



Academic Notes

JUNE 10, 2002

AN 2000-2001

****SPECIAL NOTICES****

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

June 19*
July 10
July 24*
August 7

Issue Date

June 24*
July 15
July 29*
August 12*

FACULTY GOVERNMENT

FACULTY SENATE EXECUTIVE COMMITTEE REPORT FOR **APRIL 30, 2002**

The Executive Committee met at 10:00 a.m. in Hulman Memorial Student Union (HMSU) 227.

PROVOST PONTIUS ADDRESSED:

1) The revised organizational chart for Academic Affairs. He hopes for a response from AAC by the end of June.

- 2) The Interim Report on the Progress of the Blue Ribbon Panel on Distance Education. He hopes for a response from FAC by Aug. 1.
- 3) Rank and Tenure recommendations for new deans. The Executive Committee is asked to address these soon.
- 4) CAPS Manual: distinction between "editorial" and "substantive" changes and routing for each.
- 5) Compensation issues: The Ex. Comm. is asked to assist in prioritizing items.
- 6) 5-year Budget Plan: Priorities to be established in consultation with Ex. Comm.
- 7) Earlier identification of faculty requests for tenure-track lines.
- 8) Fall enrollment: numbers are good; we will be more selective in admissions; no one admitted without ACT/SAT scores.
- 9) Deans' Council: four summer meetings scheduled.
- 10) AAC Climate Study: ongoing discussion with J. Harper about data available.
- 11) Special Purpose Faculty: he is disappointed with feedback from FAC.

CHAIR CERNY REPORTED:

- 1) He has met twice with President Benjamin and discussed:
 - A) Communication issues: Communications Audit proposed
 - B) Sabbatical Leaves: opportunities to address problems
 - C) Compensation: additional meeting to be scheduled
- 2) A letter will be sent to faculty re: concerns raised and actions undertaken since the last Senate meeting.
- 3) Information Session for new senators proposed for Fall.
- 4) Concern about departure of valued faculty.

15-MINUTE DISCUSSION PERIOD -- items addressed:

- 1) CAPS Manual and PAR procedures

- 2) Clinical Faculty
- 3) Low Morale and Stress on campus
- 4) Student Grievance Procedures: pressing need for codification
- 5) Deans' participation at Senate meetings--encouraged
- 6) Compensation: sister institutions doing better than ISU

The Committee ACCEPTED and agreed to FORWARD the following:

- 1) Proposed Reorganization of Academic Affairs (to AAC)
- 2) "Interim Report...Distance Education" (as amended) to FAC
- 3) Curricular Revision/Program Review charge (to CAAC). The provost will provide detailed supplementary information. The requested date of Aug. 2 for CAAC response may not be possible.

The Committee APPROVED:

- 1) B. Phillips as Senate replacement from Arts and Sciences
- 2) PTOC replacement: S. Baker from Library
- 3) Name change: "Workload Policy" to "Faculty Development and Workload Policy."

The Committee went into Executive Session.

The Committee came out of Executive Session, acknowledged that Chair Cerny had advised them of receipt of a grievance, and voted (7-0-0) to forward that grievance to FAC.

The meeting adjourned at 12:28 p.m.

THESES, DISSERTATIONS, & RESEARCH PROJECTS

SCHOOL OF EDUCATION

COUNSELING

Ms. Melanie Huene will defend her dissertation, entitled *The Relationship of Self Efficacy and Health Value to Type 2 Diabetes Mellitus*, at 3:30 p.m. on Monday, June 10, 2002 in the School of Education, room 1514. The members of her committee are Dr. J. Laurence Passmore, Chairperson, Dr. Reece

Chaney, and Dr. Paul Daluga.

EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS

Ms. Tammy D. Roeschlein will defend her dissertation entitled, *What Effective Middle School Principals Do To Impact School Climate*, at 12:00 p.m. on June 28, 2002 in the School of Education, room 1214. The members of her committee are Dr. Todd Whitaker, Chairperson, Dr. Greg Ulm, and Dr. Beth Whitaker.

