

MINUTES OF THE UNIVERSITY FACULTY MEETING

TUESDAY, DECEMBER 4, 2001, 3:30 P. M., MCC 100

Acting Vice President of Academic Affairs Charles Wright called the meeting to order.

David Sharp led in prayer.

President Andy Westmoreland indicated that he would defer his remarks until the reporting session that will follow the Board of Trustees meeting on Thursday, December 6. The presidential reporting session will be at 3:00 p.m. in McClellan 100. President Westmoreland encourage participation in Fall Commencement.

A motion was made and seconded to approve the minutes of the August 17, 2001 faculty-staff meeting as circulated. The motion was approved.

Registrar Judy Jones presented a list of candidates for graduation consisting of 85 students (the list is shown in Appendix I). Ray Granade moved "approval for graduation of those listed by the Registrar, as well as any certified by the Registrar between now and graduation as having met all necessary requirements and therefore being eligible to graduate." Larry Thompson seconded the motion; the motion carried.

Jeanna Westmoreland, Chair of the Department of Education, announced that the NCATE accreditation team would be on campus March 2-6, 2002, and would be conducting formal interviews with selected faculty. She reviewed a handout providing information about the accreditation visit, and the six standards by which the Teacher Education Program will be evaluated; all six standards must be passed in order to receive accreditation. A copy of the NCATE Update in Appendix II provides complete details of Jeanna's report.

Joe Franz, Vice President for Development, reported on the Faculty/Staff Circle of Excellence Campaign, and thanked Joe Jeffers and the other leaders of the campaign. Over \$450,000 has been raised so far; the goal is \$500,000. A victory celebration is planned in January at the faculty-staff meeting.

The following faculty were recommended to serve on the Nominating Committee.

School of Business.....James Philpot
School of Christian Studies.....Randy Richards
School of Fine Arts.....Larry Thompson
Division of Education.....Corliss Smith
Division of Humanities.....Doug Sonheim
Division of Natural Science.....Nancy Hardman
Division of Social Science.....Trey Berry

An opportunity for other nominations was given, but with none forthcoming a motion was made and seconded to accept the nominations. The motion was approved.

Hal Bass, Chair of the University Committee, gave the following report concerning the membership and work of the committee during the fall semester.

1. "Membership: Trey Berry, Social Science; Charles Chambliss, Education; Jeanie Curry, Business; Glenn Good, Natural Science; Patrick Houlihan, Fine Arts; Preben Vang, Christian Studies; Johnny Wink, Humanities; Hal Bass, At Large; Charles Wright, *ex officio*; Andy Westmoreland, *ex officio*; Mary Carole Young, student liaison
2. Meeting Time and Place: 5:00 p.m., Monday, MCC 104
3. Web Page, inaugurated by Charlie Fuller and now maintained by Patrick Houlihan. There, you can find minutes of our weekly meetings, compiled by Jeanie Curry, and in her rare absences, Johnny Wink
4. Formal actions taken
 - a. Revision of faculty constitution and by-laws, that incorporates impending school structure, restructures a few committees, and formalizes the currently informal provision for student liaisons to faculty committees. This proposed revision will be distributed to the faculty before the end of the semester; it will be presented formally at our January faculty meeting; and we anticipate a vote on it at our April faculty meeting. If all goes well, the way will be paved for approval by our Board of Trustees prior to the beginning of the fall, 2002 semester.
 - b. Recommendation to Development Office that undesignated proceeds from faculty component of the upcoming faculty campaign be dedicated to faculty-staff development.
5. Other issues addressed, without formal action being taken: campus parking, campus security, student advising, college rankings, developing a comprehensive listing of all application deadlines for faculty grants, students attending classes for which they are not officially enrolled; and vice versa
6. Welcome your suggestions for future agenda items"

Marty Perry, Chair of the Faculty Development Committee, presented the following report.

"Thanks to Committee Members

Business – James Philpot
Christian Studies – Byron Eubanks
Education – Wendy Richter
Fine Arts – Edwina Thedford
Humanities – Doug Sonheim
Social Science – Kevin Brennan
Academic Affairs (*ex officio*) – Charles Wright

New Faculty Orientation

Thanks to the ~20 OBU faculty/staff who led discussions and to the new faculty for their diligent attendance and participation.

Meetings

Committee has met regularly this semester considering the following items: portfolios, peer review and assessment, videotaping of classes, student evaluations, growth plan grants, sabbaticals.

Portfolios, Peer Review, and Videotaping

Following much discussion, the committee requests that each faculty member, department, and school, recommit themselves to annual portfolio submission, including updates, and review. The guidelines are outlined in the faculty-staff manual or on the committee's website. Items that should be included are peer review and assessment materials, videotapes of classes, and summaries of student evaluations. A schedule for peer review and videotaping will be circulated soon in accordance with the schedule outlined in the manual.

