Academic Notes

SPECIAL NOTICES

University Faculty Senate
2002-03

Term Ends 2004

Term Ends 2003

Arts and Sciences

A. M. Anderson	Art	John Allen**	Chemistry
Gregory Bierly	Geography	Valentina French^	Physics
Jerome Cerny	Psychology	Robert Goidel	Political Science
Jimmy Finnie	Music	Mark Hamm	Criminology
Nora Hopkins	Mathematics/Computer Science	Paul Hightower*	Communication
Janet Lyman	Music	Harriet Hudson	English
Francois Muyumba	African, African/Am Studies	Jake Jakaitis	English
Richard Schneirov	History	Robert Johnson	Mathematics/Computer Science
Virgil Sheets	Psychology	Linda Maule	Political Science
Wilson Warren	History	Joe Tenerelli	Communication
		Edward Warner	Humanities
		James Westgard^^	Physics

*replacement for Joe Meert
**replacement for Shan de Silva
^replacement for David Vesper
^^replacement for Carol Yoder

School of Business

Jeff Harper	Organizational	Michael Harmon	Analytical
Tarek Zaher	Analytical		

School of Education

Scott Davis	Curr, Instr & Media Tech	Noble Corey	Curr, Instr & Media Tech
Karen Liu	Early Childhood Education	Linda Sperry	Educ & School Psychology
Christine MacDonald	Educ. School Psychology		
Susan Macke	Educ. Leadership, Admin., Foun.		

School of Health and Human Performance

Frank Bell	Health and Safety	Nancy Rogers	Recreation/Sport Management
Nancy Lawrence	Health and Safety		

Library

Rolland McGiverin	Teaching Materials

School of Nursing

Susan Sharp	Associate Degree	Veda Gregory	Baccalaureate/Higher Degree

School of Technology

Michael Hayden	Industrial & Mechanical Technology	Jeff McNabb	Manufacturing & Construction Technolo
		*Stephen Shure	Aerospace Technology

*replacement for Terry Nicoletti

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SUMMER 2002

Below is the circulation schedule for the hard copy of *Academic Notes* through August 12, 2001. An asterisk (*) indicates a curricular issue. **All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday[a] prior to the distribution of *Academic Notes* on the following Monday, _along with an E-Mail or a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication_.**   An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU Web Page at – http://web.indstate/edu/acadnotes/ –.

Deadline for Items	Issue Date
June 5	June 10*
June 19*	June 24*
July 10	July 15
July 24*	July 29*
August 7	August 12*

THESES, DISSERTATIONS, & RESEARCH PROJECTS

SCHOOL OF HEALTH & HUMAN PERFORMANCE

PHYSICAL EDUCATION

Mr. Randy Bergman will defend his thesis, entitled *Relationship Between the Hoffmann Reflex and Performance Throughout Training for Cross Country Competition,* at 1:00 p.m. on Thursday, May 23, 2002 in the Arena, room C-08. The members of his committee are Dr. Jeff Edwards, Chairperson, Dr. Patrick Babington, and Dr. John Oxmun.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED 335   **Early Childhood: Teaching and Learning in the Kindergarten – 3 hours.** This course focuses on the pedagogical knowledge skills taught in kindergarten classrooms. The course integrates national and state developmental and content standards into curriculum planning to work with diverse learners. Field experience is required in a kindergarten classroom. Prerequisite: Admissions to Teacher Education Program.

ELED 450   **Seminar in Early Childhood Education – 4 hours.** This course provides student teachers opportunities to discuss issues related to classroom management and teaching effectiveness. Resources are identified and guest speakers are invited to provide additional support. Seminar topics may include licensing and legal concerns, parent-teacher relations, collaborative and consultative skills, managing transitions, etc. Prerequisite: Admission to Teacher Education Program II.

NEW COURSES FOR GENERAL EDUCATION CONSIDERATION

SCHOOL OF EDUCATION: Counseling

COUN 135   **Career and Life Planning – 3 hours.** Introduction to early and middle stages of career and life planning; assessment of personal interests and values, information processing, decision-making strategies, and general academic planning. Not open to students who have completed more than 62 hours. General Education Credits *[GE2000: Social and Behavioral Studies-Elective]*

COURSE REVISIONS

SCHOOL OF BUSINESS: Organizational Department

MIS 376   **Business Computer Systems--3 hours.** Investigation and application of using mini/micro computers in the solving of common business problems. Includes utilization of packaged business software systems as well as advanced programming concepts. Prerequisites: Business 170 and 201.

Change prerequisites to:

MIS 376   **Business Computer Systems--3 hours.** Investigation and application of using mini/micro computers in the solving of common business problems. Includes utilization of packaged business software systems as well as advanced

programming concepts. Prerequisites: Business 170 or ASBE 125 or consent of department chairperson.

UNDERGRADUATE PROPOSALS – Course Revisions: continued

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED 110   **Introduction to Early Childhood Education--3 hours**. The course is designed to provide an understanding of the role of the early childhood educator, to develop skills in observing and working with young children, to develop an awareness of the various types of programs serving young children, and to aid the student in developing a professional commitment to the field of study. The goals will be achieved through both laboratory and seminar sessions. Prerequisites: admission to the kindergarten-primary major or the early childhood education major and required scores on the PPST.

Change title and description to:
ELED 110   **Foundations of Early Childhood Education – 3 hours.** This course is designed to provide an understanding of the role of the early childhood educator, to develop skills in observing and working with young children, to develop an awareness of the various types of programs serving young children, and to aid the student in developing a professional commitment to the field of study. The goals will be achieved through both observation and seminar sessions. Prerequisites: Admission to the early childhood education major and passing the PRAXIS test.

ELED 440   **Early Childhood: Cognitive Experiences--3 hours**. Theoretical and practical aspects of cognitive development for children ages three to six with emphasis on planning teaching-learning experiences and determining curriculum content in mathematics, science, social studies, health and nutrition. Required laboratory work involves experiences with young children. Prerequisites: admission to Teacher Education Program I.

Change number, title, and description to:
ELED 440   **Integrated Curriculum in Early Childhood: Cognitive Domain – 3 hours.** This course provides students with the theoretical and practical aspects of cognitive development for children age three to eight with emphasis on creating teaching-learning experiences and planning curriculum content in the cognitive domain that includes mathematics, science, social studies, health, and nutrition. The course integrates national and state standards into curriculum planning to teach diverse learners. Field experience is required and provided students an opportunity to demonstrate their pedagogical knowledge of teaching. Prerequisite: Admission to Teacher Education Program I.

ELED *441   **Early Childhood: Program Administration--3 hours**. Analysis and evaluation of current educational programs for young children with emphasis on designing and developing a program commensurate with needs of children. Prerequisites: 440, 444, and 445 or teaching or administrative experience in a center for young children.

Change title and description to:

ELED *441   Early Childhood: Program Administration and Leadership – 3 hours. This course focuses on developing administrative and leadership strategies in opening,

UNDERGRADUATE PROPOSALS – Course Revisions – ELED *441: continued

managing, evaluating, and advocating an early childhood program in a variety of settings.   Prerequisite: Complete Cluster III courses or with Chairperson's permission.

*Course has a graduate level equivalent

ELED *442   Early Childhood: Cultural and Ethnic Awareness--3 hours. Review of research and practices related to the psychological, intellectual, physical, and social needs of young children from various cultural and ethnic backgrounds.

Change number, title, and description to:

ELED *432   Early Childhood: Teaching Within a Diverse Society – 3 hours. This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse cultural, racial, and soci-economic backgrounds.   This course introduces the conceptual frameworks of multicultural teaching and reviews the current research and practices relevant to teaching-learning solutions. Prerequisite: Admission to Teacher Education Program I.

*Course has a graduate level equivalent

ELED *443   Early Childhood: Practicum/Cultural and Ethnic Awareness and Home Based Learning--3 hours. Teaching under supervision at the primary level in community or university centers or in home-based programs established specifically for the education of culturally different children.

Change title, description, and credit hours to:

ELED *443   Practicum in Early Childhood Programs – 3-5 hours. This course provides students an opportunity to demonstrate their pedagogical knowledge and teaching skills in an early childhood program.   Course outcome focuses on the ability to provide developmentally and culturally appropriate curriculum to young children.

*Course has a graduate level equivalent

ELED 444   Emergent Literacy--3 hours. The study of young children's development of listening, speaking, reading, and writing abilities from a whole language approach and the implications for practice. Laboratory work will be required which involves ongoing experiences with young children. Prerequisites: admission to Teacher Education Program I.

Change number and description to:

ELED 324   Emergent Literacy – 3 hours.   This course focuses on the study of young children's development of listening, speaking, reading, and writing abilities from a holistic approach and examines the implications for practice.   Field experience is required which involves on-going classroom teaching experiences with young children. Prerequisite: Admission to Teacher Education Program I.

ELD 445   Early Childhood: Creative and Affective Experiences--3 hours. Focus on development of creative abilities in children ages three to six with emphasis on

planning teaching-learning experiences and determining curriculum content in play, music, and art. Laboratory work will be required which involves ongoing

UNDERGRADUATE PROPOSALS – Course Revisions – ELED 445: continued

experiences with young children. Prerequisite: admission to Teacher Education Program I.

Change number, title, and description to:

ELED 315   **Integrated Curriculum in Early Childhood: Creative and Affective Domains – 3 hours.** This course focuses on fostering the development of creative abilities in children ages two to five with emphasis on creating teaching-learning experiences and planning curriculum content in art, play, music, and movement. The course integrates national and state standards into curriculum planning to teach diverse learners. Field experience is required and provides students an opportunity to demonstrate their pedagogical knowledge of teaching. Prerequisites: Admission to Teacher Education Program I.

ELED *446   **Early Childhood: Infant/Toddler Child Care--3 hours.** Focus on developing infant and toddler child (day) care services with emphasis on daily planning, equipment, health and nutritional needs, psychological needs, and parental roles. Required laboratory work involves experiences with very young children.

Change number, title, and description to:

ELED *426   **Early Childhood: Educating Infants and Toddlers in an Inclusive Environment – 3 hours.** This course focuses on fostering caregivers' skills in promoting infants and toddlers' physical, social, emotional, and cognitive development with emphasis on their daily routines, environmental safety, health and nutritional needs and their psychological needs. The course content integrates national standards and addresses child rearing practices in different cultures. Field experience is required in an infant and toddler setting. Prerequisite: Admission to Teacher Education Program I.

*Course has a graduate level equivalent

ELED *447   **Early Childhood: Special Needs Programming--3 hours**. Focuses on young children with special needs with emphasis on learning to observe behavior accurately, identifying each child's special needs, and developing approaches that are in concert with each child's learning style. Required laboratory work involves experiences with young children with disabilities integrated in typical classrooms.

Change number, title, and description to:

ELED *437   **Early Childhood: Theories and Practices in Working with Exceptional Children – 3 hours.** This course focuses on providing early childhood student with knowledge and skills to work with children with special needs in an inclusive classroom setting.   The course provides students with learning opportunities to observe children's behavior, identify each child's special needs, and implement appropriate learning and assessment strategies. Field experience is required and involves interactions with atypical young children. Prerequisite: Admission to Teacher Education Program I.

*Course has a graduate level equivalent

ELED *448   Early Childhood: Workshop--2 hours. Activities to promote growth of both preservice and in-service teachers in working with young children. Topics, problems, and procedures vary to meet the needs of students.

Change description to:

ELED *448   Early Childhood: Workshop – 2 hours. This course provides early childhood educators an opportunity to study a contemporary topic or enhance their skills in implementing an innovative and developmentally appropriate practice with young children. Workshop topics vary based on the needs of the students.

