

# **A SELF-STUDY REPORT**

submitted in support of a  
**STATEMENT OF REQUEST**  
to the

**North Central Association of  
Colleges and Secondary Schools,  
Commission on Institutions of Higher Education**

for  
**TOTAL UNIVERSITY EVALUATION**  
and for  
**FINAL ACCREDITATION AT THE  
DOCTORAL LEVEL**

**Indiana State University**

Terre Haute, Indiana

December, 1974



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## PREFACE

This document is prepared in support of a statement of request to the North Central Association of Colleges and Secondary Schools, Commission on Colleges and Universities, for total evaluation of the Indiana State University and for final accreditation at the doctoral level, with specific reference to those programs holding preliminary accreditation: the Ph.D. in Elementary Education, Guidance and Psychological Services, Life Sciences, Secondary Education, Educational Administration and Geography.

The material is developed as an institutional Self-Study Report. Its organization is planned for the convenience of the reader. Conciseness is practiced in preparing copy but not at the expense of completeness. However, information which is included in University publications and which can be made readily available as companion pieces to the Self-Study, or as reference materials to an evaluating team, are not duplicated herein. The Undergraduate Bulletin, 1974-76, the Graduate Bulletin, 1973-75, the University Handbook, and the NCA Basic Institutional Data document are considered to be primary sources of information supplementing this Self-Study Report.

In scope, the contents of this document concentrate on changes occurring in the University during the period of time following the last total institution accreditation, in 1965, through the 1973-74 academic year. Information relating to earlier periods is included only when it is considered necessary to establish background or to provide a needed perspective.

To facilitate use of this Self-Study, information related to academic units--including such items as purposes, goals and specific objectives, departmental curricula, professional personnel, clientele and services to students, supporting personnel, facilities and equipment, plus an assessment of departmental strengths and areas for improvement--is presented in the same format for each department. Academic departments are clustered according to membership in larger academic units--the College of Arts and Sciences or the professional schools.

The graduate programs, likewise, are reviewed and discussed in a separate section.

A statement prepared by the faculty government--The Faculty Senate and its administrative unit, the Executive Committee--is included as part of the section of the document dealing with organization, administration, and governance.

A final section of this Self-Study provides some observations about the current status of the University and discusses expectations for the future.

A review of the Table of Contents, which follows, will provide a more detailed outline of the document organization and contents.

## PREPARATION OF THE NORTH CENTRAL SELF-STUDY REPORT

A letter, dated April 30, 1973, to President Rankin from Joseph J. Semrow, Executive Director of the NCACSS, notified Dr. Rankin that Indiana State University was included on the North Central list of institutions of higher education to be evaluated in 1975. The letter prompted the appointment of Dr. James R. Boyle, Assistant Vice President for Academic Affairs and Professor of Speech, as coordinator of University preparation for the review evaluation visit and chairman of the committee to prepare documentation supporting the formal request to North Central for total institutional evaluation with particular emphasis on the University's ability to maintain quality programs at the doctoral level.

The period prior to the beginning of the 1973-74 academic year was utilized for the purpose of studying as much as possible about the context of North Central accrediting processes as well as reading the material available concerning accreditation in general. The Self-Study document completed in 1965 by Indiana State was located and examined.

In October, 1973, the Chairman of the Committee visited the Chicago offices for an examination of Self-Study documents prepared by other institutions seeking the same kind of accreditation at Indiana State.

