January 3, 2003

REPORT FROM THE OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The following Undergraduate petition has been approved:

Undergraduate Experimental Course:

NUTR 481 Nutritional Counseling and Theory 3 Cr. Hrs.
Implementation Date: Fall, 2003.

Correction to the following petition published originally in the December 20, 2002 University Notes:

BA/BS in English with Teacher Certification Major – Rationale: The current Bulletin language implies that Teacher Certification students must jump from ENG 101 to ENG 301. That is clearly an error. The proposed change does not alter the specific courses required for this program or the number of hours but only places the ENG 301 requirement in a more reasonable location in the Bulletin.

Requirements currently specify “Students entering the English teaching program must take ENG 301 as the second course for their University Core Curriculum Goal A1” (page 113, 2001-2003 Bulletin). The Proposed Program Description would remove the above sentence and list ENG 301 among the “required courses”; change the number of hours listed in “required courses” from 12 to 15.

CURRENT PROGRAM: Required (24 Semester Hours) NOTE: Students entering the English teaching program must take ENG 301 as the second course for their University Core Curriculum Goal A1: Composition/Speech requirement. Also such students should review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin. A student may complete this program with either the B.A. or the B.S. degree.

Required Courses:
- Literature Surveys-12 hrs.
  - ENG 251 Masterpieces of English Literature I 3 Cr. Hrs.
  - ENG 252 Masterpieces of English Literature II 3 Cr. Hrs.
  - ENG 261 Masterpieces of American Literature I 3 Cr. Hrs.
  - ENG 262 Masterpieces of American Literature II 3 Cr. Hrs.

Other required courses—15 hours.
- ENG 310 Writing in the Secondary Schools 3 Cr. Hrs.
- ENG 313 Introduction to Linguistics 3 Cr. Hrs.
- OR ENG 314 Survey of English Grammars 3 Cr. Hrs.
- ENG 448 Literary Theory and Criticism 3 Cr. Hrs.
- ENG 451 Plays of Shakespeare 3 Cr. Hrs.

State Requirement: JRN 192 Introduction to Mass Communication 3 Cr. Hrs.

Elective courses—12 hours (Nine hours must be at the 300-400 Level)

PROPOSED PROGRAM: Required (24 Semester Hrs) Students should review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin. A student may complete this program with either the B.A. or the B.S. degree.

Required Courses:
- Literature Surveys-15 hrs.
  - ENG 251 Masterpieces of English Literature I 3 Cr. Hrs.
  - ENG 252 Masterpieces of English Literature II 3 Cr. Hrs.
  - ENG 261 Masterpieces of American Literature I 3 Cr. Hrs.
  - ENG 262 Masterpieces of American Literature II 3 Cr. Hrs.
  - ENG 301 Advanced Composition 3 Cr. Hrs.

Other required courses—15 hours.
- ENG 310 Writing in the Secondary Schools 3 Cr. Hrs.
- ENG 313 Introduction to Linguistics 3 Cr. Hrs.
- OR ENG 314 Survey of English Grammars 3 Cr. Hrs.
- ENG 448 Literary Theory and Criticism 3 Cr. Hrs.
- ENG 451 Plays of Shakespeare 3 Cr. Hrs.
**State Requirement:**  JRN 192 Introduction to Mass Communication  3 Cr. Hrs.

**Elective courses—12 hours** (Nine hours must be at the 300-400 Level)

Implementation Date:  Fall, 2003.

The following undergraduate petitions, as well as the petitions published in the December 13, 2002 and December 20, 2002 Notes, will be discussed when the Curriculum Committee meets on January 17, 2003 from 11:00 a.m. - Noon in HP 2027:

**Undergraduate New Course Petitions:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDUC 243</td>
<td>Observation, Assessment, &amp; Documentation</td>
<td>3 Cr. Hrs.</td>
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<td></td>
<td>Examines the importance of observation and documentation to the assessment Process. Techniques for each area will be considered. Field experience required. Recommended: Concurrent enrollment in EDUC 242. Prerequisite: Concurrent enrollment in EDUC 242. Rationale: The National Association for the Education of Young Children (NAEYC) identifies &quot;Observation, documenting, and assessing to support young children and families&quot; as <strong>Standard #3</strong> in their 2001 NAEYC Standards for Early Childhood Professional Preparation, Baccalaureate/Initial Licensure Level. These guidelines were established in consultation with: 1) NCATE (National Council of Teacher Education); 2) CEC/DEC (Council of Exceptional Children/Division of Early Childhood); 3) INTASC principles (Interstate New Teacher Assessment and Support Consortium); and 4) NBPTS (National Board for Professional Teaching Standards’ Early Childhood Generalist committee. This course is especially important to teachers working with young children because early identification allows for intervention in the first, critical years of development. Implementation Date: Fall, 2003.</td>
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<tr>
<td>EDUC 257</td>
<td>Programs for Infants &amp; Toddlers</td>
<td>3 Cr. Hrs.</td>
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<td>Examines theoretical approaches in infant/toddler care. Emphasis will be on developing program and activities for infants and toddlers in group care. Field experience required. Prerequisites: EDUC 242 and EDUC 255. Rationale: In <strong>Standard #1</strong> of the National Association for the Education of Young Children (NAEYC)’s Standards for Early Childhood Professional Preparation, Baccalaureate/Initial Licensure Level, it states, “candidates will use their understanding of young children...to create environments that are healthy, respectful, supportive, and challenging for all children.” EDUC 255 provides information on the growth and development of infants and toddlers. This course will build on that information to create the environments that are described in <strong>Standard #1</strong>. Also, according to these same standards, “Early Head Start has become a major form of early intervention for infants, and toddlers...” Currently, a large number of our students enrolled in the A.S. in early childhood education are Head Start professionals. Implementation Date: Fall, 2003.</td>
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<tr>
<td>EDUC 351</td>
<td>Music and Movement for Young Children</td>
<td>3 Cr. Hrs.</td>
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<td>Explores music, movement, and rhythms for young children with a focus on physical activity in developmentally appropriate activities in kindergarten and primary settings. Field experience required. Prerequisite: EDUC 242, Admission to Teacher Education. Rationale: As stated in the National Association for Young Children (NAEYC)’s <strong>Standard 4c.</strong>, “Understanding content knowledge in early education states, “even before children can speak, they move, gesture, and respond to color, sound, and rhythm. For young children, moving and exploring what their bodies can do are essential elements of early learning.” For young children the most natural way for them to express themselves is through music and movement. Therefore, teachers of young children need to know how to plan opportunities for such experiences. During the development of these standards, NAEYC consulted with specialists affiliated with related organizations</td>
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</table>
including the National Music Educators Association (NMEC) and the National Council for the Accreditation of Teacher Education (NCATE).

Implementation Date: Fall, 2003.

EDUC 356  Science & Math (Kindergarten/Primary)  3 Cr. Hrs.
Examines methods and materials in the areas of science and math that are developmentally appropriate for young children. Emphasis will be on planning active activities related to science and math concepts for children in kindergarten and primary settings. Field experience required.
Prerequisite: EDUC 242, Admission to Teacher Education.
Rationale: Standard 4 of the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation, Baccalaureate/Initial Licensure Level (approved by the NAEYC Governing Board, July 2001 and by NCATE, Oct. 2002) states the following:

MATH: “As outlined by NCTM (National Council of Teachers of Mathematics), well-prepared candidates understand and apply the following six principles or themes of mathematics instruction: Equity, Curriculum, Teaching, Learning, Assessment, Technology. In addition to these principles, candidates understand which concepts and skills are developmentally appropriate for pre-K-grade 2 children in each of the five content areas—operations, algebra, geometry, measurement, data analysis, and probability—as well as in the five process areas of problem solving, reasoning and proof, connections, communication, and representation. Early childhood candidates should be able to link these two sets of standards together.

Science: “Early childhood offers unique opportunities to explore phenomena using skills of scientific inquiry, build scientific dispositions, and build a foundation for understanding core scientific concepts. Candidates are able to articulate priorities for high quality, meaningful science experiences in early childhood, across a developmental continuum.”

EDUC 357  Expressive Arts/Social Studies (Kindergarten/Primary)  3 Cr. Hrs.
Examines the objectives, resources, curriculum development, methods of teaching social studies and expressive arts at kindergarten and primary levels; emphasis on integrated curriculum and professional collaboration. Field experience required. Prerequisite: EDUC 242, Admission to Teacher Education.
Rationale: Standard 4 of the National Association for the Education of Young Children (NAEYC)’s Standards for Early Childhood Professional Preparation, Baccalaureate/Initial Licensure Level states, “candidates understand the importance of each content area in young children’s learning. The social studies area presents special challenges to early childhood education…core concepts may be abstract or distant in time.” Therefore, teachers of young children need knowledge in the ways children can use expressive arts to
understand social studies concepts. During the writing of these standards, NAEYC consulted with other learned societies such as the National Council for the Accreditation of Teacher Education (NCATE).