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

Ms. Michelle Meadows will defend her dissertation, entitled *White Teachers, White Children, White Schools: Multiculturalism in Geographically Homogeneous Communities*, at 9:00 a.m. on Thursday, June 13, 2002 in the School of Education, room 814. The members of her committee are Dr. Karen Liu, Chairperson, Dr. Beth Whitaker, and Dr. Terry O'Connor.

UNDERGRADUATE CURRICULUM PROPOSALS

COURSE REVISIONS FOR GENERAL EDUCATION CONSIDERATION

COLLEGE OF ARTS & SCIENCES: Chemistry

CHEM 105 General Chemistry I – 3 hours. Topics include atomic structure, physical properties of gases, nomenclature, molecular bonding and geometry, mass relationships in chemical equations, and thermochemistry. Prerequisites: prior completion of the Basic Studies General Education requirement in mathematics, and concurrent enrollment in 105L, or consent of instructor and chairperson. General Education Credits [*GE89: credits assigned if taken in sequence with 106 and 106L, A6*]

Change description to:

CHEM 105 General Chemistry I – 3 hours. Topics include atomic structure, physical properties of gases, nomenclature, molecular bonding and geometry, mass relationships in chemical equations, and thermochemistry. Because the course assumes adequate knowledge of algebra, the following is strongly recommended: prior completion or concurrent enrollment in Mathematics 111 or higher, or a Math SAT score of at least 510, or an ACT score of at least 21. Requires concurrent enrollment in 105L, or consent of instructor or chairperson. General Education Credits [*GE89: credits assigned if taken in sequence with 106 and 106L, A6*]

**Preferred Effective Term: Fall 2002*

GRADUATE CURRICULUM PROPOSALS

COURSES TO BE BANKED

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 600 **Concepts and Principles of Sociology--3 hours.** An intensive and comprehensive analysis of the basic concepts and principles of sociology that define, describe, and explain human group interaction. Open to all graduate students with consent of instructor.

**Preferred Effective Term: Summer I 2003*

SOC 602 **Research in Sociological Problems--2-3 hours.** The student is expected, under the guidance of a staff member, to select an area of sociological interest, to read extensively and intensively in the literature, and to organize and present a paper of a critical nature covering his or her readings. Prerequisites: 9 hours of sociology and consent of instructor.

**Preferred Effective Term: Summer I 2003*

SOC 603 **Readings in Sociology--1-3 hours.** Individual assignments in readings in a specialized area of sociology by arrangement with an instructor. Prerequisites: 9 hours of sociology and consent of instructor.

**Preferred Effective Term: Summer I 2003*

SOC 606 **[no description available]**

SOC 621 **Seminar in Sociology of Aging--3 hours.** A study of the theoretical insights and research findings related to the personal and social phenomenon of aging, including methodological problems and policy implications. The student will be encouraged to evaluate research and theory and conduct research as contributions to science and as guides of social policy. Prerequisite: 9 hours of sociology or consent of instructor.

**Preferred Effective Term: Summer I 2003*

SOC 625 **Conflict Resolution: Theory and Research--3 hours.** Main theories applicable to the management and resolution of conflict are reviewed, along with relevant research.

**Preferred Effective Term: Summer I 2003*

SOC 626 **Conflict Resolution: Legal and Applied Aspects--3 hours.** Central attention is given to the Indiana legal framework for A.D.R. (alternative dispute resolution) and practical issues and professional concerns in the conduct of mediation. Prerequisite: 625 or consent of instructor.

**Preferred Effective Term: Summer I 2003*

SOC 691 **[no description available]**

SOC 693 **Internship in Organizational Systems--6 hours.** The student will be asked to make observations of and to analyze the interaction of the various sub-systems of a complex organization (public or private). Prerequisite: consent of instructor.

**Preferred Effective Term: Summer I 2003*

SOC 695 Conflict Resolution: Practicum and Internship--3-6 hours. Students will be involved in observing and participating in programs of systematic conflict resolution. The practicum will include planned discussion sessions, and the internship will include placement in a professional setting. May be taken either in segments of 3 credit hours (which may be repeated for a total of 6 hours) or as a single 6-hour enrollment. Prerequisites: 625 and 626.