Also, in October, 1973, each administrative head of one of the several areas of the University which would be involved in providing information toward completion of the Self-Study was asked to designate a person from his/her area to serve on the Coordinating Committee. The Committee held its first meeting on November 16. Members of the Committee are the following:

- Dr. John Bush, Director, Student Research and Testing Office  
(Student Affairs)
- Dr. Jacob Cobb, Dean, School of Graduate Studies
- Dr. Edward Goebel, Interim Dean, School of Business
- Mr. Donald Hilt, Assistant Vice President for Business Affairs
- Mr. Joseph Kish, Director, Office of Information Services
- Dr. Ralph Llewellyn, Chairman, Department of Physics
- Dr. Mary Ann Roehm, Associate Professor of Nursing and Director,  
Continuing Education in Nursing
- Dr. Thomas Reckerd, Chairman, Department of Vocational-Technical  
Education
- Dr. Howard Richardson, Dean, School of Health, Physical Education,  
and Recreation
- Mr. Earl Tannenbaum, Acting Dean, Library Services
- Dr. David Turney, Dean, School of Education

A request to the Executive Committee of the University Faculty Senate resulted in the choice of Dr. Arthur Dowell, Acting Chairman, Department of Political Science, to work with the Committee as a representative of faculty government.



The Committee discussed the task before it and outlined a general approach to producing the information needed. A format to be used in developing material at the department or single unit level was examined and approved for use.

At this first meeting, Dean Jacob Cobb was asked to assume general responsibility for all graduate copy. The Chairman of the Committee expected to request material from those University agencies not represented through committee membership. Academic departments were to prepare and submit materials first.

The general schedule for completion of the final document called for first copies from department chairmen to be provided to academic deans, who reviewed the material and forwarded it, with a statement representing the dean's office, to the Committee Chairman. Graduate copy was supplied to Dean Cobb. In early fall of 1974, copy from nonacademic areas was requested. The first total rough draft of the Self-Study was ready in early October, with final preparation completed in late November.

The total coordinating committee met four times, with conferences held in between on a one-to-one basis.

Throughout the process of planning for and preparing the Self-Study, dozens of persons on campus were involved. Participation by members of every segment of the University staff was encouraged. It is difficult, however, to ascertain to what degree involvement occurred.

The University is not unacquainted with the preparation of self-study types of documents. The academic planning procedure developed internally by the University requires the preparation of evaluative documents by areas planning for program expansion. The School of Business, the School of Education, the School of Technology, and academic departments within the School of HPER and the College of Arts and Sciences have prepared extensive self-study documents within the past two years. University requests to the Indiana General Assembly for biennial appropriations are submitted in a "programmatically budget request," a format which necessitates detailed information beyond the financial segments. Within the last three years, the University, at the request of the Indiana Commission for Higher Education, has prepared two comprehensive ten-year plans which propose patterns of development for the institution.

The special challenge to completing this Self-Study was the opportunity to examine the University from a total point of view, and especially to evaluate what has happened to Indiana State during the last ten years. The experience of completing the various documents described above offered the possibility to eliminate unessential information and to concentrate for this Self-Study on the inclusion of data which would best serve the evaluative purpose for which it is designed. At the same time, it is hoped that the approach taken will give anyone studying the document a comprehension of the University with a minimum of time commitment. A special effort was made to retain in each segment of the compilation the particular point of view of the contributor. Therefore, only minor editing changes were made to copy to provide for a continuity of format and style or to keep the information current.

Although there are problems with which the University must contend, they are known and they are similar to those extant today in higher education throughout the country. Setting aside those concerns, the single most significant value to the University from the Self-Study development is the firm conviction that the condition of the University's educational health is excellent. The examination by North Central anticipates confirmation that the University has reached that state of maturity which is characterized by competent self determination.

Acknowledgment is gratefully made to Dr. Patricia Thrash, Associate Executive Director, NCACSS, for her guidance and counsel in the planning and preparation of this Self-Study.



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## SECTION I

In this section, the history of the University is provided, with a further description of the economic environment and geographic site of the institution.

The Evansville Regional Campus development is reviewed in this section, also.



