



# *Academic Notes*

April 28, 2008

AN 2007-2008

## **ACADEMIC NOTES PUBLICATION SCHEDULE** **FOR SPRING 2008**

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 5, 2008. 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 prior to the distribution of *Academic Notes* on the following Monday. Submissions must be in hard copy along with an e-mail, disk, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to *Academic Notes* that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. *Academic Notes* is available using Acrobat Reader at <http://www.indstate.edu/acad-aff/79.html>

## **ACADEMIC NOTES PUBLICATION SCHEDULE** **FOR SPRING 2008**

### **Deadline for Items**

April 30

### **Issue Date**

May 5

## **THESES, DISSERTATIONS, AND RESEARCH PROJECTS**

### **COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**Thomas Rea** will be defending his dissertation entitled *A Comparison of the Effects of Psychopathic Personality Features, Context and Incentives on Individual's Beliefs They Would Malingering*, on Friday, May 30, 2008, at 1:00 p.m. in Root Hall, room B-141. Members of his committee are: Dr. Jennifer Boothby, Chairperson; Dr. Tom Johnson and Dr. Mike Murphy.

### **COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**Breanna N. Gile** will defend her dissertation entitled *Increasing Oral Reading Fluency in Children Diagnosed with Autism Spectrum Disorders* on Thursday, May 8, 2008, at 3:30 p.m. in the College Academic Notes

of Education 11th floor Conference Room #2. Members of her committee are: Dr. Linda Sperry, Chairperson; Dr. Eric Hampton, Dr. Christine Bahr, and Dr. Catherine Cunningham

## COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

**Debra Knaebel** will defend her dissertation entitled *Exploring the Experiences of a Literacy Coach in a Reading First School in Indiana* on Wednesday, April 30, 2008, at 10:30 a.m. in the College of Education, room 1014. Members of her committee are: Dr. Susan Kiger, Chairperson; Dr. Diana Quatroche and Dr. Scott Davis.

# CURRICULUM

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## ACALOG NOTE

The format for curriculum proposals has changed to correspond with the structure of Acalog, the new version of the electronic catalogs. Some proposals will be published under the old structure and some under the new structure during this transition period. For more information on Acalog, please see [http://www.indstate.edu/acad-aff/doc/basic\\_acalog\\_info.doc](http://www.indstate.edu/acad-aff/doc/basic_acalog_info.doc) or contact Robyn Lugar, extension 3428.

## UNDERGRADUATE PROPOSALS

### NEW PROGRAMS

**Theater Acting Minor (27 semester hours)**

**CIP Code: 500501 Minor Code: \_\_\_\_\_**

**Brief Summary:**

*Acting Minor*

The Department of Theater offers a broad-based Theater Minor. The Acting Minor was developed to

serve students who are interested in a concentrated study of Acting, but who intend to major in another field. The 27-credit minor consists of courses already offered by the Department of Theater; no new courses have been added to the curriculum in order to offer this minor. In addition to serving students who are interested in further study of acting, the minor will increase enrollment in the upper division Acting courses, which have traditionally been low enrolled courses.

### **Student Learning:**

The Student Learning Outcomes for the Acting Minor follow:

1. Student is skilled in realism, restoration, Shakespearean, and film and television acting styles.
2. Student can critique one's own approach and contribution to a performance and/or production.

For several years students in beginning and intermediate acting classes have expressed a desire for an acting minor. The Department has also noted that the talent pool auditioning for school year productions is large (there are many interested students), but shallow (many students are not trained). The minor was designed to train students who are interested in acting but who intend to major in another field.

### **Proposed Catalog Copy:**

**Theater Acting Minor (27 semester hours)**

**CIP Code: 500501 Minor Code: \_\_\_\_\_**

### **Required Theater courses:**

THTR 101 - Introduction to Theater for Majors and Minors 3 hours

THTR 102 – Introduction to Technical Theater 3 hours

THTR 150 - Beginning Acting 3 hours

THTR 191 - Introduction to Play Analysis 3 hours

THTR 250 - Acting Techniques 3 hours

THTR 278 – Introduction to Stage Makeup 1 hour

THTR 387 – Voice for the Stage 2 hours

THTR 484 – Advanced Acting Techniques I: Characterization 3 hours

THTR 485 – Advanced Acting Techniques II: Scene Study 3 hours

THTR 486 – Advanced Acting Techniques III: Style 3 hours

*Preferred effective term: Fall 2008*

### **COLLEGE OF ARTS AND SCIENCES: Theater**

**Theater Education Minor (27 Semester hours)**

**CIP Code: 500501 Minor Code: \_\_\_\_\_**

Following the changes in licensure in Indiana, the Department of Theater does not have a teaching major in Theater (previously housed in Department of Communication). The Department feels it is important for students focused on teaching in the public school system (especially teachers of English) be familiar

with all areas of theater that may come into play when they are asked to take over the dramatics curriculum in the school. Previously, the department had a concentration in Educational Theater, however it seemed that students wishing to major in education also wanted to major in a subject in which they could be licensed. As the University moves closer to requiring a minor, the Department felt it would be more useful to offer a Theater Minor geared towards teachers in grades 7-12. This minor will not lead to licensure. This minor coupled with a teaching major will qualify the candidate nicely for a job in an Indiana Secondary School situation.

### **Student Learning:**

Most students who want to teach are either majoring in another area and taking a Theater Minor or they are double majoring and as such are not able to graduate in 4 years. The Education Minor is focused on Theater teaching and is more specific for Education Majors than the straight Theater Minor, and can be achieved in a four year time span.

### **Required courses:**

THTR 101 - Introduction to Theater for Majors and Minors 3 hours  
THTR 102 – Introduction to Technical Theater 3 hours  
THTR 150 - Beginning Acting 3 hours  
THTR 170 – Beginning Scenic Studio Practicum 1 hour  
THTR 171 – Beginning Costume Studio Practicum 1 hour  
THTR 191 - Introduction to Play Analysis 3 hours  
THTR 270 – Scenic Studio Practicum 1 hour OR  
THTR 271 – Costume Studio Practicum 1 hour  
THTR 275 – Introduction to Theater Design 3 hours  
THTR 381 – Directing for the Proscenium Stage 3 hours  
THTR 395- History of Theater I - Greeks to Medieval Kabuki Theater 3 hours  
THTR 451 – Fusion after School 3 hours

Note: This minor is designed for individuals pursuing a teacher preparation program. It does not lead to an initial teaching license. If students are seeking to pursue teacher licensure, it is assumed that they will take the full teacher education curricula through the College of Education and another major at the University.

*Preferred effective term: Fall 2008*

## **PROGRAM REVISIONS**

### **COLLEGE OF ARTS AND SCIENCES: Chemistry**

**Chemistry Major (69 semester hours, including extra departmental requirements)**

**CIP Code: 400501 Major Code: 0421**

### **Brief Summary:**

The Department of Chemistry wishes to change the emphases in Biochemistry and Business to concentrations in order to be able to track student enrollment.

### **Student Learning:**

There is no change to the curriculum and will not affect students in any way.

### **Proposed Catalog Copy:**

**Chemistry Major (69 semester hours, including extra departmental requirements)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

## **Chemistry Major**

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(69 semester hours, including extra departmental requirements)

### **Core Curriculum (31 hours):**

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#### **Required Chemistry:**

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- CHEM 105 - General Chemistry I 3 hours
- CHEM 105L - General Chemistry I Laboratory 1 hour
- CHEM 106 - General Chemistry II 3 hours
- CHEM 106L - General Chemistry II Laboratory 1 hour
- CHEM 321 - Analytical Chemistry 4 hours
- CHEM 351 - Organic Chemistry I 3 hours
- CHEM 351L - Organic Chemistry Laboratory I 1 hour
- CHEM 352 - Organic Chemistry II 3 hours
- CHEM 352L - Organic Chemistry Laboratory II 1 hour
- CHEM 355 - Organic Chemistry Laboratory Techniques 2 hours
- CHEM 400 - Senior Seminar in Chemistry 1 hour
- CHEM 421 - Instrumental Methods of Analysis 4 hours

#### **Required Mathematics:**

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- MATH 131 - Calculus I 4 hours

#### **Approved Advanced Elective Courses:**

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#### **Chemistry:**

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- Any 300- or 400-level course, with the exception of 330 and 399. A maximum of 4 hours of 499 may be counted.

**Geology:**

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- GEOL 380 - Mineralogy 3 hours
- GEOL 382 - Petrology 3 hours
- GEOL 481 - Geochemistry 3 hours.

**Biology:**

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- BIO 330 - General Physiology 3 hours
- BIO 330L - General Physiology Laboratory 1 hour
- BIO 374 - Cellular and Microbial Biology 3 hours
- BIO 374L - Cellular and Microbial Biology Laboratory 1 hour
- BIO 380 - Genetics 3 hours
- BIO 380L - Genetics Laboratory 1 hour
- BIO 408 - General Immunology 3 hours.
- BIO 408L - General Immunology Laboratory 1 hour
- BIO 476 - Microbial Physiology 3 hours
- BIO 482 - Recombinant DNA 2 hours
- BIO 482L - Recombinant DNA Laboratory 2 hours

**Mathematics:**

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- MATH 333 - Differential Equations 3 hours
- MATH 341 - Probability and Statistics 3 hours
- MATH 413 - Linear Algebra I 3 hours

**Physics:**

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- Any 300- or 400-level course that carries a prerequisite of 206 or higher.