*Course has a graduate level equivalent

ELED 449   Early Childhood: Parent-Teacher Relationships--3 hours. Develops understandings regarding parent-teacher relations including techniques for conducting parent conferences, home visits, parent meetings, and the process for implementing a parent involvement program. Required laboratory work involves experiences with parents. Prerequisites: 440, 444, and 445.

Change title and description to:

ELED 449   Early Childhood: Family, School, and Community Relationships – 3 hours. This course focuses on building family, school, and community partnerships. Teacher education students learn techniques such as organizing parent conferences, home visits, parent meetings, and the process of implementing a parent involvement program. The course also addresses the cross-cultural issues in families and school and community linkage. Prerequisites: Complete Cluster III courses with Chairperson's permission.

ELED 454   Supervised Teaching in Early Childhood Education--3-13 hours. Supervised teaching and reflective seminars for students in early childhood education and who wish to teach in the pre-primary area.

Change credit hours and description to:

ELED 454   Supervised Teaching in Early Childhood Education – 3-6 hours. This course provides early childhood students an orientation, supervised teaching, and analysis of teaching effectiveness in a pre-kindergarten classroom/setting. Prerequisite: Admission to Teacher Education Program II.

ELED 455   Supervised Teaching in the Kindergarten--3 hours. For students in elementary education who wish the kindergarten endorsement. Prerequisite: admission to Teacher Education Program II.

Change description to:

ELED 455   Supervised Teaching in the Kindergarten--3 hours. This course provides early childhood students supervised teaching and analysis of teaching effectiveness in a kindergarten classroom. Prerequisite: Admission to Teacher Education Program II.

ELED 458 **Student Teaching in Early Childhood/Special Education--3 hours**. For students in elementary, early childhood, or special education who wish to be

certified in the early childhood special education minor. Prerequisite: admission to TEP-II.

Change description to:

ELED 458 **Student Teaching in Early Childhood/Special Education--3 hours**. This course provides students majoring in elementary, early childhood, or special education and wish to be certified in the early childhood special education minor, student teaching experience with children with special needs in an inclusive classroom. Prerequisite: Admission to Teacher Education Program II.

SCHOOL OF HEALTH & HUMAN PERFORMANCES: Physical Education

PE 120 **Square Dance – 1 hour.**
Change title to:
PE 120 **Hapkido – 1 hour.**

PE 157 **Lacrosse – 1 hour.**
Change title to:
PE 157 **Jeet Kune Do – 1 hour.**

PE 178 **Sparkettes – 1 hour.**
Change title to:
PE 178 **Hapkido II – 1 hour.**

PROGRAM REVISIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology
Library/Media Services Major

Executive Summary:

This program revision changes the title of the School Media Services All Grade Major to Library/Media Services Major to conform to the language of the Indiana Professional Standards Board (IPSB). The revision decreases the number of approved electives from 12 to 3 and moves into the core of the major three library/media courses considered essential to meet the IPSB' s Content Standards for Teachers of Library and Media--CIMT 306 (Foundations of Libraries and Librarianship), CIMT 412 (Literature for Young People), and CIMT 413 (Topics in School and - Public Libraries). Also added to the core is a course, CIMT 368 (Reading in the Content Area), which was recently removed from the All-Grade Education sequence that is associated with this major; the knowledge and skills learned in this course are considered especially important for effectiveness as a school or public librarian. Two media courses, CIMT 446 (Organization and Administration of Educational Media) and CIMT 459 (Practicum in Library Media), have been

dropped from the core of the major-the first because the course content relevant to the Content Standards for Teachers of Library and Media is covered appropriately in other core courses and the second because the objectives of the course are dealt with appropriately in the four major *UNDERGRADUATE PROPOSALS – Program Revisions – Library/Media Services Major : continued*

field experiences integrated into the All-Grade Education sequence. For the three remaining hours of approved electives in the revised program, two courses on computers in education are listed as options to accommodate students with different levels of computing expertise.

Rationale:

The School Media Services All Grade Major is an important program for the University because, among other reasons, (1) numerous vacant school librarian positions for which the program licenses individuals are typically available in Indiana and nearby states; (2) there is no other undergraduate major program in Indiana designed to lead to school librarian licensure; (3) aside from ISU's Library/Media Services minor, there is no other undergraduate licensure program for school librarians anywhere else in the state; and (4) the revised program will be aligned with the licensure framework of the Indiana Professional Standards Board to provide school librarian licensure at the undergraduate level without licensure in any other teaching field. Unfortunately, a variety of circumstances at the University have caused the enrollment in this program to decline in the last fifteen years, and recently the major was added to the Indiana Commission for Higher Education's list of under enrolled programs. The proposed modifications are designed to make the program more attractive for potential students as an undergraduate major while maintaining program quality and, thus, to increase the enrollment. Partly because most of the courses in the revised major are offered by the Internet, the program can and will be aggressively promoted as one that can be conveniently completed by individuals who can afford to spend little time on the University's Terre Haute campus.

CURRENT CATALOG COPY

School Media Services All Grade Major (36 hours)

The major may be added to the All Grade Instructional License; its coverage is K-12.

Required courses: Curriculum, Instruction, and Media Technology 409-3 hrs.; 422-3 hrs.; 431-3 hrs.; 443-3 hrs.; 444-3 hrs.; 446-3 hrs.; 456-3 hrs.; 459-3 hrs.
Approved electives: 12 hours from Curriculum, Instruction, and Media Technology courses.

PROPOSED CATALOG COPY

Library/Media Services Major (33 hours)

The major may be added to the Indiana Professional Educator License. The coverage of the major is based on the school settings on the individual's license and can be K-12 if the

individual completes the All-Grade Education sequence in earning the license. That sequence is described earlier in the Department of Curriculum, Instruction, and Media Technology section of *UNDERGRADUATE PROPOSALS – Program Revisions – Library/Media Services Major: continued*

this catalog. Curriculum, Instruction, and Media Technology 456 serves as the major methods-course in that sequence. The major also certifies the individual at the Public Library IV level.

Required courses: Curriculum, Instruction, and Media Technology 306-3 hrs.; 368-3 hrs.; 409-3 hrs.; 412-3 hrs.; 413-3 hrs.; 422-3 hrs.; 431-3 hrs.; 443-3 hrs.; 444-3 hrs.; 456-3 hrs.

Approved electives: 3 hours from Curriculum, Instruction, and Media Technology 447-3 hrs.; 472-3 hrs.

SCHOOL OF EDUCATION: Elementary and Early Childhood Education
Early Childhood Education Major

Executive Summary:

The Department of Elementary and Early Childhood Education is proposing to merge the Early Childhood Education major and the Kindergarten-Primary Education major into one program. The revised Early Childhood Education program will enable students to work with children from birth to age of eight and obtain the Indiana teaching license to teach in the kindergarten and primary grades.

Early childhood faculty members have revised all the early childhood courses. The newly revised course content incorporates the national and state early childhood education standards. The revised course descriptions reflect the appropriate changes in contents. Early childhood faculty members also proposed the change of the course numbers. The new course numbers reflect the course sequence, making it easier for the students to understand which class they have to take first.

The total number of credit hours required for the new early childhood education program remains the same. The new program is proposing to eliminate the minor (24 semester hours) and replace it with the Elementary Education blocks. The new program is provides early childhood students with practicum experiences at the preschool level and the student teaching experience in the kindergarten, and the primary grade levels. The new program will enable teacher candidates to obtain early childhood (K-primary) teaching license when they graduate from Indiana State University.

Rationale:

During the 2000-2001 academic year the Department of Elementary and Early Childhood Education underwent the first two phases of a major structural revision to the early childhood education program. A retreat was organized to review the early childhood education programs offered in other universities and at the Ivy Tech State Colleges. Several meetings were schedule with stakeholders to discuss the articulation agreement between Indiana State University and Ivy

Tech State Colleges. After careful consideration, the Department of Elementary and Early Childhood Education has decided to merge the Early childhood education major (with a

preschool focus) and the Kindergarten-primary education major (with kindergarten-primary grade level focus) into one program.

This year the early childhood faculty members are undertaking the steps to discuss the preliminary curricular changes with departmental faculty members and seeking their input. The new Early Childhood Education program is designed to prepare teachers to work with children from birth to age eight. Students will be able to obtain the early childhood teaching license to teach in kindergarten and primary grade classrooms.

Early childhood faculty members carefully reviewed the Indiana professional Standards Board (IPSB), the National Professional Standards Board (NPSB), the National Association for the Education of Young Children (NAEYC), and the Association of Childhood Education International (ACEI). The proposed new program is meeting the new teacher licensure framework in Indiana, which specifies a set of general standards for beginning teachers (known as the INTASC standards), a set of content standard for each of the subject areas and a set of developmental standards at the early childhood level. Then new program also allows Ivy Tech State College students to transfer their early childhood credits to Indiana State University and complete their professional education courses at ISU.

All early childhood courses have been carefully reviewed. Early Childhood faculty have revised the course content required for the program. The revised early childhood courses reflect the integration of the early childhood standards.

In conclusion, early childhood faculty members believe the revised program strengthens the early childhood program and allows students to work with preschool age children and obtain teaching licensure upon completion of the undergraduate degree.

CURRENT CATALOG COPY

Early Childhood Education Major
(124 semester hours minimum)

The student who desires to be an early childhood teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree provided that the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that the individual satisfies all test requirements. Upon completion of this degree, the holder will be licensed in the preschool setting.

General Education and additional subject matter (60 semester hours minimum)
The student will complete the Indiana State University Basic Skills and Liberal Studies component of the General Education Program.

The following courses must be completed with a grade of "C" or above as either a part of the Indiana State University General Education Program or in addition to it.

Art 151--3 hrs. or 390--4 hrs.; Communication 302--3 hrs.; Educational Psychology 342--3 hrs.; English 235--3 hrs.; English 280--3 hrs. or Communication 266--3 hrs.; Educational Leadership, Administration, and Foundations 200--3 hrs.; Health and Safety 327--3 hrs.; History 102--3 hrs.; 202--3 hrs.; Mathematics 205*--3 hrs. or 305*--3 hrs.; Music 325--3 hrs.; Physical Education 463--3 hrs.; an approved geography course; approved course from chemistry or geology or physics; approved course from life sciences; approved course in liberal studies at the 300/400 level.

*May not be taken by correspondence.

Professional Education (40 semester hours minimum)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5. Field experiences are required of all courses.

Elementary Education 110--3 hrs.; 440--3 hrs.; 441--3 hrs.; 442--3 hrs.; 444--3 hrs.; 445--3 hrs.; 446--3 hrs.; 447--3 hrs.; 449--3 hrs.; 454--13 hrs.

Minor (24 semester hours minimum)

The student must complete one of the minors listed below.

Business Administration
Early Childhood Special Education Minor
Family and Consumer Sciences Minor (General Family and Consumer Sciences, Food and
    Nutrition, Family Life Education, Child Development and Family Life)
Foreign Language Minor (French, German, Latin, Spanish)
Kindergarten Minor
Library Services Minor
Psychology Teaching Minor
Special Education Minor (Mild Disabilities)
Sociology Minor

PROPOSED CATALOG COPY

Early Childhood Education Major
(124 semester hours minimum)

The student who desires to be an early childhood teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree provided that the foreign

language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that the individual satisfies all test requirements. Upon completion of this degree, the holder will be able
UNDERGRADUATE PROPOSALS – Program Revisions – Early Childhood Education Major: continued

to work with children in the preschool setting, and licensed to teach children in the kindergarten and primary grade levels.