## INDIANA STATE UNIVERSITY

HISTORICAL DEVELOPMENT

In 1970, Indiana State University celebrated the centennial anniversary of the enrollment of its first students in January, 1870. The original enabling act which created Indiana State Normal School was passed by the Special Session of the 1865 Indiana General Assembly. In the one-hundred year period following 1865, the institution evolved through the successive stages of development to a State Teachers College (1929), to a State College (1961), and to a State University (1965). The approval of university status by an act of the Indiana General Assembly was official recognition of the scope of both the demands for and the endeavors by the Institution to offer expanding educational opportunities to Indiana citizens.

During the first thirty years of the University operation, the majority of students enrolled at Indiana State Normal School were not high school graduates. In 1907, a high school diploma was made a requirement for all teaching certificates in Indiana. After 1908, graduation from a commissioned high school, or the equivalent, has been a requirement for admission to the University.

In 1907, a college course was established in the Normal School and the first baccalaureate degrees were awarded in 1908 to five students. In 1924, all courses in the Normal School were changed to the college level and credit from these courses was applicable to a baccalaureate degree.

In 1961, the School became Indiana State College. A second provision of the enabling act provided for separate Boards of Trustees for Indiana State and Ball State.

The Indiana General Assembly, in regular session in 1965, changed the name of the Institution to its present designation--Indiana State University. This act also authorized the development of a four-year state-assisted college at Evansville, which is known as Indiana State University--Evansville (ISU-E).

A more detailed statement of the historical development of Indiana State University can be found in the University Handbook, Section I, pp 1 +.

INDIANA STATE UNIVERSITY IN A GEOGRAPHIC SETTING

As part of the physical description of the University, it is important to place the institution in a geographical environment.

Indiana State University is located in Terre Haute, Indiana, in the southwestern part of the state. Terre Haute is 70 miles southwest of Indianapolis, 112 miles north of Evansville, 168 miles northeast of St. Louis, and 178 miles south of Chicago. Located in Vigo County, Terre Haute is 11 miles from the border of the State of Illinois.

Indiana State University utilizes nearly 500 acres with its campuses and other sites in Terre Haute and the surrounding Terre Haute area.

The Main Campus of some 91 acres is in the heart of the city and adjoins the north side of Terre Haute's downtown business district. Most all of the buildings and facilities on the Main Campus are within an area bordered by Third, Tenth, Cherry, and Tippecanoe Streets.

The South Campus, a 15-acre site less than one mile south of the Main Campus, is occupied by two 80-apartment and two 112-apartment buildings for married students. This site is bounded by Third Street (U.S. 41 South), Farrington Street, Second Street, and Crawford Street.

The East Campus, a 51.6-acre site, was leased from local area governmental units in 1966 for 99 years and is the location of the University's 20,500-seat Memorial Stadium and a nine-hole golf course which is open to the public. This site on the east side of the city is approximately 2½ miles from the Main Campus and is bordered by Wabash Avenue (U.S. 40), Brown Avenue, Locust Street, and 34th Street North.

The 95-acre River Campus is north of the Main Campus, and plans for use of the area are being studied. The River Campus properties, within an area between Third Street (U.S. 41 North) and the banks of the Wabash River, are not developed for use.

Other land sites utilized in Terre Haute and surrounding area by the University are a 10-acre site of south suburban Allendale where the University Lodge is located; a site adjoining Terre Haute's Union Hospital on North 7th Street where the University's Clinical Nursing Education Building is located; a leased six-acre site at the Vigo County Fairgrounds on U.S. 41 South where the Driver and Traffic Safety Educational Demonstration Center is located; a 28-acre Life Sciences research area in the rural area of northern Vigo County; a 66-acre Science Research and Recreation Area in the rural area of nearby Clay County; a leased 78-acre Life Sciences Research and Field Study area in nearby Fontanet, Indiana; and a 50-acre site for life sciences, geography, and geology research in northwest Vigo County named the Morris Landsbaum Forest.