Student Evaluations

Every nontenured faculty member should have the courses they teach evaluated this semester. If you have not received your packets, please contact Bill McCrary.

Growth Plan Grants

The committee is pleased to announce recipients of growth plan grant funding: Wayne Bowen, \$2650; Terry Carter, \$1515; Janice Duncan, \$3500; Kent Faught, \$1200; Dave Ozmun, \$525; Bill Viser, \$1439; Dwayne Whitten, \$2075.

Sabbaticals

We hope to announce sabbatical recipients for the 2002-03 academic year at the spring faculty meeting in January, pending Board approval.

A call for sabbatical proposals for the 2003-04 academic year was circulated today via email. The submission deadline is February 18, 2002. The committee hopes that this earlier call will allow for better planning on the part of the faculty member and the institution. We will be recommending six one-semester sabbaticals and two full-year sabbaticals.

Finally, Caroline Cagle and Mike Jones continue their current year-long sabbaticals and Joe Bradshaw, Tim Knight, and Eric Phillips will be re-joining us in January. Sim Flora and Danny Hays begin the longest Christmas break of their careers next week.

Website

The committee has developed and maintains a website (home.obu.edu/fd) with much of the information discussed today. On it, you will find prior growth plan grants, sabbatical proposals, teaching observation checklists, student evaluations forms, along with minutes from each our of meetings. We hope that you find the site useful and welcome your suggestions."

George Keck, Chair of the Faculty Welfare Committee, presented changes for 2002 in our group health plan. Dave Ozmun and Mike Reynolds are also members of the committee.

Below is a brief summary of group health insurance costs for 2002.

- Employee only: monthly premium will increase from \$95 to \$105
- Family: monthly premium will increase from \$205 to \$225
- Annual out-of-pocket maximum: for employee only, will increase from \$1,000 plus deductible to \$2,000 plus deductible; for family, will increase from \$3,000 plus deductible to \$6,000 plus deductible
- Co-pay for generic drugs remains at \$5; the co-pay for preferred and non-preferred prescriptions will be \$20 and \$35 respectively
- Monthly dental premium will remain the same at \$50.50 for family coverage, \$24.85 for employee and spouse, and \$35.10 for employee and children.

The proposed catalog changes (shown in Appendix III) were presented by Ray Granade, Chair of the Academic Standards Committee. Other members of the committee are Edwina Thedford, Dennis Tucker, Charles Wright (*ex officio*), Judy Jones (*ex officio*), and Lindsey Little, student member.

After some discussion, the Academic Standards Committee recommended changes 1, 3, and 4 for acceptance. A vote resulted in approval of the changes.

Jeff Pounders, Chair of the University Curriculum Committee, brought a number of curriculum changes for consideration (see Appendix IV). In addition to Jeff, Jay Curlin, Charles Chambliss, Alex Nisbet, Randy Richards, Larry Thompson, Bob Webster, and Charles Wright (*ex officio*) are members of the committee.

The proposals were considered by school, division, or department, whichever was appropriate. In each case, they were approved.

Jeff thanked Lannie Byrd for his work on the committee's Web site.

The following announcements were made:

- Lessons and Carols, tonight at 7:30

- Christmas Open House at the President's home from 5:30 to 7:30 p.m., December 11
- Proposals for Riley-Hickingbotham Library Endowment Competition due February 14, 2002
- Faculty Research Grant proposals due February 1

Charles Wright was given an applause of appreciation for his work as Acting Vice President of Academic Affairs.

Bill Phelps announced that grades would be posted on the student Web portal late on December 18.

A motion was made and seconded to adjourn; the meeting adjourned at approximately 4:45 p.m.

Respectfully submitted,

Eddie Ary, Faculty Secretary

Appendix I

List of Candidates for Graduation

Bachelor of Arts

Sara Renee Arnold
Aaron M. Baker
John Marcus Beller
Nicole Leigh Bledsoe
Rachel Suzanne Burgess
Susan Lynn Burkhead
Jennifer Michelle Burks
Jonathan Mark Carothers
Erin Elizabeth Carter
Douglas B. Connell
Amber Leigh Conrad
Dayle Sian Cosh
Jennifer Marie Davis
Donny W. Dixon, II
Matthew L. Doom
Jennifer Lynette Doss
Bakary Doumbouya
Jeremy Glen Dunlap
Katherine E. Durler
Justin Thomas Eisele
John R. Eldridge, IV
Weston Thomas Engram
Johan Christer Gosta Eriksson
Daniela Fernandez