**Preferred Effective Term: Summer I 2003*

SOC 699 Master's Thesis--6 hours. Thesis on research in sociology.

**Preferred Effective Term: Summer I 2003*

GRADUATE PROGRAMS TO BE BANKED

COLLEGE OF ARTS & SCIENCES: Sociology M.S. in Sociology

Executive Summary:

The Department of Sociology has voted (6-0) to bank our graduate program for two years. We will also bank our 600-level courses. We will make provisions to enable our existing students to complete their degree, and we will still offer our 400/500-level courses for our undergraduates and for graduate students in other degree programs.

This decision evolved through long, careful, and sometimes agonizing deliberations. We wish to note that we are not reacting to recent University initiatives, e.g., SCH targets. Rather, our decision is a proactive measure to ensure quality education in a time of uncertainty and financial stress. We have no intention of terminating our program; rather we plan to revitalize our program and enhance the educational experience of our students.

Rationale:

The Department of Sociology has been assessing the undergraduate and graduate programs during the past several semesters. The result has been extensively revised programs. Our “new” graduate program was approved in November 2001, and our “new” undergraduate program was approved in February 2002.

Given the decline of faculty lines in recent years (from 14 to 7 lines), we are recognizing the near impossibility of providing the quality education that we deem essential for our students. Moreover, we did not recruit actively enough to build a “critical mass” of graduate student enrollment. This was, in part, because of the uncertainty of the program in transition. Nevertheless, we realize that if the program was retained, our 600 level classes would have only 2 or 3 students. Therefore, we believe that we can make more effective use of our limited faculty resources by reallocating faculty to our undergraduate program.

Furthermore, our “new” undergraduate program requires some additional adjustments. We wish to place considerable effort and faculty energy into making the undergraduate program a high quality

experience for our students.

We are banking with a plan:

2002-2003

- 1) We hope to be recruiting two new faculty members.
- 2) We plan to complete the undergraduate program revisions.
- 3) We will continue to improve and implement our student outcomes assessment plan.
- 4) We will develop and implement our undergraduate student recruiting plan.
- 5) We will develop a marketing plan to revitalize our graduate program.

2003-2004

- 1) We hope to recruit, at least, one new faculty member.
- 2) We will implement the marketing plan for graduate students.
- 3) We will assess our resources and determine whether or not it is feasible to unbank our graduate program.

We believe that our decision to bank our graduate program is the most responsible action available to us at this time. Furthermore, we believe that our decision is an indication of our commitment to our students, our discipline, the University, and the taxpayers of Indiana.

CURRENT CATALOG COPY

DEGREES

Master of Science

The Master of Science Program in Sociology is designed to prepare students to apply sociological principles in a variety of settings. Students complete a core program leading to expertise as a sociological practitioner; this core will be complemented by coursework in the student's particular area of interest.

The curricula for Teacher Licensure include the possibility of a major concentration in sociology leading to the Master of Science degree. This program is intended primarily for persons seeking to teach sociology at the secondary level.

ADMISSIONS REQUIREMENTS

Admission to the Master of Science degree program in sociology involves requirements in addition to the standards of the School of Graduate Studies. Students not meeting all of these departmental requirements may sometimes be conditionally admitted, with the understanding that any deficiencies will be eliminated during the first semester in the program.

To enter the Master of Science program students must have completed at least 18 semester hours of undergraduate coursework in the social and behavioral sciences. These 18 hours must contain no less than 12 hours of sociology, including social theory and research methods courses, with a sociology grade point average of 3.0

Admission to the Teacher Licensure curriculum is dependent upon the student's having completed an

undergraduate program in teacher education.

CURRICULA

Master of Science (33 semester hours minimum):

Core courses: 600—3 hrs, 601—3 hrs, 602—3 hrs, and 606—3 hrs (total 12 hours)

Substantive focus: 544—3 hrs or 564—3 hrs.

Directed elective: 12 hours, of which 6 hours may be taken outside the department.

Culminating experience: 699—6 hrs or 691 (6-9 hrs).

