork in Women's Studies**--3 hours. Supervised fieldwork in agency, school, or other appropriate setting. Designed to provide the student with practical experiences in areas of interest while using theories, philosophies, and skills developed in the classroom. Prerequisites: 200 and 400, or approval of Director of Women's Studies.

Change prerequisites to:

WS 475 **Fieldwork in Women's Studies**--3 hours. Supervised fieldwork in agency, school, or other appropriate setting. Designed to provide the student with practical experiences in areas of interest while using theories, philosophies, and skills developed in the classroom. Prerequisites: 200 or 201 or 450, or approval of Director of Women's Studies.

UNDERGRADUATE PROGRAM REVISIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology Multicultural Education Requirement for All-Grade Education

Executive Summary:

The list of courses approved to meet the multicultural education requirement in the undergraduate teacher education curriculum for All-Grade Education will be revised to include only EPSY 341, Education in a Multicultural Society. Seven other courses now shown in the undergraduate catalog will be dropped from the list.

Rationale:

In preparation for the November 1999 accreditation visit of the National Council for Accreditation of Teacher Education (NCATE), The Ad Hoc Committee on the Education of Culturally Diverse and Exceptional Populations was created by the University's Teacher Education Committee (TEC) in January 1996. One of the charges to the committee was to review the courses then approved to meet the multicultural education requirement in the undergraduate teacher education curriculum for All-Grade Education and to submit a recommendation regarding continuing

UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – Multicultural Education Requirement for All-Grade Education: continued

the individual courses on the list of approved options or dropping them from the list. In its June 1998 report to the TEC the ad hoc committee recommended temporarily extending approval of six of the eight courses on the list until further data could be gathered on the effectiveness of the courses in preparing students for success as teachers of culturally diverse populations. The ad hoc committee's recommendation was approved by the TEC in October 1998. When the University was reviewed by the NCATE in November 1999, weaknesses were identified by the accrediting agency in five areas related to multicultural education and diversity issues. Aware of these deficiencies in the University's teacher education programs, the TEC decided in the fall of 2000 to create the AD Hoc Diversity Subcommittee to design and conduct a review of courses submitted for regular approval to meet the multicultural education requirement in the undergraduate teacher education curricula. The demanding review process to be sued for approval of courses to meet this requirement was approved by the TEC in May 2001. Following submission of the required documentation for EPSY 341, the ad hoc subcommittee recommended approval of that course, and the recommendation was approved by the TEC in September 2001 for that course to remain on the list of options available to meet the multicultural education requirement. Despite several campus-wide announcements as early as August 2001 that proposals were being sought for approval of other course to met this requirement and despite a submission deadline in November 2001, the required documentation has been submitted for no course other than EPSY 341. Moreover, the departments which had earlier expressed an interest in submitting proposals have communicated decisions not to proposed courses for approval. Thus, the Department of Curriculum, Instruction, and Media Technology has decided to go forward with the curricular proposal formalizing the actions taken by the University's teacher Education Committee regarding the multicultural education requirement in the undergraduate teacher education curriculum for All-Grade Education.

CURRENT CATALOG COPY

Multicultural Education

All students on teaching curricula must complete an approved multicultural education course. The courses which have been approved are listed below (General Education Liberal Studies category is noted where applicable):

College of Arts and Sciences
Communication

- 416 Cross-Cultural Communication--3 hours.
- English
- 370 Introduction to Folklore--3 hours. [C1,E2]
- 373 American Folklore--3 hours. [D1,E2]
- History
- 437 Race and Nationality in the United States--3 hours. (Also listed as Africana Studies 433.)
- Political Science
- 210 Ethnic Groups in Politics--3 hours. [B1,E2]
- Sociology

UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – Multicultural Education Requirement for All-Grade Education: continued

- 420 Minority Groups--3 hours. (Also listed as Africana Studies 423S.)
- 448 Social Psychology of the Disadvantaged--3 hours. (Also listed as Africana Studies 443.)

School of Education

Elementary and Early Childhood

- 442 Early Childhood: Cultural and Ethnic Awareness--3 hours.

Educational Psychology

- 341 Education in a Multicultural Society--3 hours. [E3]

PROPOSED CATALOG COPY

Multicultural Education

All students on teaching curricula must complete an approved multicultural education course. The only course currently approved by the University's Teacher Education Committee to meet this requirement is EPSY 341, Education in a Multicultural Society--3 hours. This course is also an approved United States Diversity course for the Multicultural Studies requirement of the University's General Education Program.

**SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology
Multicultural Education Requirement for Senior High-Junior High/Middle School Education**

Executive Summary:

The list of courses approved to meet the multicultural education requirement in the undergraduate teacher education curriculum for Senior High-Junior High/Middle School Education will be revised to include only EPSY 341, Education in a Multicultural Society. Seven other courses now shown in the undergraduate catalog will be dropped from the list.

Rationale:

In preparation for the November 1999 accreditation visit of the National Council for Accreditation of Teacher Education (NCATE), The Ad Hoc Committee on the Education of Culturally Diverse and Exceptional Populations was created by the University's Teacher Education Committee (TEC) in January 1996. One of the charges to the committee was to review the courses then approved to meet the multicultural education requirement in the undergraduate teacher education curriculum for Senior High-Junior High/Middle School Education and to submit a recommendation regarding continuing the individual courses on the list of approved options or dropping them from the list. In its June 1998 report to the TEC the ad hoc committee recommended temporarily extending approval of six of the eight courses on the list until further data could be gathered on the effectiveness of the courses in preparing students for success as teachers of culturally diverse populations. The ad hoc committee's recommendation was approved by the TEC in October

UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – Multicultural Education Requirement for Senior High-Junior High/Middle School Education: continued

1998. When the University was reviewed by the NCATE in November 1999, weaknesses were identified by the accrediting agency in five areas related to multicultural education and diversity issues. Aware of these deficiencies in the University's teacher education programs, the TEC decided in the fall of 2000 to create the AD Hoc Diversity Subcommittee to design and conduct a review of courses submitted for regular approval to meet the multicultural education requirement in the undergraduate teacher education curricula. The demanding review process to be sued for approval of courses to meet this requirement was approved by the TEC in May 2001. Following submission of the required documentation for EPSY 341, the ad hoc subcommittee recommended approval of that course, and the recommendation was approved by the TEC in September 2001 for that course to remain on the list of options available to meet the multicultural education requirement. Despite several campus-wide announcements as early as August 2001 that proposals were being sought for approval of other course to met this requirement and despite a submission deadline in November 2001, the required documentation has been submitted for no course other than EPSY 341. Moreover, the departments which had earlier expressed an interest in submitting proposals have communicated decisions not to proposed courses for approval. Thus, the Department of Curriculum, Instruction, and Media Technology has decided to go forward with the curricular proposal formalizing the actions taken by the University's teacher Education Committee regarding the multicultural education requirement in the undergraduate teacher education curriculum for Senior High-Junior High/Middle School Education.

CURRENT CATALOG COPY

Multicultural Education

All students on teaching curricula must complete an approved multicultural education course. The courses which have been approved are listed below (General Education category is noted where applicable):

College of Arts and Sciences

Communication

416 Cross-Cultural Communication--3 hours.

English

370 Introduction to Folklore--3 hours. [C1,E2]

373 American Folklore--3 hours. [D1,E2]

History

437 Race and Nationality in the United States--3 hours. (Also listed as Africana Studies 433.)

Political Science

210 Ethnic Groups in Politics--3 hours. [B1,E2]

Sociology

420 Minority Groups--3 hours. (Also listed as Africana Studies 423S.)

448 Social Psychology of the Disadvantaged--3 hours. (Also listed as Africana Studies 443.)

UNDERGRADUATE PROPOSALS – Undergraduate Program Revisions – Multicultural Education Requirement for Senior High-Junior High/Middle School Education: continued

School of Education

Elementary and Early Childhood

442 Early Childhood: Cultural and Ethnic Awareness--3 hours.

Educational Psychology

341 Education in a Multicultural Society--3 hours. [E3]

PROPOSED CATALOG COPY

Multicultural Education

All students on teaching curricula must complete an approved multicultural education course. The only course currently approved by the University's Teacher Education Committee to meet this requirement is EPSY 341, Education in a Multicultural Society--3 hours. This course is also an approved United States Diversity course for the Multicultural Studies requirement of the University's General Education Program.

GRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: Life Sciences

LIFS 585* **Introduction to Biometry**--3 hours. Principles of probability and statistics applied to biological data. Binomial, chi-square, and normal distributions, including analysis of variance, regression, and correlation. Prerequisite: Mathematics 111. Offered: fall.

Change prerequisites to:

LIFS 585* **Introduction to Biometry**--3 hours. Principles of probability and statistics applied to

biological data. Binomial, chi-square, and normal distributions, including analysis of variance, regression, and correlation. Prerequisite: Mathematics 111 or equivalent or consent of Instructor. Offered: fall.

