



Academic Notes

APRIL 25, 2005

AN 2004-2005

****SPECIAL NOTICES****

SPRING FACULTY MEETING--ALL FACULTY ARE ENCOURAGED TO ATTEND.

President Lloyd Benjamin and Provost Jack Maynard will be making their Spring Address to Faculty next Tuesday, April 26, at 3: 15 p.m. in Dede II. Brief reports will be presented from Faculty Senate standing committee chairs. Refreshment will be served.

FACULTY ATTENDANCE FORM FOR SPRING COMMENCEMENT

All Faculty are asked to go to the Academic Affairs Web site and fill out the Faculty Attendance form for Spring Commencement 2005 at <http://web/acadnotes/commencement.htm>. After completing the attendance form, click on the submit button, and it will be sent directly to the Office of the Provost. A form can also be found on the last page of this document. Please complete the attendance form no later than 5:00 p.m., Wednesday May 4, 2005. If you have questions, please contact Donna Royse at x2307.

IT IS TIME ONCE AGAIN FOR THE DIAL-A-STUDENT CAMPAIGN!

Our campaign goal is to contact all students who have been admitted for the 2005 Fall semester and to confirm their Sycamore Advantage date. The Office of Admissions has scheduled the Dial-A-Student Campaign to take place on Wednesday, May 18 and Thursday, May 19 at the Office of Admissions. Training is from 5:30pm-6:00pm then calls will be made from 6:00pm-9:00pm each night.

We are asking for volunteers to assist us with the calls. All faculty and staff are encouraged to get involved. There will be a Western theme, prizes to be awarded, and dinner each evening! Cash prize of \$250 first place, \$150 Second Place, \$100 Third Place and many other large prizes.

We hope you take advantage of the opportunity to speak to admitted students who will be in your departments this Fall!

If you would like more information or would like to volunteer, please contact Scott Tieken at x4399, or e-mail him at stieken1@isugw.indstate.edu.

SPECIAL NOTICES: Continued.

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2005

Below is the circulation schedule for the hard copy of *Academic Notes* through May 2, 2005. 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/> –.

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2005

<u>Deadline for Items</u>	<u>Issue Date</u>
April 27	May 2

FACULTY GOVERNMENT

UNIVERSITY FACULTY SENATE REPORT FOR APRIL 12, 2005

The Faculty Senate Executive Committee met Tuesday, April 12, 2005, in HMSU 227.

Administrative Report

Provost Maynard reported on visitors to campus; that the faculty searches are nearly completed; that admissions for Fall semester are nearly stable.

Chairperson's Report

H.Hudson reminded the Committee that the retirement tea will be on April 28 from 2-4 in Dede I. She reported on the Leadership Conference in Indianapolis.

Fifteen Minute Open Discussion

- issues from leadership meeting
- faculty attendance at commencement-ways to improve.

Actions

- approved minutes with modifications, 8-0-1
- motion to accept AAC's Faculty Count and share it with Senate, 8-0-1;
- motion to accept AAC's Professional Satisfaction Survey, 8-0-1, after much discussion;
- motion to accept report of Notebook Initiative Committee, 8-0-1;
- sent faculty nominees for Programs of Distinction Committee and Promising Scholars Committee-to Provost Maynard.

Adjournment at 5:50 p.m.

FACULTY GOVERNMENT: Continued.

UNIVERSITY FACULTY SENATE
REPORT FOR APRIL 19, 2005

The Faculty Senate Executive Committee met Tuesday, April 19, 2005, in HMSU 227.

Administrative Report

Provost Maynard commented on the Faculty Awards Banquet; procedures for interim dean nominations; continuing concern over budget picture.

Chairperson's Report

H.Hudson reminded the Committee that the Spring Faculty Meeting will be April 26 at 3:15 in Dede II, and the retirement tea will be on April 28 from 2-4 in Dede I. She met with chairs of two college governance bodies. She further commented that the Professional Survey results are on the Senate website; that she wrote a letter to Sue Laughlin; that the Trustees meet next week on Friday.

Fifteen Minute Open Discussion

- capital expenditures;
- laptop initiative re-presented to SG;
- student recreation facility referendum successful;
- capital campaign.

Actions

- approved minutes with modifications, 8-0-1
- approved from CAAC: Martial Arts Minor, 8-0-1;
- thanked H. Hudson for her excellent service/vision/dedication/support for units on campus.
- heard standing committee reports.

Adjournment at 4:30 p.m.

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF ARTS AND SCIENCES: Psychology

Felix Thoemmes will defend his thesis, entitled *Error Management Theory and the Hostile Attribution Bias*, at 3:00 p.m. on Monday, May 2, 2005 in Root Hall, Room B-230. The members of his committee are Dr. Virgil Sheets, chairperson, Dr. Veanne Anderson, and Dr. Chris Gore.

PROGRAM ARTICULATIONS AGREEMENTS

Program articulations agreements between Indiana State University and our two-year partner institutions allow students to complete a specific associate degree program at another institution and receive credit toward a specific bachelor's degree program at Indiana State University. Each agreement details the transfer courses accepted for credit at ISU, the courses needed to complete the bachelor's degree, and any other requirements or guidelines that apply. The following agreements have recently been approved:

Lake Land College:

AAS in Electronic Engineering Technology to BS Electronics Technology

Final 4/15/2005

CURRICULUM

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UNDERGRADUATE PROPOSALS

NEW COURSES

COLLEGE OF TECHNOLOGY: Electronics and Computer Technology

ECT 475 Database Applications for Technology II--3 hours. This course is the second half of a two-semester sequence in relational database theory and application. The course takes up where ECT 375 left off, and covers advanced concepts and topics of relational databases and their design including: transaction management, distributed databases, object-oriented databases, Structured Query Language (SQL), data warehousing, databases in e-commerce, web-based databases, and database administration. The course presents a practical, hands-on approach to advanced database design, implementation and maintenance by utilizing advanced Microsoft Access projects to supplement the theory covered in the primary textbook. Prerequisite: Electronics and Computer Technology 375 or Computer Science 457 with consent of instructor.

Preferred Effective Term: Spring 2006

COLLEGE OF TECHNOLOGY: Industrial and Mechanical Technology

IMT 461 The Automobile Industry: The First 100 Years--3 hours. A societal perspective of the automobile industry focusing on relevant social conditions and personal relationships that advanced the automobile industry from inception to the 1990's. Students will engage in research with in-depth presentations of automotive related social issues conforming to the manuscript writing styles of the AP A. Students will share interpretations of historical automotive texts and enter into dialogue with their peers, and participate in critiquing fellow student presentations. (Prerequisite: Junior standing or consent of the instructor.)

