December 5, 2003

REPORT FROM THE OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The following Undergraduate petitions have been approved:

Undergraduate New Program:

BA/BS in Early Childhood Education – Approved by the Indiana Commission for Higher Education at its November 14, 2003 meeting.

Undergraduate Minor Program Modifications:

Change ENG 303 – Poetry Workshop, a three-hour course, shall be repeatable up to three times.

Existing Bulletin Course Description: Poetry Workshop (3) An intense study of poetry, in which students examine poems of others and address in their own poems issues of character, personality, image, nuance, tone, setting and concision. Prerequisite: ENG 302. Sp.

Proposed Course Description: Poetry Workshop (3) An intense study of poetry, in which students examine poems of others and address in their own poems issues of character, personality, image, nuance, tone, setting and concision. Prerequisite: ENG 302. Sp. May be retaken for credit a maximum of three times.

Justification: Students pursuing an English major with a concentration in Creative Writing need more than one workshop in specific genres of their choice before graduation. Multiple poetry workshop experiences better prepare students applying to MFA graduate programs, who need competitive poetry manuscripts for admission. Many USI undergraduate English majors with an emphasis in Creative Writing, or those in other majors pursuing the Creative Writing certificate have asked to be allowed to take the Poetry Workshop more than once for credit. In the absence of this policy, creative writing instructors have offered many independent studies. This change in English 303 will not affect the English major in any way. While the first taking of this course will count as a limited elective for the major (as before), additional times will count as a free elective, towards the 39 hour rule.

Implementation Date: Spring, 2004.

Change ENG 304 – Fiction Workshop, a three-hour course, shall be repeatable up to three times.

Existing Bulletin Course Description: ENG 304 – Fiction Workshop (3) An intense study of fiction in which students examine fiction of others and write fiction of their own. Prerequisite: ENG 302. F.

Proposed Course Description: ENG 304 – Fiction Workshop (3) An intense study of fiction in which students examine fiction of others and write fiction of their own. Prerequisite: ENG 302. F. May be retaken for credit a maximum of three times.

Justification: Students pursuing an English major with a concentration in Creative Writing need more than one workshop in specific genres of their choice before graduation. Multiple fiction workshop experiences better
prepare students applying to MFA graduate programs, who need competitive fiction manuscripts for admission. Many USI undergraduate English majors with an emphasis in Creative Writing, or those in other majors pursuing the Creative Writing certificate have asked to be allowed to take the Fiction Workshop more than once for credit. In the absence of this policy, creative writing instructors have offered many independent studies. This change in English 304 will not affect the English major in any way. While the first taking of this course will count as a limited elective for the major (as before), additional times will count as a free elective, towards the 39 hour rule.

Implementation Date: Spring, 2004.

**Change: English 305 – Non-Fiction Workshop**, a three-hour course, shall be repeatable (up to three times).

**Existing Bulletin Course Description:** ENG 305 – Non-Fiction Workshop (3) A course in which students will hone critical skills and polish their prose in the literary essay. Prerequisite: ENG 302. F.

**Proposed Course Description:** ENG 305 – Non-Fiction Workshop (3) A course in which students will hone critical skills and polish their prose in the literary essay. Prerequisite: ENG 302. F.

**Justification:** Students pursuing an English major with a concentration in Creative Writing need more than one workshop in specific genres of their choice before graduation. Multiple non-fiction workshop experiences better prepare students applying to MFA graduate programs, who need competitive non-fiction manuscripts for admission. Many USI undergraduate English majors with an emphasis in Creative Writing, or those in other majors pursuing the Creative Writing certificate have asked to be allowed to take the Non-Fiction Workshop more than once for credit. In the absence of this policy, creative writing instructors have offered many independent studies. This change in English 305 will not affect the English major in any way. While the first taking of this course will count as a limited elective for the major (as before), additional times will count as a free elective, towards the 39 hour rule.

Implementation Date: Spring, 2004.

**Change: English 307 – Screenwriting Workshop**, a three-hour course, shall be repeatable (up to three times).

**Existing Bulletin Course Description:** (Note: 307 is in DARS and listed on page 115 in the Bulletin, but the course description was inadvertently left out of the bulletin.) ENG 307 – Screenwriting Workshop (3) A course in which students will write an entire screenplay based on original material, focusing on character and plot development. Prerequisite: ENG 302. F.

**Proposed Course Description:** ENG 307 – Screenwriting Workshop (3) A course in which students will write an entire screenplay based on original material, focusing on character and plot development. Prerequisite: ENG 302. F.