**Preferred Effective Term: Fall 2002*

**Course has an undergraduate level equivalent*

UNDERGRADUATE APPROVALS

COURSE REVISIONS FOR GENERAL EDUCATION

COLLEGE OF ARTS & SCIENCES: English

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

Change prerequisites to:

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

Preferred Effective Term: Fall 2002

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

Change prerequisites to:

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

Preferred Effective Term: Fall 2002

ENG 307 Writing for Teachers of English—3 hours. An advanced course in expository writing, with some attention to creative writing. Study of theories of rhetoric and composition, as presented in professional articles and books, and application of theories to the students' own writing. Practice in writing articles on the teaching of writing. Required of English majors and minors on the teaching curriculum. Satisfies English 305 requirement. Prerequisites: 105 or 107 or 108, and the successful completion of 62 semester hours of course work.

Change prerequisites to:

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

UNDERGRADUATE PROPOSALS – Course Revisions of General Education Consideration – ENG 307: continued

Satisfies English 305 requirement. Prerequisites: 105 or 107 or 108 or 130, and the successful completion of 48 semester hours of course work.

Preferred Effective Term: Fall 2002

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

Change prerequisites to:

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

Preferred Effective Term: Fall 2002

UNDERGRADUATE PROGRAM REVISIONS

COLLEGE OF ARTS & SCIENCES

A.A. in Liberal Studies

B.A./B.S. in Liberal Studies

Executive Summary:

ISU expects the BA/BS and AA degree programs in Liberal Studies to serve distinct student populations. The BA/BS degree in Liberal Studies is expected to serve a traditional student population of

currently enrolled students interested in pursuing interdisciplinary studies. The AA degree in Liberal Studies is expected to provide increased educational access to non-traditional, place-bound students, especially part-time adult students seeking increased access to education for personal and professional development.

This request for program modification includes:

1. A change in title of the Associate of Arts degree from *General Studies* to *Liberal Studies*, to bring the AA degree parallel with the 4-year Liberal Studies degree, which was approved by the ICHE in 2000. Please note that the change of degree/program name should be applied to all currently enrolled or active majors as well as all new majors.
2. Revision in the description of General Education requirements of the 4-year degree to match revisions in the General Education program since the 4-year degree was proposed and approved;
3. Revision of the advising structure of the 4-year degree to reduce the complexity of program administration; and,
4. The stipulation of a specific point at which a student must file a program of study for the Liberal Arts degree.

Rationale:

The Baccalaureate Degree in General Studies was approved and published in Academic Notes December 9, 1996 (see attached) but was not approved by ICHE until May 2000. When ICHE approved the degree, it mandated a change in name to Liberal Studies. Revisions sought in this proposal include changing the name of the Associate of Arts Degree in General Studies to Associate of Arts in Liberal Studies, which allows the Associate degree program to coincide and serve as the foundation for the related Baccalaureate degree program. (A change of degree/program name should be applied to all currently enrolled or active majors as well as all new majors.) No other changes are sought to the Associate of Arts degree program.

Three revisions are sought in the Baccalaureate Degree:

- (1) A revision in the description of General Education requirements of the Baccalaureate Degree is sought to reconcile the description with current General Education requirements.
- (2) A revision of the academic advising structure for the Liberal Studies degree (from consultation with at least two faculty advisors to consultation with one faculty advisor) is proposed, in order to reduce the complexity of program administration.
- (3) The proposal seeks to stipulate the point at which a program of study must be filed by an intended major by establishing that Baccalaureate degree-seeking students must submit a proposed concentration for approval to the Dean's Office prior to completing 50 semester hours of course work or within one semester of declaring the major. Once approved, the proposal constitutes the program of study for the major. Admission to the Liberal Studies major is granted to all new freshmen and transfer students in their first semester of enrollment at ISU and to continuing

students who have earned a cumulative GPA of no less than 2.50. No student can declare the Liberal Studies major after earning 77 hours.

CURRENT CATALOG COPY

General Studies Associate Degree (62 semester hours)

General Studies Concentration (38 semester hours)

Basic Studies (8-17 semester hours): English 101 and 105 or 107 – 3-6 hrs; Communication 101 – 3 hrs. (or equivalent); Quantitative Literacy (0-3 hours), Physical Education 101 – 2 hrs, Information and Technological Literacy (0-3 hours).

Liberal Studies (25-31 semester hours): Foundational course in Scientific and Mathematical Studies (SMS) (4 hours); Foundational course in Social and Behavioral Studies (SBS) (3 hours); Literature and Life course in Literary, Artistic and Philosophical Studies (LAPS) (3hours), electives in at least two of the following areas: SMS, SBS, LAPS (6 hours); Historical Studies course (3 hours); U.S. Diversity course (3 hours) and International Cultures course (3 hours).