Preferred Effective Term: Fall 2005

COURSE REVISION

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 412 Abstract and Linear Algebra--3 hours. An introduction to algebraic structures, with emphasis on the number systems encountered in middle and high schools. Also, elements of linear algebra, including matrices and determinants. Not open to liberal arts mathematics majors and minors. Prerequisite: Math 131 or 301.

Change description to:

MATH 412 Abstract and Linear Algebra--3 hours. An introduction to algebraic structures, with emphasis on the number systems encountered in middle and high schools. Also, elements of linear algebra, including matrices and determinants. Prerequisite: Math 131 or 301.

Preferred Effective Term: Summer I 2005

UNDERGRADUATE PROPOSALS: continued.

COURSE BANKING

COLLEGE OF EDUCATION: Elementary, Early, and Special Education

SPED 101 Seminar I--1 hour. This seminar provides the entering student with an orientation to the field of special education, an introduction to the field of special education, an introduction to different majors within special education, career opportunities, licensing requirements of the field, etc.

Preferred Effective Term: Fall 2005

SPED 199 Practicum I--1 hour. The field experience course provides students the opportunity to observe and interface with a range of individuals with exceptional abilities in a variety of settings. Four hours of observations and/or classroom time per week are required. Prerequisite: concurrent enrollment in 102.

Preferred Effective Term: Fall 2005

SPED 202 Techniques of Teaching--2 hours. This course will provide a range of teaching techniques including specific and applied instructional strategies. The concepts of direct instruction and concept instruction will be presented in depth as directly related to the teaching of reading, math, and spelling skills. Prerequisites: 102 and concurrent enrollment in 199 or 299.

Preferred Effective Term: Fall 2005

SPED 299 Practicum II--1-2 hours. This course provides a field-based, supervised practicum experience with special needs students in two or more field-based settings. A heavy emphasis is placed on implementing skills taught in Special Education 202. Four hours of observation and/or classroom time are required per week for each credit hour. Prerequisite: concurrent enrollment in 202.

Preferred Effective Term: Fall 2005

SPED 302 Learning Disabilities--3 hours. This course provides specific information relative to the characteristics, etiology, assessment, and teaching techniques for individuals with learning disabilities. Prerequisites: TEP-I and Phase IIA.

Preferred Effective Term: Fall 2005

SPED 305 Parents and Paraprofessional Training: Consultant Strategies--3 hours. This course includes specific techniques for working with parents, training and working with paraprofessionals, and consultation skills with regular classroom teachers. Prerequisites: TEP-I and Phase IIA.

Preferred Effective Term: Fall 2005

UNDERGRADUATE PROPOSALS: Course Banking – continued.

SPED 306 Seminar II--1 hour. This seminar experience is intended to provide students with an opportunity to evaluate their special education program, to allow faculty to review with students any skill deficiencies relative to their required practicum checkout, provide orientation to student teaching and internship, and other matters. Prerequisites: TEP-I, Phase IIA, and consent of department.

Preferred Effective Term: Fall 2005

SPED 308 Emotionally Disturbed--3 hours. This course provides systematic information relative to the characteristics, etiology, assessment, and teaching techniques for individuals who are emotionally disturbed. Prerequisites: TEP-I and Phase I.

Preferred Effective Term: Fall 2005

SPED 309 Legal and Contemporary Issues in Special Education--2 hours. This course provides students with a thorough overview of major legislation relating to individuals with handicaps, including but not limited to P.L. 94-142, and Indiana Rule S-1. Other contemporary issues will be discussed as well. Prerequisites: TEP-1 and Phase IIA.

Preferred Effective Term: Fall 2005

SPED 399 Practicum Checkout--1 hour. This course is the culminating experience for the junior year. After review and in-class demonstrations, students will complete a one-half day teaching experience in a selected classroom. Successful completion of this experience is required for progression to student teaching or the internship. Prerequisites: TEP-I, Phase II, and consent of the department.

Preferred Effective Term: Fall 2005

SPED 401 Seminar III--2 hours. This seminar experience is intended to provide students with an opportunity to evaluate their special education program, to allow faculty to review with students any skill deficiencies relative to their required practicum checkout, to provide an orientation to student teaching and internship, and other related matters as prescribed by the instructor. Prerequisites: TEP-II and Phase IIB.

Preferred Effective Term: Fall 2005

***SPED 428 Tests and Measurement**--3 hours. The nature and theory of intelligence and its measurement. Group tests are surveyed and practice with some of them is required. An introduction is given to several individual tests of intelligence. Prerequisite: TEP-II.

Preferred Effective Term: Fall 2005

UNDERGRADUATE PROPOSALS: Course Banking – continued.

SPED 451 Case Studies in Emotional Disturbance--3 hours. Didactic material integrated into a case studies approach provides future teachers with information and underlying considerations for selecting appropriate goals and objectives for students in severely emotionally disturbed classes. Practice in stating these goals and objectives in an IEP is also provided. Prerequisites: TEP-I, Phase IIA, and concurrent enrollment in 462.

Preferred Effective Term: Fall 2005

***SPED 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. Prerequisites: admission to TEP-II.

Preferred Effective Term: Fall 2005

SPED 462 Psychoeducational Strategies with the Emotionally Disturbed--3 hours. This course provides a survey of diverse psychoeducational strategies derived from different theoretical models and practice in their application. Prerequisites: TEP-I, Phase IIA, and concurrent enrollment in 451.

Preferred Effective Term: Fall 2005

SPED 488C Supervised Student Teaching: Severe Emotional Disturbance--13 hours. This course involves full-time classroom experience in a special education classroom for students with severe emotional disturbance. Students may have two placements, each eight weeks in length in two different sites, one at the elementary level and one at the junior high or senior high level. Prerequisites: TEP-II and Phase IIB.

Preferred Effective Term: Fall 2005

SPED 499 Internship--8 hours. This course is a totally field-based, national in scope, experience for special education majors. Prerequisites: Phase IIIA and consent of department.

