January 23, 2004

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

The following undergraduate petitions have been approved:

Undergraduate Experimental Courses:

PSY 357X Learning 3 Cr. Hrs.

Course Description: Psychologists have spent much of this century attempting to understand the fundamental processes by which humans and animals adapt their behavior to meet changing environmental demands. As a result, there has developed a rich body of research data and theories about the learning process. The primary goal of this course will be to help the student develop an understanding of the major themes, issues, and methods which constitute that body of knowledge. This will be accomplished via several mechanisms, including extensive classroom discussion, hands-on computerized laboratory exercises, and a close reading of original research articles. The course will culminate in research papers and classroom presentations by students examining some practical applications of the theoretical literature.

Implementation Date: Fall, 2004.

THTR 311X Introduction to Theatre Management 3 Cr. Hrs.

Course Description: An introduction to the basics of managing non-profit theatres and other arts organizations. The course will provide a brief history of arts management and theatrical producing, as well as an overview of the non-profit sector and what it means to be a non-profit. The course will also cover practical concerns in arts and theatre management including artistic and administrative leadership, board relations, strategic planning, budgeting, marketing, fundraising, and union relations. In addition, it will touch on larger concerns facing the non-profit arts community including government funding and audience development.

Implementation Date: Fall, 2004.

Minor Program Modification:

Associate Degree in Nursing: An undergraduate program modification petition for nursing was submitted and approved in spring, 2003. The undergraduate nursing program includes both an associate degree and a bachelors degree. The first three years of the curriculum is the same for both degrees. The difference between the two degrees is the added fourth year nursing courses.
The approved program modification substituted a two hour first year course (medical terminology) for two one hour pharmacology courses that are being taught in the first and second year of the curriculum. The course modification was intended to apply to both the associate degree and baccalaureate programs.

I would like your approval to apply the approved program modification to the associate degree nursing program as well as the bachelors degree program and to make the program modification effective January 1, 2004.

**University Core Curriculum:**

GNDR 111  | Introduction to Gender Studies – Approved for C2 category. Implementation Date: Spring, 2004.

The following undergraduate petitions were approved at the January 7, 2004 Curriculum Committee meeting:

**Undergraduate Program Modifications:**

**Minor in Health Promotion and Worksite Wellness:**

**Program Description:** The minor in Health Promotion and Worksite Wellness is designed to prepare students in health-related majors to teach health promotion and implement wellness programs in business and industrial settings.

<table>
<thead>
<tr>
<th>Course Listing for Minor in Health Promotion and Worksite Wellness</th>
<th>Electives (Choose 3 courses/9 credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP 305 – Structure and Theory: Worksite Wellness and Health Promotion 3 Hrs.</td>
<td>GERO 318 – Healthy Aging 3 Hrs.</td>
</tr>
<tr>
<td>HP 306 – Evaluation and Application: Worksite Wellness and Health Promotion 3 Hrs.</td>
<td>HP 355 – Human Sexuality 3 Hrs.</td>
</tr>
<tr>
<td>HP 402 – Healthcare Research and Statistics 3 Hrs.</td>
<td>HP 365 – Alcohol and Drug Abuse 3 Hrs.</td>
</tr>
<tr>
<td>HP 407 – Health Promotion and Worksite Wellness Practicum 3 Hrs.</td>
<td>HP 435 Eastern Medicine &amp; Alternative/Complementary Healthcare 3 Hrs.</td>
</tr>
<tr>
<td>HP 478 – School and Community Health Education Methods 3 Hrs.</td>
<td>NUTR 376 – Principles &amp; Applications in Nutrition 3 Hrs.</td>
</tr>
<tr>
<td>HP 484 – Environmental Health 3 Hrs.</td>
<td>SPCH 410 – Health Communication 3 Hrs.</td>
</tr>
</tbody>
</table>

**Total Required Credit Hours:** 18

**Total Elective Credits:** 9

**Total Credit Hours:** 27

**Implementation Date:** Fall, 2004.

All Departments in the School of Liberal Arts – Please see list below and refer to 2003-2005 USI bulletin for specific requirements regarding all majors and minors in the School of Liberal Arts.

**Program Description:** The School of Liberal Arts requires its majors and minors to graduate with a minimum 2.0 GPA for all courses counted in the major and minor, unless an individual department or program within the School requires a higher grade point average. F grades received in major and minor courses will be included in calculating the student’s major and/or minor grade point average. The calculation will be made on a 4.00 scale.

The following is a listing of all majors and minors in the School of Liberal Arts. The proposed modification will apply to all departments within the School.

**Department of Art, Music and Theatre**

**BA and BS degrees**

**Majors in:**

Art, Studio Art emphasis

Art, Art History emphasis

Art, Graphic Design emphasis

Art, Illustration emphasis

Art, Interactive Media emphasis
Art, Education K – 12
Art Education Secondary
   Minors in:
   Art
   Art History
   Art Education
   Major and Minor in:
Theatre Arts

Communications Department
BA and BS degrees
   Majors in:
   Communications Studies
   Radio and Television
   Journalism and Computer Publishing
   Public Relations and Advertising
   Minors in:
   Communications Studies
   Radio and Television
   Computer Publishing
   Public Relations and Advertising
   Journalism

English Department – BA and BS degrees
   Major in:
   English, emphasis in creative writing (BA only)
   English, emphasis in literature (BA only)
   English teaching (BA)
   English teaching (BS)
   English, emphasis in general writing (BA)
   English, emphasis in general writing (BS)
   Minor in:
   English, literature emphasis
   English, teaching emphasis
   English, writing emphasis

Foreign Languages – BA degrees
   Majors in:
   French
   French teaching
   German
   German teaching
   Spanish (BA and BS)
   Spanish teaching
   Minors in:
   French
   Implementation Date: Fall, 2004.