Implementation Date: Fall, 2003.

EDUC 359 Practicum Topics in Early Childhood Education 1-3 Cr. Hrs.
Experience is designed to relate theory to practice through supervised experiences in an early childhood setting. Students work under the supervision of preschool and University personnel. Topic is specified for each offering. The course may be repeated up to a maximum of nine semester hours. No prerequisites.

Rationale: The new B.S. in Early Childhood Education offers three specialty areas: Special Needs, Infant/Toddler, and School Age Child Care. This course is designed to provide a practicum experience for each of these three specialties.

Implementation Date: Fall, 2003.

EDUC 431 Supervised Teaching: Kindergarten 6 Cr. Hrs.
Examines the professional role of early childhood educator, with qualified supervision, in a kindergarten setting. Concurrent registration in EDUC 433 required.

Rationale: This is an expanded offering of the current kindergarten student teaching experience. The new Indiana teaching certification patterns require students have experience in two school settings. By increasing the kindergarten student teaching from 5 weeks to 8 weeks, this experience should meet the needs of the pre-professional wishing to teach kindergarten.

Implementation Date: Fall, 2003.

EDUC 432 Supervised Teaching: Elementary-Primary 6 Cr. Hrs.
Examines the professional role of early childhood educator, with qualified supervision, in an elementary-primary setting. Concurrent registration in EDUC 433 required.

Rationale: This is a modification of a current elementary student teaching experience. The new Indiana teaching certification patterns require two school settings and this experience should provide the necessary experience for one of these settings.

Implementation Date: Fall, 2003.

EDUC 433 Synthesis Seminar in Early Childhood Education 3 Cr. Hrs.
A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area course work, and professional education core. The course also examines case studies which present issues faced by teaching professionals in early childhood settings. Prerequisite: Permission of Director of Field Experiences in Education

Rationale: This course is needed for the new B.S. in Early Childhood Education because students in this field work in many settings—not just public schools, but child care programs, private preschools and kindergartens, early intervention programs including Head Start, family support and home visiting programs. The professional roles assumed by early childhood professionals tend to be more varied than those typical in elementary education—including roles as traditional classroom teachers, as early interventionists, as home visitors, and other functions within comprehensive early childhood programs (NAEYC).

Implementation Date: Fall, 2003.

PHIL 364 Feminist Social Philosophy 3 Cr. Hrs.
A survey of concepts essential to feminist social and political philosophy, including sexism, oppression, discrimination, patriarchy, and equality, with critical application of these concepts to current gender-related issues and to students’ own experiences as men and as women. Prerequisites: One course in Philosophy.

Rationale: In the last 30 years or so, an influx of women into academic philosophy
has combined with a cultural and intellectual "wave" of feminist theory and activism, to produce an astonishingly rich and varied body of feminist philosophical work—a body with which upcoming students in philosophy need to have some acquaintance. This course introduces them to feminist philosophical thought about major political concepts and social issues, enabling them to think in broader terms both about the theories they study in other areas of political philosophy and about their own gendered experiences. Both philosophy majors and non-majors benefit by reading and discussing feminist philosophers’ arguments on a variety of social issues including rape and sexual consent, pornography and prostitution, comparable worth, reproductive autonomy, and intrafamilial justice.

Implementation Date: Fall, 2003.

PHIL 365 Sexual Ethics
An examination of various philosophical issues in sexual ethics, including the proper role of sexuality in human life; its relation to love and to marriage, the meaning and value of sexual freedom, the moral status of homosexuality, the meaning of sexual consent, and sexual objectification and commodification. Prerequisite: One course in Philosophy.

Rationale: Discussions of sexual ethics in the media and casual conversation too frequently become occasions for dogma and empty political rhetoric. Considering philosophical arguments on these issues can be enormously useful, in that it both demonstrates the possibility of rational progress on seemingly intractable issues and shows the immediate relevance of philosophical argumentation to students’ own lives and choices. These are issues about which many students are genuinely puzzled, and the immediacy and intimacy of the questions they have about their own lives (and those of their friends and families) makes for lively and engaged discussions of the philosophical arguments.