Clay Thomas Glasgow
Joseph Edgar Gordy
Perry Hern
Erin Elizabeth Huddleston
Jason J. Hudnell
Laurie Janell Huneycutt
Jonathan Keith Hunt
James Oscar Hutchinson, Jr.
Bruce Tyrone Johnson, Jr.
Elizabeth Rachel Jones
Roscoe Blaine Langley
Christy Michelle Launius
Kristin Lynne McDonald
Sean Michael Michel
Misty Deondra Morris
Robert Jesse Mullinax
Joshua Garrett Nobles
Chad A. Parnell
Lina Maria Pereira Olaya
Elizabeth Alice Poteet
Begina Bena Proctor
Michael Rains
Jared Daniel Ray
Kevin Richard Rogers
Christopher Shelton
Krista Michelle Smith
Kyle Ryan Smith
Meredith Lee Smith
Roseana Lee Smith
Carla R. Sutton
Traci Renee' Tabakian
Carmen Nicole Thrash
Daniel Simon Vejman
Aimee Rae Wallis
Kenneth Scott Walters
Mark Timothy White
Lori Breanne Wilson

Bachelor of Science in Education

Kammie Rachelle Bass
Ashley Carroll Beller
Nicole Leigh Bledsoe
Rachael Marie Bohlen
Leah Bushey
Paul Samuel Denton
Amanda Lee Dinwiddie
Candace Dawn Eriksson
Mark Eric Harrison
Rachel Alayna Hawkins
Timothy Micheal Koller
Robyn Karrah Kuntz
Marla Hemingway Livers
James Kyle Spooner
Erin Michele Statham

Richard Jared Stowell

Bachelor of Science

Stephanie Leigh Anderson
Joel Bryant Fankhauser
Anna Frances Stuckey

Bachelor of Music

Emily Elizabeth Harness
Carrie Noelle Mason
Joshua Aaron Shaw
Douglas Brian Thompson

Bachelor of Music Education

Rachel Elizabeth Caldwell
Rebekah Marie Jacobson
Jennifer Michelle Skates

**Appendix II
NCATE Update**

1. The NCATE accreditation team will be on campus March 2-6, 2002. They will conduct formal interviews with some of you and will wander around and ask questions of others among you.
2. They will review the Teacher Education Program according to the *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*. These standards are new and this fall is the first semester in which programs must be reviewed under these standards. The basic elements are:
 - Conceptual framework: Shared vision, coherence, professional commitments and dispositions, commitment to diversity, commitment to technology, candidate proficiencies aligned with professional and state standards.
 - Candidate knowledge, skills, and dispositions
 - Assessment system and unit evaluation
 - Field experiences and clinical practice
 - Diversity
 - Faculty qualifications, performance and development
 - Unit governance and resources
3. Questions and answers:
 - Why would NCATE team members want to visit with me? I am not involved in Teacher Education.

NCATE considers teacher preparation to be a **university-wide responsibility** that is organized and administered through the Department of Education.

- What is a conceptual framework? What is ours?

A conceptual framework is a set of guiding principles that provide direction to the program. It consists of vision, mission, and standards at a minimum. Our conceptual framework is outlined in the attached document.

- How are we addressing the diversity standard?

The diversity standard is divided into three components: faculty, students, and field placements. Our field placements **do** allow our students to work with public school students of the various ethnic groups that are found in our geographical area. Our Ouachita faculty and students are not as diverse.

We are currently conducting a search for a faculty member to replace Pam Arrington. We are actively seeking minority applicants for the position. Our search committee chair has mailed the job announcement to all education graduates on the women and minorities doctoral program mailing list. If we are not able to hire a minority faculty member, we will be able to demonstrate that we have made a good faith effort to do so.

As far as students are concerned, we are collecting data on their cross-cultural experiences and their attitudes toward diversity in an attempt to show that they possess appropriate attitudes toward diversity.

- What is the assessment plan for students in Teacher Education?

Students in the program develop a portfolio of their work that demonstrates their achievement of the five principles of the conceptual framework. Students will defend their portfolios prior and after student teaching.

Students must take and pass the Praxis I (Reading, Writing and Math), Praxis II, Content Area Assessment, and Praxis II, Principles of Teaching and Learning.

- How many of the six standards must we pass in order to be accredited?

Six

- **Diversity**

Beliefs

We believe that diversity should:

Be evident in the educational environment on the university campus and in the field experiences. Students should experience diverse points of view in theory and research. They should study and work with individuals in and from culturally diverse settings.

Be infused in appropriate curriculum content through the study of: Contributions of various groups, cultural norms of ethnic groups represented in field experience sites; role of language in pattern of adult-child interaction in various cultural groups.

Be valued for the complexity and interest that it brings to the classroom. Pre-service teachers should use their understanding and appreciation of cultural diversity to meet the needs of all children.

Require pre-service teachers and faculty to continually re-examine attitudes, beliefs, and assumptions concerning cultural diversity.

Vision

Our vision is to create an environment characterized by equal access for and respected participation by the entire spectrum of groups and individuals ... where the variety of characteristics possessed by individuals are not simply tolerated, but valued.