**American Chemical Society Certified Concentration (38 hours):**

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**Required Courses:**

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- 31 hours of the core curriculum

**Chemistry:**

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- CHEM 340 - Techniques in Inorganic Chemistry 2 hours
- CHEM 431 - Biochemistry I 3 hours

- CHEM 440 - Advanced Inorganic Chemistry 3 hours
- CHEM 461 - Physical Chemistry I 4 hours
- CHEM 461L - Experimental Physical Chemistry I 1 hour
- CHEM 462 - Physical Chemistry II 4 hours
- CHEM 462L - Experimental Physical Chemistry II 1 hour

**Mathematics:**

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- MATH 132 - Calculus II 4 hours

**Physics:**

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- PHYS 205 - University Physics I 4 hours
- PHYS 205L - University Physics I Laboratory 1 hour
- PHYS 206 - University Physics II 4 hours
- PHYS 206L - University Physics II Laboratory 1 hour

**Electives:**

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- 6 hours of advanced course work from approved electives listed above.

**Biochemistry Concentration (38 hours):**

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**Required Courses:**

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- 31 hours of the core curriculum

**Biology:**

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- BIO 101 - Principles of Biology I 3 hours
- BIO 101L - Principles of Biology I Laboratory 1 hour
- BIO 102 - Principles of Biology II 3 hours
- BIO 102L - Principles of Biology II Laboratory 1 hour

**Chemistry:**

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- CHEM 431 - Biochemistry I 3 hours
- CHEM 431L - Biochemistry Laboratory 1 hour
- CHEM 432 - Biochemistry II 3 hours
- CHEM 465 - Survey of Physical Chemistry 4 hours
- CHEM 465L - Survey of Physical Chemistry Laboratory 1 hour

**Physics:**



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- PHYS 105 - General Physics I 3 hours
  - PHYS 105L - General Physics I Laboratory 1 hour
  - PHYS 106 - General Physics II 3 hours
  - PHYS 106L - General Physics II Laboratory 1 hour

**Electives:**

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- 10 hours of advanced electives from courses listed above, a minimum of 4 hours of which must be taken in chemistry.

**Business Concentration (38 hours):**

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**Required Courses:**

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- 31 hours of the core curriculum

**Business:**

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- BUS 201 - Principles of Accounting I 3 hours
- FIN 200 - Fundamentals of Finance 3 hours
- MGT 301 - Survey of Management 3 hours
- MKTG 301 - Introduction to Marketing 3 hours

**Chemistry:**

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- CHEM 431 - Biochemistry I 3 hours
- CHEM 431L - Biochemistry Laboratory 1 hour
- CHEM 465 - Survey of Physical Chemistry 4 hours
- CHEM 465L - Survey of Physical Chemistry Laboratory 1 hour

**Economics:**

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- ECON 200 - Principles of Macroeconomics 3 hours.
- ECON 201 - Principles of Microeconomics 3 hours.

**Physics:**

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- PHYS 105 - General Physics I 3 hours
- PHYS 105L - General Physics I Laboratory 1 hour
- PHYS 106 - General Physics II 3 hours
- PHYS 106L - General Physics II Laboratory 1 hour

**Electives:**

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- 3 hours of advanced elective courses in chemistry listed above

**Note:**

\*Students majoring in Chemistry with a Business Concentration are expected to meet all course prerequisites in the College of Business, including “Junior Standing in Business” where necessary.

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Chemistry**

### **Chemistry Major Area (44 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

#### **Brief Summary:**

To clear up catalog issues in the Department of Chemistry, CHEM 410 is being removed from the Chemistry Major Area for Science Education Licensure, as it is banked.

#### **Proposed Catalog Copy:**

### **Chemistry Major Area (43 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

## **Chemistry Major Area**

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(43 semester hours)

#### **Required Chemistry:**

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- CHEM 105 - General Chemistry I 3 hours
- CHEM 105L - General Chemistry I Laboratory 1 hour
- CHEM 106 - General Chemistry II 3 hours
- CHEM 106L - General Chemistry II Laboratory 1 hour
- CHEM 321 - Analytical Chemistry 4 hours
- CHEM 351 - Organic Chemistry I 3 hours
- CHEM 351L - Organic Chemistry Laboratory I 1 hour
- CHEM 352 - Organic Chemistry II 3 hours
- CHEM 352L - Organic Chemistry Laboratory II 1 hour
- CHEM 431 - Biochemistry I 3 hours

- CHEM 431L - Biochemistry Laboratory 1 hour
- CHEM 465 - Survey of Physical Chemistry 4 hours

**Prerequisites (10 hours):**

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- CS 151 - Introduction to Computer Science 3 hours
- MATH 115 - College Algebra and Trigonometry 3 hours
- MATH 131 - Calculus I 4 hours

**Required Professional Courses in the College of Arts and Sciences (5 hours):**

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- SCED 396L - The Teaching of Science in the Junior High/Middle School 2 hours
- SCED 398L - The Teaching of Science in High School 2 hours
- SCED 402 - Teaching an Integrated Unit in Science 1 hour

**Required Professional Courses in the College of Education (27 hours):**

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See the Department of Curriculum, Instruction, and Media Technology section of this *Catalog*.

*Preferred effective term: Fall 2008*

**COLLEGE OF ARTS AND SCIENCES: Chemistry**

**Physical Science for Science Education Licensure (64 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

**Brief Summary:**

To clear up catalog issues in the Department of Chemistry and Physics, in the Physical Science for Science Education Licensure section, PHYS 396 and 396L have been banked. The department wishes to replace them with PHYS 215 and 215L.

**Proposed Catalog Copy:**

**Physical Science for Science Education Licensure (64 semester hours)**

**CIP Code: 400501 Major Code: \_\_\_\_\_**

**Physical Science for Science Education Licensure**

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(64 semester hours)

**Required Courses (50 hours):**

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- CHEM 105 - General Chemistry I 3 hours

- CHEM 105L - General Chemistry I Laboratory 1 hour
- CHEM 106 - General Chemistry II 3 hours
- CHEM 106L - General Chemistry II Laboratory 1 hour
- CHEM 321 - Analytical Chemistry 4 hours
- CHEM 351 - Organic Chemistry I 3 hours
- CHEM 351L - Organic Chemistry Laboratory I 1 hour
- CHEM 352 - Organic Chemistry II 3 hours
- CHEM 352L - Organic Chemistry Laboratory II 1 hour
- GEOL 160 - Introduction to Earth and Sky Sciences 3 hours.
- GEOL 160L - Laboratory Studies Earth and Sky 1 hour.
- MATH 131 - Calculus I 4 hours
- MATH 132 - Calculus II 4 hours
- PHYS 205 - University Physics I 4 hours
- PHYS 205L - University Physics I Laboratory 1 hour
- PHYS 206 - University Physics II 4 hours
- PHYS 206L - University Physics II Laboratory 1 hour
- PHYS 215 – Modern Physics I 3 hours.
- PHYS 215L – Modern Physics I Laboratory 1 hour.
- PHYS 310 - Analytical Mechanics 3 hours

**Choose one from the following:**

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- CHEM 499 - Introduction to Research in Chemistry 1-4 hours
- PHYS 475 - Independent Study in Physics 1-3 hours

### **Approved Electives: (9 hours )**

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(at least one course from each area: chemistry, physics, and geology/geography)

- CHEM 421 - Instrumental Methods of Analysis 4 hours
- CHEM 431 - Biochemistry I 3 hours
- CHEM 431L - Biochemistry Laboratory 1 hour
- CHEM 465 - Survey of Physical Chemistry 4 hours
- CHEM 465L - Survey of Physical Chemistry Laboratory 1 hour
- GEOG 316 - Weather and Climate 3 hours.

- GEOL 360 - General Astronomy 3 hours.
- GEOL 361 - Oceanography 3 hours.
- PHYS 341 - Electricity and Magnetism 3 hours
- PHYS 356 - Computational Physics 3 hours
- PHYS 460 - Optics 3 hours

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**Required Professional Education Courses in the College of Arts and Sciences (5 hours):**

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- SCED 396L - The Teaching of Science in the Junior High/Middle School 2 hours
- SCED 398L - The Teaching of Science in High School 2 hours
- SCED 402 - Teaching an Integrated Unit in Science 1 hour

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**Required Professional Education Courses in the College of Education (30 hours):**

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See the Department of Curriculum, Instruction, and Media Technology section of the *Catalog*.

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Physics**

### **Physics Major (61-65 semester hours)**

**CIP Code: 400801 Major Code: 3521**

#### **Brief Summary:**

Create an official "concentration" in "Engineering Physics."

This concentration will bring students currently in the non-degree pre-engineering program into a degree program. Many of these students already decide to stay at ISU and complete a degree rather than transfer to an engineering school. This concentration will (1) give them motivation to complete a rigorous program of study, including satisfying the general education requirements, which will benefit them whether they stay or transfer and (2) give them incentive to stay, since this concentration offers them preparation for the career they are interested in.

It will also give a home to students who enroll to pursue 3+2 engineering programs we are currently articulating with engineering schools such as the University of Evansville, and the University of Missouri-Rolla. Again, having this concentration will provide incentive for students complete their course work at ISU, since the articulations we are pursuing would allow students to apply the courses they need to take for the 3+2 program toward a degree at ISU.