General Education and additional subject matter (60 semester hours minimum)

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

The following courses must be completed with a grade of "C" or above as either a part of the Indiana State University General Education Program or in addition to it.

Art 151--3 hrs. or 390--4 hrs.; Communication 302--3 hrs.; Educational Psychology 342--3 hrs.; English 235--3 hrs.; English 280--3 hrs. or Communication 266--3 hrs.; Educational Leadership, Administration, and Foundations 200--3 hrs.; Health and Safety 327--3 hrs.; History 102--3 hrs.; 202--3 hrs.; Mathematics 205*--3 hrs. or 305*--3 hrs.; Music 325--3 hrs.; Physical Education 463--3 hrs.; an approved geography course; approved course from chemistry or geology or physics; approved course from life sciences; approved course in liberal studies at the 300/400 level.

*May not be taken by correspondence.

Early Childhood Education (33-35 semester hours minimum)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5 Field experiences are required of all courses.

The early childhood education component consists of a sequential course work integrated into clusters. Students are encouraged to complete each cluster before they take the subsequent cluster courses. Early and continuous experiences with children in preschool and school settings are included throughout the early childhood education component.

Cluster I: Elementary Education 110—3 hrs. and Educational Psychology 342 which is counted in the General Education section of this program.

Cluster II: Elementary Education 315—3 hrs.; 320—3 hrs.; 324—3 hrs.; 335—3 hrs.

Cluster III: Elementary Education 426—3 hrs.; 432—3 hrs.; 437—3 hrs.

Cluster IV: Elementary Education 443—3-5 hrs.; 441—3 hrs.; 449—3 hrs.

Professional education (31 semester hours minimum)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

The professional education component consists of a sequential pattern of course work integrated into blocks. Each subsequent block has the previous block as prerequisites. Early and

UNDERGRADUATE PROPOSALS – Program Revisions – Early Childhood Education Major: continued

continuous experiences with children in school settings are included throughout the professional education component.

Teaching-Learning Block II (6 semester hours): Elementary Education 250--4 hrs.; 259--2 hrs.

Methods-Content Block III (7 semester hours): Elementary Education 392--3 hrs.; 397--4 hrs.;

Methods-Content Block IV (6 semester hours): Elementary Education 394--3 hrs.; 398--3 hrs.

Practicum Block V (11 semester hours): Elementary Education 450--4 hrs.; 451--5 hrs.; 455--3 hrs.

COURSES TO BE BANKED

University Honors Program

GH 400 **Honors Tutorial – 3 hours.** Directed individual study in one's major area.
A-S;U-W;Z Prerequisite: consent of Director of Honor. Course may be repeated up to a maximum of 6 hours.

GH 401A **Honors Independent Study: German – 3 hours.** Directed individual study in one's major area. Prerequisite: consent of Director of Honors. Course may be repeated up to a maximum of 6 hours.

SCHOOL OF HELATH & HUMAN PERFORMANCE: Health & Safety

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

HLTH 439 **Administrative Seminar in Environmental Health – 2 hours.** A study by students of the application of basic principles and processes of problem solving to

health problems in the development of programs. Prerequisites: 210, 320, English 305T, or consent of instructor.

UNDERGRADUATE PROPOSALS: continued

COURSE DELETIONS

SCHOOL OF HELATH & HUMAN PERFORMANCE: Health & Safety

HLTH 351 **Environmental Measurement– 2 hours.** Applications and interpretation of EPA and OSHA methods for the analysis of environmental interest. Prerequisites: Chemistry 352, 352L, or consent of instructor.

HLTH 351L **Environmental Measurement Laboratory – 1 hour.** Laboratory experience in the analysis of samples of environmental interest by various analytical techniques. Prerequisite: concurrent enrollment in 351 or consent of instructor.

UNDERGRADUATE PROGRAMS TO BE BANKED

SCHOOL OF EDUCATION: Elementary and Early Childhood Education
Kindergarten-Primary Education Major

Executive Summary:

The Early Childhood Education Program is designed to prepare teachers working with children from birth to age eight. The department has elected to combine the Early Childhood Education Major (the preschool focus) and the Kindergarten-Primary Education major (K-3 focus) into one degree program, The Early Childhood Education Major.

Rationale:

The department seeks to remain only one early childhood education in order to streamline our offerings and clarify our advising. Students are often selected to have a double major to cover the two spectrum of the early childhood education.

CURRENT CATALOG COPY

Kindergarten-Primary Education Major
(124 semester hours minimum)

The student who desires to be a kindergarten-primary education teacher must remain in good standing in the Teacher Education Program (see the Teacher Education Program in the School of Education section of the *Catalog*) and complete the program outlined below which will satisfy requirements for the Bachelor of Science degree or the Bachelor of Arts degree provided that the

foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instruction License in the state of Indiana provided that the individual satisfies the test requirements. Upon completion of this degree, the holder will be licensed in the preschool and elementary: primary school setting.

UNDERGRADUATE PROPOSALS – Programs to be Banked – Kindergarten-Primary Education Major: continued

General Education and additional subject matter (65 semester hours minimum)

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

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

Art 151--3 hrs. or 390--4 hrs.; Communication 302--3 hrs.; Educational Psychology 342--3 hrs.; Elementary Education 272--3 hrs.; English 235--3 hrs.; English 280--3 hrs. or Communication 266--3 hrs.; Educational Leadership, Administration, and Foundations 200--3 hrs.; Health and Safety 327--3 hrs.; History 102--3 hrs.; 202--3 hrs.; Mathematics 205*--3 hrs. or 305*--3 hrs.; Music 325--3 hrs.; Physical Education 463--3 hrs.; an approved geography course; approved course from chemistry or geology or physics; approved course from life sciences.

*May not be taken by correspondence.

Subject matter concentration (24 semester hours minimum)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5. Field experiences are required in all courses.

Elementary Education 110--3 hrs.; 440--3 hrs.; 441--3 hrs.; 442--3 hrs.; 444--3 hrs.; 445--3 hrs.; 447--3 hrs.; 449--3 hrs.

Professional education (35 semester hours minimum)

A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

The professional education component consists of a sequential pattern of course work integrated into blocks. Each subsequent block has the previous block as prerequisite. Prior to enrolling in Block III. Early and continuous experiences with children in school settings are included throughout the professional education component.

Foundations Block I: Elementary Educational 110 and 447 which are counted in the subject matter concentration section of this program and Educational Psychology 342 and Educational Leadership, Administration, and Foundations 200 which are counted in the General Education section of this program will be taken.

Teaching-Learning Block II (6 semester hours): Elementary Education 250--4 hrs.; 259--2 hrs.

Methods-Content Block III (8 semester hours): Elementary Education 392--3 hrs.; 397--4 hrs.; Curriculum, Instruction, and Media Technology 314--1 hr.

Methods-Content Block IV (6 semester hours): Elementary Education 394--3 hrs.; 398--3 hrs.

UNDERGRADUATE PROPOSALS – Programs to be Banked – Kindergarten-Primary Education Major: continued

Practicum Block V (15 semester hours): Elementary Education 451--5 hrs.; 453--3 hrs.; 455--3 hrs.; 457--4 hrs.

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None. Program will be suspended.

UNDERGRADUATE PROGRAMS TO BE ELIMINATED

The following programs were reviewed and have been recommended by the departments to be eliminated. They will report to another Major as an option under that major.

COLLEGE OF ARTS & SCIENCES

Associate of Arts   CIP Code [240101]
This Associate Degree will now report to the B.A./B.S. in Liberal Studies as an Associate Degree in Liberal Studies under that major CIP code [240102]. The change in name to Associate Degree in Liberal Studies was approved in *Academic Notes* February 25, 2002.

COURSE REACTIVATIONS

SCHOOL OF BUSINESS: Management Information Systems

MIS 110   **Business Information Processing Systems – 3 hours.** This course provides a foundation in computer literacy necessary for today's business world.   An introduction to management information systems is provided. The student will be expected to gain skills that will benefit him/her in the business world, such as use of spreadsheets and word processors. Introductory programming concepts will also be introduced via spreadsheets. Information systems applications in business are explored.

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Center for Science Education

SCED 685E Elementary Science Methods for the Transition Student – 3 hours.
     Experiences in the pedagogies of science instruction for teachers. This course is designed for students who have a special interest in the teaching of science and/or

required special instruction pertaining to one or more specific curriculum projects. This will be a module oriented course to meet the Elementary Practicum Based Transition to Teaching Program requirements.

GRADUATE PROPOSALS – New Courses: continued

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 602   **Curriculum and Philosophy of Secondary Schools – 2 hours.** Philosophy and organization of curriculum of the reformed middle and high schools; the teacher as instructional leader; the teacher as collaborator; and teacher responsibilities as a professional educator. Prerequisite or corequisite: EPSY 621.

CIMT 603   **Instructional Strategies in Secondary Schools – 2 hours.** Emphasis on skills development in basic teaching and content literacy strategies. Includes integration of national and state standards into planning to teach diverse learners, interdisciplinary curriculum and instruction, cooperative and individualized instruction, integration of instructional technology, performance assessment, management of the learning environment. Field experiences integrated with pedagogical knowledge of teaching. Prerequisites or corequisites: EPS 621, CIMT 602.

CIMT 604   **Promoting Student Development in Secondary Schools – 2 hours.** Strategies for collaborating with other educational professionals, with parents, and with others in the community to understand secondary pupils as whole persons and to help pupils meet the challenges they currently face or will likely face beyond the classroom. Ways to help develop problem-solving and decision-making abilities useful beyond the classroom. Information on laws relevant to teaching. Includes a teaching practicum in a high school. Prerequisites or corequisies: EPSY 621, CIMT 602, CIMT 603.

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED 583T   **Elementary Language Arts and Reading for the Transition Student – 3 hours.** This course is designed to promote teaching skills which enhance language arts and reading skill development within the elementary student. This is a field based course which requires demonstration of ability to teach reading and writing with elementary age students. The course will prepare the transition student through understanding of reading theory, and skill development techniques applicable to the language arts.

ELED 650T   **Elementary Math Methods for the Transition Student – 3 hours.** This course will prepare the Transition Student to teach elementary mathematics, and develop an understanding of both math theory and teaching techniques. Math standards from grade 1 through 6 will be covered. The Transition student will demonstrate

both content area knowledge and pedagogical proficiency within a field based setting.

GRADUATE PROPOSALS – New Courses: continued

ELED 660T **The Elementary Curriculum for Transition Students – 3 hours.** An introductory course in curriculum which includes the foundations and meaning of curriculum, patterns of curriculum forms and ways of organizing curriculum, forces and processes in curriculum change, curriculum for special groups, and current criticisms of curriculum.

ELED 666T **Elementary Social Studies Methods for the Transition Student – 3 hours.** This course will prepare the Transition student to teach elementary social studies. The course will cover the major content areas of social studies, along with the core concepts within each discipline. Transition students will demonstrate both knowledge of each of the six major disciplines of social studies as well as an understanding of developmental characteristics of learners and how these characteristics influence understanding of core concepts within the social studies.

SCHOOL OF EDUCATION: Communication Disorders and Special Education

SPED 607 **Diversity and Disability in Today's Schools – 3 hours.** A study of diversity and disability in the classroom. Emphasis on how teachers must account for the special differences a variety of students bring to the learning environment. Special techniques on how to create a classroom environment in which the diversity of the group and the uniqueness of individuals are recognized and celebrated. Includes integration of national and state standards into planning to teach diverse learners. Field experience integrated with pedagogical knowledge of teaching.