Preferred Effective Term: Fall 2005

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

Preferred Effective Term: Fall 2005

PROGRAM REVISION

COLLEGE OF EDUCATION ELEMENTARY, EARLY, AND SPECIAL EDUCATION SPECIAL EDUCATION

Summary:

This revision fixes two issues. One, it "rearranges" the program in the catalog to fit the need of DARS so that it will work for ELE/SPED majors. Second, SPED students had already gained much of the base knowledge prior to CIMT 301/302 - considered an entry pedagogical course for all-grade and 5-12 majors. This change makes for a smoother transition for the students while covering all necessary school settings.

Rationale:

As stated above, the inability of this program to utilize DARS has been problematic for advisors and students. Staff in ESS worked with DARS staff to reorganize the language of the curriculum to make it compatible.

Currently, students entering 301/302 had already obtained much of the pedagogical background taught in these courses through the ELED blocks required. However, CIMT 301/302 gives needed middle school experience and knowledge. Currently, SPED majors do not receive any high school experience. Therefore, the 6 credits of CIMT 301/302 are switched with CIMT 410M - a middle school experience course for ELED majors, and CIMT 400/L - a high school course and practicum. This will add 1 credit on to the major.

Current Catalog Copy:

Special Education Major, Dual Licensure with Elementary Education Major

The student who desires to be a special education teacher for mild interventions must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree provided the foreign language requirement is fulfilled. The Special Education Program at Indiana State University requires students to complete professional education along with the General Education and additional subject matter requirements for the elementary education major. Satisfactory completion of the program will make the individual eligible for the Initial Practitioner License in the State of Indiana provided that the individual satisfies the test requirements. Upon completion of this program, the holder will be licensed for mild intervention special education at all grade levels and for the general classroom in elementary, primary, and intermediate school settings.

Major in Special Education–Mild Intervention

A minimum grade point average of 2.5 is required with no grade less than C. Also see the General Education and additional subject matter and professional education for the elementary education major above. Special education courses are sequenced and specified to be taken as part of particular blocks of the elementary program.

Required Courses: Special Education: 102--3 hrs., 200--3 hrs., 215--3 hrs., 315--3 hrs., 316--3 hrs., 320--3 hrs., 400--3 hrs., 405--5 hrs.; Curriculum, Instruction, and Media Technology 301--3 hrs, 302--3 hrs.

Proposed Catalog Copy:

Special Education Major, Dual Licensure with Elementary Education Major

The student who desires to be a special education teacher for mild interventions must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree provided the foreign language requirement is fulfilled. **The Special Education Program at Indiana State University requires students to complete professional education along with the General Education and additional subject matter requirements for the elementary education major.** Satisfactory completion of the program will make the individual eligible for the Initial Practitioner License in the State of Indiana provided that the individual satisfies the test requirements. Upon completion of this program, the holder can be licensed for mild intervention special education at all grade levels and for the general classroom in elementary, primary, and intermediate school settings.

Major in Special Education–Mild Intervention (33 semester hours)

A minimum grade point average of 2.5 is required with no grade less than C. Also see the General Education and additional subject matter and professional education for the elementary education major above. Special education courses are sequenced and specified to be taken as part of particular blocks of the elementary program. The courses listed below are additions to the Elementary Education program. Students in this program must complete all requirements for the Elementary Education major along with these additional courses.

Required Courses: Special Education 102--3 hrs.

Foundations Block I: Special Education 200--3 hrs. (to be taken with Elementary Education Block I)

Teaching-Learning Block II: Special Education 215--3 hrs. (to be taken with Elementary Education

Block II)

Methods-Content Block III: Special Education 315--3 hrs. (to be taken with Elementary Education Block III)

Methods-Content Block IV: Special Education 316--3 hrs., 320--3 hrs. (to be taken with Elementary Education Block IV)

UNDERGRADUATE PROPOSALS: Special Education - continued.

All Grade Block: Special Education 400--3 hrs.; Curriculum, Instruction, and Media Technology 400--3 hrs, 400L--3 hrs., and 410M--3 hrs.

Practicum Block V: Special Education 405--5 hrs. (to be taken with Elementary Education Block V)

Preferred Effective Term: Fall 2005

PROGRAM SUSPENSIONS

COLLEGE OF EDUCATION

ELEMENTARY, EARLY, AND SPECIAL EDUCATION

SPECIAL EDUCATION: MILD DISABILITIES ALL GRADE MINOR PROGRAM

MAJOR CODE: 8528

Summary and Rationale:

Due to the new state teacher licensure requirements, it is not possible for this program to add a K-12 Special Education license to a license. In addition, the courses in the catalog support that this program are no longer offered or available to students.

Current Catalog Copy:

Special Education: Mild Disabilities All Grade Minor Program (45 semester hours)

The special education minor in mild disabilities enables students to teach in a classroom for the mild disabilities at all grade levels. The minor can be added to any instructional license.

To earn a minor in special education, the student must complete the following courses with a grade point average of 2.5 and no grade less than C:

Special Education 101—1 hr.; 102—3 hrs.; 199—1 hr.; 201—3 hrs.; 202—2 hrs.; 299—1 hr.;
300—3 hrs.; 301—3 hrs.; 302—3 hrs.; 303—3 hrs.; 304—2 hrs.; 305—3 hrs.; 306—1 hr.;
307—2 hrs.; 308—3 hrs.; 309—2 hrs.; 399—1 hr.; 488A—8 hrs.

Proposed Catalog Copy:

None.

Preferred Effective Term: Fall 2005

UNDERGRADUATE PROPOSALS: Special Education Area of Concentration - continued.

**COLLEGE OF EDUCATION
ELEMENTARY, EARLY, AND SPECIAL EDUCATION
SPECIAL EDUCATION AREA OF CONCENTRATION**

Summary and Rationale:

The courses in the catalog support that this program, are no longer offered or available to students. The department has no plans to be able to offer those courses. Enrollment in these courses would not be sufficient to sustain the program.

Current Catalog Copy:

Special Education Area of Concentration (16 semester hours)

Students who do not want to complete a major or minor in special education leading to licensure may complete an area of concentration program. This area of concentration is composed of 16 selected hours designed to provide the student a broad exposure to the field without the full rigor associated with that of the major or minor in special education. Completion of the area of concentration does not lead to teacher licensure. However, this program will satisfy the core requirements of the graduate minor in special education.

To earn an area of concentration in special education, the student must complete the following courses:

Special Education 102—3 hrs.; 199—1 hr.; 201—3 hrs.; 300—3 hrs. Two of the following courses dealing with an area of disability are required: 301, 302, or 308—6 hrs.