Terre Haute occupies an area of 26.4 square miles on the east bank of the Wabash River, and Vigo County encompasses 410 square miles. The average elevation of the area is 498 feet above sea level. Terrain is mostly level to gently rolling areas in the urban, suburban, and rural areas. Rural areas



are interspersed with rugged wooded areas. Topographic features of the area are the Wabash River, Otter and Honey creeks, a number of small streams, and a number of small lakes.

Terre Haute has a population of 70,286, according to the 1970 census. This figure is down from the 1960 figure of 72,500, but growth of suburban areas has pushed the Vigo County population upwards. The Vigo County population was 108,458 in 1960 and 114,528 in 1970. According to a study "Forecast of Land Use and Economic Factors" of the Vigo County Area Planning Department released in October, 1974, the Vigo County population is expected to increase to 118,273 by 1975, 122,262 by 1980, 125,021 by 1985, 131,080 by 1990, and 135,064 by 1995.

Terre Haute has an assessed valuation of \$206,664,530 with assessment at one-third true cash value. The Terre Haute (Harrison Township) tax rate in 1974 was \$13.20 per \$100.

Terre Haute is the heart and hub of a nine-county Wabash Valley area which includes the Indiana counties of Vigo, Greene, Clay, Parke, and Vermillion Counties and the Illinois counties of Edgar, Clark, and Crawford Counties. The area is regarded as a metropolitan area with Terre Haute as the trading center. There are an estimated  $\frac{1}{2}$  million people in the nine-county area, and of the \$658 million in total retail sales in the area, over one-half the amount is spent in Terre Haute.

Terre Haute schools are part of the Vigo County School Corporation system. Terre Haute has three public high schools (which includes the ISU Laboratory School) with 5,120 students; six public junior high schools with 5,195 students; and 27 public elementary schools with 9,761 students. Also in Terre Haute, there are four parochial elementary schools with 796 students and one parochial high school with about 400 students.

Other educational institutions in the Terre Haute area are Rose-Hulman Institute of Technology, an engineering college for men, on the eastern outskirts of the city on U.S. 40 East; St. Mary-of-the-woods College, a Catholic college for women, located in nearby St. Mary-of-the-Woods, Indiana; the Wabash Valley Regional Institute of the Indiana Vocational Technical College on the southern outskirts of the city off U.S. 41 South; and the Indiana Business College.

Medical facilities include St. Anthony Hospital, Union Hospital, and the Katherine Hamilton Mental Health Center. There are also six nursing and convalescent homes, five clinics, and three medical centers. The professional services of over 100 physicians and more than 60 dentists with local practices are available.

The Vigo County Public Library System includes a main downtown library (with a new such library building in the advanced planning state), three shopping center branches, a town branch, and a mediamobile.

Terre Haute has 188 churches representing all denominations, 18 city parks, three city swimming pools, one 18-hole municipal golf course (and another 18-hole municipal course to be completed in two years), three coun-

try club golf courses, a number of tennis courts, and one race track on the United States Automobile Club circuit.

Terre Haute has three newspapers: Terre Haute Star (daily, morning, Monday through Saturday); Terre Haute Tribune (daily, evening, and Sunday); and the Saturday Spectator, weekly. There are five Terre Haute commercial radio stations: WTHI-AM & FM; WBOW-AM & FM; WAAC-AM; WPFR-FM; and WVTS-FM. Indiana State University operates WISU-FM during the academic year.

The economy of the Terre Haute area is based largely on agriculture, manufacturing, and retailing. Among the major products of about 140 industrial plants in the city are machinery, phonograph records, fabricated metals, pharmaceuticals and chemicals, plastic film, food products, fabricated steel buildings, corrugated boxes, aluminum products, housewares, paper products, and printing.

Terre Haute's main downtown business district is on Wabash Avenue between Third and Ninth Streets. Although neighborhood stores are located throughout the city, the major shopping areas or centers within four miles of the downtown area are: 12 Points, Meadows, Southland, North Plaza, East Wabash, K-Mart Plaza, and Honey Creek Square.