<u>NEW GRADUATE PROGRAMS</u>

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology
Post-Baccalaureate, Non-Degree License Program for Secondary Teachers

Executive Summary:

The Post-Baccalaureate, Non-Degree License Program for Secondary Teachers is designed to provide an alternative graduate-level program for teacher licensure for individuals who have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold a graduate degree; or hold a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall, and have had five (5) years of relevant professional experience. The curriculum is composed of 18 semester hours of study in teacher preparation coursework and supervised field

experiences. The program is designed so that it can be completed in less than 12 months. The majority of the coursework will be offered by the Internet and will include field experiences that could be adapted to accommodate individuals working full time in a secondary school. Candidates will complete appropriate practica and a student teaching experience under the joint supervision of a clinical instructor and a university supervisor. Candidates for licensure must meet the appropriate content and developmental standards (Early Adolescent and

GRADUATE PROPOSALS – New Programs - Post-Baccalaureate, Non-Degree License Program for Secondary Teachers: continued

Adolescent/Young Adult) of the Indiana Professional Standards Board, successfully complete all assessments, and pass all exams required by the state for licensure. An additional fee will be assessed to each candidate at the beginning of the program to cover evaluation, supervision and administration costs. Candidates completing this program will be eligible for an Indiana Initial Practitioner license to teach in middle school/junior high and senior high school settings in a content area in which the university currently offers undergraduate licensure programs.

Rationale:

The 2001 Indiana Legislature, as part of charter school legislation, mandated that, by July 1, 2002, every college and university engaged in teacher preparation establish a Transition to Teaching program in the subject areas corresponding to existing licensure programs currently offered by the institution. The program is designed to facilitate the transition into the teaching profession of competent professionals in fields other than teaching. This program is limited, under the law and Rule 6, title 515 Professional Standards Board, (515 IAC 1-6-1:8) to a maximum of 18 credit hours for secondary teaching, with appropriate field experiences included. A participant who completes the ISU program is eligible for an initial license for teaching in both school settings of middle school/junior high and senior high.

The Post-Baccalaureate, Non-Degree License Program for Secondary Teachers offered by Indiana State University through the Department of Curriculum, Instruction, and Media Technology is aligned with IPSB and NCATE standards and the current unit assessment system, ensuring that candidates who are recommended for licensure meet both the expectations based upon state license standards and those applicable to all graduates of ISU's undergraduate Senior High-Junior High/Middle School program. The new program offers career changers who wish to enter teaching – both those now teaching out-of-field with a limited license and those who wish to teach but have no teaching degree – an opportunity to gain licensure expeditiously with an already earned baccalaureate. The program requires performance demonstrations from each candidate that will ensure quality commensurate with the traditional undergraduate preparation program. The course content of this program is related to the content of the traditional undergraduate program in sequence and topics, with additional graduate-level work requirements. In addition, the program incorporates the standards of the National Board for Professional Teaching Standards (NBPTS) as well as the INTASC standards used for the undergraduate program.

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Post-Baccalaureate, Non-Degree License Program – Secondary Teacher

The Post-Baccalaureate, Non-Degree License Program for Secondary Teachers is designed to provide an alternative graduate-level program for teacher licensure for individuals who have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold a graduate degree; or hold a baccalaureate degree with a grade point average of at least 2.5, both in the major and
GRADUATE PROPOSALS – New Programs - Post-Baccalaureate, Non-Degree License Program for Secondary Teachers: continued

overall, and have had five (5) years of relevant professional experience. Candidates completing this program   will be eligible for an Indiana Initial Practitioner license to teach in middle school, junior high school and senior high school settings in the content area or areas in which the individual meets program requirements.

Admission Requirements for Licensure Programs

In addition to the general criteria for admission to the School of Graduate Studies, the applicant for admission to this non-degree licensure program is expected to   have   already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold a graduate degree; or hold a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall, and have had five (5) years of relevant professional experience.

Review and clearance by the relevant academic department must be completed as   a condition of admission to the program.   That department is the one which offers the undergraduate teaching major that corresponds to the baccalaureate or master's degree of the applicant. See the specific academic department catalog section for a general description of the content specialization requirements.   Additional requirements in the specialization that must be met prior to licensure will be reported to the student, the Department of Curriculum, Instruction and Media Technology, and Education Student Services by the academic department.

PRAXIS I and relevant PRAXIS II scores that meet the requirements of the Indiana Professional Standards Board must be presented prior to admission to the   program.

Evidence of dispositions associated with effective teaching must be demonstrated. Contact the Department of Curriculum, Instruction, and Media Technology for   means   by which this can be accomplished.

Program Requirements:
The following courses should be completed in this sequence or in groups simultaneously: Educational Psychology 621 – 3 hrs.; Curriculum, Instruction, and Media   Technology 602 – 2 hrs.; 603 – 2 hrs.; 604 – 2 hrs.; approved credit in   methods   of   teaching   in   the   content specialization – 2-3 hrs.; Special Education   607 – 3 hrs.; Curriculum, Instruction and Media Technology 501 – 3 hrs.

SCHOOL OF EDUCATION: Elementary and Early Childhood Education
Post-Baccalaureate, Non-Degree Elementary Education Licensure, Transition to Teaching

Executive Summary:

A Post-Baccalaureate, Non-degree Elementary Education Licensure, Transition to Teaching Program has been designed to provide an alternative graduate level program for teacher certification for individuals who have already achieved a baccalaureate degree in a related content area with a grade point average of at least 3.0, both in the major content area and overall; or hold both a baccalaureate degree with a grade point average of at least 2.5, both in the major and overall and five years of professional experience. The curriculum will be limited to a maximum of 24 semester hours of study in professional studies and supervised field experiences. The cohort-based program sequence will begin with an intensive summer session and extend over two academic terms and the following summer, with the intent of the program being completed in 15 months. While completing the fall and spring term course work, candidates will be immersed in a year-long field placement under the joint supervision of a clinical instructor and a university supervisor. Candidates for licensure must meet the Elementary Education content and developmental standards of the Indiana Professional Standards Board, successfully complete all assessments, and pass all exams required by the state for licensure. An additional fee will be assessed to each candidate at the beginning of the program to cover evaluation, supervision, and administration costs. Candidates completing this program will be eligible for an Indiana Initial Practitioner license to teach in kindergarten, primary, and intermediate elementary settings.

Rationale:

The 2001 Indiana Legislative, as part of Charter school legislation, mandated that every college and university engaged in teacher training establish a Transition to Teaching program in the subject areas corresponding to existing licensure programs, by July 1, 2002. The program is designed to facilitate the transition into the teaching profession of competent professionals in fields other than teaching. This program is limited, under the law and Rule 6, title 515 Professional Standards Board, (515IAC 1-6-1:8) to a maximum of 24 credit hours for elementary teaching, including at least six credit hours in the teaching of reading. A participant who completes the ISU program is eligible for an initial license in elementary teaching in both school settings of elementary-primary and elementary-intermediate.

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Post Baccalaureate, Non-Degree – Elementary Education Licensure
(24 semester hours maximum)

This program is designed for students who wish to transition into teaching from other careers. Students who have completed an appropriate baccalaureate degree with a GPA of 3.0 on a 4.0 scale or a GPA of 2.5 with five years experience in an educational field may be eligible for *GRADUATE PROPOSALS – New Graduate Programs - Post-Baccalaureate, Non-Degree Elementary Education Licensure, Transition to Teaching: continued*

the Indiana Initial Practitioner Generalist: Elementary license by completed the program outlined below. The program is cohort-based and courses are taken in a defined sequence beginning with an intensive seminar, extending over an academic year and concluding with a capstone course in the following summer. An additional fee for supervision and administrative costs will be assessed upon admission to the program.

Admission Requirements

1. Candidate must have a bachelor's degree with an earned grade point average of 3.0 on a 4.0 scale or:

2. Candidates must have a bachelor's degree with an earned grade point average of 2.5 on a 4.0 scale with a minimum of 5 years of teaching related experience.

3. Candidates must pass the PRAXIS I at the cut off scores established by the State of Indiana.

Degree Requirements

Pedagogy and Development: Educational Psychology 521—3 hrs.; Elementary and Early Childhood Education 591—3 hrs. or 592—3 hrs.; Special Education 607—3 hrs.
Practicum Based Methods: Elementary and Early Childhood Education 583T—3 hrs., 650T—3 hrs., 666T—3 hrs.; Science Education 685E—3 hrs.
Capstone: Elementary and Early Childhood Education 680T—3 hrs.
Pass Praxis II Exams at state established cut off scores.

COURSE REVISIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 501 **Student Teaching – 8 hours.** Ten or more weeks of student teaching to fit the needs of the individual student teacher. Prerequisites: Phase II, TEP II, special methods course(s), approval of the departments of the subjects to be taught and

approval of the Department of Curriculum, Instruction, and Media Technology. No more than 3 hours may apply toward a master's degree program.

Change credit hours and description to:

CIMT 501   Student Teaching – 1-12 hours. Ten or more weeks of student teaching to fit the needs of the individual student teacher. Prerequisites or corequisites for students enrolled in the Post-Baccalaureate, Non-Degree License Program for Secondary Teachers: EPSY 621; SPED 607; CIMT 602, 603, 604; special methods courses, approval of the departments of the subjects to be taught and approval of the Department of Curriculum, Instruction, and Media Technology. Prerequisites for

GRADUATE PROPOSALS – Course Revisions – CIMT 501: continued

all other students: Pre-Student Teaching Phase II, special methods courses, approval of the Department of Curriculum, Instruction, and Media Technology. No more than 5 hours may apply toward a master's degree program.

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED *541   Early Childhood: Program Administration--3 hours. Analysis and evaluation of current educational programs for young children with emphasis on designing and developing a program commensurate with needs of children. Prerequisites: 440, 444, and 445 or teaching or administrative experience in a center for young children.

Change title and description to:

ELED *541   Early Childhood: Program Administration and Leadership – 3 hours. This course focuses on developing administrative and leadership strategies in opening, managing, evaluating, and advocating an early childhood program in a variety of settings.

*Course has an undergraduate level equivalent

ELED *542   Early Childhood: Cultural and Ethnic Awareness--3 hours. Review of research and practices related to the psychological, intellectual, physical, and social needs of young children from various cultural and ethnic backgrounds.

Change number, title, and description to:

ELED *532   Early Childhood: Teaching Within a Diverse Society – 3 hours. This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse cultural, racial, and soci-economic backgrounds. This course introduces the conceptual frameworks of multicultural teaching and reviews the current research and practices relevant to teaching-learning solutions.

*Course has an undergraduate level equivalent

ELED *543   Early Childhood: Practicum/Cultural and Ethnic Awareness and Home Based Learning--3 hours. Teaching under supervision at the primary level in community or university centers or in home-based programs established specifically for the education of culturally different children.

Change title, description, and credit hours to:

ELED *543   Practicum in Early Childhood Programs – 3-5 hours.   This course provides students an opportunity to demonstrate heir pedagogical knowledge and teaching skills in an early childhood program.   Course outcome focuses on the ability to provide developmentally and culturally appropriate curriculum to young children.

*Course has an undergraduate level equivalent

ELED *546   Early Childhood: Infant/Toddler Child Care--3 hours. Focus on developing infant and toddler child (day) care services with emphasis on daily planning, equipment, health and nutritional needs, psychological needs, and parental roles. Required laboratory work involves experiences with very young children.

GRADUATE PROPOSALS – Course Revisions – ELED *526: continued

Change number, title, and description to:

ELED *526   Early   Childhood: Educating   Infants   and   Toddlers   in   an   Inclusive Environment – 3 hours.   This course focuses on fostering caregivers' skills in promoting infants and toddlers' physical, social, emotional, and cognitive development with emphasis on their daily routines, environmental safety, health and nutritional needs and their psychological needs. The course content integrates national standards and addresses child rearing practices in different cultures. Field experience is required in an infant and toddler setting.