At least 33 hours of graduate credit are required, with an overall grade point average of 3.00 or higher.

One-half of the credit hours must be in courses numbered 600 or above.

Work and Organizations: 564—3 hrs.; 567—3 hrs. or 570—3 hrs.; and 693—6 hrs. This area deals with the nature of work in complex organizations.

TEACHER LICENSURE

Students who wish to professionalize an undergraduate teaching area in sociology may do so by adding nine hours of professional education to the MS described above. Professional Education: 3 hours from Social Science 606, Curriculum, Instruction, and Media Technology 660, or 662; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; and 3 hours from Educational Psychology 521, 522, 625, or Curriculum, Instruction, and Media Technology 611.

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

CERTIFICATE IN MEDIATION

The certificate program in mediation is available to persons who desire to carry on professional activities in mediation or serve in similar dispute resolution roles. Application for admission to this program, and for the granting of the appropriate certificate upon its conclusion, may be made to the School of Graduate Studies. Courses required (each with a grade of B or better) are Sociology 625—3 hrs, 626—3 hrs, and 695—3 hrs.

Department of Sociology Director of Graduate Education:

The Director of Graduate Education coordinates graduate work in the Department of Sociology. This person's duties include working with the Chairperson to plan curricular offerings, supervising the admission of new students, providing primary advising for graduate students, coordinating and supervising student internships and theses, and working with the Graduate and Research Committee to develop and implement policies and procedures for graduate education in the department.

PROPOSED CATALOG COPY

None. Program is banked.

**Preferred Effective Term: Summer I 2003*

COURSE REACTIVATIONS

COLLEGE OF ARTS & SCIENCES: Family and Consumer Sciences

FCS 554 Contemporary Interiors and Furniture – 3 hours.

UNDERGRADUATE APPROVALS

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.

COURSE REVISIONS

SCHOOL OF BUSINESS: Organizational Department - Management Information Systems

MIS 376 Business Computer Systems – 3 hours. Investigation and application of using mini-macro 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-macro 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.

**Preferred Effective Term: Fall 2002*

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 320 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, 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 socio-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 ongoing 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 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.

PROGRAM REVISIONS

SCHOOL OF TECHNOLOGY: Industrial and Mechanical Technology Packaging Technology Major

Executive Summary and Rationale:

Change of course requirements to comply with GE2000. Change of title to better reflect program content. The course requirements are being changed to comply with GE2000. MIS 276 is being replaced

with MCT 295. MCT 295 is the approved Information Technology Literacy course. Currently, the program requires that Math 301 or IMT 301 be taken. The new name of IMT 301 is IMT 215. The Quantitative Literacy program substitution is MATH 111 or 115 and IMT 215.

OLD CATALOG COPY

Packaging Technology Major (77 semester hours)

Required courses:

Industrial and Mechanical Technology: 103—3 hrs.; 130—2 hrs.; 282—3 hrs.; 284—3 hrs.; 329—3 hrs.; 333—3 hrs.; 380—3 hrs.; 381—3 hrs.; 383—3 hrs.; 384—3 hrs.; 430—1 hr.; 480—3 hrs.; 483—3 hrs.

Manufacturing and Construction Technology: 372—3 hrs.; 471—3 hrs.; 473—3 hrs.; 492—3 hrs.

English: 305T—3 hrs.

Management: 301—3 hrs.

Management and Information Systems: 276—3 hrs.

Mathematics: 111—3 hrs. or 115—3 hrs. and Industrial Mechanical Technology 301—3 hrs.

Chemistry: 100—3 hrs. and 100L—1 hr. or 105 – 3 hrs. and 105L –1 hr.

Physics: 105 —3 hrs.; 105L—1 hr.

Electives: Minimum of 6 hours from Industrial and Mechanical Technology 351—3 to 6 hrs.; 481-3 hrs.; 489—3 hrs.; Manufacturing and Construction Technology 478—3 hrs.