Implementation Date: Fall, 2003.

POLS 371 The United Nations
An examination of the UN as an organization, UN functions, regional perspectives, and current issues. Prerequisite: One Political Science course or consent of the instructor.

Rationale: The course enables students to acquire specialized knowledge of the United Nations and prepares them for participation in model UN experiences, such as the American Model United Nations held every November in Chicago.

Implementation Date: Fall, 2003.

POLS 399 Advanced Topics in Political Science
An intensive examination of specialized topics in political science. May be taken twice for credit provided the topic is different. Prerequisite: One Political Science course or consent of instructor.

Rationale: The political science curriculum does not have an upper level course that allows for the intensive examination of specialized topics in political science. Students’ education is enhanced by the opportunity to take challenging, upper level courses on specialized topics that are not sufficiently addressed in other upper level courses.

Implementation Date: Fall, 2003.

POLS 495 Judicial Internship
Internship in a court through a minimum of 150 hours of supervised, professional work. Prerequisites: Junior or senior standing and permission of instructor.

Rationale: The internship experience will provide students with the opportunity to master and critique social science concepts and theories pertaining to the operation of judicial bureaucracies.

Implementation Date: Fall, 2003.

POLS 496 Legal Internship
Students work as interns in a law office for or other law-related organization
for 150 hours. Students must also complete various academic requirements. Rationale: Working in a law office or other law-related institution provides a pre-law student direct contact with the practical realities of the legal profession and the applications of law in society. This experience also helps a pre-law student decide whether to commit to law school. Thus, a legal internship is a valuable component of pre-law education. Prerequisites: Junior or senior standing and permission of instructor.

Implementation Date: Fall, 2003.

POLS 497 Legislative Internship
Students serve as interns in the Indiana State Legislature. Students must be selected by one of the party caucuses in the House or Senate. In addition to working for state legislators, students must attend a speaker series and complete various academic requirements. Prerequisites: Junior or senior standing and permission of instructor.

Rationale: Serving a one-semester internship in the Indiana State legislature provides direct experience with the realities of practical politics. The internship provides students with concrete illustrations of the political concepts and processes presented in the classroom and thus is an integral part of a student’s political education.

Implementation Date: Fall, 2003.

UNIV 101 Learning Communities Seminar 1
UNIV 101 provides the integrative component for the identified Freshman Interest Group linked courses. It is designed to help students adjust to university life and academic expectations. Topics that will be explored include: Academic Policies and Campus Resources, Interpersonal Communication, Self-Management Tools, Critical and Reading/Thinking Skills. Topics of study will be integrated through the identified link courses. Prerequisites: None.

Rationale: Research suggests that providing opportunities for students to connect content and knowledge from various disciplines helps students acquire a deeper understanding of course material and increases the relevance of higher education to students. UNIV 101 students will benefit from enrollment in linked courses in addition to close interaction with instructors, a peer mentor, as well as classmates. UNIV 101 will introduce students to strategic learning skills utilizing the content from the linked courses. Additionally, written exercises that combine the interaction of campus resources and university personnel will develop interpersonal communication skills and critical thinking. The course thus requires an integration of student learning, university involvement and student development, thereby developing a community of self-directed learners.

Implementation Date: Fall, 2003.

Undergraduate Course Modifications:

ECON 241 Global Economic Issues
An introduction to the causes and consequences of the growing interdependence of nations. Emphasis is placed on how different people, cultures, institutions, and economies are affected by, and respond to, current global issues. Prerequisites: ECON 175 or ECON 208 or ECON 209.

Proposed Modified Prerequisites: ECON 175 or ECON 208 or ECON 209, or consent of instructor.

Rationale: The prerequisite change makes the course more accessible to students with non-economic backgrounds. The student in seeking the instructor’s consent would have to provide evidence of adequate academic preparation in lieu of an economics course.

Implementation Date: Fall, 2003.

EDUC 255 Child Care Services for Infants and Toddlers
Focuses on developing infant and toddler child (day) care services with emphasis on daily planning, equipment, health and nutritional needs,
psychological needs, and parental roles.

**Proposed Course Title:** Growth & Development of Infants & Toddlers

**Proposed Modified Course Description:** Examines the growth and development of infants and toddlers. Emphasis will be on studying the uniqueness of the earliest years and the implications for care in group settings. Field Experience required.