Mission

Our mission is to prepare culturally competent teachers who:
Appreciate and value the individual.

Possess the knowledge, skills, and dispositions necessary for effective teaching in diverse classrooms.
Continue to learn about and celebrate the richness of culture and diversity of individuals, so this knowledge informs instruction.

- **Technology**

- Beliefs**

- We believe that technology should:

- 1. Include instruction in the skills of technology.
 - a. Technology should be taught in a special course required for all teacher education majors. (Instructional Technology)
 - b. Technology should be applied by students and faculty in a variety of courses throughout the teacher education program.
 2. Include instruction in the tools of technology.
 - a. Technology should be available to students and faculty in order to enhance the teaching and learning environment.
 - b. Courses should introduce the teacher to diverse aspects of the world of teaching through Internet research, video, multimedia.

Vision

Our vision is to prepare teachers to enter the workforce as informed and efficient users of technology, understanding that it enhances, but does not replace good teaching.

Mission

Our mission is to prepare teachers who:

1. Know and understand the role of technology in meeting the needs of individual students.
2. Possess the knowledge, skills dispositions for the effective integration of technology into the classroom. (NETS standards)
3. Continue to build their technological skills through training and exploration.

Ouachita Baptist University
Department of Education
Statements of Belief

We believe OBU Teacher Education students should:

- Love kids and see teaching as a ministry.
- Have high expectations and want to serve as appropriate role models for their students.
- Be enthusiastic about their teaching fields, subject matters, and methodologies, and possess the necessary human relation skills and personal dispositions to be effective in the workplace.
- Be life-long learners, through involvement in their disciplines and professional development.

We believe the OBU Teacher Education curriculum should:

- Develop in each student general knowledge as well as content knowledge in their chosen discipline.
- Equip each student through knowledge of educational research to plan curriculum appropriate to the classroom, content, and course objectives.
- Equip each student with the skills to integrate his/her discipline with other disciplines.

We believe the OBU Teacher Education Clinical Experiences should:

- Provide practical applications for skills and techniques learned throughout the Teacher Education Program.
- Be provided in the University classroom and in the public school classrooms with model cooperating teachers to give students a realistic view of the teaching profession.
- Demonstrate decision-making skills based on an understanding of human development and learning theory, so that the individual needs and cultural differences of students are met.

**Ouachita Baptist University
Department of Education
Vision**

Our vision is to equip and empower our students to become master teachers.

**Ouachita Baptist University
Department of Education
Mission**

Our mission is to provide the curriculum and environment that will produce future teachers who:

- are student-centered
- possess the knowledge, skills, dispositions for being effective in the classroom.
- are life long learners involved in their disciplines and professional development.

Five Principles of the Teacher Education Program

Teachers should be:

1. **Competent.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students, and can link the discipline to other subjects.
2. **Creating.** The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
3. **Cultivating.** The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

4. Caring. The teacher exhibits human relations skills which support the development of human potential.
5. Collaborating. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students' learning and well being.

**Appendix III
Proposed Catalog Changes
from the
Academic Standards Committee**

(Ray Granade, Chair; Edwina Thedford; Dennis Tucker; Charles Wright and Judy Jones (*ex officio*); Lindsey Little, student member)

PROPOSED CHANGE 1:

Current catalog wording: p 39, last full paragraph

Students transferring from educational institutions not accredited by a regional accreditation agency may be permitted to enroll tentatively, if they have a 2.000 grade point average. At the discretion of the University, up to thirty hours may be accepted in transfer only after the student has achieved a 2.000 average on at least twelve hours during the first semester at Ouachita. No grade of D will be accepted.

Proposed wording:

Students transferring from educational institutions not accredited by a regional accreditation agency may enroll if they have a 2.0 GPA. They will receive full credit for courses taken in such institutions, but a maximum of 12 of those hours will apply toward graduation. Credit will be recorded only after the student has achieved a 2.0 average on at least 12 hours during the first semester at Ouachita.

Rationale: This change would (1) drop the idea of tentative enrollment (we either do or don't enroll students), (2) move from accepting only 30 hours to accepting all, but counting only 12 toward graduation (this would tighten up our standards while making all work part of the transcript), and (3) drop the prohibition against accepting Ds to regularize our practice to match that with other transfer students.

PROPOSED CHANGE 2:

Current catalog wording: p 42, second full paragraph

The student must have twenty-four hours with grades of C or higher in the major and must achieve an overall GPA of 2.000 plus a GPA of 2.000 in the major, a GPA of 2.000 in the minor, a GPA of 2.000 in the CORE curriculum, and a 2.000 on all OBU work.

Proposed wording:

3. Grade Point Average: A student must have 24 hours with grades of C or higher in the major and must achieve a GPA of 2.0 overall and in all Ouachita work, as well as in the major and minor. [See p 47 for change also)

Rationale: While human memory agrees on the institution of the 2.0 CORE requirement, there is no documentation that it was ever passed.