NEW CATALOG COPY

Packaging Technology Major (74 semester hours)

Required courses:

Industrial and Mechanical Technology: 103—3 hrs.; 130—2 hrs.; 203--3 hrs.; 284—3 hrs.; 329—3 hrs.; 333—3 hrs.; 351--3 hrs.; 380—3 hrs.; 381—3 hrs.; 383—3 hrs.; 384—3 hrs.; 430—1 hr.; 480—3 hrs.; 483—3 hrs.

Manufacturing and Construction Technology: 295—3 hrs.; 372—3 hrs.; 471—3 hrs.; 473—3 hrs.; 492—3 hrs.

English: 305T—3 hrs.

Management: 301—3 hrs.

Mathematics: 111—3 hrs. or 115—3 hrs. and Industrial Mechanical Technology 215—3 hrs.

Chemistry: 100—3 hrs. and 100L—1 hr. or 105 – 3 hrs. and 105L –1 hr.

Physics: 105 —3 hrs. 105L—1 hr.

**Preferred Effective Term: Fall 2002*

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 HEALTH & 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.

COURSE DELETIONS

SCHOOL OF HEALTH & 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 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]

Academic Notes

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.

CORRECTIONS

The Linguistics/Teaching English as a Second Language (TESL) master's program has moved to the Department of Languages, Literatures, and Linguistics. Curriculum changes were approved in *Academic Notes* on **January 28, 2002**. The program previously had been an option in the master's degree in English. The Indiana Commission for Higher Education (ICHE) required a new, separate CIP code as a result of the move. On May 10, 2002 the ICHE approved the new CIP code, 131401. Languages, Literatures, and Linguistics will continue to offer the M.A. in French and the M.A. in Spanish, and in addition will offer the M.A. in Linguistics/TESL.

The following is a correction of the text that appeared as an **APPROVAL** in the May 20, 2002 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics with bold-italic brackets]*.

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, language education, 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.

*OLD 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 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.

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, early childhood education, English education, history education industrial technology education, media technology, language education, and teaching and learning.]

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.
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3. **One** official transcript from each school at which any undergraduate or graduate work has been done.
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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, business education, elementary education, early childhood education, English, history, industrial technology education, media technology, *[language education]*, teaching and learning, 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.

The following is a correction that appeared as an **APPROVAL** in the May 20, 2002 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics with bold-italic brackets]*.

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 should be eliminated as part of the Program Array Review Process. The program revision that follows was revised to an M.Ed in Literacy which should reside under the CIP Code [131202].]

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

Master of Education – Literacy – Elementary

Executive Summary:

The new Masters of Education – Literacy at Indiana State University is an innovative state-of-the-art- masters program for elementary school teachers. It is designed to prepare teachers for National Board Certification. The program emphasizes the core propositions of the National Board for Professional

Teaching Standards:

Core Propositions:

Proposition 1: *Teachers are committed to students and their learning.*

Teachers recognize individual differences in their students and adjust their practice accordingly. Teachers have an understanding of how students develop and learn. Teachers treat students equitably. Teachers' mission extends beyond developing the cognitive capacity of their students (the development of character, aspiration and civic virtues).

Proposition 2: *Teachers know the subjects they teach and how to teach those subjects to students.*

Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines. Teachers command specialized knowledge of how to convey a subject to students. Teachers generate multiple paths to knowledge.

Proposition 3: *Teachers are responsible for managing and monitoring student learning.*

Teachers call on multiple methods to meet their goals. Teachers orchestrate learning in group settings. Teachers place a premium on student engagement. Teachers regularly assess student progress. Teachers are mindful of their principle objectives.

Proposition 4: *Teachers think systematically about their practice and learn from experience.*

Teachers are continually making difficult choices that test their judgment. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Proposition 5: *Teachers are members of learning communities.*

Teachers contribute to school effectiveness by collaborating with other professionals. Teachers work collaboratively with parents. Teachers take advantage of community resources.

Courses titles and descriptions have been changed to reflect new program emphasis in research, standards, technology, and teaching for diversity. Some courses will be developed combining on-site and distance delivery.