**Justification:** Students pursuing an English major with a concentration in Creative Writing need more than one workshop in specific genres of their choice before graduation. Multiple screenwriting workshop experiences better prepare students applying to MFA graduate programs, who need competitive screenplay manuscripts for admission. Many USI undergraduate English majors with an emphasis in Creative Writing, or those in other majors pursuing the Creative Writing certificate have asked to be allowed to take the Screenwriting Workshop more than once for credit. In the absence of this policy, creative writing instructors have offered many independent studies. This change in English 307 will not affect the English major in any way. While the first taking of this course will count as a limited elective for the major (as before), additional times will count as a free elective, towards the 39 hour rule.

Implementation Date: Spring, 2004.

**Change: Re-number ENGR 422 to ENGR 427 – Geotechnical Engineering Design.**

**Justification:** The class has yet to be taught. This change was requested by the curricular committee. A prerequisite for this class is ENGR 422 – Reinforced Concrete Design. In our original proposal concrete design had a higher number (427) than geotechnical design. The committee felt that a prerequisite should have a lower number. The class name, hours, and content will remain the same.

Implementation Date: Spring, 2004.
The following Undergraduate petitions were approved by the Curriculum Committee at the December 3, 2003 Curriculum Committee meeting:

### Undergraduate New Course Petitions:

**EDUC 246**  Language and Literacy in the Early Years  3 Cr. Hrs.
Examines the process of language and literacy development in young children.
The course focuses on ways teachers of young children integrate research-based knowledge with early school and family literacy learning.
Field experience required. **Prerequisite:** EDUC 242.
Implementation Date: Fall, 2004.

**EDUC 441**  Young Adult Literature  3 Cr. Hrs.
Course provides an overview of literature for adolescents and young adults.
Participants will critique these materials and design plans for incorporating all genres of young adult literature in middle school and high school classrooms. **Prerequisites:** None.
Implementation Date: Fall, 2004.

**EDUC 442**  Advanced Children’s Literature  3 Cr. Hrs.
Course provides an opportunity for classroom teachers and media specialists to explore recently published books and non-print materials for children in Pre-K through grade 6. Participants will critique these materials and design plans for incorporating all genres of children’s literature in their classrooms.
**Prerequisites:** None.
Implementation Date: Fall, 2004.

**ENGR 299**  Co-op Experience  1 Cr. Hr.
Approved investigation undertaken coincident with the co-op assignment.
Evaluation based on a formal report submitted by the student. **Prerequisites:** Sophomore standing in Engineering and consent of Department Chair.
Implementation Date: Fall, 2004.

**RTV 457**  Key Issues in Telecommunications  3 Cr. Hrs.
A capstone course examining contemporary issues confronting broadcasters, cable operators, and Internet content providers. Economic, regulatory, social, and ethical issues are explored. **Prerequisites:** RTV 151, RTV 255, and Senior standing
Implementation Date: Fall, 2005.

### Undergraduate Program Modifications:

**Program Title – Associate of Science, Early Childhood Education (2004)**
Implementation Date: Fall, 2004.

**Program Title – Radio and Television Major**

Program Description: Add RTV 457 “Key Issues in Telecommunications” to the list of required major courses.

Program Graduation Requirements: Student must have a 2.25 average for all major coursework to graduate.

Implementation Date: Fall, 2005.
Undergraduate Major Deletion – Radio and Television (for teaching certification) RATT
Last semester the program will be offered: Fall, 2005.

Undergraduate Minor Deletion – Radio and Television (for teaching certification)
Last semester the program will be offered: Fall, 2005.

Undergraduate Major Deletion – Speech Communication and Theatre (for teaching certification)
Last semester the emphasis will be offered: Fall, 2005.

Undergraduate Minor Deletion – Speech Communication and Theatre (for teaching certification)
Last semester the emphasis will be offered: Fall, 2005.

The following Graduate petition was approved by the Graduate Council on 11/21/03.

Graduate New Course:

EDUC 517 Transition and Exceptionality 3 Cr. Hrs.

Course Description: This course is intended to explain and experience the process of student transition across environments. It will stress the development of skills to enable students to advocate and self-determine their future. Emphasis will be placed on providing community resource technology information to both parents and students that will assist them in their transition between school and the community. The need for proper work habits, realistic career goal setting, and appropriate transitioning between middle school and high school will be part of the curriculum. The course will underscore the importance of integrating occupational planning and life skills with the curriculum. The course will also provide experiences associated with transition conferences so candidates can better understand the involvement in decision-making teams.

Implementation Date: Spring, 2004.