PROPOSED CHANGE 3:

Current catalog wording: p 45, second major section (CORRESPONDENCE STUDY) and 4th major section (CREDIT FOR COLLEGE- LEVEL TELEVISION COURSES)

CORRESPONDENCE STUDY

A limit of two courses by correspondence study will be observed. The student must obtain approval of the head of the department at Ouachita in which the course is offered and approval of the Dean of the School. The final course grade for a graduating senior must be submitted to the Registrar prior to the beginning of the student's final semester. Correspondence courses do not apply to the Ouachita residence requirement. Petition forms are available in the Office of the Registrar.

CREDIT FOR COLLEGE-LEVEL TELEVISION COURSES

Credit for college-level courses taught through the medium of television (educational or commercial stations) may be allowed on the same basis as for any other credit at Ouachita if taught or coordinated by a resident Ouachita instructor and approved by the Dean and the Department. If it is taken at another institution, it may be transferred to Ouachita on the same basis as other transfer credit.

Proposed wording:

DISTANCE LEARNING

A student may take no more than 6 hours by correspondence or web- based instruction. The student must obtain prior approval from the chair of the department in which the course is offered and from the dean of the school. The final course grade for a graduating senior must be submitted to the Registrar prior to the beginning of the student's final semester. Correspondence and web-based courses do not apply to the Ouachita residence requirement. Petition forms are available in the Office of the Registrar.

Rationale: The change would remove an outmoded method of instruction, add a new one, and clarify the total amount of work allowed from all such methods of instruction toward a degree from Ouachita. The change from a course to an hour restriction would be in keeping with the restrictions usual in the catalog.

PROPOSED CHANGE 4:

Current catalog wording: p 50 paragraph 6

It is important that the CLEP tests be taken no later than July in order for the scores to be received before the fall registration, November for spring registration, or April for summer registration. Credit by CLEP examination will not be given for a course in which the student is enrolled or in which more advanced work has been taken.

Proposed wording:

Credit by CLEP examination will not be given for a course in which more advanced work has been taken.

Rationale: With changes in CLEP administration, timing of the test is immaterial. Your committee saw no problem economically or educationally with a student taking the test while enrolled in a class; the student would have to choose one credit or the other. The prohibition against taking the test after having more advanced work remains.

Jay Curlin, Charles Chambliss, Alex Nisbet, Jeff Pounders, Randy Richards, Larry Thompson, Bob Webster, Charles Wright (ex officio)

Table of Contents

<i>School/Division/Department</i>	<i>Proposal</i>	<i>Page</i>
School of Arts and Sciences	1-34	1-9
Division of Education	1-12	1-4
Division of Humanities	13-16	4-5
English and Education	17	5-6
Division of Natural Sciences	18-29	6-7
Division of Social Sciences	30-34	8
School of Fine Arts	35-44	9-11
Division of Music	35-40	9-10
Department of Visual Arts	41-44	10-11
School of Interdisciplinary Studies	45	11

SCHOOL OF ARTS & SCIENCES

Division of Education

1. Change the name of the course Child Development to Child and Adolescent Development.
 - Change the prefix from ECED 3053 to EDFN 2XX3 with the following course description: An examination of the physical, emotional, cognitive, aesthetic and spiritual development from conception to age 18 with an emphasis on observation, analysis, and application of developmental stages to the education of youth from pre-school through high school. (Fall, Spring)
 - For Human Development requirement for Middle School and Secondary Education majors, add Child and Adolescent Development as an option. List the course with PSYC 2033 Human Development as a course meeting the degree requirements.

2. The Education Department proposes the offering of a minor in Education in the Christian School. The minor would be for those students who are not seeking a teaching license, but are interested in teaching in a Christian school, on the mission field, or in a church's weekday education program.

Minor: Education in the Christian School---18-19 hours

Requirements:

Foundations of Education in the Christian School	3 hours
--	---------

Christian Education Practicum	3 hours
Child and Adolescent Development	3 hours
Teaching Exceptional Learners	3 hours
Instructional Skills	2 hours

Choose two from the list below:

Language and Literacy	3 hours
Reading and Writing in the Content Area	3 hours
Teaching Social Studies	3 hours
Math For Teachers 1	3 hours
Math for Teachers 2	3 hours
Instructional Technology	2 hours
Science for Teachers	3 hours
or any methods course in a secondary teaching field	3 hours

This requires adding the following two new courses:

EDFN 2013 Foundations of Education in the Christian Schools

- An introduction to the philosophy of education in the Christian school, with emphases on current issues, methods and materials with a Christian world view. (Fall, even-numbered years)

EDFN 3XX3 Christian Education Practicum

- A supervised field experience of five hours per week in a local Christian school including observation and directed teaching experiences. (Fall, odd-numbered years)

*Students seeking a BSE or BME degree may not pursue this minor.