Finally, the presence of this concentration in the catalog should help the Physics faculty recruit students to ISU. Career-oriented students often want to pursue engineering, and are unaware that they may become an engineer with a physics degree. The concentration combines a core in physics with courses from the Industrial & Mechanical Technology that provide training in practical skills used in engineering

applications.

This concentration requires no new courses or resources. It simply incorporates existing courses from the Industrial & Mechanical Technology into a new option for a physics degree.

The creation of this concentration is essential to our long term strategic plan to recruit talented students to ISU through 3+2 engineering programs.

### **Student Learning:**

During our 2004 program review, the external reviewers wrote:

"A 3 + 2 program in engineering needs to be developed by the ISU physics department. The Department must aggressively publicize and market the 3 - 2 program and make it more student-friendly by fine tuning the current curriculum. Such programs at other institutions have played a significant role in building the number of students in the department. With a 3 - 2 program, aggressive marketing of the programs, and continued work on developing a "community" sense among the departments students and faculty, we believe that in five years time, the numbers of students in the program could reach 30 – 35 students."

While the Engineering Physics concentration is separate from the 3-2 program, it should help attract students to the program and help retain students that enter the 3-2 program at ISU by giving them a degree option.

This is also consistent with conclusions of the program prioritization task force that the physics program needs to be re-organized or re-aligned. We are working closely with the Mechanical Engineering Technology faculty to deliver this curriculum, and are targeting an entirely new population of students.

### **Proposed Catalog Copy:**

#### **Physics Major (61-62 semester hours)**

**CIP Code: 400801 Major Code: \_\_\_\_\_**

Core Curriculum (40 Credits)

**Required Physics courses:** 205—4 credits; 205L—1 credit; 206—4 credits; 206L—1 credit;

215—3 credits; 215L—1 credit; 216—3 credits; 216L—1 credit; 310—3 credits; 341—3 credits

**Required Mathematics:** 131—4 credits; 132—4 credits

**Required Chemistry:** 105—3 credits; 105L—1 credit; 106—3 credits; 106L—1 credit

#### **Engineering Physics Concentration (22-23 semester credits)**

The engineering physics concentration focuses on applying the principles of physics to develop new technologies and solve interdisciplinary engineering problems. Graduates may pursue an advanced degree in applied physics or engineering, or function as productive engineering professionals.

Required Courses: 40 hour core curriculum

Physics: 356—3 hrs; 475—2-3 credits

Mechanical Engineering Technology: 103—3 credits; 130—2 credits; 203—3 credits; 404—3 credits

Computer Science: 256—3 credits

Electives: 3 hours from approved courses

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Liberal Studies**

### **A.A. Liberal Studies (Corrections Education Program) Professional Communications and Writing Concentration CIP Code: 240101 Major Code: 2004**

#### **Brief Summary:**

The Indiana Department of Correction is asking for a broad array of degree programs to enhance the employment opportunities of offenders when they are released. Employment is highly correlated to reduced rates of recidivism.

Training in various forms of professional writing and communication would prepare students for employment in businesses and other settings where dissemination of information and document production are important. Normally, Associate of Arts curricula include only 100-200 level courses; 300-level courses are included only when exceptional evidence of programmatic need or value is demonstrated in the rationale for the curriculum.

#### **Student Learning:**

This proposal is a response to the state's call for correctional education programs that prepare offenders for employment upon release. Student learning outcomes for the CEP Liberal Studies Associate Degree program have been identified and are currently being assessed.

#### **Proposed Catalog Copy:**

### **A.A. Liberal Studies (Corrections Education Program) Professional Communications and Writing Concentration CIP Code: 240101 Concentration Code: \_\_\_\_\_**

**This program is not printed in the catalog.** It is delivered only to students in the Correctional Education Program.

### **Professional Communication and Writing Concentration within the Liberal Studies Associates Degree for Incarcerated Students—24 hours**

Art Design 220 Introduction to Graphic Design—3 hrs. or Communication 281—Visual Communication—3 hrs.; Business Education, Information and Technology 317 Document Planning and Design—3 hrs.; Communication 215 Business and Professional Communication—3 hrs.; 269 Introduction to Public Relations—3 hrs.; 290 Media Writing—3 hrs.; Computer Science 101 Information Technology Literacy—3 hrs.; English 219 Introduction to Creative Writing—3 hrs.; 305T Technical Writing—3 hrs.

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Liberal Studies**

### **A.A. Liberal Studies (Corrections Education Program)**

#### **Justice and Society Concentration**

**CIP Code: 240101 Major Code: 2004**

#### **Brief Summary:**

The Indiana Department of Correction is asking for a broad array of degree programs to enhance the employment opportunities of offenders when they are released. Employment is highly correlated to reduced rates of recidivism.

Offenders would benefit from a general exposure to the concepts of political and social justice and the various ways in which we study societies to distinguish normative from deviant behavior. Such a course of study would allow an ex-offender claim that he has undertaken a serious study of law and ethics as applied to a person's social responsibilities.

#### **Student Learning:**

This proposal is a response to the state's call for correctional education programs that prepare offenders for employment upon release. Student learning outcomes for the CEP Liberal Studies Associate Degree program have been identified and are currently being assessed.

#### **Proposed Catalog Copy:**

### **A.A. Liberal Studies (Corrections Education Program)**

#### **Justice and Society Concentration**

**CIP Code: 240101 Concentration Code: \_\_\_\_\_**

**This program is not printed in the catalog.** It is delivered only to students in the Correctional Education Program.

#### **Justice and Society Concentration within the Liberal Studies Associates Degree for Incarcerated Students—24 hours**

Criminology 100 Individuals, Societies, and Justice—3 hrs.; 150 Introduction to the Criminal Justice System—3 hrs.; 200 Criminology—3 hrs.; 280 Law of Criminal Justice—3 hrs.; Geography 210 Introduction to Cultural Geography—3 hrs.; History 201 The United States to 1877—3 hrs. or 202 The United States Since 1865—3 hrs.; Philosophy 201 Ethics and the Good Life—3 hrs.; Social Work 240 Family and Child Welfare—3 hrs.

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Liberal Studies**



**A.A. Liberal Studies (Corrections Education Program)****General Business Concentration****CIP Code: 240101 Major Code: 2004****Brief Summary:**

The Indiana Department of Correction is asking for a broad array of degree programs to enhance the employment opportunities of offenders when they are released. Employment is highly correlated to reduced rates of recidivism.

This program incorporates 25 hours of general business and other related classes as a concentration for a Liberal Studies – General Business associates degree. The classes outlined are used specifically for a general business concentration only. Normally, Associate of Arts curricula include only 100-200 level courses; 300-level courses are included only when exceptional evidence of programmatic need or value is demonstrated in the rationale for the curriculum.

**Student Learning:**

This proposal is a response to the state's call for correctional education programs that prepare offenders for employment upon release. Student learning outcomes for the CEP Liberal Studies Associate Degree program have been identified and are currently being assessed.

**Proposed Catalog Copy:****A.A. Liberal Studies (Corrections Education Program)****General Business Concentration****CIP Code: 240101 Concentration Code: \_\_\_\_\_**

**This program is not printed in the catalog.** It is delivered only to students in the Correctional Education Program.

**General Business Concentration within the Liberal Studies Associates Degree for Incarcerated Students—25 hours**

Accounting 200 Survey of Accounting—3 hrs.; Business 220 Dynamics of Professional Success—1 hr.; 263 Legal Environment and Business—3 hrs.; Communications 215 Business and Professional Communication—3 hrs.; CS 101 Information Technology Literacy—3 hrs.; Economics 100 Basic Economics—3 hrs.; Finance 200 Fundamentals of Finance—3 hrs.; 307 Applied Personal Financial Management—3 hrs.; MGT 140 Introduction to Business—3 hrs.

*Preferred effective term: Fall 2008*

**COLLEGE OF ARTS AND SCIENCES: Liberal Studies****A.A. Liberal Studies (Corrections Education Program)****Academic Notes**

**Social and Behavioral Studies Concentration**  
**CIP Code: 240101 Major Code: 2004**

**Brief Summary:**

The Indiana Department of Correction is asking for a broad array of degree programs to enhance the employment opportunities of offenders when they are released. Employment is highly correlated to reduced rates of recidivism.

Offenders would benefit from a study of human behavior, its social context, and the policies and programs that assist individuals and groups in addressing social and behavioral problems. Such a course of study could enable an ex-offender to be employed in a supporting role in settings such as half-way houses and other agencies dealing with ex-offenders and their families, as well as more generally in the social service industry.

**Student Learning:**

This proposal is a response to the state's call for correctional education programs that prepare offenders for employment upon release. Student learning outcomes for the CEP Liberal Studies Associate Degree program have been identified and are currently being assessed.

**Proposed Catalog Copy:**

**A.A. Liberal Studies (Corrections Education Program)**  
**Social and Behavioral Studies Concentration**  
**CIP Code: 240101 Concentration Code: \_\_\_\_\_**

**This program is not printed in the catalog.** It is delivered only to students in the Correctional Education Program.

**Social and Behavioral Studies Concentration within the Liberal Studies Associates Degree for Incarcerated Students—24 hours**

Criminology 100 Individuals, Societies, and Justice—3 hrs.; History 201 The United States to 1877—3 hrs. or 202 The United States since 1877—3 hrs.; Psychology 240 Psychology of Health Behavior—3 hrs.; 266 Developmental Psychology—3 hrs.; Sociology 220 Contemporary Social Problems—3 hrs.; 240 Introduction to Social Psychology—3 hrs.; Social Work 130 Introduction to the Fields of Social Welfare—3 hrs.; 240 Family and Child Welfare—3 hrs.