*Course has an undergraduate level equivalent

ELED *547   Early Childhood: Special Needs Programming--3 hours. Focuses on young children with special needs with emphasis on learning to observe behavior accurately, identifying each child's special needs, and developing approaches that are in concert with each child's learning style. Required laboratory work involves experiences with young children with disabilities integrated in typical classrooms.

Change number, title, and description to:

ELED *537   Early   Childhood: Theories   and   Practices   in   Working   with   Exceptional Children – 3 hours.   This course focuses on providing early childhood student with knowledge and skills to work with children with special needs in an inclusive classroom setting.   The course provides students with learning opportunities to observe children's behavior, identify each child's special needs, and implement appropriate learning and assessment strategies.   Field experience is required and involves interactions with atypical young children.

*Course has an undergraduate level equivalent

ELED *548   Early Childhood: Workshop--2 hours. Activities to promote growth of both preservice and in-service teachers in working with young children. Topics, problems, and procedures vary to meet the needs of students.

Change description to:

ELED *548   Early Childhood: Workshop – 2 hours. This course provides early childhood educators an opportunity to study a contemporary topic or enhance their skills in implementing an innovative and developmentally appropriate practice with young children. Workshop topics vary based on the needs of the students.

*Course has an undergraduate level equivalent

GRADUATE PROGRAM REVISION

**SCHOOL OF EDUCATION: Educational Leadership, Administration, and Foundations
Post-Master's, Non-Degree Program for Building Level Administrator Licensure**

Executive Summary:

The ELAF Department received approval for revisions to its Master of Education degree in School Administration and Supervision earlier this academic year. The changes proposed to the Post-Master's, Non-Degree Program for School Administrator Licensure bring this program into *GRADUATE PROPOSALS – Program Revisions – Post-Master's, Non-Degree Program for Building Level Administrator Licensure: continued*

alignment with the new licensing regulations. The Department currently offers two separate tracks of the program, one for elementary and the other for secondary educational settings (See *Catalog*), to accommodate existing certification requirements. The Department is requesting to collapse the two tracks into a single licensure program for school administrators in PK-12 settings.
The revisions proposed include:

1.	Increase the number of credits required for the program from 36 to 39.
2.	Drop Curriculum, Instruction, and Media Technology 611, Measurement and Evaluation in Education, 3 hrs and ADD a research methods course chosen from Educational Psychology 620, Counseling 620, Curriculum, Instruction, & Media Technology 610
3.	From the Elementary option, drop Educational Psychology 521. From the Secondary option, drop Educational Psychology 522.
4.	Add:
	• Educational Leadership, Administration, and Foundations 683, Leadership for Learning, 3 hrs.
	• Educational Psychology 621, Life Span Development, 3 hrs.
5.	Replace the culminating experience video with a culminating portfolio, which is completed as part of the two-semester seminar/internship sequence.
6.	Drop the Campus Option.

Rationale:

The program changes being proposed bring the Department's program into step with the new certification requirements for building administrators in Indiana. In 1998, the Indiana Professional Standards Board (IPSB) moved to drop the practice of separate certifications for elementary and secondary principals and approved a single certification of Building Level Administrators that covers all levels of schooling from pre-Kindergarten through 12th grade. The collapsing of the two existing master's programs into a single program is necessary to meet the standards for this new certification. The revise program must be approved and in place by Fall 2002 in order for new students to be eligible for licensure upon completion. Universities and

colleges throughout the state are also redesigning their programs to meet new certification standards.

The professional education sequence is designed to provide PK-12 preparation program that culminates in a year long, building level internship experience supported by a curricular component and a site mentor-university supervisor team. The new program will have built in checkpoints to assist the department to determine satisfactory progress toward completion of the program and certification requirements. An initial assessment will provide advisors with an opportunity to assist students to develop individual growth plans and portfolios. University supervisors will be provide guided activities for interns that will assist them with successfully completing the SLLA-ETS examination.

GRADUATE PROPOSALS – Program Revisions – Post-Master's, Non-Degree Program for Building Level Administrator Licensure: continued

CURRENT CATALOG COPY

POST-MASTERS, NON-DEGREE PROGRAMS FOR SCHOOL ADMINISTRATOR LICENSURE

Post-Masters, Non-Degree License Program

Elementary School Administration and Supervision
Students who have completed the M.Ed.--Elementary School Administration or a master's degree leading to a Professional License in Early Childhood, Kindergarten-Primary, Elementary, Junior High/Middle School, Senior High-Junior High/Middle School, or All Grade Teaching with a graduate grade point average of 3.25 or better may become eligible for the Standard Elementary School Administration and Supervision License by completing the program outlined below. The applicant must hold a Professional Instructional License and have no less than three years of teaching experience at the junior high level or below to qualify.

Standard License--Elementary School Administration and Supervision (36 semester hours minimum)
The student must complete, either as part of his/her master's degree or as a part of the Post-Masters, Non-Degree License Program, the following courses:
Educational Leadership, Administration, and Foundations 605--3 hrs.; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; Curriculum, Instruction, and Media Technology 611--3 hrs. or an approved measurement course; Educational Psychology 521--3 hrs. or an approved educational psychology course; Elementary Education 660--3 hrs. and complete either the campus or the field option listed below.
Campus Option: Educational Leadership, Administration, and Foundations 653--3 hrs., 657—3 hrs., 682--3 hrs.; and 3 hours from 658 or 751.
Field Option: Educational Leadership, Administration, and Foundations 758 (taken twice)--6 hrs., and 793 (taken twice)--6 hrs.

A minimum of 45 semester hours of graduate study is required. At least 15 hours must be taken from Indiana State University after admission to the program.

Post-Masters, Non-Degree License Program--
Secondary School Administration and Supervision

Students who have completed the M.Ed.--Secondary School Administration or a master's degree leading to a Professional Junior High/Middle School, Secondary, Senior High-Junior High/Middle School, or All Grade Teaching License with a graduate grade point average of 3.25 or better may become eligible for the Standard Secondary School Administration and Supervision License by completing the program outlined below. The applicant must hold a Professional Institutional License and have no less than three years of teaching experience at the junior high/middle or secondary school level to qualify.

Standard License--Secondary School Administration and

GRADUATE PROPOSALS – Program Revisions – Post-Master's, Non-Degree Program for Building Level Administrator Licensure: continued

Supervision (36 semester hours minimum)

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

Educational Leadership, Administration, and Foundations 605--3 hrs.; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; Curriculum, Instruction, and Media Technology 611-3 hrs. or an approved measurement course; Curriculum, Instruction, and Media Technology 660--3 hrs.; Educational Psychology 522 or an approved educational psychology course—3 hrs.; and complete either the campus or the field option listed below.

Campus Option: Educational Leadership, Administration, and Foundations 654--3 hrs.; 657—3 hrs.; 682--3 hrs.; and 3 hours from Educational Leadership, Administration, and Foundations 658 or 751.

Field Option: Educational Leadership, Administration, and Foundations 793 (taken twice)--6 hrs., and 758 (taken twice)--6 hrs.

A minimum of 45 semester hours of graduate study is required. At least 15 semester hours must be taken from Indiana State University after admission to the program.

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POST-MASTERS, NON-DEGREE PROGRAMS
FOR SCHOOL ADMINISTRATOR LICENSURE

Post-Masters, Non-Degree License Program

School Administration and Supervision

Students who have completed a master's degree with a minimum graduate grade point average of 3.25, hold at least a Standard Instructional License or a Proficient Practitioner License, and have no less than two years of teaching experience may become eligible for the initial Building Level Administrator License by completing the program outlined below.

Initial License--School Administration and Supervision (39 semester hours minimum)

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

Educational Leadership, Administration, and Foundations 605--3 hrs.; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; 683--3hrs; 758*--6 hrs., and 793*--6 hrs.; Curriculum, Instruction, and Media Technology 610, Educational Psychology 620, or Counseling 620--3 hrs. or an approved research methods course; Educational Psychology 621--3 hrs. or an approved educational psychology course; Elementary Education 660 or Curriculum, Instruction, and Media Technology 660--3 hrs.

*Educational Leadership, Administration, and Foundations 758 and 793 comprise the internship/seminar component of the program must be taken concurrently.

GRADUATE PROPOSALS – Program Revisions – Post-Master's, Non-Degree Program for Building Level Administrator Licensure: continued

A minimum of 39 semester hours of graduate study is required. At least 15 hours must be taken from Indiana State University after admission to the program.

UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: Women's Studies

WS 450 **Student Activism in Theory and Practice – 3 hours.** During the first half of the semester, students will explore the artistic, legal, political, social, and philosophical foundations of activism.   Students will then spend the second half of the semester organizing the Take Back the Night march and rally.

SCHOOL OF HEALTH & HUMAN PERFORMANCES: Physical Education

PE 159 **Weapon/Weaponless Defense II – 1 hour.**

COURSE REVISIONS

SCHOOL OF NURSING

NURS 106 **Mental Health Aspects of Nursing Practice--2 hours.** An introduction to the communicator role of the professional nurse is presented. Basic interpersonal and mental health concepts as they relate to this role are the focus. The nurse's responsibility for attending to the mental health needs of clients and self is emphasized. Skills are demonstrated and practiced. Two classroom hours per week. Prerequisites: 104; English 105 or 107; Psychology 101; Quantitative Literacy Requirement; Chemistry 100 and 100L or 104 and 104L; prerequisite or

concurrent enrollment in: Communications 101; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Information Technology Requirement; Life Sciences 231 and 231L; Sociology 120.

Change prerequisites to:

NURS 106   **Mental Health Aspects of Nursing Practice--2 hours.** An introduction to the communicator role of the professional nurse is presented. Basic interpersonal and mental health concepts as they relate to this role are the focus. The nurse's responsibility for attending to the mental health needs of clients and self is emphasized. Skills are demonstrated and practiced. Two classroom hours per week. Prerequisites: 104; English 105 or 107; Psychology 101; Quantitative Literacy Requirement; Chemistry 100 and 100L or 104 and 104L; prerequisite or concurrent enrollment in: Communications 101; Psychology 266, Educational

UNDERGRADUATE APPROVALS – Course Revisions – NURS 106: continued

Psychology 221, or Family and Consumer Sciences 103; Information Technology Requirement; Life Sciences 231 and 231L; Sociology 100.

UNDERGRADUATE PROGRAM REVISIONS

SCHOOL OF NURSING
B.S. Baccalaureate and Higher Degree Nursing Program

Executive Summary and Rationale:

The change of Soc 120 Principles of Sociology—3 credits to Soc 280 Principles of Sociology—4 credits noted in course revisions in the December 10, 2001 Academic Notes and was approved as a course revision in the January 14, 2002 Academic Notes p. 62. Soc. 120 will not be offered after spring 2002. Soc 100 Foundations of Social Life—3 credits is a transferable general education course that can substitute for Soc 120. Paperwork to have Sociology 100 substitute for Sociology120 as a School of Nursing cognate requirement for the first year second semester; as a prerequisite for N200 Nursing Assessment of the Adult and N204 Fundamentals of Nursing; in guaranteed admission to the baccalaureate nursing major 8; grade of C or above in the following cognate courses; General Admissions 4. A grade of C or above in the following courses; in list of second semester courses; in Progression and Retention Policies 3 First Year; and as a prerequisite or concurrent course for 106 Mental Health Aspects of Nursing Practice has been initiated.