Proposed Catalog Copy:

None.

Preferred Effective Term: Fall 2005

GRADUATE PROPOSALS

COURSE REVISION

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 512 Abstract and Linear Algebra--3 hours. An introduction to algebraic structures, with

emphasis on the number systems encountered in middle and high schools. Also, elements of linear algebra, including matrices and determinants. Not open to liberal arts mathematics majors and minors. Prerequisite: Math 230 or 301.

Change description and prerequisites to:

MATH 512 Abstract and Linear Algebra--3 hours. An introduction to algebraic structures, with emphasis on the number systems encountered in middle and high schools. Also, elements of linear algebra, including matrices and determinants. Prerequisite: Math 131 or 301.

Preferred Effective Term: Summer I 2005

UNDERGRADUATE GENERAL EDUCATION APPROVALS

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 492 History of Mathematics--2 hours. The history of mathematics for the teacher of secondary school mathematics. The course may be taken during the professional semester. Prerequisites: 18 hours of mathematics.

Change description and credit hours to:

MATH 492 History of Mathematics--3 hours. The history of mathematics. Mathematics will be studied through an historical perspective with an emphasis on fitting mathematics into larger social and scientific contexts. This will help students see that mathematics is not often taught from the perspective of its original development. **Prerequisites: Math 131, 132 and either Math 231 or one Math or CS course numbered 300 or above; and at least 78 credit hours and seven of nine required Liberal Studies courses.** See the General Education section of the *Catalog* for a complete description of the capstone requirement. [GE2000: Capstone Course (open to all providing all prerequisites are met.

Preferred Effective Term: Spring 2005

UNDERGRADUATE APPROVALS

COURSE REVISION

COLLEGE OF BUSINESS: Organizational

MKTG 442 Advertising Policy and Management--3 hours. The management of effective advertising programs, including the setting of objectives, media, and appeal selection, budgetary factors as well as economic and social implications of advertising. Prerequisite: 334.

Change prerequisites to:

MKTG 442 Advertising Policy and Management--3 hours. The management of effective advertising programs, including the setting of objectives, media, and appeal selection, budgetary factors as well as economic and social implications of advertising. Prerequisite: 301 or Business 361.

Preferred Effective Term: Spring 2006

COURSE BANKING

COLLEGE OF HEALTH AND HUMAN PERFORMANCE: Health, Safety, and Environmental Health Sciences

HLTH 320 Human Aspects of Ecology--3 hours. Study of the ecological forces which influence man's health both quantitatively and qualitatively, and how man adapts to his

environment in order to assure survival.

Preferred Effective Term: Fall 2005

UNDERGRADUATE APPROVALS: continued.

COURSE REACTIVATIONS

COLLEGE OF ARTS AND SCIENCES: Economics

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

Preferred Effective Term: Summer I 2005

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

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

Preferred Effective Term: Fall 2005

PROGRAM REVISIONS

COLLEGE OF ARTS AND SCIENCES LANGUAGES, LITERATURES, AND LINGUISTICS SINGLE LANGUAGE OPTION

Summary:

This modification replaces 3 hours of electives with 321, a required advanced conversation course. The number of hours of electives would be reduced from 18 to 15.

Rationale:

Teachers must be able to speak in their language at the high intermediate level. 321 Advanced Conversation is designed to emphasize the areas of oral proficiency : pronunciation, vocabulary, idioms, listening comprehension, and general fluency.

UNDERGRADUATE APPROVALS: LLL-Single Language Option - Continued.

Old Catalog copy

**Major in Languages, Literatures, and Linguistics (39 semester hours)
Single Language Option (French, German, or Spanish)**

Core Requirements for all Major Options

Required courses: Languages, Literatures, and Linguistics 200--3 hrs; 400--3 hrs

Additional Requirements: A minimum 2.5 GPA in all Languages, Literatures, and Linguistics course work must be maintained. No course work below the 200-level may be counted toward the major.

Additional Requirement: 33 hours in the primary language area (French, German, or Spanish) to be distributed as follows: 201--3 hrs.; 202--3 hrs. or equivalent of these two courses (which have as prerequisites 101 and 102 or equivalent level of proficiency); 301--3 hrs., 303--3 hrs., 3 hours in a culture course at the 300/400 level; plus 18 additional hours of electives at the 300/400 level.

Note: For purposes of licensure, students pursuing the major on the teaching track must include in their 33 hours at least 3 hours of 300/400-level course work in literature within the primary area. Linguistics 316; Languages, Literatures, and Linguistics 460; or Languages, Literatures, and Linguistics 490 and Languages, Literatures, and Linguistics 402 (as approved by the advisor) are also required.

New Catalog Copy

**Major in Languages, Literatures, and Linguistics (39 semester hours)
Single Language Option (French, German, or Spanish)/Additional Requirements**

Core Requirements for all Major Options

Required courses: Languages, Literatures, and Linguistics 200--3 hrs; 400--3 hrs

Additional Requirements: A minimum 2.5 GPA in all Languages, Literatures, and Linguistics course work must be maintained. No course work below the 200-level may be counted toward the major.

Additional Requirements: 33 hours in the primary language area (French, German, or Spanish) to be distributed as follows: 201-- 3 hrs.; 202--3 hrs. or equivalent of these two courses (which have as prerequisites 101 and 102 or equivalent level of proficiency); 301--3 hrs., 303--3 hrs., 321--3 hrs., 3 hours in a culture course at the 300/400 level; plus 15 additional hours of electives at the 300/400 level.

Note: For purposes of licensure, students pursuing the major on the teaching track must include in their 33 hours at least 3 hours of 300/400-level course work in literature within the primary area. Linguistics 316; Languages, Literatures, and Linguistics 460; or Languages, Literatures, and Linguistics 490 and Languages, Literatures, and Linguistics 402 (as approved by the advisor) are also required.

Preferred Effective Term: Fall 2005

COLLEGE OF ARTS AND SCIENCES

LIBERAL STUDIES

A.A. LIBERAL STUDIES – HUMAN INTERACTION AND EXPRESSION

SUMMARY:

The proposed curriculum is a revision of the recently approved Human Interaction and Expression Concentration used in the Liberal Studies Associate of Arts degree program offered for the incarcerated population.