French teaching
Spanish
Spanish teaching
German
German teaching
Classical Studies

History – BA and BS degrees
   Major and Minor in:
   History

Philosophy and Political Science
BA and BS degrees
   Majors and Minors in:
   Political Science
   Philosophy

Psychology – BA and BS degrees
   Major and Minor in:
   Psychology

Sociology – BA and BS degrees
   Major in:
   Sociology
   Minors in:
   Anthropology
   Criminal Justice
   Sociology

Gender Studies
   Minor in:
   Gender Studies

Social Studies Teaching Certification
BA and BS degrees
   Major Certification in:
   Economics
   Geography
   Government
   Psychology
   Sociology
   United States History
   World Civilizations

International Studies – BA and BS degrees
   Majors and Minors in:
   International Studies, European Studies Track
   International Studies, International Relations Track
   International Studies, Latin American Studies Track
BA in English – Bachelor of Arts Degree (requires foreign language) 39 semester hours  
*Program Description:* Bachelor of Arts Degree (requires foreign language) 39 semester hours. NOTE: Neither ENG 101 nor ENG 201 may be counted as an elective for the Bachelor of Arts Degree in English.  
Implementation Date: Fall, 2004.

BS in English – Bachelor of Science Degree (does not require foreign language) 42 semester hours.  
*Program Description:* Bachelor of Science Degree (does not require foreign language) 42 semester hours. NOTE: Neither ENG 101 nor ENG 201 may be counted as an elective for the Bachelor of Science Degree in English.  
Implementation Date: Fall, 2004.

English Minor – Literature Emphasis 24 semester hours.  
*Program Description:* English Minor – Literature Emphasis 24 semester hours. NOTE: Neither ENG 101 nor ENG 201 may be counted as an elective for the Literature Emphasis Minor in English.  
Implementation Date: Fall, 2004.

English Minor – Writing Emphasis 24 semester hours.  
*Program Description:* English Minor – Writing Emphasis 24 semester hours. NOTE: Neither ENG 101 nor ENG 201 may be counted as an elective for the Writing Emphasis Minor in English.  
Implementation Date: Fall, 2004.

English Major – Teacher Certification Major (Bachelor of Arts or Bachelor of Science) 42 semester hours.  
*Program Description:* Teacher Certification Major (Bachelor of Arts or Bachelor of Science) 42 semester hours. NOTE: Neither ENG 101 nor ENG 201 may be counted as an elective for the Teacher Certification Major in English.  
Implementation Date: Fall, 2004.

English Minor – Teacher Certification Minor 24 semester hours.  
*Program Description:* Teacher Certification Minor 24 semester hours. NOTE: Neither ENG 101 nor ENG 201 may be counted as an elective for the Teacher Certification Minor in English.  
Implementation Date: Fall, 2004.

Theatre Minor – Program Description – The theatre minor is designed to serve the needs of all students in other major courses of study who have an interest in the performing arts and seek to benefit from the skills taught within the theatre discipline and to enhance their university experience as a whole. It consists primarily of electives in order to enable students with specific interests to focus their attention in areas of performance, technical theatre, or design.  
*Theatre Minor – 18 Hours*  
**Required Courses:**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 120</td>
<td>Theatre Lab</td>
<td>2</td>
</tr>
<tr>
<td>THTR 121</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 320</td>
<td>Theatre Lab</td>
<td>1</td>
</tr>
</tbody>
</table>

**Elective Hours – 12 from any of the following courses with 6 or more at the 300 level or above:**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 123</td>
<td>Stage Craft</td>
<td>3</td>
</tr>
<tr>
<td>THTR 124</td>
<td>Costume Crafts</td>
<td>3</td>
</tr>
<tr>
<td>THTR 125</td>
<td>Stage Lighting Crafts</td>
<td>3</td>
</tr>
<tr>
<td>THTR 131</td>
<td>Movement for the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THTR 221</td>
<td>Stage Make-up</td>
<td>3</td>
</tr>
<tr>
<td>THTR 231</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>THTR 232</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>THTR 321</td>
<td>Science Design I</td>
<td>3</td>
</tr>
</tbody>
</table>
THTR 322 – Introduction to Costume Design 3 Hours
THTR 323 – Lighting Design 3 Hours
THTR 331 – History of Theatre I 3 Hours
THTR 332 – History of Theatre II 3 Hours
THTR 333 – Acting III 3 Hours
THTR 334 – Acting IV 3 Hours
THTR 335 – Playwriting I 3 Hours
THTR 336 – Playwriting II 3 Hours
THTR 400 – Independent Study in Theatre Arts (1-3 Hours)
THTR 431 – Introduction to Stage Direction 3 Hours
THTR 432 – Advanced Stage Direction 3 Hours
THTR 433 – History of Western Drama I 3 Hours
THTR 434 – History of Western Drama II 3 Hours
THTR 499 – Special Topics in Theatre Arts 3 Hours

Implementation Date: Fall, 2004.