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Admission Criteria for the Baccalaureate Nursing Major

Guaranteed Admission

Students who meet the following criteria will be guaranteed admission into the second year, first semester, nursing course(s) (Nursing 200, 204, and/or 206):

1. Admission to the University.

2. High school grade point average of 3.0 on a 4.0 scale.

3. SAT total of 1000 or ACT composite of 22.

4. Two years of high school mathematics (at least one year of algebra).

5. One year of high school chemistry.

6. Minimum cumulative grade point average of 2.25 on a 4.00 scale in the course prerequisites for Nursing 200, 204, and/or 206.

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

7. Grade of B or above in Nursing 104.

8. Grade of C or above in the following cognate courses: English 105 or 107; Psychology 101; Life Sciences 231 and 231L; Mathematics requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Sociology 120; Communication 101; and Chemistry 100 and 100L or Chemistry 104 and 104L.

If a grade of C or above is not earned the first time the course is taken, a grade of C or above must be earned the second time the course is taken.

General Admission

Students will be considered for admission into the second year, first semester nursing course(s) (Nursing 200, 204, and/or 206) after meeting the following criteria:

1. Admission to the University.

2. A minimum cumulative grade point average of 2.25 on a 4.00 scale for Nursing 200, 204, and /or 206 course prerequisites.

3. A grade of B or above in Nursing 104.

4. A grade of C or above in the following cognate courses: English 105 or 107; Psychology 101; Life Sciences 231 and 231L; Mathematics requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Sociology 120; Communication 101; and Chemistry 100 and 100L or Chemistry 104 and 104L

If a grade of C or above is not earned the first time the course is taken, a grade of C or above must be earned the second time the course is taken.

Students meeting the above criteria will not have to wait more than one semester before enrolling in a first semester, second year nursing course(s) (Nursing 200, 204, and /or 206).

The School of Nursing welcomes applicants who have been graduated from a state approved practical nursing program and who wish to continue their nursing education.

Transfer Admission

A student transferring to the Indiana State University School of Nursing has the same consideration for admission to the baccalaureate nursing major as any matriculating Indiana State University nursing student. Students will be considered for admission as a transfer student when the following minimum requirements are met:

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

1. Have earned at least 24 credit hours with a minimum cumulative grade point average of 2.25 on a 4.00 scale at Indiana State University or another accredited college or university.

2. Have completed the following prerequisite courses with a C or above: English 105 or 107; Psychology 101; Chemistry 100 and 100L or Chemistry 104 and 104L; Life Sciences 231 and 231L; Mathematics requirement; and Communication 101; or their equivalents.

3. Have earned a grade of C or above for all cognate courses taken at a previous institution. A grade of C or above must have been earned the second time, if a course was repeated.

To receive transfer credit for equivalent nursing course(s) taken at another institution, a grade of B or above must have been earned.

A transfer student who is admitted to the baccalaureate nursing major with a grade less than B in one nursing course taken at another institution will be dismissed from the baccalaureate nursing major if a grade less than B is earned in any subsequent nursing course at Indiana State University.

A transfer applicant who has earned a grade less than B in two or more nursing courses at another institution will not be admitted to the baccalaureate nursing major at Indiana State University.

Advanced Standing

Credits earned at another college or university will be evaluated on an individual basis in accordance with University and School policies. Opportunities are also available for students to earn credit by examination. More detailed information is available from the Office of Student Affairs, School of Nursing.

Course Requirements for Baccalaureate Degree

First Year

First Semester Courses   Credit

Nursing 104#--2 hrs.; English 101 or 107*# --3 hrs.;
Psychology 101*#--3 hrs.; Quantitative Literacy Requirement*#--3 hrs.;
Chemistry 100*#--3 hrs. and Chemistry 100L*#--1 hr., or Chemistry 104*#--3 hrs.
and Chemistry 104L**#**--1 hr.; Information Technology Requirement#--3 hrs.   15-18

Second Semester Courses

Nursing 106#--2 hrs. English 105*#--3 hrs.; Psychology 266*#--3 hrs.,
*UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher
Degree Nursing Program: continued*

Educational Psychology 221*#--3 hrs.,
or Family and Consumer Sciences 103*#--3 hrs.;
Life Sciences 231*#--2 hrs.; Life Sciences 231L*#--1 hr.;
Sociology 120*#--3 hrs.; Communication 101*#--3 hours.; Nursing 106#--2 hrs.
                                                                                        14-17

Second Year

First Semester Courses

Nursing 200--3 hrs.; Nursing 204--5 hrs.;
Life Sciences 241*--2 hrs.; Life Sciences 241L*--1 hr.;
Life Sciences 274*--2 hrs.; Life Sciences 274L*--1 hr.;
Foreign Language requirement--3 hrs.   14-17

Second Semester Courses

Nursing 224--5 hrs.; Nursing 226--3 hrs.; Nursing 228--3 hrs.;
Literary, Artistic, and Philosophical Studies--3 hrs.; Foreign Language
Requirement--3 hrs.   14-17

Third Year

First Semester Courses

Nursing 318--3 hrs.; Nursing 328--4 hrs.; Nursing 330--4 hrs.;
Educational Psychology 302**--3 hrs. or Health and Safety 340*--3 hrs.;
Life Sciences 412*--3 hrs.   17

Second Semester Courses

Nursing 322--3 hrs.; Nursing 324--5 hrs.;

English 305*--3 hrs.; Physical Education 101--2 hrs.   13-16

Fourth Year

First Semester Courses

Nursing 424--5 hrs.; Nursing 450--6 hrs.; Literary, Artistic, and
Philosophical Studies--3 hrs.; Multicultural Studies (U.S. Diversity)--3 hrs.

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UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

Second Semester Courses

Nursing 470--3 hrs.; Nursing 484--3 hrs.; Nursing 486+--3 hrs.;
Historical Studies--3 hrs.; Multicultural Diversity (International Cultures)--3 hrs.

                                                                        15-18

*Cognate Course
#Prerequisite to Nursing 200, 204
+Proposed Capstone Course

At least 50 semester hours must be at the 300 to 400-course level

Total Nursing Credits	62 Credits
Total Non-nursing Credits	62-69 Credits
Total Credit Hours	124-131 Credits

Progression and Retention Policies

1. Students must maintain a 2.00 cumulative grade point average throughout their enrollment in the Baccalaureate Degree Nursing Program in the School of Nursing.

2. Students must achieve a minimum grade of B, as well as a satisfactory grade for the clinical component, in each nursing course. A failed nursing course must be repeated and passed before the student enrolls in any other clinical nursing course.

3. Students must achieve a minimum of C in the following cognate General Education courses:

   First Year: English 105 or 107; Psychology 101; Mathematics requirement; Chemistry 100 and 100L or Chemistry 104 and 104L; Life Sciences 231 and 231L; Educational Psychology 221, or Psychology 266, or Family and Consumer Sciences 103; Sociology 120; and Communication 101.

   Second Year: Life Sciences 241 and 241L; Life Sciences 274 and 274L.

Third Year: Educational Psychology 302 or Health and Safety 340; Life Science 412; English 305

Only two cognate courses may be repeated one time each in order to achieve a minimum grade of C. Each cognate science course and its laboratory count as one course.

4. Students must successfully complete all nursing and cognate courses for each year before progressing to the next year of the curriculum.

5. Enrollment in clinical nursing courses will be determined by the following priorities:

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

a. Continuing students—students who enroll in at least one clinical nursing course each semester.

b. Advanced placement students—students who have earned advanced placement in the sequence of nursing courses and who will be enrolling in their first clinical nursing course.

c. Non-continuing students—students in good standing who have dropped out of the sequence of clinical nursing courses for at least one semester.

d. Non-progressing students—student who must repeat a clinical nursing course.

6. To assist the student in succeeding academically, the student who has failed one nursing course will:

a. Submit a letter to the Office of Student Affairs, School of Nursing. The letter must include the student's explanation for the failure and specific recommendations and a plan to achieve academic success.

b. Meet with the School's Director of Student Affairs to discuss the identified plan. Failure to meet with the Director will prohibit the student's enrollment in the failed nursing course. The student, the student's advisor, and the course facilitator of the failed nursing course will receive a copy of the recommendations from the School's Director of Student Affairs.

c. Take responsibility to implement the identified plan and recommendations for academic improvement.

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Admission Criteria for the Baccalaureate Nursing Major

Guaranteed Admission

Students who meet the following criteria will be guaranteed admission into the second year, first semester, nursing course(s) (Nursing 200, and/or 204):

1. Admission to the University.

2. High school grade point average of 3.0 on a 4.0 scale.

3. SAT total of 1000 or ACT composite of 22.

4. Two years of high school mathematics (at least one year of algebra).

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

5. One year of high school chemistry.

6. Minimum cumulative grade point average of 2.25 on a 4.00 scale in the course prerequisites for Nursing 200, and/or 204.

7. Grade of B or above in Nursing 104.

8. Grade of C or above in the following cognate courses: English 105 or 107; Psychology 101; Life Sciences 231 and 231L; Mathematics requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103, **Sociology 100**, Communication 101; and chemistry 100 and 100L or Chemistry 104-104L

General Admission

Students will be considered for admission into the second year, first semester nursing course(s) (Nursing 200, and/or 204) after meeting the following criteria:

1. Admission to the University.

2. A minimum cumulative grade point average of 2.25 on a 4.00 scale for Nursing 200, and/or 204 course prerequisites.

3. A grade of B or above in Nursing 104.

4. A grade of C or above in the following cognate courses: English 105 or 107; Psychology 101; Life Sciences 231 and 231L; Mathematics requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; **Sociology 100**; Communication 101; and Chemistry 100 and 100L or Chemistry 104 and 104L

If a grade of C or above is not earned the first time the course is taken, a grade of C or above must be earned the second time the course is taken.

Students meeting the above criteria will not have to wait more than one semester before enrolling in a first semester, second year nursing course(s) (Nursing 200, and/or 204).

The School of Nursing welcomes applicants who have been graduated from a state approved practical nursing program and who wish to continue their nursing education.

Transfer Admission

A student transferring to the Indiana State University School of Nursing has the same consideration for admission to the baccalaureate nursing major as any matriculating Indiana State University nursing student. Students will be considered for admission as a transfer student when the following minimum requirements are met:
UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

1. Have earned at least 24 credit hours with a minimum cumulative grade point average of 2.25 on a 4.00 scale at Indiana State University or another accredited college or university.

2. Have completed the following prerequisite courses with a C or above: English 105 or 107; Psychology 101; Chemistry 100 and 100L or Chemistry 104 and 104L; Life Sciences 231 and 231L; Mathematics requirement; and Communication 101; or their equivalents.

3. Have earned a grade of C or above for all cognate courses taken at a previous institution. A grade of C or above must have been earned the second time, if a course was repeated.

To receive transfer credit for equivalent nursing course(s) taken at another institution, a grade of B or above must have been earned.
A transfer student who is admitted to the baccalaureate nursing major with a grade less than B in one nursing course taken at another institution will be dismissed from the baccalaureate nursing major if a grade less than B is earned in any subsequent nursing course at Indiana State University.
A transfer applicant who has earned a grade less than B in two or more nursing courses at another institution will not be admitted to the baccalaureate nursing major at Indiana State University.

Advanced Standing

Credits earned at another college or university will be evaluated on an individual basis in accordance with University and School policies. Opportunities are also available for students to earn credit by examination. More detailed information is available from the Office of Student Affairs, School of Nursing.