**Proposed Prerequisite:** EDUC 242

**Rationale:** With the current emphasis on early intervention, especially in programs such as Early Head Start, it is necessary to modify our current A.S. in early childhood education to include two courses in infants and toddler care instead of the one on the current program. Therefore, in the modified A.S. in early childhood education, the current EDUC 255 Child Care Services for Infants and Toddlers (3), will be divided into two classes: EDUC 255 Growth & Development of Infants & Toddlers, and EDUC 257 Programs for Infants & Toddlers to provide better coverage of the needed information.

**Implementation Date:** Fall, 2003.

**EDUC 346 Integrated Curriculum I: Cognitive Domain**

- Examines theoretical views of cognitive development with a focus on how children acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities for math, science, language, and social studies are emphasized. Field experience required. Prerequisite: EDUC 242.

**Proposed New Title:** Early Childhood Curriculum I.

**Proposed Modified Course Description:** Examines theoretical views of cognitive development with a focus on how children, ages 3 through 5 in preschool settings, acquire, organize, and apply knowledge. Integrates methods and developmentally appropriate activities in early childhood education for math, science, and social studies are emphasized. Foundations for Young Children to the Indiana Academic Standards are emphasized. Field Experience required. Prerequisite: EDUC 242.

**Rationale:** This course has been revised to specifically address the preparation of early childhood teachers in curriculum methods (math, science, social studies) for the preschool setting in the Associates Degree and the new B.S. in Early Childhood Education. The current course EDUC 346 attempts to address curriculum methods for the preschool and kindergarten-primary settings which is too broad an area of coverage to provide the depth necessary to appropriately address developmental and curriculum content standards.

**Implementation Date:** Fall, 2003.

**EDUC 347 Integrated Curriculum II: Creative/Affective**

- Examines theories and importance of creativity in children’s development. Integrated methods and developmentally appropriate activities for art, music, literature, and play are emphasized. Field experience required. Prerequisite: EDUC 242.

**Proposed Course Title:** Early Childhood Curriculum II.

**Proposed Modified Course Description:** Examines theories and importance of creativity in children’s development. Integrated methods and developmentally appropriate art, music, play, and movement curriculum for children ages 3 through 5 in preschool. Field experience required. Prerequisite: EDUC 242.

**Rationale:** This course has been revised to specifically address the preparation of early childhood teachers in curriculum methods (art, music, play, and movement) for the preschool setting in the Associates Degree and the new B.S. in Early Childhood Education. The current course, EDUC 347, attempts to address curriculum methods for the preschool and kindergarten-primary settings which is too broad an area of coverage to provide the depth necessary to appropriately address developmental and curriculum content standards.

**Implementation Date:** Fall, 2003.

**Undergraduate Program Modifications:**
Philosophy Major: 30 semester hours. Philosophy provides an excellent field of study for students planning to seek advanced degrees in philosophy, law, and theology. Philosophy also is a valuable complementary subject for students in other humanistic fields. Students pursue a Bachelor of Science or Bachelor of Arts degree. The latter requires 12 hours of a foreign language, and is preferable for those interested in more advanced degrees.

Required Courses – 15 hours:

PHIL 205 Introduction to Logic 3 hours
OR PHIL 305 Intro to Symbolic Logic 3 hours
PHIL 344 Contemporary Philosophy 3 hours
OR PHIL 418 Metaphysics 3 hours
OR PHIL 420 Epistemology 3 hours
OR PHIL 435 Philosophy of Science 3 hours
PHIL 363 Bioethics 3 hours
OR PHIL 440 Political Philosophy 3 hours

Electives – 15 hours selected from Philosophy course offerings as directed by advisor. (No more than six hours of 200-level courses may be counted.) PHIL 200, 201, 205, 301, 304, 305, 344, 361, 362, 363, 413, 415*, 418, 420, 425, 435, 441, 445**, 446**. (*Cross listed with English; **Cross listed with Political Science).

PROPOSED MODIFICATIONS: The following courses will be added as electives: PHIL 365 - Sexual Ethics and PHIL 364 - Feminist Social Philosophy.

Rationale: The aforementioned courses will enhance the philosophy curriculum by enabling students to acquire specialized knowledge of feminist social philosophy and sexual ethics.

Implementation Date: Fall 2003.