*Preferred effective term: Fall 2008*

**COLLEGE OF ARTS AND SCIENCES: Theater**

**Theater Major (48 semester hours)**  
**CIP Code: 500501 Major Code: 4224**

## **Brief Summary:**

Brief Summary:

After thorough review of its programs, the Theater Department would like to make the following program revisions:

### ***Theater Core***

Due to the banking of THTR 176 and elimination of THTR 176L, these classes will be dropped from the core for the Theater major and minor. THTR 102 is being added to the core of the major and minor.

### ***Acting Concentration***

Because of the University's concern about courses with low enrollment, the Acting Concentration has combined required concentration courses. The intent behind the restructure is to reduce the number of courses required to complete the concentration and, by so doing, increase the number of students enrolled in each course in the concentration.

### ***Design Technician Concentration***

In keeping with the combined university and departmental goal of more efficiently using classroom and instruction time, and to provide a more effective and complete focus area, we propose the following changes: combining upper level design classes and lower level technology classes to better meet the needs of the students.

### ***Playwright/Dramaturgy Concentration***

Dramaturgy, which covers theater history, theater theory, dramatic literature, and play analysis, is the thorough investigation of plays productions, and the research necessary for plays to be written and productions to be presented in the professional theater. For a playwright, the study of plays, productions, and research techniques is essential for understanding the basics of the discipline and garnering background information that enables the student to write new plays. Because writing plays requires in-depth research and because dramaturgy is, in part, the exploration of the form and content of plays, the study of playwriting and dramaturgy go hand-in-hand, such that the study of one necessarily supports the study of the other.

### ***Theatrical Dance Concentration***

Theatrical Dance Concentration, like all concentrations in the Theater Department, has a requirement of a 3 credit hour cognate. In keeping with the other concentrations, we are requesting that the choices for the cognate be listed in the catalogue and on the DARs.

## **Student Learning.**

### ***Acting Concentration***

The upper level acting classes have had low enrollment over the past three years. The material covered

in the banked classes has been absorbed into the Advanced Acting classes. The intent behind the restructure is to reduce the number of courses required to complete the concentration and, by so doing, increase the number of students enrolled in each course in the concentration. Therefore the change will increase program effectiveness and student learning outcomes will not change as the material has been absorbed into the Advanced Acting classes.

### ***Design Technician Concentration***

A student should be able to: 1) Effectively synthesize information and research to create a design to support a script. 2) Work collaboratively within the design and tech process of a production. 3) Articulate design and tech information visually and verbally. 4) Critique the integration of design and technical elements and how they relate to the world created for the production.

### ***Playwright/Dramaturgy Concentration***

Playwriting and dramaturgy stand as the most literary and academic disciplines in the study of theater, and therefore offer the student interested in the cultural, historical, social, political, and artistic an avenue of study that is both necessary for and steadily growing within the professional theater in America. As the Theater Department has reevaluated our student learning outcomes, it has become evident that a strong understanding of the dramatic and theatrical text and the climate from which it sprang is central to our departmental goals, which includes the generation of new plays and theatrical works. This concentration will allow students to become a functional part of this process, either as playwright (who creates these works) or as dramaturg (who evaluates and aids in the translation of these works to the page and stage).

### ***Theatrical Dance Concentration***

No changes to student learning are anticipated by this change. It is being made to clarify catalog copy only.

### **Proposed Catalog Copy:**

**Theater Major (47 semester hours)**

**CIP Code: 500501 Major Code: \_\_\_\_\_**

### **Core Requirements Required of all Majors (29 hours):**

THTR 101 - Introduction to Theater for Majors and Minors 3 hours \*

THTR 102 – Introduction to Technical Theater 3 hours\*

THTR 150 - Beginning Acting 3 hours \*

THTR 170 - Beginning Scenic Studio Practicum 1 hour

THTR 171 - Beginning Costume Studio Practicum 1 hour

THTR 191 - Introduction to Play Analysis 3 hours \*

THTR 275 - Introduction to Theater Design 3 hours \*

THTR 381 - Directing for the Proscenium Stage 3 hours

THTR 395 - History of Theater I: Greeks to Medieval Kabuki Theater 3 hours

THTR 396 - History of Theater II: The Spanish Golden Age to Shaw 3 hours OR  
THTR 397 - History of Theater III: Twentieth Century American Theater 3 hours  
THTR 482 - Theater Theory 3 hours

**Note:**

\*Students should take starred courses before taking courses within their concentration. Students must choose area(s) of concentration before the beginning of their junior year.

**Concentration in Acting (18 hours):**

THTR 250 - Acting Techniques 3 hours  
THTR 278 - Introduction to Stage Makeup 1 hour  
THTR 387 - Voice for the Stage 2 hours  
THTR 484 - Advanced Acting Technique I: Characterization 3 hours  
THTR 485 - Advanced Acting Techniques II: Scene Study 3 hours  
THTR 486 - Advanced Acting Techniques III: Style 3 hours

Choose three of the following cognates:

MUS 185 - Secondary Voice I 1 hour  
P E 121 - Ballroom Dance 1 hour  
P E 124 - Modern Dance 1 hour  
P E 125 - Jazz Dance 1 hour  
P E 126 - Beginning Tap Dance 1 hour  
P E 127 - Ballet 1 hour

**Concentration in Theater Design and Technology (18 hours):**

THTR 270 - Scenic Studio Practicum 1 hour OR  
THTR 271 - Costume Studio Practicum 1 hour (whichever is not taken in core)  
THTR 274 - Technical Theater 3 hours  
THTR 375 - Set/Costumes 3 hours  
THTR 379 - Stage Management 1 hour  
THTR 455 - Portfolio and Resume for Designers and Technicians 1 hour  
THTR 475 - Lighting Design 3 hours  
THTR 476 - Technical Theater Practices 3 hours

Choose one of the following cognates:

ARTS 101 – Fundamentals of Drawing 3 hours  
ARTH 371 – History of Art: Survey of the Twentieth Century 3 hours  
FCS 111 – Clothing I 3 hours  
FCS 214 – Perspectives of Dress I 3 hours  
ECT 160 – Electronic Fundamentals 3 hours

ECT 174 – Fundamentals of Electronics 3 hours  
MET 103 – Introduction to Technical Graphics with CAD 3 hours

**Concentration in Playwriting and Dramaturgy (18 hours):**

THTR 250 - Acting Techniques 3 hours  
THTR 252 - Playwriting 3 hours  
THTR 396 History of Theater II - The Spanish Golden Age to Shaw OR  
THTR 397 - History of Theater III – Twentieth Century American Theater 3 hours  
(whichever was not taken in the core)  
THTR 452 - Advanced Playwriting: Adaptations 3 hours  
THTR 483 – Dramaturgy 3 hours

Choose one of the following cognates:

ENG 220 - Writing Fiction 3 hours  
ENG 221 - Writing Poetry 3 hours  
ENG 460 - Shakespeare 3 hours  
ENG 464 - English Drama 3 hours  
SPAN 456 – Don Quijote 3 hours (course taught in Spanish)

**Concentration in Theatrical Dance (18 hours):**

PE 124 - Modern Dance 1 hour  
PE 127 - Ballet 1 hour  
PE 170 - Modern Dance II 1 hour  
PE 173 - Ballet II 1 hour  
PE 353 - Theory and Methods of Dance 3 hours  
PE 363 - Dance Repertory 1 hour  
PE 474 - Dance Composition: Designing, Structuring, and Staging 3 hours  
THTR 250 - Acting Techniques 3 hours

Choose one from the following:

PE 125 - Jazz Dance 1 hour  
PE 126 - Beginning Tap Dance 1 hour  
PE 160 - Tap Dance II 1 hour

Choose one of the following Cognates:

MUS 233 - Music Appreciation 3 hours  
MUS 330 - Survey of Blues and Rock 3 hours  
MUS 341 – History of Jazz 3 hours

Cognate Requirement:

Students with a second major or a minor are exempt from the cognate requirement. Cognate options other than the courses listed in the student's concentration are possible, but must be approved by the advisor and department chairperson prior to registration in that particular course.

#### Electives:

Students are encouraged to take additional credits in the Department of Theater beyond the core offerings and their own concentrations. Electives fall within four categories: courses in concentrations other than the one chosen by the student; practical applications in the theater; independent study; and any other courses not listed as core courses or within concentrations but still offered to enhance a student's theater education. Under special circumstances, students may apply to replace a course in their concentration with a course from another concentration or an elective from the list below. To do so, a letter detailing the student's rationale must be submitted to and approved by the advisor and the department chairperson. Theater courses offered for elective credit include:

THTR 260 -3 hrs.

THTR 460 -3 hrs.

THTR 472 -3 hrs.

THTR 414 - Issues 1-6 hours

THTR 470 - Scene Painting 3 hours

THTR 473 - Stage Costume Design 3 hours

THTR 474 - The New York Theater 3 hours

#### Practical Applications in the Theater:

It is expected that students will enhance their theater educations with practical experiences in the theater by enrolling for elective credit in one or more of the following courses:

THTR 200A-F - Individual Studies in Theater 1-3 hours

THTR 299A-F - Theater Laboratory 1 hour

THTR 400A-F - Advanced Individual Studies in Theater Production 1-3 hours

THTR 401A-F - Summer Theater Workshop 1-6 hours

THTR 499A-F - Advanced Theater Laboratory 1 hour

#### Note:

The categories A-F stand for the following areas: A. Acting and Performance; B. Design and Technology; C. Management; D. Playwriting; E. Directing; F. History, Theory, Literature, and Dramaturgy.