- 1) The revision eliminates ENG 130 from the curriculum, since it is no longer offered in the prison setting.
- 2) The total number of hours required for the degree remains the same by adjusting other already approved elective courses in the concentration. Instead of selecting one course from among CRIM 150, CRIM 280, and COMM 105, the student will take CRIM 150 and either CRIM 280 or COMM 105.

RATIONALE:

The proposed revision of the Human Interaction and Expression Concentration reflects the lived curriculum. Additionally, the revision will enable proper DARS coding.

CATALOG COPY

The catalog copy for the Liberal Studies program will remain unchanged. Students in the prison settings will receive a copy of the defined curriculum; however, it will not be published in the catalog because it will not be open officially to on-campus students in the Liberal Studies program.

Preferred Effective Term: Fall 2005

COLLEGE OF ARTS AND SCIENCES

PHYSICS

B.A./B.S. PHYSICS CORE CURRICULUM

Executive Summary:

We are proposing to create a new continuation course, with a laboratory component, to establish a regular sophomore sequence for physics majors (see proposals for PHYS 216 Modern Physics II (3 credits) and PHYS 216L Modern Physics II Laboratory). These 4 credits will be required for the physics major and minor as part of the core curriculum. The total required credit hours will be kept constant by removing the continuation courses PHYS 311 Analytical Mechanics II and PHYS 342 Electricity & Magnetism II, which are two credit hours each, from the major requirements. PHYS 311 and 356, both two credit hours, will be removed from the minor requirements. These courses will become Electives.

Rationale:

Currently, there is only one sophomore level class for physics majors (Modern Physics). As a consequence, majors enter junior levels early and without adequate preparation. The creation of Modern Physics II will improve coverage at the freshman/sophomore level and give students the required background before entering junior level courses. This should improve coverage in the first semester junior level courses, making the continuation courses optional. Note that the proposal includes re-numbering Modern Physics from 396 to 215. Changes are indicated for convenience. The proposal calls for the revision of the Physics core curriculum only. There are no changes to the emphases as they currently exist. Please note that although these curricular paths are described as major and minor, they are in fact principal and supporting areas for an interdisciplinary major in science education, which has no minor. The principal and supporting areas guarantee the integrity of the content area for teacher licensure. A proposal to change the name of the science content areas is pending. The increase in hours for the supporting area is in keeping with the requirement to assess standards for teacher licensure in the case of students adding content areas to existing licenses.

New Catalog Copy:

Physics Major (60-62 semester hours)

Core Curriculum (40 semester hours)

Required Physics courses: 205--4 hrs.; 205L--1 hr.; 206--4 hrs.; 206L--1 hr.; 215--3 hrs.; 215L--1 hr.; 216--3 hrs.; 216L--1 hr.; 310--3 hrs.; 341--3 hrs.

Required Mathematics: 131--4 hrs.; 132--4 hrs.

Required Chemistry: 105--3 hrs.; 105L--1 hr.; 106--3 hrs.; 106L--1 hr.

[Emphases: No Changes]

Physics Minor (32 semester hours)

Required Physics: 205--4 hrs.; 205L--1 hr.; 206--4 hrs.; 206L--1 hr.; 215--3 hrs.; 215L--1 hr.; 216--3 hrs.; 216L--1 hr.; 310--3 hrs.; 341--3 hrs.

Required Mathematics: 131--4 hrs.; 132--4 hrs.

Preferred Effective Term: Fall 2005

UNDERGRADUATE APPROVALS: Continued.

**COLLEGE OF EDUCATION
ELEMENTARY, EARLY, AND SPECIAL EDUCATION
EARLY CHILDHOOD EDUCATION MAJOR**

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

New Catalog Copy, Change description to:

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

Preferred Effective Term: Summer I 2005

**COLLEGE OF EDUCATION
ELEMENTARY, EARLY, AND SPECIAL EDUCATION
ELEMENTARY EDUCATION MAJOR**

Current Catalog Copy:

Elementary Education Major (124 semester hours minimum)

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the *UNDERGRADUATE APPROVALS: Elementary Education Major - Continued.*

bachelor of science degree or the bachelor of arts degree provided 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 the test requirements. Upon completion of this degree, the holder will be licensed in the elementary, primary, and intermediate school setting.

New Catalog Copy, Change description to:

Elementary Education Major (124 semester hours minimum)

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree provided 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 the test requirements. Upon completion of this degree, the holder can be licensed in the elementary, primary, and intermediate school setting.

PROGRAM ELIMINATION

COLLEGE OF ARTS AND SCIENCES FAMILY AND CONSUMER SCIENCES FAMILY LIFE EDUCATION MINOR

Executive Summary and Rationale:

The Family Life Education Minor no longer meets the IPSB requirements for Licensure and should be eliminated. The Family Life Education Minor serves no other purpose than to enable students to add an area to a Rules 46-47 license. That option will no longer be possible.

Old Catalog Copy

Family Life Education Minor (24-25 semester hours)

This minor may be added to any instructional license. Its coverage is the grade level of the license, with the exception of the All Grade License. Coverage of the family life education minor on the All Grade License is grades 5-12. .

Required Family and Consumer Sciences Courses: Child Development and Family Life: 336-

-3 hrs.; 437--3 hrs.; 438--3 hrs.; 440--2 hrs. or 441--3 hrs.; 449--1 hr.; Family Economics:

301--3 hrs.; Food and Nutrition: 201--3 hrs.

Psychology: 100--3 hrs.

Sociology: 280--3 hrs., 260--3 hrs., or 460--3 hrs.

New Catalog Copy

None.

Preferred Effective Term: Fall 2005

GRADUATE APPROVALS

NEW COURSE

COLLEGE OF ARTS AND SCIENCES: Language, Literatures, and Linguistics

LLL 590 **Language Teaching Methods**--3 hours. An examination of past and current methods and techniques for language teaching. Students will examine, develop, and evaluate curriculum materials for the language classroom and demonstrate application of teaching and learning theory through microteaching lessons.

Preferred Effective Term: Summer I 2005

COURSE REVISIONS

COLLEGE OF EDUCATION: Education Leadership, Administration, and Foundations

ELAF 686 **Academic Leadership in Higher Education**--3 hours. Designed to provide emphasis on concepts of academic leadership as they relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in higher education.

Change number to:

ELAF 786 **Academic Leadership in Higher Education**--3 hours. Designed to provide emphasis on concepts of academic leadership as they relate to organizational structure, staff productivity, and leadership in the change process with respect to curriculum, instruction, faculty development, and faculty personnel policies in higher education.