3. Change the course description and prerequisite for the following course:
ECED 3XX3 Techniques in Early Childhood Education
 - A study of developmentally appropriate practices to facilitate the young child's holistic development and learning. Students will plan, implement, and evaluate teaching strategies including materials development in pre-school and primary grade classrooms. Prerequisite: Foundations of Early Childhood Education. (Spring)
4. Add Math for Elementary Teacher II to the requirements for Middle School Language Arts/Social Studies majors.
5. Change the course title of ECED 3083 Early Childhood Curriculum to ECED 3XX3 Foundations of Early Childhood Education. Drop the prerequisite (ECED 3043 Instructional Techniques in Early Childhood Education) for the course as well.
6. Remove EDFN 4012 Instructional Technology from Professional Semester and change it to a sophomore level course.
7. Change the course title and level of ECED/MSED 4003 Teaching of Reading to ECED/MSED 3XX3 Language and Literacy.
 - Change its course description to the following: A study of emergent literacy, models, theories, and strategies of literacy instruction, including phonics and spelling. The field component of this class will provide the opportunity to apply the concepts and strategies studied. (Fall, Spring)
8. Change course title and level of ECED/MSED 3033 Reading Through Literature for Children to ECED/MSED 2XX3 Literature for Early Childhood/Middle School Classrooms.
9. Add MATH 3083 History of Mathematics to the requirements for Middle School Math/Science majors.

10. Add a new course MSED 3XX3 Middle Schools Methods to replace MSED 4033 Middle School and Secondary Methods.
 - Require this new course instead of Middle School and Secondary Methods for Middle School majors.
 - The new course will have the following description: An examination of the philosophy and organizational patterns of the middle school, the unique learning characteristics of middle school students and the appropriate methods for teaching them. (Fall, even-numbered years)
11. Add Foundations of Early Childhood Education as prerequisite for Early Childhood Practicum.
12. Change course title of Whole Language Approach to Teaching Reading to ECED/MSED 4XX3 Reading and Writing in the Content Areas.
 - The course description should be changed to: A study of the integration of reading and writing in the content areas, with emphasis on vocabulary strategies and process writing. The field component of this class will provide the opportunity for students to apply a variety of reading and writing strategies.

Division of Humanities

13. Add ENGL 3303 Children's Literature
 - Its course description would read: This course examines the history and major works of literature written for children. (Spring of odd-numbered years)
14. The English Department proposes that the required two-semester survey of English literature be replaced by four courses, from which the English major selects two.
 - Delete ENGL 3203 English Literature to 1800 and ENGL 3213 English Literature Since 1800.
 - Add ENGL 3XX3 Medieval and Renaissance English Literature. This course presents the chief periods, movements, and greatest authors of English literature from its beginnings to the end of the sixteenth century. (Fall of even-numbered years)
 - Add ENGL 3XX3 Seventeenth and Eighteenth-Century English Literature. This course presents the chief periods, movements, and greatest authors of English literature throughout the seventeenth and eighteenth centuries. (Spring of odd-numbered years)
 - Add ENGL 3XX3 Nineteenth-Century English Literature. This course presents the chief periods, movements, and greatest authors of English literature throughout the nineteenth century. (Fall of odd-numbered years)
 - Add ENGL 3XX3 Twentieth-Century English Literature. This course presents the chief periods, movements, and greatest authors of English literature throughout the twentieth century. (Spring of even-numbered years)
15. Replace ENGL 4703-4793 with three new courses and a slightly revised current course.
 - Delete ENGL 4703-4793 Studies in Major Writers.
 - Change the title of ENGL 4223 Studies in Shakespeare to Shakespeare and time of offering to fall of even-numbered years. Its new course description should read: This course examines the works, life, and times of William Shakespeare.
 - Add ENGL 4233 Chaucer. This course examines the works, life, and times of Geoffrey Chaucer. (Fall of odd-numbered years)
 - Add ENGL 4243 Milton. This course examines the works, life, and times of John Milton (Spring of even-numbered years)
 - Add ENGL 4253 Lewis. This course examines the works, life, and times of C. S. Lewis. (Spring of odd-numbered years)
16. Change the requirements for an English major to reflect the previous two course changes:
 - Requirements for a major in English: ENGL 2013, 2023, 3103, 3113, six hours from 3XX3, 3XX3, 3XX3, and 3XX3, 4073, three hours from 4223, 4233, 4243, and 4253, 4903, six additional Junior-Senior hours in English; four semesters of foreign language or the equivalent.