Music, art, and drama are important assets of life in Terre Haute. Indiana State University, Rose-Hulman Institute of Technology, and St. Mary-of-the-Woods College offer a great variety of events which are open to the public. There are also the Terre Haute Symphony Orchestra, a Community Theatre, various music clubs and organizations, the Swope Art Gallery, Early Wheels Museum, the Historical Museum of Wabash Valley, and the Allen Memorial Planetarium. The opening of Indiana State's new, multi-purpose, 10,000-seat Hulman Civic-University Center in 1973 has provided increased opportunities for a variety of concerts, entertainment shows and events, and athletic and recreation events as well as conventions, exhibits, meetings, and showings.

Urban and suburban transportation is furnished by the Terre Haute City Bus Service. Bus service to other areas is offered by the Greyhound and Trailways bus companies. Railroads servicing the city are the Milwaukee Road, Penn-Central, Louisville Nashville, and Amtrak. Air travel from the Hulman Field Municipal Airport, one mile east of the city, is provided by Allegheny Airlines and Hulman Field Aviation (commuter).

The nation's two major highways U.S. 40 and U.S. 41 intersect in Terre Haute which is also served by U.S. Highway 40, Interstate 70, and Indiana state roads 42, 46, and 63.

Utilities of Terre Haute are the Terre Haute Water Works, Public Service Indiana, Terre Haute Gas Corporation, General Telephone Company of Indiana, and Terre Haute Sewage Disposal.

A description of University buildings is available in the Undergraduate Bulletin, beginning on page six. A campus perspective map can be found inside the back cover of the same document.

### The Evansville Regional Campus

In 1965, a second special session of the Indiana General Assembly enacted a resolution memorializing Indiana State University and the other state higher education institutions to do all things necessary for the creation of a four-year state accredited college at Evansville. Indiana State University assumed the primary responsibility for this development and the Evansville Campus became known as Indiana State University-Evansville. The 1967 and subsequent General Assemblies have appropriated funds to Indiana State for the continued development of the Evansville campus.

The campus at Evansville opened in 1965 with freshmen and sophomore courses. The curricula has been expanded gradually and the first graduating class in four-year degree programs occurred in June, 1971.

At the present time, the Evansville Regional Campus is an operationally separate unit. The President of the campus reports directly to the President of the University.

During the spring of 1974, the Evansville Campus was provided an evaluation by the North Central Association and accreditation extended. The campus and its programs are not part of this self-study nor of this report to North Central for a review of Indiana State University.

## SECTION II

Implicit in the status of Indiana State University as a public-supported postsecondary institution are objectives which are held in common with other universities of a similar type. However, the University also has developed those concepts of her mission which are special to Indiana State. It is the purpose of this section to describe and discuss the University objectives in a mission statement.

STATEMENT OF UNIVERSITY MISSION

In the fall of 1971, in an address to the Indiana State University faculty describing the "State of the University," President Alan C. Rankin noted that University programs should achieve three things simultaneously--they must be pertinent to a rapidly changing social order; they must serve the needs of a questioning and troubled generation; and, they must provide the foundations for a rational and humane world. Although his assessment of University objectives may have had special meaning for the current generation, President Rankin reflected in his three-point description an educational philosophy which has guided the University through more than one hundred years of service. For in 1974, Indiana State University exists as an institution of higher education which has developed from a beginning as a normal school, became a teachers' college, dropped the label "teachers" because of expanded curricular opportunities, and has emerged as a multi-purpose university.

Several statements are available which describe the missions under which the University continues. These have been developed at various times, and for differing specific reasons. Some are explicit descriptions; others indirectly identify University achievement and in so doing, reveal motivation. The Board of Trustees through action which concerns University development began an implementation of the original enabling legislation which has provided a pattern of mission identification. The University faculty has contributed to institutional objectives through curricular planning. Likewise, student preferences for academic specialties have been influential in establishing new or modified objectives. Although most statements of mission tend to be structured in anticipation of long-range objectives, reactions by the University to short-range needs sometimes establish precedents which are incorporated in subsequent institutional mission statements. Therefore, it is realistic to expect that a modern university functions flexibly in a multiplicity of ways necessary to serve a widely varying constituency.