Philosophy Minor – 18 semester hours (9 required; 9 electives with no more than 6 hours of 200-level courses). Required courses: 205 or 305, 350, 351. Electives: 200, 201, 205, 301, 304, 305, 344, 361, 362, 363, 413, 415*, 418, 420, 425, 435, 441, 445**, 446**. Cross listed with English; **Cross listed with Political Science).

PROPOSED MODIFICATIONS: The following courses will be added as electives: PHIL 365 - Sexual Ethics and PHIL 364 - Feminist Social Philosophy.

Rationale: The aforementioned courses will enhance the philosophy curriculum by enabling students to acquire specialized knowledge of feminist social philosophy and sexual ethics.

Implementation Date: Fall 2003.

Political Science Major – Elective courses for the Political Science Major include the following political science courses: 202, 203, 208, 261, 299, 305, 306, 307, 309, 314, 330, 345, 353, 361, 363, 382, 383, 384, 405, 406, 407, 410, 412, 427, 433, 434, 445, 446, 471, 473, 481, 487, 498, and 499. Additional electives include: CRIM 301 and CRIM 302. Required courses for the Political Science Major include: 101, 102, 245, 271, 281; 202 OR 203 and any one of the courses that follow: 309, 345, 445, and 446. Political Science majors are also required to take one course in Sociology or Economics or Psychology. Upper level (300 and 400 level) courses in the Political Science Major have no prerequisites.

Proposed Program Description (add prerequisites): Upper level 300 and 400 level) courses in the Political Science Program have the prerequisite that follows: One course in Political Science or consent of instructor. Also add the following new courses as electives: POLS 371 (The United Nations), POLS 399 (Advanced Topics in Political Science), POLS 495 (Judicial Internship), POLS 496 (Legal Internship), and POLS 497 (Legislative Internship).

Rationale – If students have been previously exposed to political concepts and theories, students will be better prepared to process and critically analyze information presented in upper level political science courses. The addition of the aforementioned courses will enhance the curriculum by enabling students to: 10 acquire specialized knowledge of the world’s major international organization, 20 learn about selected topics not sufficiently addressed in the Political Science Program’s curriculum, and 30 participate in internships that will provide the opportunity to master and critique social science concepts pertaining to major political institutions.

Implementation Date: Fall, 2003.

Political Science Minor – Elective courses for the Political Science Minor include the following political science courses: 208, 261, 299, 305, 306, 307, 309, 314, 330, 345, 353, 361, 363, 382, 383, 384, 405, 406, 407, 410, 412, 427, 433, 434, 445, 446, 471, 473, 481, 487, 498, and 499. Additional electives include: CRIM 301 and CRIM 302. Required courses for the Political Science Minor include: 101 or 102, 202 or 203, 245, 271 or 281 and any one of the courses that follow: 309, 345, 445, and 446. Upper level (300 and 400 level) courses in the Political Science Major have no prerequisites.

Proposed Program Description (add prerequisites): Upper level 300 and 400 level) courses in the Political Science Program have the prerequisite that follows: One course in Political Science or consent of instructor. Also add the following new courses as electives: POLS 371 (The United Nations), POLS 399
(Advanced Topics in Political Science), POLS 495 (Judicial Internship), POLS 496 (Legal Internship), and POLS 497 (Legislative Internship)

**Rationale** – If students have been previously exposed to political concepts and theories, students will be better prepared to process and critically analyze information presented in upper level political science courses. The addition of the aforementioned courses will enhance the curriculum by enabling students to: 10 acquire specialized knowledge of the world’s major international organization, 20 learn about selected topics not sufficiently addressed in the Political Science Program’s curriculum, and 30 participate in internships that will provide the opportunity to master and critique social science concepts pertaining to major political institutions.

Implementation Date: Fall, 2003.

**Social Science Teaching Major – Rationale:** The Social Science Teaching Major is being modified to conform with the Indiana Professional Standard Board’s passage of a new licensing framework in 1999 for students in secondary education in universities and colleges across the state.