Preferred Effective Term: Fall 2005

COURSE REACTIVATION

COLLEGE OF ARTS AND SCIENCES: African and African American Studies

***AFRI 591** **International Relations of Africa**--3 hours. An examination of the role of African states in world politics. Emphasis will be placed on north-south, east-west, and inter-African relations. (Also listed as Political Science 575.)

Preferred Effective Term: Fall 2005

**Course has undergraduate equivalent*

GRADUATE APPROVALS: *Continued.*

PROGRAM REVISIONS

COLLEGE OF EDUCATION ELEMENTARY, EARLY, AND SPECIAL EDUCATION GIFTED AND TALENTED LICENSE

Current Catalog Copy:

Gifted and Talented Endorsement (15 semester hours)

The endorsement must be completed at the graduate level; however, Special Education 490--3 hrs. and 491--3 hrs. may be taken at the undergraduate level.

New Catalog Copy, Change description to:

Gifted and Talented Endorsement (15 semester hours)

The instructional license may be added to an existing license, but must be completed at the graduate level. However, Special Education 490--3 hrs. and 491--3 hrs. may be taken at the undergraduate level.

Preferred Effective Term: Summer I 2005

COLLEGE OF EDUCATION EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS M.Ed. AND NON DEGREE – SCHOOL ADMINISTRATION AND SUPERVISION

Summary and Rationale:

The purpose of the proposed revision is to provide students with an option for fulfilling their educational foundations requirement. The old condition required that students must complete ELAF 605- Philosophy of Education. Current staffing situations does not allow this course to be offered on a regular basis and each exception must be manually waived. Other courses, i.e. ELAF 607- History of Education, and ELAF 608- School and Society are often better suited to students' programs and educational needs. By giving students an option, advisors and students will be in a better position to select the course the helps students fulfill required outcomes and standards of leadership where most appropriate.

New Catalog Copy:

c.

Post-Master's, 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 the master's degree or as a part of the Post Master's, Non-Degree License Program, the following courses: Educational Leadership, Administration, and Foundations 605, 607, or 608--3 hrs; 650--3 hrs.; 655--3 hrs.; 656--3 hrs.; 681--3 hrs.; 683--3 hrs; 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 and must be taken concurrently. 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.

AND

Master of Education-School Administration and Supervision (39 semester hours)

The M.Ed.-school administration and supervision fulfills, in part, the requirements for the Building-Level Administration License prescribed by the Indiana Professional Standards Board. In order to qualify for the Building-Level Administration License, the student must complete the M.Ed.-school administration and supervision, must hold an Indiana teaching license, must present evidence of at least two years of teaching experience, and must pass the state licensure examination. A person who has completed a master's degree leading to other teaching licenses may qualify for the Building-Level Administration License by completing the Post-Master's, Non-Degree License Program for School Administration

(See below).

Degree Requirements

Required Courses: Educational Leadership, Administration, and Foundations 605.607. or 608 -3 hrs.; 650-3 hrs.; 655-3 hrs.; 656-3 hrs.; 681-3 hrs.; 683--3 hrs.; 758-6 hrs.; 793-6 hrs.; Curriculum, Instruction, and Media Technology 610, Counseling 620, or Educational Psychology 620-3 hrs.; Educational Psychology 621-3 hrs.; Elementary Education 660 or Curriculum, Instruction, and Media Technology 660-3 hrs.

Culminating Experience: Students develop a portfolio that documents and reflects upon their experiences during the two-semester internship. The portfolio must demonstrate their mastery of the knowledge, skills, and dispositions required for an effective school administrator as expressed in the Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers (ISLLC) Standards. The portfolio is

submitted at the conclusion of the internship for review by their campus supervisor and on-site mentor.

Preferred Effective Term: Fall 2005

GRADUATE APPROVALS: Continued.

**COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS
Ed.S. AND NON DEGREE – SCHOOL ADMINISTRATION AND SUPERVISION**

Summary and Rationale:

The purpose of the proposed revision is to provide students with options for fulfilling the testing admission requirements other than the GRE. The old condition required that students must take the GRE or substitute three years of successful administrative experience. The proposed revision would retain the GRE and experience requirement, but add the GMAT and Miller Analogies as other testing options. Additionally, currency (i.e., within the last 5 years) would be a test submission criterion for the GRE, GMAT, and Miller Analogies unless original scores were previously submitted and on file at ISU. The department faculty believes that assessments other than the GRE (i.e., GMAT and Miller Analogies) would be sound predictors of success for students in the Ed.S. program. Students have often taken assessments other than the GRE based on program and educational needs. By giving students an option, advisors and students will be in a better position to review the potential for program success in terms of required outcomes and standards of leadership. Finally, the old condition required a minimum GRE score of 450. Department faculty believe the minimum standard serves no useful purpose since the scores are reviewed in conjunction with all other admission criteria and desire to not require any minimum score.

New Catalog Copy:

c.

Ed.S. Degree in School Administration (62 semester hours minimum)

The Educational Specialist degree (Ed.S.) is regarded as an intermediate practitioner's degree and as such, is a continuation of work completed in pursuit of the M.Ed. The degree may serve as an avenue to professionalize the Elementary or Secondary School Administration License and/or it may qualify the student for the Indiana Standard Superintendent's License and/or leadership positions in education. A student admitted to a program leading to this degree must write an advanced thesis or otherwise demonstrate the competency to carry on individual research. The objective of the degree is to develop those skills and competencies which will make the student a more effective teacher, administrator, or professional service leader in school situations.

Admission Requirements

Students seeking admission must meet all requirements for admission to the School of Graduate Studies plus the following:

1. Hold a master's degree from an accredited college or university.
2. Have graduate work and experience commensurate with the student's objectives as

evaluated by a committee appointed by the Associate Dean of the College of Education.

3. Have an undergraduate grade point average of 2.5 or above.
4. Have a graduate grade point average of 3.25 or above with no deficiencies in the area chosen for advanced graduate study.

GRADUATE APPROVALS: School Administration and Supervision – continued.

5. Complete the General Tests of the Graduate Record Examinations,* Graduate Management Admission Test* (See GRE or GMAT section of this catalog concerning admission.) or Miller Analogies.* NOTE: Students may substitute three years of successful experience as a school administrator for the Graduate Record Examinations, Graduate Management, or Miller Analogies score requirement for admission. *Tests must have been taken within the last five years unless original scores were submitted and are on file at ISU.
6. Submit five letters of recommendation supporting the applicant's admission to the Educational Specialist degree program.
7. Hold or be eligible for the Standard License for either Elementary School Administration and Supervision or Secondary School Administration and Supervision.