Undergraduate New Course Petitions:

ENGR 222 Route Surveying (2 hours lecture, 3 hours lab) 3 Cr. Hrs.
Course Description: Geometry of highway location; simple, circular, compound, reverse, vertical, and spiral curves; field problems; super elevation, grading and earth movement; astronomical observations. Prerequisites: ENGR 221.
Implementation Date: Fall, 2004.

ENGR 390 Special Design Projects 3 Cr. Hrs.
Course Description: An independent study course requiring the student to complete an assigned design project under the guidance of a faculty member. The project will require application of various analytical methods and the use of computer models or laboratory facilities. A written report is required upon completion of the design project. Repeatable for credit up to 2 times. Prerequisites: Junior standing in engineering and consent of faculty advisor.
Implementation Date: Fall, 2004.

ENGR 422 Reinforced Concrete Design (three hours lecture, three hours lab) 4 Cr. Hrs.
Course Description: Design of reinforced concrete structures for bending, shear and diagonal tension, axial load and bending, development lengths and splices, including retaining walls and reinforced concrete foundations. Prerequisites: ENGR 325.
Implementation Date: Fall, 2004.

ENGR 426 Steel Design (three hours lecture, 3 hours lab) 4 Cr. Hrs.
Course Description: Design of steel structures for tension members, beams and columns, bolted and welded connections, including plate girders using the latest LRFD specifications. Prerequisites: ENGR 325.
Implementation Date: Spring, 2005.

Undergraduate Course Modifications:

HP 305 Health Promotion and Worksite Wellness I 3 Cr. Hrs.
Provides the student with knowledge about health and wellness concepts and strategies to implement them in the workplace. Theoretical models will be the basis used to explore
why individuals choose healthy or unhealthy behaviors and what motivates them to change their choices. Effective assessment techniques for the individual and organization will be presented. Utilization of the assessment date to develop an effective health promotion plan will be studied. No prerequisites.

**Course Title: Structure and Theory: Worksite Wellness and Health Promotion**
Implementation Date: Fall, 2004.

HP 306 Health Promotion and Worksite Wellness II  
Provides the student with knowledge on the development of a health promotion plan for the worksite. Designing interventions to meet the needs of the workforce and the organization will be explored extensively. No prerequisites.

**Course Title: Evaluation and Application: Worksite Wellness and Health Promotion**
Implementation Date: Fall, 2004.

**University Core Curriculum Petition:**

Language changes in the goals and guidelines for Category C5: Global Communities section.

C5. An understanding of earth as a global community consisting of interrelated and interdependent cultures

*Goal (to appear in UCC Guidebook):*

Students should be familiar with the various ways in which countries and cultures have been and are linked together in the contemporary world. They should learn about variations in culture among and within countries and about how people belonging to different cultures view and respond to global issues differently. Students should also know about changing patterns in the ways countries interact and their impacts on people located in different parts of the world. In studying these linkages, significant attention will be paid to cultures outside the United States.


a. Students will fulfill this objective by an encounter with a culture other than their own. “Another culture” means one expressed in a language other than one in which the student has native proficiency, and one developed in a cultural tradition other than the student’s own.
b. Appropriate courses from a variety of disciplines will apply here.
c. Appropriate courses in foreign language at the first-year, second-semester level or above will apply here.
d. Courses in this category will have a meaningful portion of their content focus on the contemporary world. They are further expected to set the country(ies), culture(s), and/or language(s) considered in a regional and/or global context.

The following undergraduate petitions will be discussed when the Curriculum Committee meets on February 10, 2004, from 9:00 – 10:30 a.m., in UC 215:

**Undergraduate Course Deletion:**

NURS 132 Health Pattern Adult I  
7 Hours

*Rationale for the course deletion:* Nursing curriculum was revised in 1995 and course was deleted at that time and replaced with NURS 231. Last Semester the course was offered: Fall, 1995.
Undergraduate Course Modifications:

GEOL316 – Sedimentology and Stratigraphy 4 Credit Hours

Current Description: Lecture and laboratory study of composition, texture, description lithologic classification, correlation, and paleoenvironmental interpretation of sediments and sedimentary rocks. Use of subsurface data including cores and geophysical well logs. Laboratory includes thin section and field studies.

Current Prerequisites: GEOL 162

Proposed Prerequisites: GEOL 162 and GEOL 261.

Rationale: GEOL 316 is a critical part of the Geology curriculum where we have observed deficiencies in student preparation for the advanced exercises assigned in that course. The new course GEOL 261 has been designed specifically to alleviate the deficiencies we have observed and discussed within the Department, and therefore should be added as a prerequisite for GEOL 316.

Implementation Date: Fall, 2004.

GEOL 345 – Structural Geology 4 Credit Hours

Current Description: Descriptive, kinematic, and dynamic analysis of geologic structures, structural interpretation of geologic maps, tectonic processes responsible for deformation of rocks and structural provinces.

Current Prerequisites: GEOL 162 and MATH 115.

Proposed Prerequisites: GEOL 162, GEOL 261, and MATH 115 or higher.