#### Independent Study:

Selected from the concentrations: A. Acting and Performance; B. Design and Technology; C.

Management; D. Playwriting; E. Directing; F. History, Theory, Literature, and Dramaturgy.

THTR 464 A-F - Independent Study in Theater 1-3 hours

*Preferred effective term: Fall 2008*

## **COLLEGE OF ARTS AND SCIENCES: Theater**

**Theater Minor (25 semester hours)**

**CIP Code: 500501 Minor Code: \_\_\_\_\_**

### **Brief Summary:**

#### ***Theater Minor***

The department is requesting that THTR 176 be banked, and THTR 176L be eliminated. THTR 102 will be added to the minor. Students will also choose from THTR 170 or 171.

### **Proposed Catalog Copy:**

**Theater Minor (25 semester hours)**

**CIP Code: 500501 Minor Code: \_\_\_\_\_**

### **Required Theater Courses:**

THTR 101 - Introduction to Theater for Majors and Minors 3 hours

THTR 102 – Introduction to Technical Theater 3 hours

THTR 150 - Beginning Acting 3 hours

THTR 170 - Beginning Scenic Studio Practicum 1 hour or

THTR 171 - Beginning Costume Studio Practicum 1 hour

THTR 191 - Introduction to Play Analysis 3 hours

THTR 275 - Introduction to Theater Design 3 hours

THTR 381 - Directing for the Proscenium Stage 3 hours

THTR 395 - History of Theater I: Greeks to Medieval Kabuki Theater 3 hours

THTR 482 - Theater Theory 3 hours

*Preferred effective term: Fall 2008*

## **COLLEGE OF EDUCATION: Elementary, Early, and Special Education**

**Reading Minor (21 semester hours)**

**CIP Code: 131202 Minor Code: \_\_\_\_\_**

### **Brief Summary:**

Deleting CIMT 368 from the Elementary Education program. The course is rarely offered. It is not



needed for meeting the state standards for "reading teacher".

### **Proposed Catalog Copy:**

#### **Reading Minor (18 semester hours)**

**CIP Code: 131202 Minor code: \_\_\_\_\_**

#### **Reading Minor**

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(18 semester hours)

The reading minor for State Licensure may be added to elementary and secondary education programs to meet Indiana licensing guidelines.

#### **Required courses:**

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- ELED 324 - Emergent Literacy 3 hours
- ELED 397 - Teaching Developmental Reading and Other Language Arts 3 hours
- ELED 398 - Corrective Reading in the Classroom 3 hours
- ELED 485 - Practicum: Working with the Disabled Reader 3 hours
- 3 hours in an approved literature course; and 3 hours in an approved linguistics course.

*Preferred effective term: Fall 2008*

## **COLLEGE OF EDUCATION: Elementary, Early and Special Education**

### **Elementary Education Major (124 semester hours minimum)**

**CIP Code: 131202 Major Code: 8542**

#### **Brief Summary:**

English 235 is part of the additional subject matter area in the Elementary Education Program. The general education requirements meet the state generalist standards for elementary teachers. The elimination of this course gives students the opportunity to choose from a variety of English courses.

#### **Proposed Catalog Copy:**

### **Elementary Education Major (124 semester hours minimum)**

**CIP Code: 131202 Major Code: \_\_\_\_\_**

#### **Elementary Education Major**

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(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.

#### **General Education and Additional Subject Matter (71 hours minimum):**

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

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

- An approved Fine Arts class 3-4 hours.
- COMM 302 - Speech Communication for the Teacher 3 hours  
(satisfies the Communication requirement)
- ELED 272 - Introduction to Classroom Computer Use 3 hours  
(satisfies the Information Technology Literacy requirement)
- EPSY 341 - Education in a Multicultural Society 3 hours  
(satisfies the Multicultural Studies: U.S. Diversity requirement)
- HLTH 327 - School Health for the Elementary Teacher 3 hours
- MATH 205 - Mathematics for Elementary Teachers I 3 hours
- (May not be taken by correspondence)

- MATH 305 - Mathematics for Elementary Teachers II 3 hours
- (may not be taken by correspondence)
- MUS 325 - Music in the Education of Children 3 hours
- PE 348 - Methods of Teaching Physical Education in Elementary Schools 2 hours  
(satisfies the Physical Education requirement)
- SCED 393 - Science in the Elementary School 4 hours
- SCED 393L - Science in the Elementary School Laboratory 1 hour

**Choose one from the following:**

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- COMM 266 - Oral Interpretation of Children's Literature 3 hours
- ENG 280 - Children's Literature 3 hours

**Choose one from the following:**

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- HIST 201 - The United States to 1877 3 hours
- (satisfies the Historical Studies requirement)
- HIST 202 - The United States since 1865 3 hours

**Professional Education (36 hours minimum):**

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

The professional education component in elementary education consists of a sequential pattern of course work integrated into blocks. Each subsequent block has the previous block as prerequisite. Prior to enrolling in Block III, the student must have been admitted to the Teacher Education Program I. Early and continuous experiences with children in school settings are included throughout the professional education component. All block sequences include practicum experiences in actual school settings. These laboratory courses do not carry course credit, but are required to successfully complete each block.

- ELED 335 - Early Childhood: Teaching and Learning in the Kindergarten 3 hours

**Select one of the following Exceptional Learning Courses:**

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- ELED 437 - Early Childhood: Theories and Practices in Working with Exceptional Children 3 hours
- (This course is prerequisite to enrollment in Block II.)
- SPED 102 - Introduction to Special Education 3 hours
- SPED 226 - The Exceptional Learner in the Regular Classroom 3 hours

**Foundations Block I (4 hours):**

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- ELED 100 - Initial Experiences in Elementary Education 1 hour

- ELED 100L - Initial Experiences in Elementary Education 0 hours
- EPSY 202 - Psychology of Childhood and Adolescence 3 hours

**Teaching-Learning Block II (8 hours):**

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- ELED 250 - Teaching-Learning and Classroom Management 3 hours
- ELED 250L - Teaching-Learning and Classroom Management 0 hours
- ELED 259 - Measurement and Evaluation in the Elementary School 2 hours
- ELED 324 - Emergent Literacy 3 hours

**Methods-Content Block III (6 hours):**

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- ELED 392 - The Teaching of Elementary School Social Studies 3 hours
- ELED 392L - The Teaching of Elementary School Social Studies 0 hours
- ELED 397 - Teaching Developmental Reading and Other Language Arts 3 hours

**Methods-Content Block IV (6 hours):**

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- ELED 394 - The Teaching of Elementary School Mathematics 3 hours
- ELED 394L - The Teaching of Elementary School Mathematics 0 hours
- ELED 398 - Corrective Reading in the Classroom 3 hours

**Practicum Block V (12 hours):**

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- ELED 451 - Supervised Teaching 6 hours
- ELED 453 - Supervised Teaching 3 hours
- ELED 457 - Elementary and Special Education Capstone 3 hours

**Electives (12 hours minimum):**

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Three options are available:

1. Complete any University minor as specified by the *Undergraduate Catalog*. The minor area may not appear on a teaching license, but will appear on the University degree as well as provide students with more depth of understanding in an area of interest. (Check with Education Student Services Office for applicable minors).
2. Complete a sequence of courses that can lead to an additional instructional license added to the school setting of early and middle childhood. The instructional setting of middle/junior high school can also be added to the instructional license along with a content area to allow the student teach at the middle school level.
3. Electives of the student's choice to study an area of interest or explore other fields.

*Preferred effective term: Fall 2008*

## **PROGRAM ELIMINATIONS**

### **Music Theater Minor for Music Majors (24 semester hours)**

**CIP Code: 500501 Minor Code: \_\_\_\_\_**

The Music Theater minor is being eliminated due to the lack of interest in it from students and faculty.  
*Preferred effective term: Fall 2008*

## **UNDERGRADUATE APPROVALS**

### **NEW PROGRAMS**

#### **COLLEGE OF ARTS AND SCIENCES: Political Science**

##### **Civic Leadership Minor (24 semester hours)**

**CIP Code:                      Minor Code:**

##### **Brief Summary:**

The guiding framework for the minor in Civic Leadership grows out of one of the central elements of the University's mission, which is to "educate students to be productive citizens." The Civic Leadership minor addresses all of the key components of that mission, providing a rich academic environment, a focus on the meaning of citizenship in action, and an emphasis on enhancing the efficacy and productiveness of ISU student-citizens by assisting in the development of their civic competencies and leadership capacities.

##### **Guiding Framework Statements:**

Civic action and citizenship require broad and deep involvement in the full life of the community. It includes participation in traditional political processes and an informed understanding of the social, economic, and cultural structures which shape people's lives.

Civic leadership begins with a commitment to serving the community, but also requires knowledge of the structures, policies, and laws which undergird societal problems and challenges.

Civic leaders work to change the circumstances which created problems, not merely alleviate the symptoms.

Civic leaders and effective citizenship are action oriented.

Civic leaders are guided by an ethic of care. As such, they work to facilitate the democratic and organizational capacity of all community members.