University Concentration (18-29 semester hours): This concentration may be met in one of two ways:

1. Complete the course work for an established arts and sciences minor.
2. Complete a multi-disciplinary concentration of courses, a minimum of 18 hours with no more than 15 hours in a single discipline, designed in consultation with the General Studies academic advisor.

PROPOSED CATALOG COPY

CURRICULA

Bachelor of Arts or Bachelor of Science Degree (124 semester hours)

Liberal Studies Major (42 semester hours)

Concentration (42 semester hours minimum): this concentration may be met in one of the following ways:

1. Complete the course work for **two** established minors, with a minimum of 9 hours in each minor taken at the 300/400 level and no fewer than 21 hours total from both minors taken at the 300/400 level. At least one of the minors must be from the College of Arts and Sciences.
2. Complete a special configuration of courses proposed by the student and developed in consultation with a faculty advisor from a department in which the course work will be concentrated. No more than 24 semester hours of course work toward the concentration may be taken from outside the College of Arts and Sciences or from a specific discipline.
3. Complete a combination of 1 and 2.

Other Requirements:

- a. At least 60% of the course work (74 semester hours) for the degree must be completed in

the College of Arts and Sciences.

- b. Liberal Studies majors must submit a proposed concentration for approval to the Dean's Office prior to completing 50 semester hours of course work or within one semester of declaring the major. Once approved, the proposal constitutes the program of study for the major. Admission to the Liberal Studies major is granted to all new freshmen and transfer students in their first semester of enrollment at ISU and to continuing students who have earned a cumulative GPA of no less than 2.50. No student can declare the major after earning 77 hours.
- c. Candidates for the BA must complete two years of study of a single Foreign Language.

General Education Requirements: Students pursuing the BA and BS in Liberal Studies must fulfill requirements of the General Education Program.

Two-Year Program: Associate of Arts Degree (62 semester hours)

Liberal Studies Major (38 semester hours minimum)

Concentration (18-29 semester hours): This concentration may be met in one of two ways:

1. Complete the course work for an established Arts and Sciences minor.
2. Complete a multi-disciplinary concentration of courses, with no more than 15 hours in a single discipline, designed in consultation with the Liberal Studies academic advisor.

General Education Requirements:

Basic Studies (8-17 semester hours): English 101 and 105 or 107 – 3-6 hrs; Communication 101 – 3 hrs. (or equivalent); Quantitative Literacy (0-3 hours), and Physical Education 101 – 2 hrs. Information and Technological Literacy (0-3 hours).

Liberal Studies (25-31 semester hours): Foundational course in Scientific and Mathematical Studies (SMS) (4 hours); Foundational course in Social and Behavioral Studies (SBS) (3 hours); Literature and Life course in Literary, Artistic and Philosophical Studies (LAPS) (3hours), electives in at least two of the following areas: SMS, SBS, LAPS (6 hours); Historical Studies course (3 hours); U.S. Diversity course (3 hours) and International Cultures course (3 hours).

PROGRAM COMPARISONS:

OLD PROGRAM		NEW PROGRAM
<u>AA General Studies</u>	<u>BA/BS Liberal Studies</u> APPROVED MAY 2000	<u>BA/BS, AA Liberal Studies Revisions</u> *Change in name of A.A. from General Studies to Liberal Studies
*Consultation of major concentration must be with the Gen. Studies academic advisor	*Consultation of major concentration must be with at least two faculty advisors from the departments in which the course work will be	*Consultation of major concentration must be with a faculty advisor from a department in which the course work will be concentrated.

concentrated.

*Students must submit a concentration to the Dean's office prior to completing 77 hours of course work.

*Students must submit a concentration to the Dean's Office prior to completing 50 hours of course work or within one semester of declaring the major. The Liberal Studies major is available to all new freshmen and transfer students in their first semester of enrollment at ISU and to continuing students who have earned a cumulative gpa of no less than 2.50. No student can declare the major after earning 77 hours.

*Description of General Education requirements to match revisions in General Education program.

**Preferred Effective Term: Fall 2002*

UNDERGRADUATE PROGRAMS TO BE SUSPENDED

The following programs were reviewed as part of the Program Array Review Process* and have been recommended by the departments to be suspended (banked).