Rationale: The course modification is the direct result of the identified need for an additional course in the major program – Geology 261: Advanced Physical Geology. The modification is for modified prerequisites only including GEOL 261. Further, the current math prerequisite of MATH 115 has caused logistical problems for students who have entered into MATH 230 directly. The modified Math prerequisite simply allows any math course higher than MATH 115. As stated in the new course petition: During normal, ongoing program assessment, the geology faculty unanimously identified a general deficiency (in upper-level geology classes) in geology student performance of fundamental geological skills such as map reading, topographic interpretation, geological map pattern identification, information processing in the disciplinary research literature, and communications skills (oral and written). Many of these skills are taught as a component of the existing Geology 161 (core curriculum) course, however it is not possible to cover these topics in sufficient depth for geology majors, and it is often not until Geology 161 is nearly complete that a student determines he or she will declare geology as a major. Moreover, major field testing results corroborate our observations as they pertain specifically to physical geology. Our 2002-2003 MFT results included a Physical Geology component-score in the 32nd percentile.

Implementation Date: Spring, 2005.

GEOL390 – Geological Field Excursion 1-3 Credit Hours

Current Course Description: The integrated application of geological knowledge to a specific field example. Approximately five weeks of literature investigation of a geological terrain will be followed by a field trip to the selected area. The course is intended for Geology majors, and students will need to cover expenses.

Current Prerequisites: GEOL 162 or current registration and consent of instructor.

Proposed Prerequisites: GEOL 162, GEOL 261.

Rationale: The course modification is the direct result of the identified need for an additional course in the major program – Geology 261: Advanced Physical Geology. The modification is for modified prerequisites only including GEOL 261. As stated in the new course petition: During normal, ongoing program assessment, the geology faculty unanimously identified a general deficiency (in upper-level geology classes) in geology student performance of fundamental geological skills such as map reading, topographic interpretation, geological map pattern identification, information processing in the disciplinary research literature, and communications skills (oral and written). Many of these skills are taught as a component of the existing Geology 161 (core curriculum) course, however it is not possible to cover these topics in sufficient depth for geology majors, and it is often not until Geology 161 is nearly complete that a student determines he or she will
declare geology as a major. Moreover, major field testing results corroborate our observations as they pertain specifically to physical geology. Our 2002-2003 MFT results included a Physical Geology component-score in the 32nd percentile.

Implementation Date: Fall, 2004.

**GEOL407** – Geomorphology (3-1) Credit Hours

**Current Course Description:** GEOL 407 – Discussion of surface processes and landforms created by those processes. Emphasis on the evolution of landforms and the interpretation of their origins. Major topics include tectonism, volcanism, weathering and pedological applications, fluvial, eolian, coastal, karst, and glacial processes. Course includes a semester-long research project applying geomorphological concepts to topics in geomorphology.

**Current Prerequisites:** GEOL 162 or GEOL 302.

**Proposed New Prerequisites:** GEOL 261, GEOL 162 and GEOL 302, or permission of instructor.

**Rationale:** The course modification is the direct result of the identified need for an additional course in the major program – Geology 261: Advanced Physical Geology, which is a class that should be required before taking GEOL 407. The modification is for modified prerequisites only including GEOL 261. As stated in the new course petition: During normal, ongoing program assessment, the geology faculty unanimously identified a general deficiency (in upper-level geology classes) in geology student performance of fundamental geological skills such as map reading, topographic interpretation, geological map pattern identification, information processing in the disciplinary research literature, and communications skills (oral and written). Many of these skills are taught as a component of the existing Geology 161 (core curriculum) course, however it is not possible to cover these topics in sufficient depth for geology majors, and it is often not until Geology 161 is nearly complete that a student determines he or she will declare geology as a major. Moreover, major field testing results corroborate our observations as they pertain specifically to physical geology. Our 2002-2003 MFT results included a Physical Geology component-score in the 32nd percentile.

Implementation Date: Fall, 2004.

**GEOL441** – Hydrogeology 4 Credit Hours

**Current Course Description:** The behavior and properties of water in the geologic environment. Emphasis on subsurface water, including studies of flow patterns, chemistry, behavior in various geologic materials, and pollution problems.

**Current Prerequisites:** GEOL 161, CHEM 261, MATH 230 or consent of instructor.

**Proposed Prerequisites:** GEOL 261, CHEM 261, MATH 230 or consent of instructor.

**Rationale:** The course modification is the direct result of the identified need for an additional course in the major program – Geology 261: Advanced Physical Geology. The modification is for modified prerequisites only including GEOL 261. As stated in the new course petition: During normal, ongoing program assessment, the geology faculty unanimously identified a general deficiency (in upper-level geology classes) in geology student performance of fundamental geological skills such as map reading, topographic interpretation, geological map pattern identification, information processing in the disciplinary research literature, and communications skills (oral and written). Many of these skills are taught as a component of the existing Geology 161 (core curriculum) course, however it is not possible to cover these topics in sufficient depth for geology majors, and it is often not until Geology 161 is nearly complete that a student determines he or she will declare geology as a major. Moreover, major field testing results corroborate our observations as they pertain specifically to physical geology. Our 2002-2003 MFT results included a Physical Geology component-score in the 32nd percentile.

Implementation Date: Fall, 2004.


**Current Description:** This course emphasizes the identification of appropriate theoretical frameworks, the selection of purposeful activities that incorporate intervention principles, and the provision of therapeutic
interventions to enhance the psychosocial occupational performance component. Psychosocial subcomponents include psychological skills (values, interests, self concept), social skills (role performance, social conduct, interpersonal skills, and self expression), and self-management abilities (coping skills, time management, and self control) related across the lifespan and performance contexts. Integrated into this course is a 40 clock–hour practicum experience that emphasizes the role of psychosocial components in all occupational therapy settings.

Current Prerequisite: Abnormal Psychology.