Civic leadership is complex and multidimensional. Understanding civic leadership, and implementing a civic leadership program, require interdisciplinary study.

Civic leaders are social entrepreneurs who are motivated not just by a social desire to help others but

also to develop innovative ways of addressing complex social problems.

Civic leaders understand that thoughtful and well-intentioned people hold diverse opinions about complex issues; and, as a result, model civility by seeking to understand opposing viewpoints and where possible establishing common ground.

All courses in this minor are currently being taught so the addition of the minor would not add any new courses, faculty or resources.

### **Student Learning:**

This is a new program, therefore, this question is not applicable. However student outcomes, which we will assess annually, include:

- Discuss the history of civic engagement in higher education
- Explain forms of civic engagement
- Articulate the principal characteristics of servant-leadership
- Discuss the role of citizen leadership in a democratic society
- Analyze community needs and assets related to a civic issue
- Identify and describe the role of key stakeholders related to a given civic issue
- Describe the need for human service systems in meeting the needs of local communities
- Organize a group to engage in civic action
- Demonstrate effective public speaking skill
- Communicate the importance of a civic issue through written communication
- Utilize cross-cultural communication skills
- Develop positive working relationships with community and campus leaders
- Demonstrate the ability to resolve conflicts
- Demonstrate consensus-building skills in a group setting
- Demonstrate commitment/ability to create inclusive communities and organizations
- Demonstrate ability to apply scientific research methods to understanding community issues
- Demonstrate a sophisticated understanding of diversity that includes, but is not limited to gender, ethnicity, race, disability, sexual orientation, socio-economic status, family status, and age.
- Demonstrate skills and strategies to navigate processes by which public policies are promulgated and implemented
- Analyze individual leadership capacity
- Assess individual civic competencies capacity

### **Proposed Catalog Copy:**

#### **Civic Leadership Minor (24 semester hours)**

**CIP Code:**                      **Minor Code:**

The Civic Leadership Minor prepares active, engaged citizens who devise and implement responses to complex contemporary issues through grassroots activism and leadership in political, philanthropic, and business sectors. The program is intellectually and experientially based, giving balanced attention to theoretical understanding and civic capacity building.

Civic Leadership Minor (24 semester hours)

Required (15 semester hours):

Leadership, Engagement, Activism, and Democracy Learning Community:

PHIL 201 Ethics and the Good Life—3 hrs; PSCI 107 United States Diversity: Contemporary American Issues—3 hrs.; 201 American Government—3 hrs.; 330 Introduction to Public Administration—3 hrs.; WS 450 Student Activism in Theory and Practice—3 hrs (prerequisite at least 78 hours earned and 7 of 9 required liberal studies courses completed).

Electives (total of 9 semester hours between the two categories):

Internship or Fieldwork or RCSM 485 Alternative Spring Break 3 AND Approved electives 3 - 6 hrs.

**Students who take 6 hours of Internship/Fieldwork/RCSM 485 will take 3 hours of approved electives; students who take 3 hours of Internship/Fieldwork/RCSM 485 will take 6 hours of approved electives.**

Approved Electives Open to Any Major:

#### Communication

311 Interpersonal Communication--3 hours

312 Introduction to Persuasion Theory--3 hours

416 Cross Cultural Communication--3 hours

455 Organizational Communication--3 hours

469 Public Relations Case Studies--3 hours

470 Public Relations Campaign Planning--3 hours (prerequisite COMM 329)

483 Gender Communication--3 hours

#### Criminology

222 Police-Community Relations—3 hours

#### Geography

356 Water and Environmental Health--3 hours

411 Conservation--3 hours

431 Urban Geography--3 hours

432 Political Geography--3 hours

#### History

404 Internship in Public History—3 hours (prerequisite: departmental approval)

#### Philosophy

306 Business Ethics--3 hours

## Political Science

305 State and Local Government--3 hours

308 The Judicial Process--3 hours

495 Internship in Political Science (prerequisite: departmental approval)--3-9 hours

497 Field Work in Political Science (prerequisite: departmental approval)--1-6 hours

## Psychology

270 Psychological Orientation to Social Psychology--3 hours

340 Cognition in Everyday Life--3 hours

## Social Work

130 Introduction to the Fields of Social Welfare--3 hours

240 Family and Child Welfare--3 hours

## Women's Studies

200 Introduction to Women's Studies--3 hours

475 Field Work in Women's Studies (prerequisite: program approval)--3 hours

## Counseling

415 Group Dynamics Laboratory--3 hours

## Educational Leadership, Administration, and Foundations

200 Education and Community--3 hours

## Health, Safety, and Environmental Health Sciences

210 Principles of Environmental Health--3 hours

352 Environmental Laws and Administration--3 hours

## Recreation and Sport Management

150 Introduction to Nonprofit Management--3 hours

462 American Humanics Management Institute--3 hours

*Students may petition for courses not listed above to count for approved elective credit.*

*Preferred effective term: Fall 2008*

## **COLLEGE OF TECHNOLOGY: Electronics, Computer, and Mechanical Engineering Technology**

**Automotive Technology Management Minor \* (15 semester hours)\*\***

**CIP Code: 150803 Major Code: D938**

## **Brief Summary:**

In order to provide continuing education to students that desire to pursue a baccalaureate degree



outside of the campus environment, an Automotive Technology Management Minor has been developed that can be delivered via distance.

### **Student Learning:**

Student Learning outcomes have not been affected by these changes. Courses already being taught will be used to create this new automotive minor.

### **Proposed Catalog Copy:**

**Automotive Technology Management Minor \* (15 semester hours)\*\***

**CIP Code: 150803 Major Code: D938**

### **Required Courses:**

**Automotive Engineering Technology:** 432 - 3 hrs.; 433 - 3 hrs.; 440 - 3 hrs.

**Electronics and Computer Technology:** 437 - 3 hrs.

**Management** 301 - 3 hrs.; or Technology Management 492 - 3 hrs.

\*Not open to automotive technology management majors.

\*\*This minor is available via distance.

*Preferred effective term: Fall 2008*

### **COLLEGE OF TECHNOLOGY: Technology Management**

**Human Resource Development for Higher Education and Industry Minor (21 semester hours)**

**CIP Code: 521001 Minor Code: \_\_\_\_\_**

### **Brief Summary:**

Organizations, both public and private, are increasing their emphasis on employee education, learning, and performance. Many professional and technical jobs now include the responsibilities of orienting and developing new employees and the cross-training of others within their department. As a result, students from many disciplines will find themselves thrust into leadership roles within their profession and chosen organizations without complete preparation. This minor will provide knowledge and skills in human resource development to assist individuals in other departments and majors with improving human performance in their organizations.

### **Student Learning:**

The Human Resource Development minor will provide students in the human resource development major and minor with an opportunity to gain an overview of other disciplines through course assignments, in-class discussions, group projects, and self-exploration. These experiential learning opportunities will allow the students to examine how the functions of human resource development can be applied in those disciplines.

## **Proposed Catalog Copy:**

### **Human Resource Development for Higher Education and Industry (21 semester hours)**

**CIP Code: 521001 Minor Code: \_\_\_\_\_**

The Human Resource Development Minor is open to all majors. The core courses compliment the skills students gain in their major discipline by examining the human resource development functions in a private-or public-sector organizational setting. These functions include developing and implementing training and safety programs, providing individual and career development, and leading organizational change and development.

**Human Resource Development courses** (12 hours): 276—3 hrs.; 420—3 hrs.; 425—3 hrs.; 480—3 hrs.

**Technology Management courses** (6 hours): 360—3 hrs.; 385—3 hrs.

**Safety Elective** (3 hours): AVT 425—3 hrs.; CNST 310—3 hrs.; HLTH 212—3 hrs., TMGT—3 hrs.

*Preferred effective term: 2008*

## **GRADUATE APPROVALS**

### **COURSE REVISIONS**

#### **COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**SPSY 667 Psychoeducational Assessment and Intervention**—3 hours. Provides instruction in psychoeducational assessment and intervention with a primary emphasis on academic difficulties and educational disabilities. The course emphasizes assessment and treatment models that are responsive to children and families from diverse cultural groups. Special attention is given to (a) accuracy of administration and interpretation of psychological assessment procedures via written and oral reports and (b) development of intervention techniques for academic and behavioral deficits.

*Change title to:*

**SPSY 667 Preschool Psychoeducational Assessment and Intervention**—3 hours. Provides instruction in psychoeducational assessment and intervention with a primary emphasis on academic difficulties and educational disabilities. The course emphasizes assessment and treatment models that are responsive to children and families from diverse cultural groups. Specific attention is given to (a) accuracy of administration and interpretation of psychological assessment procedures via written and oral reports and (b) development of intervention techniques for academic and behavioral deficits.

*Preferred effective term: Fall 2008*

**SPSY 678 Practicum in Psychoeducational Interventions**—3 hours. The aim of this course is to provide practicum experience working with children and adolescents with behavioral, emotional, and/or learning difficulties in home, school, clinic, and community settings: Prerequisite: consent of instructor.

*Change credit hours to:*

**SPSY 678 Practicum in Psychoeducational Interventions**—1 hour. The aim of this course is to provide practicum experience working with children and adolescents with behavioral, emotional, and/or learning difficulties in home, school, clinic, and community settings: Prerequisite: consent of instructor.  
*Preferred effective term: Fall 2008*

**SPSY 685 Seminar in School Psychology**—3 hours. History and systems of psychology; roles and functions of school psychologists; legal and ethical issues including laws, court decisions, ethical principles, professional guidelines and standards; other contemporary issues relevant to the practice of professional psychology. Prerequisites: 666, 667, 682.