Historically, the mission of the Institution began with the preparation of teachers. The educational philosophy created then to provide a resource for guidance in curricular development has remained and continues to reinforce the University. The University Handbook (which accompanies this Self-Study Report as a companion document) includes a statement of purposes of the University. These materials have historical significance in that they comprise the gist of mission statements found in the University archival collections. They were part of the Self-Study Report developed in 1962, the last time total institutional evaluation/accreditation was made for the University by the North Central Association.

In the fall of 1971, a subcommittee of the University Academic Planning Council was appointed to draft a statement of University goals to be used as a guide in evaluating the relation of specific proposed programs to the overall academic development of the University. The statement of the subcommittee reflects, in general, a faculty point of view. The subcommittee reported that, broadly, the essential goal of a university, such as Indiana State, should be improving the quality of the lives of individuals in contemporary society and that such each student should be provided with the knowledge and experience during his university years which will result in continuing self-education and



self-development during the subsequent personal and professional life of the student.

Specifically, the subcommittee provided in a summary the following additional considerations:

"Teaching, inquiry, and service are each essential; innovation flexibility, and continuing growth and development are each important in the achievement of University goals.

The University program should include both liberal arts education and satisfaction of vocational and professional needs in a changing society.

The University should serve local and regional as well as state, national and international needs. Typical services and programs needed include the fields of health, ecology, leisure, international relations, human relations, and community services.

The University should (a) strongly emphasize the undergraduate program of the University, including both liberal arts and professional aspects; (b) support expansion of two-year programs, such as the Associate of Arts, which include both needed vocational training and liberal arts education for the benefit of the individual; (c) support master's degree programs and plan toward new programs; (d) experimentally implement some Doctor of Arts degree programs, continue present Doctor of Philosophy programs, and plan toward other doctoral program in fields representing a market social demand; and (e) contribute to the education of adults without previous college education whose educational interests warrant a return to school, as well as those whose college education have been interrupted."

One of the first acts of the Indiana Commission for Higher Education (described elsewhere in this Self-Study Report) was the preparation of a comprehensive and careful study of the current status of postsecondary education in Indiana, designed to analyze and quantify, where relevant, components of a postsecondary educational system. Areas included in the initial study were those which would have greatest relevance to the development of a long-range plan.

Beyond a number of recommendations of a general nature applicable to postsecondary education which are included in the two volumes of the report, the study contains the following statement concerning Indiana State University:

"Indiana State University's excellence in undergraduate instruction should continue to be stressed. A broad range of arts and sciences programs should continue to be available at the baccalaureate level. At the master's and intermediate levels, arts and sciences offerings should include a selected range of programs.

In the professional area, Indiana State University should continue to strengthen its already excellent programs in teacher preparation. Master's and intermediate programs should be developed when they are needed to meet the professional and manpower needs of the state.

Indiana State also offers professional training in business, health, physical education and recreation, technology nursing, and home economics. In all these areas, a comprehensive range of programs should be offered

at the baccalaureate level and current offerings at the master's level should be maintained. New master's programs should be undertaken only when a need has been clearly identified and consideration has been given to the programs of other institutions.

New doctoral programs also must depend on clearly discernible needs and they must be limited to those disciplines in which Indiana State University has unique strength."

The Commission requested that the University prepare a long-range plan for submission in August, 1972. The plan was developed in two volumes: "Ten Year Academic Projections, Operating Needs, 1973-83" and "Ten Year Projections, Capital Needs, 1973-83." A comprehensive statement of the University's mission is included in this document. It is reproduced below in its entirety because it contains the most current and comprehensive treatment of institutional goals, especially as these objectives have evolved from the changing nature of the institution--from college to university.