Proposed Course Description: This course emphasizes the identification of appropriate theoretical frameworks, the selection of purposeful activities that incorporate intervention principles, and the provision of therapeutic interventions to enhance the psychosocial occupational performance component. Psychosocial subcomponents include psychological skills (values, interests, self concept), social skills (role performance, social conduct, interpersonal skills, and self expression), and self-management abilities (coping skills, time management, and self control) related across the lifespan and performance contexts. Current Prerequisite: Abnormal Psychology.

Rationale: The rationale for this course modification is moving the 40-clock hour clinical experience, currently integrated into this occupational therapy core course, into a separate 2-credit hour practicum seminar (OT 397 Professional Practicum Seminar A). The separate 2-credit hour practicum seminar has proved successful in the other two occupational therapy degree programs at USI. Removing the practicum experience will result in decreasing this course from 5-credit hours to 4, the number of clock-hours this course currently meets in the classroom.

A corresponding benefit of moving the 40-clock hour clinical experience into a separate 2-credit hour practicum seminar course is the availability of additional flexibility in scheduling students, particularly those occupational therapy majors enrolled on a part-time basis. Students can enroll in OT 340 Occupational Performance Components I: Psychosocial Skills without co-enrolling in OT 397 Professional Practicum Seminar A and vice versa.

Implementation Date: Fall, 2004.


Current Description: This course emphasizes the identification and exploration of various sensorimotor theoretical frames of references, the selection and specification of purposeful activities that incorporate the concepts of a given frame of reference, and the practice and provision of therapeutic interventions in the sensorimotor occupational performance components. Sensorimotor components include sensory abilities (sensory awareness, sensory processing, and perceptual skills), neuromuscular abilities (reflexes, range of motion, muscle tone, strength, endurance, postural control, postural alignment, soft tissue integrity), and motor abilities (gross motor coordination, crossing the midline, laterality, bilateral integration, motor control, praxis, fine motor coordination/dexterity, visual–motor integration, and oral–motor control), and are related across the lifespan and performance contexts. A 40 clock-hour practicum, which emphasizes the role of sensorimotor components in all occupational therapy settings, is integrated into this course.

Current Prerequisites: OT 312, OT 315, and OT 320.

Proposed Course Description: This course emphasizes the identification and exploration of various sensorimotor theoretical frames of references, the selection and specification of purposeful activities that incorporate the concepts of a given frame of reference, and the practice and provision of therapeutic interventions in the sensorimotor occupational performance components. Sensorimotor components include sensory abilities (sensory awareness, sensory processing, and perceptual skills), neuromuscular abilities (reflexes, range of motion, muscle tone, strength, endurance, postural control, postural alignment, soft tissue integrity), and motor abilities (grow motor coordination, crossing the midline, laterality, bilateral integration, motor control, praxis, fine motor coordination/dexterity, visual–motor integration, and oral–motor control), and are related across the lifespan and performance contexts. No change in prerequisites.

Rationale: The rationale for this course modification is moving the 40-clock hour clinical experience, currently integrated into this occupational therapy core course, into a separate 2-credit hour practicum seminar (OT 398 Professional Practicum Seminar B). The separate 2-credit hour practicum seminar has proved successful in the other two occupational therapy degree programs at USI. Removing the practicum experience
will result in decreasing this course from 5-credit hours to 4, the number of clock-hours this course currently meets in the classroom.

A corresponding benefit of moving the 40-clock hour clinical experience into a separate 2-credit hour practicum seminar course is the availability of additional flexibility in scheduling students, particularly those occupational therapy majors enrolled on a part-time basis. Students can enroll in OT 341 Occupational Performance Components II: Sensorimotor Skills without co-enrolling in OT 398 Professional Practicum Seminar B and vice versa.

Implementation Date: Fall, 2004.

OT460 – Professional Issues I 3 Credit Hours. Proposed Credit Hours – 2.

Current Course Description: This course provides opportunities to understand the necessity of participating in the promotion of occupational therapy through interaction with other professionals, consumers, third party payers, and the public; to assume individual responsibility for planning professional development in order to maintain a level of practice consistent with accepted standards, and to understand environmental and policy issues which impact the provision of occupational therapy services. The course includes 40 clock hours of Advanced Role Practicum experience in which students are paired with academics, administrators, advanced practitioners, or researchers.

Current Prerequisites: OT 340, OT 341.

Proposed Course Description: This course provides opportunities to understand the necessity of participating in promotion of occupational therapy through interaction with other professionals, consumers, third party payers, and the public; to assume individual responsibility for planning professional development in order to maintain a level of practice consistent with accepted standards, and to understand environmental and policy issues which impact the provision of occupational therapy services. No change in prerequisites.

Rationale: The rationale for this course modification is the elimination of the 40-clock hour Advanced Role Practicum (student’s choice of advanced practitioner role, administrator role, researcher role, or educator role) because this practicum experience, which is currently integrated into this course, is no longer needed. Removing the practicum experience will result in decreasing this course from 3-credit hours to 2, the number of clock-hours this course currently meets in the classroom.