SCHOOL OF EDUCATION

A.A.S in Early Childhood Education CIP Code [131204]

* Program Array Review is the examination of degree programs identified by specific CIP codes that graduate few students. Departments that offer the programs are not the subjects of this review. Courses and concentrations in these content areas will be available under other programs.

UNDERGRADUATE PROGRAMS TO BE ELIMINATED

The following programs were reviewed as part of the Program Array Review Process* and have been recommended by the departments to be eliminated.

COLLEGE OF ARTS & SCIENCES

B.A. in Art History CIP Code [500703]

B.A. in Humanities CIP Code [240103]

* Program Array Review is the examination of degree programs identified by specific CIP codes that graduate few students. Departments that offer the programs are not the subjects of this review. Courses and concentrations in these content areas will be available under other programs.

COLLEGE OF ARTS & SCIENCES: Theater

Speech Communication and Theater Teaching Major

Executive Summary & Rationale:

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

CURRENT CATALOG COPY

Speech Communication and Theater Teaching Major (39 semester hours)

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

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

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

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

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

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

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

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

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

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

PROPOSED CATALOG COPY

None. Program will be eliminated

Preferred Effective Term: Fall

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

Executive Summary & Rationale:

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

CURRENT CATALOG COPY

Speech Communication and Theater Teaching Minor (24 semester hours)

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

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

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

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

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

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

PROPOSED CATALOG COPY

None. Program will be eliminated.

Preferred Effective Term: Fall 2002

GRADUATE APPROVALS

COURSE REVISIONS

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*

GRADUATE PROGRAMS TO BE SUSPENDED

The following programs were reviewed as part of the Program Array Review Process* and have been recommended by the departments to be suspended (banked).

COLLEGE OF ARTS & SCIENCES

M.A./M.S. in Chemistry **CIP Code [400501]**

M.A. in Earth Science **CIP Code [400703]**

M.A./M.S. in Physics **CIP Code [400801]**

SCHOOL OF EDUCATION

M.A./M.S. in Educational Psychology **CIP Code [131001]**

* Program Array Review is the examination of degree programs identified by specific CIP codes that graduate few students. Departments that offer the programs are not the subjects of this review. Courses and concentrations in these content areas will be available under other programs.

GRADUATE PROGRAMS TO BE ELIMINATED

The following programs were reviewed as part of the Program Array Review Process* and have been recommended by the departments to be eliminated.

COLLEGE OF ARTS & SCIENCES

Master of Arts in Music **CIP Code [500901]**

M.A. in Humanities **CIP Code [240103]**

M.S. in Social Studies **CIP Code [131318]**

SCHOOL OF EDUCATION

M.Ed. in Reading **CIP Code [131315]**

* Program Array Review is the examination of degree programs identified by specific CIP codes that graduate few students. Departments that offer the programs are not the subjects of this review. Courses and concentrations in these content areas will be available under other programs.

CORRECTIONS

The following is a correction of the text that appeared as a **PROPOSAL** in the February 11, 2002 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics with bold-italic brackets]*.

UNDERGRADUATE PROPOSALS

COURSE REVISIONS

MGT 370 **Business and Society--3 hours**. The course deals with business ethics, corporate social responsibility, and stakeholder management issues inherent in complex decisions involving the three major sectors of society: business, public, and government. Prerequisite: 301 or Business 330 or 370, or consent of Department Chairperson.

Change prerequisites to:

MGT 370 [**Business and Society--3 hours**. The course deals with business ethics, corporate social responsibility, and stakeholder management issues inherent in complex decisions involving the three major sectors of society: business, public, and government. *[Prerequisite: 301 or Business 330 or 371, or consent of Department Chairperson.]*]

***The following courses were approved for banking in Academic Notes on February 11, 2001. It should not have been done so and should be an active course. They are being reprinted here to show that they are **APPROVED** courses.

COLLEGE OF ARTS & SCIENCES: Art

ART 200K [no description available]

COLLEGE OF ARTS & SCIENCES: International Studies

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

***The following is a correction of the text that appeared as an **APPROVAL** in the February 4, 2002 issue of *Academic Notes*. The corrected portion is shown

UNDERGRADUATE APPROVALS

UNDERGRADUATE PROGRAM REVISIONS

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.

CURRENT CATALOG COPY

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.

PROPOSED 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-[2] 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. History, Theory, Literature, and Dramaturgy.*]

[Independent Study: 464 A-F Independent Study in Theater--1-3 hrs.

Concentrations A-F are as follows: A. Acting and Performance; B. Design and Technology; C. Management; D. Playwriting; E. Directing; F. History, Theory, Literature, and 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