THE MISSIONS OF  
INDIANA STATE UNIVERSITY  
TERRE HAUTE, INDIANA  
1971-72

Introduction

The missions of any institution of higher education are ever-changing and flexible and reflect the dynamic and evolving needs of the society in which it serves. Such is the case in the stated missions of Indiana State University. In 1961, the Indiana General Assembly approved the name Indiana State College, thereby officially recognizing the multi-purpose functions of the institution. The 1965 Indiana General Assembly laid the foundation for the present missions of the institution when it changed the name to Indiana State University. This began immediately following World War II, when the demands for higher education and the needs of a technological society destined that Indiana State become a multi-purpose institution. Professional vocational, and personal curricula were developed and the institution expanded its long-standing program of public service to the local community, to the regional area, to the state, and to the nation.

Within the past decade, (1) the conversion of major professional departments into professional schools of Business; Education; Health, Physical Education and Recreation; Nursing; and Technology; (2) the creation of a Graduate school; (3) the development of baccalaureate and masters degrees covering a wide range of disciplines in the arts and Sciences (the first masters degree at Indiana State University was conferred in 1928; to date about 10,000 have been granted); (4) the development of Ph.D. degrees in selected areas; (5) the establishment of a number of research centers; and (6) the development of units designed to provide public service have set forth the current missions of Indiana State University. These missions can be placed in three basic categories, as

follows: academic or instructional (teaching); research and the advancement of knowledge; and public service.

### The Academic Mission

In order to accomplish its academic missions, Indiana State University is organized into a College of Arts and Sciences and Professional Schools, each comprised of a number of departments or instructional areas which provide the educational programs in the subject matter disciplines. These departments provide both undergraduate and graduate offerings and other services directly related to their content field. The professional schools provide a wide range of educational, professional, and vocational opportunities whereas the College of Arts and Sciences offers an extensive range of studies in the sciences, social sciences, humanities, and the arts. This broad base of general education required of all students and the liberal arts provides the foundation upon which the various professional, vocational, and technical programs are placed.

In essence, the academic mission of Indiana State University is to offer to the total population of the state, in a setting which utilizes all possible avenues for effectiveness, undergraduate and graduate study in the liberal arts, professional and pre-professional study, and vocational-technical study. The purposes underlying this mission are to provide maximum meaning to learning, to encourage lifetime commitment to learning, and to maximize opportunities for success in learning experiences. Within this general framework, the academic goals of Indiana State University are enumerated as follows:

1. The University affords educational opportunity to all students who have reasonable chances of success, regardless of race, sex, creed, national origin or economic status.
2. The University exposes each student to knowledge and experiences which encourage continuing self-education and self-development during his subsequent personal and professional life.
3. The University provides academic programs which are pertinent to a rapidly changing social order; which relate to the ever-changing problems of human relations, technology, the economy, and the social order; and which offer the foundations for a rational and humane world.
4. The University offers programs which recognize the individuality and uniqueness of students and thereby strives to improve the quality of their lives in contemporary society.
5. The University offers the opportunity for each undergraduate student to pursue an area or areas of specialization (majors and minors) compatible with his interests, aptitudes, and personal goals.
6. In that the acquisition of knowledge is a never-ending process, the University offers graduate programs designed for continued learning, professionalization, specialization, and to enable the students to keep abreast of the advancements in the academic disciplines.
7. The University offers opportunities for adult and continuing education (through evening, summer, and extension programs) in its en-

deavor to enable individuals to adapt and keep pace with the evolving social, technological, economic, and environmental aspects of our society.