*Change title to:*

**SPSY 685 Seminar in School Psychology: Ethics**—3 hours. History and systems of psychology; roles and functions of school psychologists; legal and ethical issues including laws, court decisions, ethical principles, professional guidelines and standards; other contemporary issues relevant to the practice of professional psychology. Prerequisites: 666, 667, 682.

*Preferred effective term: Fall 2008*

**SPSY 686 Practicum in School Psychology**—3, 6, or 9 hours. This course provides advanced graduate students with experience in applying their knowledge of child development, learning theory, assessment, and interventions while working with children, parents and teachers in a school psychology center and the public schools. Prerequisites: 666, 667, 677, 682, and consent of instructor.

*Change credit hours and prerequisites to:*

**SPSY 686 Practicum in School Psychology**-- 1-3 hours. This course provides advanced graduate students with experiences in applying their knowledge of child development, learning theory, assessment, and interventions while working with children, parents, and teachers in a school psychology center and the public schools. Prerequisites: 666, 667, 677, and consent of the instructor.

*Preferred effective term: Fall 2008*

## **PROGRAM REVISIONS**

**COLLEGE OF EDUCATION: Communication Disorders and Counseling, School, and Educational Psychology**

**Ed.S. Degree Program in School Psychology (73 semester hours minimum)**

**CIP Code: 421801 Major Code: 8675**

### **Brief Summary:**

The first issue was credit loads for practicums. All practicums have been receiving 3 credits. This practice is out-of-date with credit assignment with other programs and other universities. Thus, SPSY 678 was changed from 3 credits to 2 credits. This shift in credit better aligns the practicum experience and supervision load and with current practices across the university and the nation. This practicum was also expanded to a year long experience (1 credit per semester). This allows for first year students to get structured hands-on experience in a school setting and to serve in the READ clinic for a full year. The other practicum SPSY 686 was changed from 9 hours to 4 hours. Part of the change is due to changing the semester credits from 3 to 2. The second part of the change was due to students only registering for SPSY 686 during the second year. In the previous program, students registered for this SPSY 686 in the spring of the first year and then both semesters of the second year. However, there was a significant difference in the responsibilities of the students between the spring of the first year and the fall of their second year. To more clearly indicate the increase in experience and greater

independence during the second year of training, the faculty decided to separate the first and second year practicums into SPSY 678 and SPSY 686, respectively. The final change with respect to credit load is changing the internship load from 7 credits to 6 credits. There appeared to be no available rationale for the 7 hours assigned to internship, thus to streamline the process it was decided to have students register for 6 hours, 3 each semester. Thus, while there is a total drop of 7 credits, there is no loss of practicum or internship experience.

The next proposed change is the addition of one optional classes within the program. This is offering SPED 698D Advanced Topics in Special Education: Special Education Law as an alternative for ELAF 608 Seminar in the Foundations of Modern Education. Both of these courses are to provide students with an understanding of their roles within the school and how schools work. ELAF 608 focuses on the school as a social organization and how it serves society. This course provides school psychologists with a general overview of the system in which they will be working. In contrast, SPED 698D focuses on the role of the school psychologists as it relates to the law. Understanding the law and how its many changes impacts school psychologists has been viewed as increasingly important. Further, different students have expressed an increasing interest in the legal definition of the role of school psychologists. The importance of understanding the legally defined role of the school psychologists will become increasingly important as the role of school psychologists is being reinvented. Given the increasing importance of the law and the fact that the law greatly defines how school psychologists interact with schools, it appeared appropriate to make SPED 698D an alternative for ELAF 608.

The next change is making a common substitution a standard part of the program. EPSY 621 Development through the Lifespan has been a common substitute for the choice of EPSY 521 Advanced Child Psychology or 721 Seminar in Human Development. This common substitution was used because of the comprehensive nature of EPSY 621 and its alignment with the increasingly comprehensive service of the school psychologist.

The next change affects two course titles. SPSY 667 from Psychoeducational Assessment and Intervention to Preschool Psychoeducational Assessment and Intervention. The course title is being changed to reflect an added emphasis on the evaluation of the pre-school aged population, which requires specialized assessment techniques. SPSY 685 Seminar in School Psychology would be changed to Seminar in School Psychology - Ethics. The course title is being changed to reflect the emphasis on ethical issues covered in the class. Both of the above changes reflect goals and objectives of training programs presented by National Association of School Psychology (NASP) and American Psychological Association (APA).

Another change to the program involves a slight change in the published admission criteria. The admission criteria indicate that applying students must take the Graduate Record Exam (GRE) and score 450 on both verbal and quantitative. While the applicant's performance on the GRE was considered, in line with other departments and recent research findings the weight of the GRE scores was less than other factors such as experience with schools, experience with a school psychologist, personal goal statements that closely aligned with school psychology. This lead to many students begin admitted who did not meet the minimum GRE requirements. The committee proposes that taking the GRE continue to be a requirement but that no minimum requirement be published. This brings the program in-line with the philosophy of the university and other programs with in the College of

## Education.

The next change is the elimination of SPSY 790 Advanced Research and Study. This course has been used in conjunction with SPSY 792 Field Research Project to represent the students Ed.S. research project completed during their internship. By eliminating SPSY 790, it simplifies registration for the students and allows them to continue to register for 6 credits a semester during their internship.

The final change is the addition of three classes. The three classes are EPSY 626 Child and Adolescent Psychopathology, COUN 666 Multicultural Counseling, and the pairing of PSY 603 Proseminar: Learning and Cognition or PSY 610 Theories of Learning. The addition of these classes will enhance the student's learning and increase their knowledge base for the expanding role of the school psychologist.

## **Student Learning:**

The changes in the credit assignment in practicums, allows for better representation of complexity of practicums by assigning higher credit loads to more complex and independent actions by the students. It also saves money for the students. The decision to change credits came about as the faculty prepared the NASP folio and the APA self study. This involved complete review of the program and analysis of other programs. During this time, it came to the attention of the faculty that other programs within ISU and at other universities awarded different credit levels for practicums. It was also found during our self-evaluation that NASP and APA want to see practicum experiences that increase in complexity and independence. Credit load is one way of demonstrating the increase in complexity from READ to Porter and schools to internship.

By adding the optional class of SPED698D, it allows the students to further explore their own interests while providing essential information needed by the profession. During our preparation of the documents for NASP and APA, it became apparent that more specialized coursework was available for our students and that we should identify a method for allowing our students to take advantage of the opportunities. The adding of this courses also addressed a need identified by a meeting between school psychology faculty and internship supervisors, held in October 2007. At this meeting, the field supervisors indicated that our students needed more knowledge of special education law.

Making EPSY 621 a standard part of the program provides the students with a comprehensive overview of human development spanning birth to adulthood. As the federal law has mandated educational services from birth to age 21, it is becoming more critical for school psychologists to understand the full development of an individual. This course offers the best match to this need.

The change of dropping the GRE minimum scores has the benefit of us bringing in students who are known to do poorly on norm-referenced assessments. These include students of minority groups, students with test anxiety and nontraditional students. This change supports the universities and NASP's initiatives to bring more minorities and non-traditional students into our university and our profession.

The change increasing the emphasis on preschool for SPSY 667 increases our students knowledge and practice with a population growing in need and frequency of referral. Student outcomes assessment and program accreditation review each support the practice of specialization with the pre-school population. Best practice calls for the early identification of and intervention for various early developmental delays and disorders. For SPSY 685, the increased emphasis on ethics helps prepare the students for the

many and everchanging dilemmas they willface in the field. Development of these areas is encouraged by our accrediting bodies, NASP and APA. Further, the meeting with the field supervisors also strongly suggested our students needed increased knowledge and experience with the preschool population.

The dropping of 790 and requiring 6 hours of 792, simplifies registration for students during their third year. Changing the internship hours from 7 hours of 791 to 6 hours of 791 also simplifies registration and saves the student's funds during their third year. None of these changes reduce the quality of supervision or training the student receives.

Finally, the addition of EPSY 626, PSYC 603 or 610, and COUN 666 expand the students knowledge and training in three critical areas. The program's deficits in these areas was a direct result of the recent Folio submission to NASP.

### **Proposed Catalog Copy:**

#### **Ed.S. Degree Program in School Psychology (75 semester hours minimum)**

**CIP Code: 421801 Major Code: \_\_\_\_\_**

The Educational Specialist School Psychology Program is designed to prepare school psychologist scientist-practitioners with a broad cognitive-behavioral orientation through a program that is research-based and theory-driven, school-focused, and experiential in nature. The program is committed to addressing issues of diversity, technology, research, theoretical orientation, professional values, and human development through preparation in the areas of educational and psychological foundations, research methodology, assessment, intervention, consultation, and school psychology.