The Advanced Role Practicum can be eliminated because the concept of advanced roles has been moved and greatly expanded in the new MSOT curriculum at USI. Several years ago-following nearly a 50 year debate-the occupational therapy profession changed the entry level of occupational therapists to “post baccalaureate” degree: graduates of accredited occupational therapy programs now need to earn a minimum of a master’s degree in occupational therapy to be eligible to take the national certification examination. At USI the MSOT, approved by Graduate Council in 2001, was designed to dovetail with the existing BS (occupational therapy major) curriculum to form a model the occupational therapy profession calls a combined baccalaureate/master’s degree program. Starting with the current “junior” cohort of occupational therapy majors, students at USI must complete the requirements of both curricula to sit for the national certification examination. At USI the MSOT curriculum has expanded the Advanced Role Practicum from one 40-clock hour undergraduate experience in one role into two 120-clock hour practicum experiences in two required roles (researcher and educator) plus a 250-clock hour internship in a specialized advanced practitioner role.

Implementation Date: Fall, 2004.

Undergraduate New Course Petitions:

GEOL 261 Advanced Physical Geology

Proposed Course Description: Application of fundamental physical geology skills for majors. In this course we will focus on the observation, interpretation and analyses of Earth materials, topographic maps, aerial photographs, geological maps, and other spatial geological data. These skills will be applied to different geological landscapes. The course will have a strong field component and emphasis on written and oral communication skills in the geosciences.
**Prerequisites:** GEOL 161 – Physical Geology.

**Rationale:** During normal, ongoing program assessment, the geology faculty unanimously identified a general deficiency (in upper-level geology classes) in geology student performance of fundamental geological skills such as map reading, topographic interpretation, geological map pattern identification, information processing in the disciplinary research literature, and communications skills (oral and written). Many of these skills are taught as a component of the existing Geology 161 (core curriculum) course, however it is not possible to cover these topics in sufficient depth for geology majors, and it is often not until Geology 161 is nearly complete that a student determines he or she will declare geology as a major. Moreover, major field testing results corroborate our observations as they pertain specifically to physical geology. Our 2002-2003 MFT results included a Physical Geology component-score in the 32nd percentile.

Geology 161, our gateway course to the major, is taught during both spring and fall semesters. The following course in the sequence (Geology 162), taken primarily by majors, is only taught during spring semester as a result of low total demand. Therefore, any student who declares geology for a major after the spring semester has no geology courses to take in the following fall. Geology 261, while satisfying an observed and documented need, will also provide engagement for our newly declared majors from the spring GEOL 161 offering.

Geology 261 will be a thorough and comprehensive treatment of the skills introduced less intensively in Geology 161 as they are needed by geology majors. Further, it is imperative that our majors are competent oral and written communicators. We have observed that our majors are deficient in communications skills and information processing at a time when the existing geology curriculum (and, indeed, the world at large) demands those capabilities. Geology 261, Advanced Physical Geology, will integrate the foundational skills of geological practice with scientific communication skills. Students will access specific scientific literature that addresses the topics of study in GEOL 261, communicating the results of their inquiry to their peers about the relevance of current research to a particular problem. These skills will assist our students in their more specialized courses in the major and in their post-graduate careers.

Implementation Date: Fall, 2004.

**OT 397 Professional Practicum Seminar A**

**Course Description:** Along with a 40 clock hour Level I fieldwork experience, this first practicum seminar course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. **Prerequisites:** BIOL 121; OT 310 and OT 315.

**Rationale:** The rationale for this new course petition is to provide a separate course for an existing 40-clock hour clinical experience that is currently integrated into OT 340 Occupational Performance Components I: Psychosocial Skills, an occupational therapy core course. The separate 2-credit hour practicum seminar has proved successful in the other two occupational therapy degree programs at USI. A corresponding benefit of moving the 40-clock hour clinical experience into a separate 2-credit hour practicum seminar course is the availability of additional flexibility in scheduling students, particularly those occupational therapy majors enrolled on a part-time basis. Students can enroll in OT 397 Professional Practicum Seminar A without co-enrolling in OT 340 Occupational Performance Components I: Psychosocial Skills and vice versa.

Implementation Date: Fall, 2004.
OT 398 Professional Practicum Seminar B 2 Cr. Hrs.

**Course Description:** Along with a 40 clock hour Level I fieldwork experience, this second practicum seminar course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. **Prerequisites: OT 397.**

**Rationale:** The rationale of developing this new course petition is to provide a separate course for an existing 40-clock hour clinical experience that is currently integrated into OT 341 Occupational Performance Components II: Sensorimotor Skills, an occupational therapy core course. The separate 2-credit hour practicum seminar has proved successful in the other two occupational therapy degree programs at USI. A corresponding benefit of moving the 40-clock hour clinical experience into a separate 2-credit hour practicum seminar course is the availability of additional flexibility in scheduling students, particularly those occupational therapy majors enrolled on a part-time basis. Students can enroll in OT 398 Professional Practicum Seminar B without co-enrolling in OT 341 Occupational Performance Components II: Sensorimotor Skills and vice versa.

Implementation Date: Fall, 2004.

RADT 196 Orientation to Radiologic and Imaging Sciences 2 Cr. Hrs.

**Course Description:** This course provides a general overview of radiologic technology history and practice. Students gain a beginning understanding of the value of radiologic sciences in a healthcare setting, survey the role of radiologic technologists in a variety of settings, recognize national and state credentialing requirements, identify radiologic technology association functions at all levels, and recognize ARRT standards, ethics, and policies and their effects on practicing radiologic technologist conduct and patient treatment. **No Prerequisites.**

**Rationale:** The new RADT 196 – Orientation to Radiologic and Imaging Sciences course is being proposed to meet the new American Society of Radiologic Technology’s Radiologic Technology curriculum requirements. The content of the new course includes the curricular content required by the Joint Review Committee on Education in Radiologic Technology and the American Registry of Radiologic Technologists.