**CURRENT PROGRAM Requirements:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Primary 18 Hrs.</th>
<th>Supporting 12 Hrs.</th>
<th>Minor 24 Hrs. Including 9 Diversified</th>
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</thead>
<tbody>
<tr>
<td><strong>Economics</strong></td>
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<tr>
<td>208 Microeconomics</td>
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<td>209 Macroeconomics</td>
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<td>271 Elementary Statistics</td>
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<td>308 Intermediate Microeconomic Theory</td>
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<td>309 Intermediate Macroeconomic Theory</td>
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<td><strong>Geography</strong></td>
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<td>111 Principles of Geography</td>
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<td>213 Economic Geography</td>
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<td>233 Environmental Geology &amp; Resource Conservation</td>
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<td>330 World Geography</td>
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<td>433 Conservation of Natural Resources</td>
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<td>468 Oceanography</td>
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<td><strong>Government (Political Science)</strong></td>
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<tr>
<td>101 Introduction to Political Science</td>
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<td>102 Introduction to American Politics</td>
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<td>271 International Politics</td>
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<td>281 Comparative Politics</td>
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<td>One course in political theory from</td>
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<td>309, 345, 445, 446</td>
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<td>Directed Electives (300 or 400 level Preferred)</td>
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<td><strong>Psychology (requires 19 Hours)</strong></td>
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<td>201 General Psychology</td>
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<tr>
<td>302 Intro to Psychological Statistics</td>
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<td>352 Research Methods</td>
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<td>Directed Electives (300 or 400 level Preferred)</td>
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<tr>
<td>231 Social Problems I</td>
<td>3</td>
<td>3</td>
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<tr>
<td>370 Seminar in Sociology</td>
<td>3</td>
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<tr>
<td>382 Intro to Sociological Research</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>481 Contemporary Social Thought</td>
<td>3</td>
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<td>OR</td>
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<tr>
<td>483 Development of Sociological Theory</td>
<td>3</td>
<td>-</td>
<td>3</td>
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<tr>
<td>Directed Electives 300-400 Level</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>United States History</strong></td>
<td></td>
<td></td>
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<tr>
<td>301 United States to 1865</td>
<td>3</td>
<td>3</td>
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<tr>
<td>OR</td>
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<td></td>
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<tr>
<td>102 United States Since 1865</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>(One 130 Issues course may substitute for 101 or 102)</td>
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</tbody>
</table>
One chosen from:
298 Historical Methods
400 Topics in American History
498 Senior Seminar in American History
Directed Electives above 100s; mostly from 300s and 400s

World Civilizations
111 World Civilizations I
112 World Civilizations II
(One 140 Issues course may substitute for 111 04 112)

One chosen from:
298 Historical Methods
410 Topics in World History
499 Senior Seminar in World History
Directed Electives above 100s; mostly from 300s and 400s

Revised Social Science Teaching Major:
21 Semester Hours –
3 HIST 101 or 102
3 HIST 111 or 112
3 HIST 298, 398, 498, or 499

9 Semester Hours –
3 HIST 439 or POLS 305 or POLS 427
3 HIST/POLS 433 OR 434 or POLS 271, 471, 473, HIST 307, 308
3 HIST 271, 282, 349, 351, or POLS 281, 383, 384
Provisos: students must take one course from each of the three categories listed above; no more than 3 of these 9 hours may be at the 200-level; no more than 6 of these 9 hours may be in one discipline (History or Political Science)

6 Semester Hours –
3 POLS 309
3 POLS 314 or 407

36 Semester Hours in History and Political Science

12 Semester Hours in Economics, Psychology or Sociology (courses in this section may not count toward an additional teaching area)
6 Two of the following: 1) ECON 208 or 209; 2) PSY 201; or 3) SOC 121
3 GEOG 112
3 ANTH 251 or 255

Requirements for additional teaching area in Economics, Psychology or Sociology

Economics
1) ECON 208; 2) ECON 209; 3) ECON 308 or 309; 4) directed elective.

Psychology
1) PSY 201; 2) PSY 322 or 273; 3) PSY 312, 355, or 385; 4) Directed elective, such that at least two courses are at the 300-400 level. The following courses are excluded from the list of electives: 261, 362, 498 and 499.

Sociology
1) SOC 121; 2) SOC 235, 252 or 261; 3) SOC 361, 421 or 463; 4) Directed elective, 300-400 level preferred. The following courses are excluded from the list of electives: 200, 225, 391, 392, 489 and 499.

60 Semester Hours in the Major

Core Curriculum
9 A1. Composition and Speech – ENG 101 and 201; SPCH 101
4 A2. Mathematics 111
3 B1. Ethics
3 B2. The Arts
2 B3. Health and Fitness
3 C1. History – HIST 101 or 102 or HIST 111 or 112
6 C2. Individual Development and Social Behavior – PSY, SOC and ECON courses
8-9 C3. Science – GEOG 112 and two other courses, one of which must be a laboratory course
Undergraduate New Program Petition

BA/BS in Early Childhood Education – 124 Credit Hours
This program requires 124 semester hours, distributed as follows: University Core Curriculum – 50-51 semester hours; Special Education Major – 36 Semester Hours; Professional Education and Related Courses – 32 Semester Hours; Electives – 5-6 Semester Hours.