The primary objectives of the program are to develop school psychologists who demonstrate understanding of, value for, and competence in the following areas: (a) a comprehensive knowledge base related to psychology and education with a specific emphasis in school psychology; (b) developing, integrating, and applying research, evaluative procedures, and new knowledge in the field, to the process of solving both practical and theoretical problems; (c) providing excellent clinical service in areas of assessment, consultation, prevention, intervention, and program evaluation; (d) communicating and collaborating with parents, teachers, and other professional colleagues to facilitate development and remediation for children, youth, and families from diverse backgrounds; (e) social and professional responsibility, including ethical and legal standards and guidelines, as well as individual and cultural differences; (f) ongoing personal and professional evaluation and development. The educational specialist degree (Ed.S.) is regarded as a practitioner's degree and as such, is a continuation of work completed in pursuit of the M.Ed. in school psychology. 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. Upon completion of the Ed.S. in school psychology, the student will be eligible for the Indiana Standard School Psychologist License.

The program listed below includes the course work for the M.Ed. in school psychology. Students who have not completed the M.Ed. in school psychology but have a master's degree in special education, psychology, or related fields may be considered for admission, and complete any deficiencies en route to the completion of the Ed.S. degree. The program is approved by

NASP/NCATE. Further information regarding program approval may be obtained from NASP at: National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, Phone: 301-657-0270, e-mail: [webmaster@naspweb.org](mailto:webmaster@naspweb.org)

### *Admission Requirements*

Students seeking admission must meet all of the following requirements:

1. Complete application to the School of Graduate Studies.
2. Hold a master's degree from an accredited college or university.
3. Have an undergraduate grade point average of 2.7 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. An official transcript from each school at which any undergraduate or graduate work has been done.
6. Scores on the Graduate Record Examinations General Tests.
7. Submit at least three letters of recommendation from persons who know the prospective student in an academic and/or professional capacity.
8. Submit a personal narrative describing the applicant's professional goals and how this program specifically contributes to those goals.

It must not be assumed that meeting minimal standards guarantees admission to the program. After review of all of the above materials, the admission committee will invite prospective to participate in either a telephone or to appear for a personal interview

### *Degree Requirements*

Basic Professional Courses: Educational Psychology 620—3 hrs.; Educational Leadership, Administration, and Foundations 608—3 hrs. or Special Education 698D; Educational Psychology 621—3 hrs.; 612—3 hrs.

Major Field: Counseling 533—3 hrs.; 666—3hrs.; Educational Psychology 624—3 hrs.; 626—3 hrs.; 628—3 hrs.; or Psychology 558—3 hrs.; School Psychology 600—3 hrs.; 666—3 hrs.; 667—3 hrs.; 670—3 hrs.; 677—3 hrs.; 678—2 hrs.; 680—3 hrs.; 682—3 hrs.; 685—3 hrs.; 686—4 hrs.; 785—3 hrs.; 791—6 hrs; Psychology 603—3 hrs.; or 610—3 hrs.

Thesis or Field Study: School Psychology 799—6 hrs.; or 792—6 hrs.

### **School Psychology Licensure Regulations**

Interested individuals are encouraged to consult Education Student Services in the College of Education before pursuing a program intended to lead to licensure.

*Preferred effective term: Fall 2008*



## **COLLEGE OF EDUCATION: Elementary, Early, and Special Education**

### **Master of Education—Elementary Education (32 semester hours minimum)**

**CIP Code: 131202 Major Code: 8585**

#### **Brief Summary:**

The master's in education is being revised to include three concentrations: primary and intermediate; literacy; and early childhood.

#### **Student Learning:**

The results of Program Prioritization recommended one masters degree with three areas of concentration.

#### **Proposed Catalog Copy:**

##### **Master of Education (32 semester hours minimum)**

**CIP Code: 131202 Major Code: \_\_\_\_\_**

Completion of the Master of Education Degree will qualify the student for one of the following:

The Indiana Professional License in elementary education provided the student holds the standard elementary license and has completed five years of teaching experience.

or

The Indiana Professional License in early childhood education provided the student holds a standard license and has completed five years of appropriate teaching experience.

or

The Indiana Professional License in elementary education provided the student holds the standard elementary license and has completed five years of teaching experience. In addition the literacy concentration will professionalize the reading minor and lead to reading specialist certification.

#### *Degree Requirements*

**Basic Professional Courses:** Curriculum, Instruction, and Media Technology 610—3 hrs.; 3 hrs. from Educational Leadership, Administration, and Foundations 605 or 607, or Educational Psychology 521, 621.

**Major Area:** Elementary Education 660—3 hrs; 678--2 hrs; 667--3 hrs., to be scheduled within the last nine hours of the degree program.

**Related Studies:** An 18 hour concentration from the Department of Elementary, Early and Special Education will be required.

**Literacy Concentration:** Elementary Education 681--3 hrs.; 682--3 hrs.; 685--3hrs.; 686--3 hrs.; 668--3 hrs.; 670--3 hrs.

**Early Childhood Concentration:** ELED 532--3 hrs.; 541--3 hrs.; 645--3 hrs.; 647--3 hrs.; 648--3

hrs.; 3 hrs. from 680 or 686.

**Primary & Intermediate Concentration:** ELED 668--3 hrs; 680--3 hrs; 686--3 hrs; and 9 hours from ELED 571; 650; 651; 666; 681; 682; 685; SCED 685.

**Culminating Experience:** Elementary Education 667 from the major area taken within the last nine hours of the degree program.

*Preferred effective term: Fall 2008*

## **UNDERGRADUATE/GRADUATE COURSE ELIMINATIONS**

The courses below are eliminated as parts of the annual expedited process.

### **COLLEGE OF ARTS AND SCIENCES**

AFRI 313	FREN 541	HIST 476	MUS 600D
ART 200	G H 101	HIST 576	MUS 600E
ART 401	G H 201	IS 495	MUS 600F
ARTS 400	G H 400C	ITAL 394	MUS 600G
ARTS 600	G H 400D	LAT 216	MUS 600I
BIOL 199	G H 400E	LAT 312	MUS 600J
BIOL 310	G H 400F	LAT 315	MUS 600K
BIOL 410	G H 400I	LAT 402	MUS 600L
BIOL 480	G H 400J	LAT 412	MUS 600M
BIOL 580	G H 400L	LAT 417	MUS 600N
CHEM 429	G H 400M	LAT 460	MUS 600O
CHEM 449	G H 400N	LAT 502	MUS 600Q
CHEM 529	G H 400O	LAT 560	PSY 499
CHEM 549	G H 400P	LIFS 407	PSY 673
COMM 214	G H 400R	LIFS 574L	PSY 697
CS 367	G H 400S	LIFS 667	REL 351
ECOL 114B	G H 400U	LLL 460	REL 352
ECOL 620	G H 400V	MUS 100C	REL 353
ENG 371	G H 400W	MUS 100E	REL 354
ENG 448	GEOG 350	MUS 100F	REL 416
ENG 449	GEOG 605	MUS 100G	REL 496
ENG 548	GERM 362	MUS 100K	S S 402
ENG 549	GERM 377	MUS 100L	SCED 472
FREN 403C	GERM 400	MUS 100Q	SCED 473
FREN 403D	GERM 403C	MUS 436	SCED 685E
FREN 440	GERM 403D	MUS 530	SOC 370
FREN 503A	GERM 471	MUS 536	SOWK 495
FREN 503B	GERM 487	MUS 542	SPAN 400
FREN 503C	HIST 330	MUS 600A	SPAN 503A
FREN 503D	HIST 333	MUS 600B	SPAN 503B
FREN 540	HIST 384	MUS 600C	SPAN 503C

SPAN 505

SPAN 586

THTR 330

SPAN 556

THTR 230

THTR 414

*Preferred effective term: Fall 2008*

## **COLLEGE OF BUSINESS**

ACCT 505

BEIT 439

BEIT 679

BEIT 420

BEIT 650

BLAW 564

*Preferred effective term: Fall 2008*

## **COLLEGE OF TECHNOLOGY**

COT 799E

COT 899E

*Preferred effective term: Fall 2008*

## **CORRECTIONS**

English as a New Language Teaching Concentration (15 semester hours) program, published as approved on Academic Notes of March 31, 2008, has been revised by CAAC and changed to a minor. The correct catalog copy reads as follows:

### **COLLEGE OF ARTS AND SCIENCES: Languages, Literatures, and Linguistics**

*Concentration in English as a New Language (15 hours)*

**CIP Code: 16999 Concentration Code: \_\_\_\_\_**

#### **Brief Summary:**

The Department proposes to offer a concentration in teaching English as a New Language that can be added to other teacher education degree programs for Indiana licensure. The current concentration was developed in collaboration with the Elementary and Early Childhood Education Department. The concentration will allow our teacher candidates to meet the increasing need in Indiana for teachers to be well equipped to respond to non-native speakers of English in the education system. Corrections are reflected in bold and italics.

#### **Proposed Catalog Copy:**

*English as a New Language Minor (15 hours)*

**CIP Code: 16999 Concentration Code: \_\_\_\_\_**

This *minor* fulfills requirements for Indiana licensure in combination with an approved teacher education major program. It is also appropriate for teaching English as a second language/English as a foreign language in a non-licensure setting. This *minor* **does not** fulfill requirements for the language studies

major.

**Required courses:** Linguistics 210--3 hrs.; 311--3 hrs.; 316--3 hrs.; 413 or 415--3 hrs.; 420--3 hrs.

Students with a completed undergraduate degree seeking to add teaching English as a second language/English as a new language to an existing license should choose the graduate teaching English as a second language certificate program.

**Required courses:** Linguistics 210--3 hrs.; 311--3 hrs.; 316--3 hrs.; 413 or 415--3 hrs.; 420--3 hrs.

*Preferred effective term: Fall 2008*