Implementation Date: Fall, 2004.

RADT 488 Advanced Sonography Clinical 1 Cr. Hr.

**Course Description:** Advanced practicum in all clinical applications within the specialties of abdomen and obstetrics/gynecology and vascular sonography. The student sonographer will assume a more active role in assisting the practicing sonographer and performing sonographic examinations under direct supervision. **No Prerequisites.**

**Rationale:** The new RADT 488 – Advanced Sonography Clinical course is being proposed to meet the requirements of advanced practicum in all clinical applications within the specialties of abdomen, vascular and obstetrics/gynecology sonography.

Implementation Date: Summer I, 2004.

UNIV 301 Special Topics in Leadership 3 Cr. Hrs.

**Course Description:** University 301: Special Topics in Leadership provides an overview of the theory related to and skills necessary for the practice of effective leadership in teams and organizational settings. Leadership is explored as an integral component of a student’s career and life plan. **No Prerequisites.**
Rationale: Leadership education is an academic discipline. From teaching students how to run effective meetings to discussing developmental issues faced by all ages, leadership education plays an important role in helping students investigate how they feel about themselves and how they relate to others. In a collegiate setting, leadership education is vital in the classroom experience to help complement their out-of-class experiences. Leadership education helps students secure employment after graduation, but will also aid in their success in life. Work and social relationships, self-concept, flexibility, influence, and communication skills are all shaped and benefited by leadership education.

The versatility of this course is fundamental to its success. The title Special Topics in Leadership has been chosen because it will address several audiences. Courses can be offered for student organization leaders, students involved in Greek Life, orientation leaders, students interested in general leadership education, and students interested in service learning. All sub-groups, through this course, can focus on the academic and educational philosophies behind their endeavors while investigating general leadership theories.

Implementation Date: Fall, 2004.

Undergraduate Program Modifications:

Art Major – Proposed Program Description: To earn a second area of emphasis within the Art major, there must be a minimum of 18 hours of difference in required courses and/or directed electives from the first area of emphasis.

Rationale for Program Modification – An unanticipated and unintended problem has arisen concerning students earning a second emphasis in certain areas of the Art program. We have discovered that under certain conditions, our students need to take only 12 additional credits to earn a second area of emphasis.

The following scenarios occur when a student uses two courses from his/her first area of emphasis for the 6 credits of electives in the second emphasis. For example, in #1 below, if the two elective courses for the second (graphic design) emphasis are Illustration II and Illustration III (courses required for the Illustration emphasis), the student only needs 12 credits of additional work to earn the second (graphic design) emphasis.

The Art faculty believes a fair solution that will add rigor and diversity in learning to the completion of a second emphasis is to establish a rule of a minimum of an 18-credit hour difference in required courses and directed electives between the two emphases.

Examples:
1. 1st emphasis: Illustration
   2nd emphasis: Graphic Design  12 credits difference:  Art 231
   Art 232
   Art 375
   Art 475
   (when the six credits of electives are Illustration II and III)

2. 1st emphasis: Graphic Design
   2nd emphasis: Interactive Media  12 credits difference:  Art 273
   Art 381
   Art 382
   Art 481
   (when the six credits of electives are Graphic Design II and III)

3. 1st emphasis: Interactive Media
   2nd emphasis: Graphic Design  12 credits difference:  Art 105
   Art 331
Art 376
Art 475

(when the six credits of electives are Interactive Media II and III)

4. 1st emphasis: Graphic Design
2nd emphasis: Illustration  12 credits difference:  Art 106
                              Art 205
                              Art 332
                              Art 431

(when the six credits of electives are Graphic Design II and III)

Implementation Date: Fall, 2004

Geology Major and Minor

Rationale for Program Modification: The program modification is the direct result of the identified need for an additional course in the major program – Geology 261: Advanced Physical Geology. As stated in the new course petition: During normal, ongoing program assessment, the geology faculty unanimously identified a general deficiency (in upper-level geology classes) in geology student performance of fundamental geological skills such as map reading, topographic interpretation, geological map pattern identification, information processing in the disciplinary research literature, and communications skills (oral and written). Many of these skills are taught as a component of the existing Geology 161 (core curriculum) course, however it is not possible to cover these topics in sufficient depth for geology majors, and it is often not until Geology 161 is nearly complete that a student determines he or she will declare geology as a major. Moreover, major field testing results corroborate our observations as they pertain specifically to physical geology. Our 2002-2003 MFT results included a Physical Geology component-score in the 32nd percentile.

While this course does add an additional required geology course to the major, there is no net increase in required hours. Geology students have had the requirement for selecting six additional non-geology science electives. That element of the program has been reduced to three additional hours. Geology students need to take a significant number of ancillary sciences for the discipline, including math through calculus, physics, and chemistry. The students will not be hindered by this reduced elective component of the proposed modification.

The additional required course will result in an increase of three hours for the geology minor. As the need for this course has been documented, that increase is acceptable. Moreover, the geology minor as it currently exists, requires the least number of hours (23) in the Sciences. The increase to 26 hours will make the geology minor one-hour greater than a biology minor, equal in load to the minor requirements in Chemistry, and one hour less than a minor in math teaching.

There is no impact to the Earth/Space Science Teacher Certification Program requirements.