Proposal from the Departments of English and Education

17. Revise the current Teaching-Field Requirements in English to the following: ENGL 2013, 2023, 3003, 3103, 3113, six hours from 3XX3, 3XX3, 3XX3, and 3XX3, 4013 (Special Methods in English), 4073 (Literary Criticism), three hours from 4223, 4233, 4243, and 4253, and 4903 (Senior Literature Seminar). This revision would reflect the proposed change in requirements indicated in 16, replace "and six additional hours of English above the sophomore level" with

4013 (Special Methods in English) and 4073 (Literary Criticism), and add the additional three hours of 4903 (Senior Literature Seminar).

Rationale:

- This revision would enable the candidate to satisfy simultaneously both the Teaching-Field Requirements and the departmental courses required for a major in English. The revision requires the candidate to take Special Methods in English and compels the candidate to do what the current catalog already recommends: "that students who plan to have English as their first teaching field complete a major in English as specified in the Department of English" (76).

Division of Natural Sciences

18. Change prerequisite for Math 4013 Methods in Secondary Mathematics to Junior or Senior standing.
19. Change course description for CSCI 1043: Change "Topics include structures . . ." to "Topics include control structures . . ."
20. Change course description for CSCI 3053: Change "Examination of modem networking..." to "Examination of modern networking . . ."
21. Delete PHYS 3043 and 3051; Add PHYS 3044: An Introduction to the Fundamentals of Electronics. Lecture three hours, laboratory three hours per week.. Prerequisite: PHYS 1014 or 2014.
 - Requirements for a major in Physics: B.S. degree (Engineering Physics Option): PHYS 1112, 2004, 2014, 2123, 2133, 3004, 3034, 3123, 4003, nine additional hours in Physics chosen from PHYS 3013, 3044, 3203, 4023, 4183, 4263. . .
22. Delete PHYS 3021 Optics Laboratory
23. Add Math 3034 as a prerequisite for PHYS 3034 and 4263
24. Add PHYS 4061 Introduction to Physics Research for a major in Physics (Physics Option)
25. Change time offering for PHYS 4061 Introduction to Physics Research from on demand to Fall, Spring.
26. Reword the prerequisite and co-requisite for Physics 2004, 2014 University Physics I, II to read prerequisite: MATH 2014 and co-requisite: MATH 2024
27. Delete PHYS 3003 and 3011; Add PHYS 3004 Introduction to Modern Physics: An Elementary Development of the Principles of Modern Physics. Lecture three hours, laboratory three hours per week. Prerequisite: PHYS 1014 or 2014. Co-requisite: MATH 2024
 - Requirements for a major in Physics: B.S. degree (Physics Option): PHYS 2004, 2014, 3004, 3034, 4003, seventeen additional approved hours in Physics
 - Requirements for a major in Physics: B. A. degree: PHYS 2004, 2014, (or 1004, 1014), 3004, 3034, 4003
28. Course titles, descriptions, and prerequisites change as follows with changes in *italics*:
 - CHEM 1004. *General Chemistry I*. An introduction to the field of chemistry including *nomenclature*, stoichiometry, atomic structure, bonding, *behavior of gases*, and *nuclear processes*. Lecture three hours, laboratory three hours per week. Fall
 - CHEM 1014 *General Chemistry II*. *A continuation of CHEM 1004 including solids and liquids, chemical equilibria, electrochemistry, thermodynamics, and kinetics*. Lecture three hours, laboratory six hours per week. Prerequisite: CHEM 1004. Spring
 - CHEM 3005. *Organic Chemistry I*. A systematic study of the typical compounds of carbon emphasizing the relationship between structure and reactivity. Lecture three hours, laboratory six hours per week. Prerequisite: CHEM 1014. *Fall*
 - CHEM 3015. *Organic Chemistry II*. *A continuation of CHEM 3005 emphasizing reaction mechanisms and synthesis*. Lecture three hours, laboratory six hours per week. Prerequisite: *CHEM 3005*. *Spring*
 - CHEM 3053. *Physical Chemistry I*. Introductory theoretical analysis of molecular structure, chemical bonding, and macroscopic chemical systems using quantum theory, statistical thermodynamics, spectroscopy, and kinetics. Lecture three hours. Prerequisites: MATH 2014, (MATH 3202 is highly recommended); PHYS 1004, 1014 or 2004, 2014. *CHEM 3015*. *Fall*

- CHEM 3063. *Physical Chemistry II. A continuation of CHEM 3053 emphasizing classical thermodynamics and electrochemistry. Lecture three hours. Prerequisite: CHEM 3053. Spring*
 - CHEM 3272. Experimental Techniques of Chemistry I. Prerequisites: CHEM 2004, 3053.
29. Add NSCI 3183 Issues in Science and Religion
- A study of the processes and products of theological reflection and scientific inquiry and the issues that arise in the interaction of the two enterprises. Fall of even-numbered years.