Students with strong credentials generally may be considered for admission even if one of #3, 4, or 5 is slightly below the standard. Admission requires the approval of the admissions committee, the departmental chairperson, and the dean of the School of Graduate Studies.

Progress Toward the Degree

Preferred Effective Term: Fall 2005

COLLEGE OF EDUCATION EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS Ed.S. AND NON DEGREE – SCHOOL ADMINISTRATION AND SUPERVISION

Summary and Rationale:

The purpose of the proposed revision is to reduce the letters of recommendation from five to three to fulfill, in part, admission requirements for the Ed.S. Department faculty believe three letters sufficiently meets the intent of recommendation letters. Advisors believe they can review the potential for program success with only three letters of recommendation, negating the need for five.

New Catalog Copy:

c.

Admission Requirements

Students seeking admission must meet all requirements for admission to the School of Graduate Studies plus the following:

1. Hold a master's degree from an accredited college or university .
2. Have graduate work and experience commensurate with the student's objectives as evaluated by a committee appointed by the Associate Dean of the College of Education.
3. Have an undergraduate grade point average of 2.5 or above.
4. Have a graduate grade point average of 3.25 or above with no deficiencies in the area chosen for

advanced graduate study.

5. Attain a minimum score of 450 on each section of the General Tests of the Graduate Record Examinations. (See GRE or GMAT section of this Catalog concerning admission.) NOTE: Students may substitute three years of successful experience as a school administrator for the Graduate Record Examinations score requirement for admission.

GRADUATE APPROVALS: School Administration and Supervision – continued.

6. Submit three letters of recommendation supporting the applicant's admission to the Educational Specialist degree program.

7. Hold or be eligible for the Standard License for either Elementary School Administration and Supervision or Secondary School Administration and Supervision. Students with strong credentials generally may be considered for admission even if one of #3, 4, or 5 is slightly below the standard. Admission requires the approval of the admissions committee, the departmental chairperson, and the dean of the School of Graduate Studies.

Preferred Effective Term: Fall 2005

**COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP, ADMINISTRATION, AND FOUNDATIONS
PH.D. IN EDUCATIONAL ADMINISTRATION**

Summary and Rationale:

The purpose of the proposed revision is to reduce the letters of recommendation from five to three to fulfill, in part, admission requirements for the Ph.D. Department faculty believe three letters sufficiently meets the intent of recommendation letters. Advisors believe they can review the potential for program success with only three letters of recommendation, negating the need for five.

Current Catalog Copy:

Ph.D. Degree Program in Educational Administration (72 semester hours minimum)

The program in educational administration leading to the Doctor of Philosophy degree is designed to prepare selected persons for leadership roles in public school administration, college teaching and research, college and university administration, and governmental and industrial positions requiring competencies relevant to educational administration and research.

To be admitted to the program, the applicant must have held a valid teaching license, possess a master's degree, or have completed an academic discipline of 18 hours at the graduate level.

A **minimum** of 72 hours of graduate work beyond the bachelor's degree is required in addition to the successful completion of a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies.

Specialization in School Administration

A. Foundational Studies (a minimum of 15 hours)

To develop competencies through understanding of contributions from philosophical, sociological, historical, psychological, and research foundations of education.

GRADUATE APPROVALS: Program Revisions - Ph.D. Educational Administration – continued.

B. Educational Administration (a minimum of 36 hours)

To develop a knowledge and understanding in educational administration, including curriculum and supervision. The student may choose to develop a highly specialized knowledge and competency in such areas of educational administration as school finance and business management, school plant planning, school law, and the administration of higher education.

C. Ph.D. Core in Theory and Research in Educational Administration (a minimum of 12 hours)

To develop competencies and breadth of understanding in the application of theory and research the student must complete the following core in theory and research in educational administration:

Theory in Educational Administration, Research in Educational Administration, Statistical Methods, plus selected electives with an orientation in theory or research. Exemplary courses: Inferential Statistics, Research Seminar in Educational Law, Qualitative Research.

The program utilizes the use of distant learning, independent study, field experiences, and internships. The final program for each student will be developed by the student and the committee and will be based on background, interests, needs, and goals.

An alternative Wednesday Residency Program has been established for qualified Ph.D. students in the department. The residency will consist of course work to be offered on Wednesday during the fall and spring academic terms. In addition to educational administration courses, curricular experiences will be provided in statistical methods, and in foundations of modern education and educational thought. Students must enroll in both academic terms within the same academic year and must be prepared to commit to this campus experience all day each Wednesday of the academic year. The “residency” component of this Ph.D. program will serve as a culminating experience with regard to educational administration course work and will precede data collection and completing of the dissertation.

Specialization in Leadership in Higher Education

The Ph.D. program in educational administration with an emphasis on leadership in higher education is a blend of scholar/practitioner understandings and skills necessary in leading institutions of higher education. The program is designed for post-masters students and requires 45 semester hours of graduate work beyond a masters degree to be completed at ISU and successful completion of the dissertation as prescribed in the regulations of the School of Graduate Studies. Students are admitted into a doctoral cohort and commit to completion of the curriculum, as a cohort, over a two-year period.

Students selecting the specialization in leadership in higher education must complete a minimum of 72 credit hours of graduate work distributed over three core areas and including the following courses:

A. Basic Core (18 hours minimum)

Educational Leadership, Administration, and Foundations 687--3 hrs.; 708--3 hrs.; 752--3 hrs.; 755--3 hrs.; 760--3 hrs.; and 761--3 hrs.

GRADUATE APPROVALS: Program Revisions - Ph.D. Educational Administration – continued.

B. Internship Core (6 semester hours taken over a two-semester period)

Educational Leadership, Administration, and Foundations 891--6 hrs.

C. Advanced Core (21 hours minimum)

Educational Psychology 612--3 hrs.; 712--3 hrs.; Educational Leadership, Administration, and Foundations 686--3 hrs.; 763--3 hrs.; 806--3 hrs.; 850--3 hrs.; and 859--3 hrs.

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 Educational Administration 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 materials 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.
5. A detailed narrative highlighting the applicant's personal and professional contributions to leadership in education.

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.