Rationale:

In order to keep pace with current market demands, competition from other universities, changing models of literacy, and recent research, we have updated the course descriptions to reflect the current emphases. Changes have been made in the coursework we now offer, reflecting the movement toward performance standards and assessment. We believe that a conceptual framework for professional development should be based on sound ideas about teaching, learning, and professionalism. Experts in the field, such as Alan Tom (1999) who commented on the moribund state of Masters degree programs all over the country (Journal of Teacher Education, 50, 4: 245-254), subscribe to three "markers" in Masters programs: 1) teaching as an on-going, self-improvement (inquiry, analysis, and democratic thinking), 2) teaching as collegial work (cohorts, teams, group- and self-reflection), and 3) a focus on student learning (adherence to KNITS propositions). Our revisions address and embrace these markers.

The courses offered in this Program are designed to address the core propositions and principles outlined by the National Board for Professional Teaching Standards. Application for the program by January 1, 2001 will ensure consideration for the initial cohort group that will begin the program in Fall of 2001. Adherence to the course of studies outlined below will ensure completion of the "Master of

Education – Literacy” in 18 months. All courses include diversity, action, research, and technology components. We view this program revision as job embedded staff development that emphasizes curriculum analysis and student learning.

OLD CATALOG COPY

Master of Education – Reading – Elementary (32 semester hours)

This program is designed for students interested in developing an area of concentration in reading education while completing course requirements for professionalization of the Indiana Elementary License. For students who have completed a reading minor, the program will professionalize the minor and apply toward the post-master's non-degree program as an instructional supervisor in reading.

Degree Requirements

Basic Professional Courses: Curriculum, Instruction, and Media Technology 610--3 hrs.; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; Educational Psychology 521--3 hrs.; Elementary Education 660--3 hrs.

Major Area: Elementary Education 668--3 hrs.; 680--3 hrs.; 681--3 hrs.; 682--3 hrs.; 685--3 hrs.; 686--3 hrs.

Related Studies: 2 hours as approved by advisor.

Culminating Experience: Elementary Education 685 from the major area taken within the last 9 hours of the degree program.

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

NEW CATALOG COPY

Master of Education – Literacy – Elementary (32 semester hours)

This program is designed for students interested in developing an area of concentration in reading education while completing course requirements for professionalization of the Indiana Elementary License. For students who have completed a reading minor, the program will professionalize the minor and apply toward the post-master's non-degree program as an instructional supervisor in reading.

Degree Requirements

Basic Professional Courses: Curriculum, Instruction, and Media Technology 610--3 hrs.; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; Educational Psychology 521--3 hrs.; Elementary Education 660--3 hrs.

Major Area: Elementary Education 668--3 hrs.; 680--3 hrs.; 681--3 hrs.; 682--3 hrs.; 685--3 hrs.; 686--3 hrs.

Related Studies: 2 hours as approved by advisor.

Culminating Experience: Elementary Education 685 from the major area taken within the last 9

hours of the degree program.

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

Comparison of Current and Proposed Program

While the course numbers remain the same, the courses have been revised to reflect new national standards, market demands, and research advances in the past ten years. The old program, while adequate to ensure sound teaching practices in the field, does not adequately focus on advances in action research, teaching for diverse populations, and technology. Therefore, new program course revisions focus on today's demands: teaching for diversity, action research in the classroom, and the infusion of technology. The new program adheres to recent national standards proposed by the National Board for Professional Teaching Standards.

The following is a correction of text 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]*.

COURSE REVISIONS

SCHOOL OF TECHNOLOGY

SOT 899 **Dissertation--3 hours.** A required course for all doctoral students. Offered by arrangement with the chairperson of the dissertation committee. Registration must be a total of 18 semester hours with 9 from Indiana State University and 9 from the Consortium University of the chair of the dissertation committee. Prerequisite: admission to candidacy.

Change credit hours and description to:

[SOT 899 A-E] **Dissertation—1-9 hours.** The requirement for all doctoral students is 9 hours with ISU, a total of 18 hours is required. Offered by arrangement with the chairperson of the student's dissertation committee. Credit registration must have 9 hours of the 18 hours from ISU and 9 from the University of the dissertation chairperson. Select course subscript to match department of the advisor.