Course Requirements for Baccalaureate Degree

First Year

First Semester Courses   Credit

Nursing 104#--2 hrs.; English 101 or 107*# --3 hrs.;
Psychology 101*#--3 hrs.; Quantitative Literacy Requirement*#--3 hrs.;
Chemistry 100*#--3 hrs. and Chemistry 100L*#--1 hr., or Chemistry 104*#--3 hrs.
and Chemistry 104L**#--1 hr.; Information Technology Requirement#--3 hrs.   15-18

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

Second Semester Courses

Nursing 106#--2 hrs. English 105*#--3 hrs.; Psychology 266*#--3 hrs.,
Educational Psychology 221*#--3 hrs.,
or Family and Consumer Sciences 103*#--3 hrs.;
Life Sciences 231*#--2 hrs.; Life Sciences 231L*#--1 hr.;
Sociology 100*#--3 hrs.; Communication 101*#--3 hours.;

                                                                                                          14-17

Second Year

First Semester Courses

Nursing 200--3 hrs.; Nursing 204--5 hrs.;
Life Sciences 241*--2 hrs.; Life Sciences 241L*--1 hr.;
Life Sciences 274*--2 hrs.; Life Sciences 274L*--1 hr.;
Foreign Language requirement--3 hrs.   14-17

Second Semester Courses

Nursing 224--5 hrs.; Nursing 226--3 hrs.; Nursing 228--3 hrs.;
Literary, Artistic, and Philosophical Studies--3 hrs.; Foreign Language
Requirement--3 hrs.   14-17

Third Year

First Semester Courses

Nursing 318--3 hrs.; Nursing 328--4 hrs.; Nursing 330--4 hrs.;
Educational Psychology 302**--3 hrs. or Health and Safety 340*--3 hrs.;
Life Sciences 412*--3 hrs.   17

Second Semester Courses

Nursing 322--3 hrs.; Nursing 324--5 hrs.;
English 305*--3 hrs.; Physical Education 101--2 hrs.   13-16

Fourth Year

First Semester Courses

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

Nursing 424--5 hrs.; Nursing 450--6 hrs.; Literary, Artistic, and
Philosophical Studies--3 hrs.; Multicultural Studies (U.S. Diversity)--3 hrs.

                                                                                              17

Second Semester Courses

Nursing 470--3 hrs.; Nursing 484--3 hrs.; Nursing 486+--3 hrs.;
Historical Studies--3 hrs.; Multicultural Diversity (International Cultures)--3 hrs.
   15-18

*Cognate Course
#Prerequisite to Nursing 200, 204
+Proposed Capstone Course

At least 50 semester hours must be at the 300 to 400-course level

Total Nursing Credits   62 Credits
Total Non-nursing Credits   62-69 Credits
Total Credit Hours   124-131 Credits

Progression and Retention Policies

1. Students must maintain a 2.00 cumulative grade point average throughout their enrollment in the Baccalaureate Degree Nursing Program in the School of Nursing.

2. Students must achieve a minimum grade of B, as well as a satisfactory grade for the clinical component, in each nursing course. A failed nursing course must be repeated and passed before the student enrolls in any other clinical nursing course.

3. Students must achieve a minimum of C in the following cognate General Education courses:

    First Year: English 105 or 107; Psychology 101; Mathematics requirement; Chemistry 100 and 100L or Chemistry 104 and 104L; Life Sciences 231 and 231L;

Educational Psychology 221, or Psychology 266, or Family and Consumer Sciences 103; **Sociology 100**; and Communication 101.

Second Year: Life Sciences 241 and 241L; Life Sciences 274 and 274L.

Third Year: Educational Psychology 302 or Health and Safety 340; Life Science 412; *English 305*

Only two cognate courses may be repeated one time each in order to achieve a minimum grade of C. Each cognate science course and its laboratory count as one course.

UNDERGRADUATE APPROVALS – Program Revisions – B.S. Baccalaureate and Higher Degree Nursing Program: continued

4. Students must successfully complete all nursing and cognate courses for each year before progressing to the next year of the curriculum.

5. Enrollment in clinical nursing courses will be determined by the following priorities:

    a.   Continuing students—students who enroll in at least one clinical nursing course each semester.

    b.   Advanced placement students—students who have earned advanced placement in the sequence of nursing courses and who will be enrolling in their first clinical nursing course.

    c.   Non-continuing students—students in good standing who have dropped out of the sequence of clinical nursing courses for at least one semester.

    d.   Non-progressing students—student who must repeat a clinical nursing course.

6. To assist the student in succeeding academically, the student who has failed one nursing course will:

    a.   Submit a letter to the Office of Student Affairs, School of Nursing. The letter must include the student's explanation for the failure and specific recommendations and a plan to achieve academic success.

    b.   Meet with the School's Director of Student Affairs to discuss the identified plan. Failure to meet with the Director will prohibit the student's enrollment in the failed nursing course. The student, the student's advisor, and the course facilitator of the failed nursing course will receive a copy of the recommendations from the School's Director of Student Affairs.

    c.   Take responsibility to implement the identified plan and recommendations for academic improvement.

COURSE REACTIVATIONS

SCHOOL OF EDUCATION: Communication Disorders and Special Education

SPED 499E   Supervised Teaching – Learning Disabled – 1-9 hours. Prerequisite: TEP-II.

UNDERGRADUATE APPROVALS: continued

DEPARTMENTAL NAME CHANGE

Approved by Faculty Senate Executive Committee 3/5/02
Approved by Faculty Senate 3/28/02
Approved by the Board of Trustees May 2002

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health, Safety, & Environmental Health Sciences

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. The name change has been approved and will be applied as soon as possible.

GRADUATE APPROVALS

COURSE REVISIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 660   Secondary School Curriculum--3 hours. An introductory course in curriculum which includes the foundations and meaning of curriculum, principles and patterns of curriculum, forms and ways of organizing curriculum, development of curriculum for special groups, forces and processes in curriculum change, current criticisms of curriculum, and curriculum for the future school.

Change title and description to:

CIMT 660   Curriculum Fundamentals--3 hours. An introductory course in curriculum which includes the foundations and meaning of curriculum, principles and

patterns of curriculum, forms and ways of organizing curriculum, development of curriculum for special groups, forces and processes in curriculum change, and current criticisms of curriculum.

SCHOOL OF TECHNOLOGY: Manufacturing and Construction Technology

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

Change credit hours to:

MCT 699   **Master Thesis – 1-6 hours.**   By arrangement with chairperson of student's thesis committee.

GRADUATE APPROVALS: continued

<u>GRADUATE PROGRAM REVISIONS</u>

COLLEGE OF ARTS & SCIENCES: Music
Master of Music with an Area of Specialization in Music Education

Executive Summary:

The proposal is to change the degree offered to students pursuing a master's in music education. Students presently receive an M.M.E. (Master of Music Education). We are proposing to change the degree to an M.M. (Master of Music) with a specialization in music education. This change will make all of the master's degrees offered in the Department of Music a Master of Music with various areas of specialization. At the present time there is no change to any of the curricular requirements.

Rationale:

The degree title change will help us meet the University's Program Array Review goals by offering only one degree program at the master's level. Graduate music education study has had a long history at Indiana State University. Many of our alumni serve students across the state as public school teachers. However, recent licensure requirements at the state level no longer require teachers to obtain master's degrees in order to maintain their license. Thus it is not viable to maintain a separate degree program in music education, as the numbers pursuing full-time graduate study have continued to shrink over the last ten years. We are in the process of revising the program in order to offer alternative modes of delivery, but this is a slow process. We feel the degree name change must be pursued now.

A quick survey of schools accredited by the National Association of Schools of Music (NASM) revealed that the Master of Music in music education was the most common music education degree offered.

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DEGREES

Master of Music
Master of Music Education

The Master of Music (M.M.) degree is available with specializations in music theory, composition, music history and literature, wind conducting, choral conducting, keyboard, voice, woodwinds, brass, strings, and percussion.

The Master of Music Education (M.M.E.) program is designed for individuals who have previously completed a teacher preparation program. An applicant interested in professionalizing an Indiana Teaching License may do so on the music education area of specialization.

* * * * *

GRADUATE APPROVALS – Program Revisions - Master of Music with an Area of Specialization in Music Education: continued

Master of Music Education (Thesis and Non-Thesis Options for Teacher Licensure—32 semester hours minimum)

Research: 609—3 hrs. or other research course approved by the Department of Music.

Major (23 hours): 604 or 605—3 hrs., 638—3 hrs., and 5-6 additional hours in music education; and 11-12 hours in related music courses which must include at least 2 hours of ensemble and/or applied lessons; 699—6 hrs. is required if the thesis option is chosen.

Professional Education: 3 hours from Education Leadership, Administration, and Foundations 605, 607, or 608; 3 hours from the Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611.

Culminating Experiences: Passage of an oral Comprehensive examination and, for the thesis option, 699—6 hrs.

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

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

NEW CATALOG COPY

DEGREES

Master of Music

The Master of Music (M.M.) degree is available with specializations in **music education,** music theory, composition, music history and literature, wind conducting, choral conducting, keyboard, voice, woodwinds, brass, strings, and percussion. An applicant interested in professionalizing an Indiana Teaching License may do so on the music education area of specialization.

* * * * *

Master of Music with a specialization in music education (Thesis and Non-Thesis Options for Teacher Licensure—32 semester hours minimum)

Research: 609—3 hrs. or other research course as approved by the Department of Music.

Major (23 hours): 604 or 605—3 hrs., 683—3 hrs., and 5-6 additional hours in music education; and 11-12 hours in related music courses which must include at least 2 hours of ensemble and/or applied lesions; 699—6 hrs. is required if the thesis option is chosen.
GRADUATE APPROVALS – Program Revisions - Master of Music with an Area of Specialization in Music Education: continued

Professional Education: 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; 3 hours from Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611.

Culminating Experiences: Passage of an oral comprehensive examination and, for the thesis option, 699—6 hrs.

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

In general, one-half of credit hours must be in courses numbered 600 or above.
*Preferred Effective Term: Fall 2002

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology
Ph.D. in Curriculum & Instruction with a Specialization in Teaching and Learning

Executive Summary:
The present Ph.D. Program in Curriculum and Instruction has eight approved areas for which a student may secure a specialization: English, history, instructional technology education, media technology, elementary education, early childhood education, languages, literatures, and linguistics, and secondary education. Approval is sought to add an additional area of specialization in teaching and learning in the existing Ph.D. program. The focus is to prepare future faculty for college level instructional roles who already have a masters degree in their selected content field. The area of specialization will include 21 to 30 hours drawn from multiple departments in the School of Education as approved and recommended by the applicant's committee. Applicants for the degree of Doctor of Philosophy in Curriculum and Instruction with specialization in teaching and learning are expected to complete all requirements listed in the graduate catalog.

Rationale:

The Department of CIMT has a number of doctoral candidates who currently hold faculty positions in other institutions, and receives weekly requests from other faculty interested in pursuing the terminal degree. These doctoral candidates are often interested in a hybrid of the Higher Education doctorate and the C&I Ph.D. the teaching and learning specialization is an attempt to provide the hybrid that has a focus on college teaching pedagogy and the university academic environment. A major in curriculum and instruction with a specialization in this area will increase the marketability of the program in attracting students (particularly given the new Community College of Indiana). There is a growing interest regionally in persons who would like to see a doctorate with this specialization. This specialization will allow the School of Education to effectively combine existing resources from multiple departments for the benefit of the student.

GRADUATE APPROVALS – Program Revisions – Ph.D. in Curriculum and Instruction with a Specialization in Teaching and Learning: continued

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Ph.D. Degree Program in Curriculum and Instruction (72 semester hours minimum)

The program leading to the Doctor of Philosophy degree in Curriculum and Instruction is designed to prepare students for positions of leadership and research in public schools, colleges and universities, and governmental agencies. The program requires the student to successfully complete a **minimum** of 72 hours of graduate work beyond the bachelor's degree and to write and defend a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies. The areas of specialization are secondary education, English education, history education, industrial technology education, and media technology.