Division of Social Sciences

30. Change time offering of GEOG 1003 from fall to fall of odd-numbered years and time offering of GEOG 2003 from spring to on demand.
31. Add a new course, PSCI 4063 Eastern European Politics.
- A study of the political institutions, policies, and major changes occurring in the region. Fall of even-numbered years.
32. Add a new course, PSCI 4123 International Relations Theory.
- A study of the major theoretical ideas regarding the interaction of countries and other international political actors. Spring of even-numbered years.
33. Add a new course, PSCI 4133 Third World Politics.
- A substantive and theoretical study of the political processes and major issues confronting Latin America, Africa, and Central and Southern Asia. Spring of odd-numbered years.
34. The Division of Social Sciences, working with the Division of Education, proposes the following changes in the Social Studies teaching field requirements:
- To eliminate Plan Two: Political Science, and Plan Three: Sociology;
 - To change the phrase in Plan One "three hours of Economics" to ECON 2013 Principles of Macroeconomics;
 - To reduce the number of hours required in Geography from six to three, and to specify GEOG 1003 Introduction to Human Geography, as the required course;
 - To change the phrase in Plan One "six hours of Sociology" to SOCI 1003 Introduction to Sociology and SOCI 4023 Sociology of Childhood; and
 - To change the time offering for SOCI 4023 from on demand to spring of odd-numbered years.

SCHOOL OF FINE ARTS

Division of Music

35. Bachelor of Arts in Music
- Change hours required for this degree (a reduction of 8 hours total).
 - In addition to CORE and Music requirements, 26 hours outside of music are required.
 - These 26 hours include the minor (or second major).
36. Bachelor of Music in Musical Theatre
- Delete requirement: MUED 3121 Instrumental conducting 1
 - Add requirement: MUED 3011 Instrumental perspectives
37. Bachelor of Music in Performance (Keyboard Principal)
- Change in conducting requirement.
- Delete requirement: MUED 3101 Choral Conducting 1 and MUED 3121 Instrumental Conducting 1
 - Add requirement: One semester of Conducting (MUED 3101 or MUED 3121)
38. Bachelor of Music Education (Choral)
- Change in Courses: MUED 3102 Choral Conducting 2 to 1 hour credit; MUED 3093 Elementary Music Methods and Materials to 2 hours credit (Fall, Spring)
39. Bachelor of Music Education (Instrumental)
- Delete requirement: MUTH 3222 Orchestration
 - Delete Course: MUEN 1070.5 Instrumental Ensemble Lab
 - Change in Courses: MUED 3122 Instrumental Conducting 2 to 1 hour credit; MUEN 1021 Marching Band to .5 hour credit; MUEN 1031 Symphonic Band to .5 hour credit
 - Add new courses: MUEN xxxx.5, Flute Ensemble; MUEN xxxx.5, Double Reed Ensemble; MUEN xxxx.5, Clarinet Ensemble; MUEN xxxx.5, Saxophone Ensemble; MUEN xxxx.5,

Trumpet Ensemble; MUEN xxxx.5, Horn Ensemble; MUEN xxxx.5, Trombone Ensemble; MUEN xxxx.5, Low Brass Ensemble; MUEN xxxx.5, Percussion Ensemble

40. Bachelor of Music in Church Music

- Change in Course: MUEN 3023, Church Music Education, 1 to 2 hours credit (Fall, Spring)

Department of Visual Arts

41. **Add** as a requirement for B.S.E. in Art Education

- ART 3xx3 Arts Education Methods: A course designed to educate the art specialist in the teaching of art in the public schools.

42. **Delete** as a requirement for B.S.E. in Art Education

- ART 3013 Public School Art

43. **Revise** catalog description

- Add to course description of ART 3013: "The course may not be counted towards a major or minor in Art."

44. **Change in Catalog listing**

- Would replace ART 3013 as a requirement within the "Teaching Field Requirements: ART" section (page 75 in current catalogue).
- **Staffing:** New course would be staffed by current faculty.
- **Rationale:** (1) To provide students with background through theory and practice in areas of art not available in other courses within the Department of Visual Arts, (2) To prepare students for state certification exam, (3) Would be focused for art education majors, where current offering, Public School Art, is focused for general education majors who are not specializing in Art, (4) Assessment of current course offering through review of state administered exam scores and post-exam interviews with students, yields weakness in this area, (5) Will correct deficiencies in the Art Education area.

SCHOOL OF INTERDISCIPLINARY STUDIES

45. Add the following to the catalog description of Physical Science (CORE 2313)

- "Suggested prerequisite: CORE 1033 or higher mathematics."
- **Rationale:** Computational confidence helps ease certain students into the content of physical science. The prerequisite is only suggested because (a) students can and do acquire computational confidence in Physical Science without first completing a mathematics course and (b) a rigid prerequisite is impossible to enforce without wreaking havoc on course availability for entering students.