Current Geology Major (67-69 Hours)

41 credits in Geology distributed as:
31 Cr. Hrs. of required geology courses
10 Cr. Hrs. of additional geology courses
Plus 26-28 credits of supporting requirements

Required Geology Courses
GEOL 161 – Physical Geology
GEOL 162 – Historical Geology
GEOL 301 – Mineralogy
GEOL 302 – Igneous & Metamorphic Petrology
GEOL 315 – Paleontology
GEOL 316 – Sedimentation and Stratigraphy
GEOL 345 – Structural Geology

Modified Geology Major (67-69 Hours)

44 credits in Geology distributed as:
34 Cr. Hrs. of required geology courses
10 Cr. Hrs. of additional geology courses
Plus 23-25 credits of supporting requirements

Required Geology Courses
GEOL 161 – Physical Geology
GEOL 162 – Historical Geology
GEOL 261 – Advanced Physical Geology
GEOL 301 – Mineralogy
GEOL 302 – Igneous & Metamorphic Petrology
GEOL 315 – Paleontology
GEOL 316 – Sedimentation and Stratigraphy
GEOL 345 – Structural Geology
GEOL 481 – Advanced Environmental Geology-Synthesis Course

Nine additional credit hours of 300- or 400-level geology courses must be selected to reach the required total of 41 credit hours. A six to eight hour summer field Geology course completed at another school can be used to satisfy part of this requirement. A maximum of 4 credit hours of GEOL 390 can be counted toward completion of the geology major. (This is for current and proposed program.)

Supporting requirements for Geology major

| PHYS 175 or 205 Gen. or Inter. Physics I | PHYS 175 or 205 Gen. or Inter. Physics I |
| PHYS 176 or 206 Gen. or Inter. Physics II | PHYS 176 or 206 Gen. or Inter. Physics II |
| CHEM 261 General Chemistry I | CHEM 261 General Chemistry I |
| CHEM 262 General Chemistry II | CHEM 262 General Chemistry II |
| MATH 230 Calculus I | MATH 230 Calculus I |

Six (THREE for modified major) additional credit hours in science or math must be selected in consultation with an advisor to reach the required total of 26-28 credit hours in supporting requirements for the geology major. Students also must complete the University required 124 credit hours, including the University Core Curriculum and a minimum of 39 credit hours of 300- or 400-level courses.

Geology Minor: 23 credit hours

| GEOL 161 – Physical Geology | GEOL 162 – Historical Geology |
| GEOL 301 – Mineralogy | GEOL 316 – Sedimentation and Stratigraphy |

Seven additional credit hours of 300- or 400-level Geology courses must be selected to reach the required total of 23 credit hours (this is true for the current and modified program)

Earth/Space Science (Teacher certification): No impact on teacher certification program.
Implementation Date: Fall, 2004.

Occupational Therapy Program: At present the Occupational Therapy Program offers a 65-hour major that results in a Bachelor of Science (occupational therapy major). Although this proposed program modification puts forward a modification of three existing courses (OT 340 Occupational Performance Components I: Psychosocial Skills, OT 341 Occupational Performance Components II: Sensorimotor Skills, and OT 460 Professional Issues I) and proposes two new courses (OT 397 Professional Practicum Seminar A and OT 398 Professional Practicum Seminar B), the occupational therapy undergraduate degree remains a 65-hour major.

The table below provides a side-by-side graphic comparison of the existing program (columns 1 and 2) and proposed program (columns 3 and 4). To provide consistency, courses in the proposed program correspond to those listed in numerical order in the existing program. Underlined credit hours in boldface indicate a decrease for a particular course. Two new 2-credit hour courses, OT 397 Professional Practicum Seminar A and OT 398 Professional Practicum Seminar B, are listed in columns 3 and 4 without corresponding courses in columns 1 and 2. In the fifth column, the symbol N indicates a course for which an Undergraduate New Course Petition has been developed and the symbol M designates a course for which an Undergraduate Course Modification Petition has been developed.

<table>
<thead>
<tr>
<th>Existing Program</th>
<th>Cr. Hrs.</th>
<th>Proposed Program</th>
<th>Cr. Hrs.</th>
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<tbody>
<tr>
<td>OT 151 Orientation to Occupational Therapy</td>
<td>1</td>
<td>OT 151 Orientation to Occupational Therapy</td>
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<td>OT 310 Applied Pathophysiology I</td>
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<td>OT 310 Applied Pathophysiology I</td>
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<td>OT 312 Applied Pathophysiology II</td>
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<td>OT 312 Applied Pathophysiology II</td>
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<td>OT 315 Applied Movement Analysis</td>
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<td>OT 320 Professional Communication</td>
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<td>OT 330 Media and Modalities I</td>
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<td>OT 340 OPC I</td>
<td>Psychosocial Skills</td>
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<td>OT 341 OPC II</td>
<td>Sensorimotor Skills</td>
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<td>OT 342 OPC III</td>
<td>Cognition</td>
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<td>OT 380 Professional Evaluation</td>
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<td>OT 440 OPA I: ADL and Play/Leisure</td>
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<td>OT 441 OPA II: Work &amp; Productive Activities</td>
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<td>OT 460 Professional Issues I</td>
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<td>OT 480 OT Research</td>
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<td>OT 497 Professional Fieldwork A</td>
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<td>OT 498 Professional Fieldwork B</td>
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**TOTAL 65**

* Column 5 (far right) indicates proposed changes of individual courses. **M** designates existing classes that will be proposed for course modification whereas **N** designates new courses that will be proposed. Implementation Date: Fall, 2004.