The university core curriculum includes special areas of study in the traditional arts and sciences, as well as experiences in health and fitness and a synthesis seminar. The following subject areas are required for the major in Early Childhood Education:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Composition/Speech</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>The Arts</td>
<td>3</td>
</tr>
<tr>
<td>Health/Fitness</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Individual Development/Social Behavior</td>
<td>6</td>
</tr>
<tr>
<td>Western Culture</td>
<td>6</td>
</tr>
<tr>
<td>Global Communities</td>
<td>3</td>
</tr>
<tr>
<td>Synthesis</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>8-9</td>
</tr>
</tbody>
</table>

BS in Early Childhood Education K-Primary Courses:
- EDUC 198 3 Hrs. (24 Hours Completed as a Prerequisite)
- EDUC 214 3 Hrs.
- EDUC 241 3 Hrs.
- EDUC 242 3 Hrs.
- EDUC 243 3 Hrs.
- EDUC 256 3 Hrs.
- EDUC 261 3 Hrs.
- EDUC 272 3 Hrs.
- EDUC 302 3 Hrs.
- EDUC 343 3 Hrs.
- EDUC 344 3 Hrs.
- EDUC 346 3 Hrs.
- EDUC 347 3 Hrs.
- EDUC 351* 3 Hrs.
- EDUC 356* 3 Hrs.
- EDUC 357* 3 Hrs.
- EDUC 397* 5 Hrs. (Designated Section)
- EDUC 398 3 Hrs.
- EDUC 433 3 Hrs.
- EDUC 431 6 Hrs.
- EDUC 432 6 Hrs.

Admission to Teacher Education is required.
The following class is to be taken prior to student teaching:
- EDUC 433 3 Hrs.

Student Teaching (15 Hrs.)
- EDUC 433 3 Hrs.
- EDUC 431 6 Hrs.
- EDUC 432 6 Hrs.

Specialty Areas (Optional) Early Childhood Education

Special Needs:
- EDUC 261 3 Hrs.
- EDUC 306 3 Hrs.
- EDUC 415 3 Hrs.
- EDUC 359 3 Hrs. Total – 12 Hrs.

Infant Toddler:
- EDUC 255 3 Hrs.
- EDUC 257 3 Hrs.
- EDUC 261 3 Hrs.
- EDUC 359 3 Hrs. Total – 12 Hrs.

School Age:
- EDUC 340 3 Hrs.
The program includes three intensive experiences in early childhood settings: 1) a sophomore-level practicum in an early childhood setting for approximately 150 hours, in conjunction with two required courses, 2) a senior-level supervised teaching experience in a pre-school setting, also in conjunction with 3) a senior-level supervised teaching experience in an elementary school-primary grade classroom assignment and a synthesis seminar.

Implementation Date: Fall, 2003.

Bachelor of Arts in International Studies – 39 Required Hours. The International Studies program will be an interdisciplinary major within a 124-hour course of study. The course of study includes a 39-hour International Studies major, a 50-hour University Core Curriculum requirement, and 35 hours of open electives. Since, however, 6 hours in the major can be cross-counted with the University Core Curriculum, 41 hours of free electives are actually available to be applied to a second major or additional courses in the International Studies major.

The International Studies major consists of existing courses offered in the School of Liberal Arts, the School of Business, and the Pott School of Science and Engineering. All students will complete a common core of six courses in five different disciplines. These core courses are: Cultural Anthropology (ANTH 333); Global Economic Issues (ECON 241); International Politics (POLS 271); World Geography (GEOG 330), and World Civilizations I and II: Beginnings to 1500 and 1500 to Present (HIST 111 & 112). These are followed by 7 courses in a choice of one of three tracks: a) Latin American Studies track; b) European Studies track; and c) an International Relations track. The 21 hours of coursework required in each track include no more than two courses from any one discipline (Anthropology, History, and Political Science), ensuring that students are exposed to a minimum of four disciplines and making this a truly interdisciplinary major. Students will also complete a minimum of two years (four semesters) study in one foreign language. Students will be strongly encouraged to work or study abroad.