Admission to Programs

A student must satisfy all general regulations of the School of Education and the School of Graduate Studies as stated elsewhere in this *Catalog*. An additional admission criterion for the Ph.D. in Curriculum and Instruction requires the applicant to have a grade point average of 3.50 or above on all graduate work attempted.
It must not be assumed that meeting minimal standards guarantees admission to the program.
The admissions committee must have the following before an admission decision will be made:

1. Completed application form.

2. Letters of recommendation from at least five persons who know the prospective student in a personal, and/or academic, and/or professional capacity.

3. **One** official transcript from each school at which any undergraduate or graduate work has been done.

4. Scores on Graduate Record Examinations General Tests.

In most cases the admissions committee may require the applicant to appear for a personal interview and to present evidence of his or her ability to write acceptable prose under controlled conditions.

Admission to Candidacy

Students may apply for admission to candidacy after any provisions or conditions that may have been attached to admission to the program have been removed. Additionally, all the standards of the School of Graduate Studies must be met. Refer to that section of this *Catalog* for details.

GRADUATE APPROVALS – Program Revisions – Ph.D. in Curriculum and Instruction with a Specialization in Teaching and Learning: continued

Dissertation

An acceptable dissertation on a topic or problem relating to the student's area of specialization is required for completion of degree requirements.

Degree Requirements

A. **Foundational Studies** (9 hours)
   To develop competencies through understanding of contributions from philosophical, sociological, historical, and psychological foundations of education.

B. **Inquiry Studies** (12 to 15 hours)
   To develop competency in statistics, measurement, and research in education.

C. **Core Area--Curriculum and Instruction** (15 to 27 hours)
   To provide the knowledge and understanding essential to every specialist in curriculum, instruction, and supervision.

D. **Area of Specialization** (21 to 30 hours)
   To enable the student to develop either (a) further specialization in curriculum, instruction, or supervision, or (b) a specialized program emphasizing secondary education,
   English, history, industrial technology education, media technology, or any other approved area.

E. **Related Studies** (0-15 hours)
   Courses from content areas may be selected to enhance special competencies in the area of specialization.

Independent study, field experiences, and internship assignments are utilized in this program as a means for achieving thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

NEW CATALOG COPY

Ph.D. Degree Program in Curriculum and Instruction (72 semester hours minimum)

The program leading to the Doctor of Philosophy degree in Curriculum and Instruction is designed to prepare students for positions of educational leadership and research in public schools, colleges and universities, and governmental agencies. The program requires the student to successfully complete a **minimum** of 72 hours of graduate work beyond the bachelor's degree and to write and defend a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies. The areas of specialization are secondary education, elementary education, media technology, Languages, Literatures and Linguistics, and teaching and learning.
GRADUATE APPROVALS – Program Revisions – Ph.D. in Curriculum and Instruction with a Specialization in Teaching and Learning: continued

Admission to Programs

A student must satisfy all general regulations of the School of Education and the School of Graduate Studies as stated elsewhere in this *Catalog*. An additional admission criterion for the Ph.D. in Curriculum and Instruction requires the applicant to have a grade point average of 3.50 or above on all graduate work attempted.
It must not be assumed that meeting minimal standards guarantees admission to the program.
The admissions committee must have the following before an admission decision will be made:

1. Completed application form.

2. Letters of recommendation from at least five persons who know the prospective student in a personal, and/or academic, and/or professional capacity.

3. **One** official transcript from each school at which any undergraduate or graduate work has been done.

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A. Foundational Studies (9 hours)
To develop competencies through understanding of contributions from philosophical, sociological, historical, and psychological foundations of education.

B. Inquiry Studies (12 to 15 hours)
To develop competency in statistics, measurement, and research in education.

GRADUATE APPROVALS – Program Revisions – Ph.D. in Curriculum and Instruction with a Specialization in Teaching and Learning: continued

C. Core Area--Curriculum and Instruction (15 to 27 hours)
To provide the knowledge and understanding essential to every specialist in curriculum, instruction, and supervision.

D. Area of Specialization (21 to 30 hours)
To enable the student to develop either (a) further specialization in curriculum, instruction, or supervision, or (b) a specialized program emphasizing secondary education, business education, elementary education, early childhood education, English, history, industrial technology education, media technology, Languages, Literatures, and Linguistics, teaching and learning, or any other approved area.

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Courses from content areas may be selected to enhance special competencies in the area of specialization.

Independent study, field experiences, and internship assignments are utilized in this program as a means for achieving thorough preparation and competence. The final program for each student is cooperatively developed by the student, the advisor, and the committee.

GRADUATE PROGRAM ELIMINATIONS

COLLEGE OF ARTS & SCIENCES: Music
Master of Music Education

Executive Summary:

The proposal is to change the degree offered to students pursuing a master's in music education. Students presently receive an M.M.E. (Master of Music Education). We are proposing to change the degree to an M.M. (Master of Music) with a specialization in music education. This change will make all of the master's degrees offered in the Department of Music a Master

of Music with various areas of specialization. At the present time there is no change to any of the curricular requirements.

Rationale:

The degree title change will help us meet the University's Program Array Review goals by offering only one degree program at the master's level. Graduate music education study has had a long history at Indiana State University. Many of our alumni serve students across the state as public school teachers. However, recent licensure requirements at the state level no longer require teachers to obtain master's degrees in order to maintain their license. Thus it is not viable to maintain a separate degree program in music education, as the numbers pursuing full-time graduate study have continued to shrink over the last ten years. We are in the process of revising
GRADUATE APPROVALS – Program Eliminations – Master of Music Education: continued

the program in order to offer alternative modes of delivery, but this is a slow process. We feel the degree name change must be pursued now.

A quick survey of schools accredited by the National Association of Schools of Music (NASM) revealed that the Master of Music in music education was the most common music education degree offered.

CURRENT CATALOG COPY

DEGREES

Master of Music
Master of Music Education

The Master of Music (M.M.) degree is available with specializations in music theory, composition, music history and literature, wind conducting, choral conducting, keyboard, voice, woodwinds, brass, strings, and percussion.

The Master of Music Education (M.M.E.) program is designed for individuals who have previously completed a teacher preparation program. An applicant interested in professionalizing an Indiana Teaching License may do so on the music education area of specialization.

* * * * *

Master of Music Education (Thesis and Non-Thesis Options for Teacher Licensure—32 semester hours minimum)

Research: 609—3 hrs. or other research course approved by the Department of Music.

Major (23 hours): 604 or 605—3 hrs., 638—3 hrs., and 5-6 additional hours in music education; and 11-12 hours in related music courses which must include at least 2 hours of ensemble and/or applied lessons; 699—6 hrs. is required if the thesis option is chosen.

Professional Education: 3 hours from Education Leadership, Administration, and Foundations 605, 607, or 608; 3 hours from the Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611.

Culminating Experiences: Passage of an oral Comprehensive examination and, for the thesis option, 699—6 hrs.

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

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

GRADUATE APPROVALS – Program Revisions – Ph.D. in Curriculum and Instruction with a Specialization in Teaching and Learning: continued

PROPOSED CATALOG COPY

The Master of Music Education Program will be eliminated and turned into a specialization under the Master of Music Program. See above program revision for the change.
*Preferred Effective Term: Fall 2002

COURSE REACTIVATIONS

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

CIMT 868   **Seminar in Postsecondary Teaching – 3 hours.** A seminar to introduce graduate students to the principles and methods of designing and delivering college-level courses and academic programs in their respective fields.

DEPARTMENTAL NAME CHANGE

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health, Safety, & Environmental Health Sciences

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. The name change has been approved and will be applied as soon as possible.

CORRECTIONS

***The following is a <u>correction of the text</u> that appeared as an **APPROVAL** in the February 11, 2002 issue of *Academic Notes*.

SCHOOL OF EDUCATION: Curriculum Instruction and Media Technology

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

The following program was approved for Elimination in Academic Notes on February 11, 2002. The program was changed to an M.Ed in Literacy. Therefore the CIP Code should remain and the M.Ed.in Literacy should reside under this CIP Code.

The following is a <u>correction of the text</u> that appeared as an **APPROVAL** in the February 4, 2002 issue of *Academic Notes*. The corrected portion is shown in ***[bold-italics with bold-italic brackets].***

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.

CORRECTIONS - UNDERGRADUATE APPROVALS – Program Revisions – Sociology Major and Minor: continued

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.

CORRECTIONS - UNDERGRADUATE APPROVALS – Program Revisions – Sociology Major and Minor: continued

Furthermore, the continuing process of review will maintain its focus on providing an optimal set of learning conditions for our students.

OLD CATALOG COPY

LIBERAL ARTS CURRICULA

Sociology Major (39 semester hours)

Required Sociology: 120--3 hrs.; 220--3 hrs.; 240--3 hrs.; 380--3 hrs.; 381--3 hrs.; 483—3 hrs.; 499--3 hrs.
Electives: One course from: 322, 324, 329, 420, 421, 424, 425, or 426--3 hrs. One course from: 440, 441, 443, 444, 445, or 448--3 hrs. Two courses from: 260, 460, 461, 462, 463, 464, 465, 466, 467, 469, 470, 471, or 472--6 hrs.
Concentration: 6 additional hours of sociology at the 300/400 level to be elected by the student in consultation with a faculty advisor. These 6 hours may include the internship and field work course 489.

Sociology Minor (18 semester hours)

Required Sociology: 120--3 hrs.
Electives: 15 hours of directed electives in sociology.

PROFESSIONAL CURRICULA

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

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

Required Sociology: 120--3 hrs.; 220--3 hrs.; 240--3 hrs.; 329--3 hrs.; 380--3 hrs.; 381--3 hrs.; 421 or 472--3 hrs.; 467 or 470--3 hrs.; 471—3 hrs.; 483--3 hrs.; 489--6 hrs; 499—3 hrs.
Required Business Administration Minor: Accounting 200 or 201--3 hrs.; Finance 200--3 hrs.; Management 301--3 hrs.; Management Information Systems 276--3 hrs.; Marketing 301--3 hrs.; plus a 300/400-level business course--3 hrs.
Required Economics: 200--3 hrs.; 201--3 hrs.; 302--3 hrs.
Required Family and Consumer Sciences: 201--3 hrs.
CORRECTIONS - UNDERGRADUATE APPROVALS – Program Revisions – Sociology Major and Minor: continued

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.

CORRECTIONS - UNDERGRADUATE APPROVALS – Program Revisions – Sociology Major and Minor: continued

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; *[Communication 261, 303, 311, 312;]* 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

CORRECTIONS: continued

The following is a <u>correction of the text</u> that appeared as an **APPROVAL** in the April 29, 2002 issue of *Academic Notes*. The corrected portion is shown in ***[bold-italics with bold-italic brackets].*******

<u>UNDERGRADUATE PROGRAMS TO BE ELIMINATED</u>

The following programs were reviewed as part of the Program Array Review Process* **and have been recommended by the departments to be eliminated** *[They will report to another Major as an option under that major.]*

SCHOOL OF TECHNOLOGY

B.S. Instrumentation and Control   **CIP Code [150404]**
[This major will now report to the B.S. in Computer Hardware Technology as an option under that major CIP code [150301]]

B.S. Biomedical Electronics   **CIP Code [150401]**
[This major will now report to the B.S. in Electronics Technology as an option under that major CIP code [150303]]

* 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.