New Catalog Copy:

Ph.D. Degree Program in Educational Administration (72 semester hours minimum)

The program in educational administration leading to the Doctor of Philosophy degree is designed to prepare selected persons for leadership roles in public school administration, college

GRADUATE APPROVALS: Program Revisions - Ph.D. Educational Administration – continued.

teaching and research, college and university administration, and governmental and industrial positions requiring competencies relevant to educational administration and research.

To be admitted to the program, the applicant must have held a valid teaching license, possess a master's degree, or have completed an academic discipline of 18 hours at the graduate level. A **minimum** of 72 hours of graduate work beyond the bachelor's degree is required in addition to the successful completion of a doctoral dissertation as prescribed in the regulations of the School of Graduate Studies.

Specialization in School Administration

A. Foundational Studies (a minimum of 15 hours)

To develop competencies through understanding of contributions from philosophical, sociological, historical, psychological, and research foundations of education.

B. Educational Administration (a minimum of 36 hours)

To develop a knowledge and understanding in educational administration, including curriculum and supervision. The student may choose to develop a highly specialized knowledge and competency in such areas of educational administration as school finance and business management, school plant planning, school law, and the administration of higher education.

C. Ph.D. Core in Theory and Research in Educational Administration (a minimum of 12 hours)

To develop competencies and breadth of understanding in the application of theory and research the student must complete the following core in theory and research in educational administration:

Theory in Educational Administration, Research in Educational Administration, Statistical Methods, plus selected electives with an orientation in theory or research. Exemplary courses: Inferential Statistics, Research Seminar in Educational Law, Qualitative Research.

The program utilizes the use of distant learning, independent study, field experiences, and internships. The final program for each student will be developed by the student and the committee and will be based on background, interests, needs, and goals.

An alternative Wednesday Residency Program has been established for qualified Ph.D. students in the department. The residency will consist of course work to be offered on Wednesday during the fall and spring academic terms. In addition to educational administration courses, curricular experiences will be provided in statistical methods, and in foundations of modern education and educational thought. Students must enroll in both academic terms within the same academic year and must be prepared to commit to this campus experience all day each Wednesday of the academic year. The "residency" component of this Ph.D. program will serve as a culminating experience with regard to educational administration course work and will precede data collection and completing of the dissertation.

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The Ph.D. program in educational administration with an emphasis on leadership in higher education is a blend of scholar/practitioner understandings and skills necessary in leading institutions of higher education. The program is designed for post-masters students and requires 45 semester

GRADUATE APPROVALS: Program Revisions - Ph.D. Educational Administration – continued.

hours of graduate work beyond a masters degree to be completed at ISU and successful completion of the dissertation as prescribed in the regulations of the School of Graduate Studies. Students are admitted into a doctoral cohort and commit to completion of the curriculum, as a cohort, over a two-year period.

Students selecting the specialization in leadership in higher education must complete a minimum of 72 credit hours of graduate work distributed over three core areas and including the following courses:

A. Basic Core (18 hours minimum)

Educational Leadership, Administration, and Foundations 687--3 hrs.; 708--3 hrs.; 752--3 hrs.; 755--3 hrs.; 760--3 hrs.; and 761--3 hrs.

B. Internship Core (6 semester hours taken over a two-semester period)

Educational Leadership, Administration, and Foundations 891--6 hrs.

C. Advanced Core (21 hours minimum)

Educational Psychology 612--3 hrs.; 712--3 hrs.; Educational Leadership, Administration, and Foundations 686--3 hrs.; 763--3 hrs.; 806--3 hrs.; 850--3 hrs.; and 859--3 hrs.

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 Educational Administration 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 materials before an admission decision will be made:

1. Completed application form.
2. Letters of recommendation from at least three 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.
6. Scores on Graduate Record Examinations General Tests.
7. A detailed narrative highlighting the applicant's personal and professional contributions to leadership in education.

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. Educational Administration – 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.

Preferred Effective Term: Fall 2005

PROGRAM SUSPENSION

COLLEGE OF ARTS AND SCIENCES

GEOGRAPHY, GEOLOGY, AND ANTHROPOLOGY

MA. GEOGRAPHY FOR TEACHING LICENSURE – MAJOR CODE: MA2182

Summary:

The faculty members of the Geography, Geology and Anthropology Department have agreed to bank the MA Geography for Teaching Licensure.

Current Catalog Copy:

Master of Arts in Geography (For Teacher Certification--32 semester hours minimum)

This program is designed for individuals who have completed a teacher preparation program under Rules 46-47; it does not lead to an initial teaching license. Students seeking to professionalize an Indian Standard Teaching License (Rules 46-47) must complete all requirements and submit the application for licensure to the Indiana Professional Standards Board no later than June 30, 2006.

Research: Geography 699—6 hrs.

Major: Geography 512—3 hrs.; 610—3 hrs.; 611—3 hrs.; and 612—2 hrs.

Other Requirements: 3 hours from Social Science Education 606 or Curriculum, Instruction, and Media Technology 660 or 662; 3 hours from Educational Foundations 605, 607, 608, or a departmental course approved by the Teacher Education Committee; 3 hours from Educational Psychology 521, 522, 625, Curriculum, Instruction, and Media Technology 611, or a departmental course approved by the Teacher Education Committee; and 3 hours of departmentally approved statistics (or proficiency).

Electives: 3-6 approved hours.

Culminating Experience: Successful defense of thesis or other research project. The specific program leading to the degree will be proposed for the candidate by his or her advisor in conference with the Geography Graduate Committee during the first semester of course work. Note: Rules 2002 licensure regulations are not presented in this Catalog because applicable regulations regarding teaching, administration, and school services licenses are in transition. Interested individuals are encouraged to consult with Education Student Services, College of Education at (812) 237-3131.

New Catalog Copy:

None.

Preferred Effective Term: Fall 2005

FACULTY ATTENDANCE FORM

Please provide the following information concerning your plans for the Commencement so that, if attending, you can be included in the lineup.

Attendance Form

Check one:

I shall participate in Commencement _____

I shall NOT participate in Commencement _____

Check one:

I have my own academic apparel _____

I have placed my order for rental of academic apparel from the ISU Bookstore (see form below) _____

Name: _____

Rank: _____

Year(s) Of Service at ISU: _____

**Please send this form :
Office of the Provost and Vice President for Academic Affairs by May 4, 2005
Parsons Hall, Room 208
(812) 237-2304
FAX: (812) 237-3607**