The academic mission of Indiana State University is further supported by centers and institutes which are primarily concerned with improving the quality and the effectiveness of teaching and learning--thus the audio-visual, auditory, and technological aspects of teaching and learning. The Social Science Center, the Science Education Center, and the Center for Professional Development in Vocational-Technical Education focus on subject matter and methodology. The Academic Enrichment and Learning Skills Center, a unique and innovative combination of human and technological resources, provide students with remedial and tutorial services. And the Afro-American Studies Center and the Center for International Studies reflect attempts to broaden the content and scope of traditional study programs.

### The Research Mission

A university has the potential for bringing about desirable changes in society. Such changes are not brought about in a haphazard or incidental manner. Research and experimentation identify the problems and resolve them. Indiana State University accepts as one of its basic missions the responsibility of conducting research pertinent to the needs of our society.

Indiana State University's research mission derives from its concern with questions of knowledge and knowing: What do we know? How do we use what we know? How do we learn what we don't know? The pursuit of such knowledge is a task of highest social significance in that the hope for improving the quality of human life rests on a scientific understanding of ourselves and of our environment. Within this context, Indiana State University's research mission is defined as follows:

1. To analyze, organize, and synthesize what is known; and to share the results with society.
2. To search for new knowledge, to integrate the new knowledge with what is known, and to use the synthesis for the benefit of society.
3. To demonstrate, encourage, and to foster rationality, foresight, and humanity in the social applications of knowledge.

Indiana State University implements its research and scholarship mission through activities in the classical, traditional, and emerging disciplines. Its major school and college divisions--arts and sciences; business; education; health, physical education and recreation; nursing; and technology--encourage and support scholarship and research in the humanities, in the arts, and in the social and natural sciences. These activities are coordinated through the Graduate School, and implemented through major research centers and institutes--the Bureau of Business Research, the Psychology Research Laboratory, the Counseling Laboratory, the Radiation Laboratory, Curriculum Development and Research Center, Center for Family Financial Education, Center for Governmental Services, and the Institute for Research in Human Behavior.

The University brings together faculty members who possess the traits of researchers and the equipment and library resources essential to carrying on intensive study. Through basic and applied research, experimentation and innovation, the University fulfills its obligation to the citizenry and to the State by contributing to the advancement of knowledge, an essential aspect of our dynamic society and ever-changing social and physical environment.

### The Public Service Mission

A state-supported institution of higher education has a special mission to perform in serving its many publics. As a state agency, the University has the obligation and responsibility of assisting the many segments of the state in performing their functions in a more productive and effective manner. To this end, Indiana State University has made a concerted effort to utilize the expertise of its faculty and staff in performing the public service mission. The public service mission is geared to assist business, industry, education, social and health agencies and many other discrete units in performing at a higher level of efficiency and thereby bringing improved services to the community, the state, and the region.

Indiana State University meets its public service responsibilities by seeking to achieve these purposes:

1. To develop educational curricula and programs which prepare persons to assume productive roles in cultural, economic, and public affairs of society.
2. To encourage faculty, students, and citizens to become involved in the intellectual life of the community, and to respond appropriately to pressing social problems.
3. To provide means whereby each person can continue, throughout his lifetime, to develop his talents in the arts, in the sciences, and in the occupations and professions.

The first purpose is achieved largely through the academic programs and activities already described. The second and third purposes, public service and continuing education, are served through a variety of educational, cultural, social and recreational programs and special services to the public schools, to the alumni, and to the general public. Thus the Division of Extended Services offers a variety of extension, correspondence, and informal courses; and arranges educational workshops and conferences. In addition, the University sponsors lectures, concerts, and dramatic productions open to the public; and it regularly presents educational radio and television programs.

University faculty members are available for consultant and research services to public schools, to citizen groups, to business and industry, and to state and local governmental agencies. The nature of these services is reflected in the names of the coordinating units: School Administrative Services, Vocational Instructional Resources Center, Bureau of Conferences, Center for Family Financial Education, Cooperative Professional Practice Program, Driver and Traffic Safety Instructional Demonstration Center, Center for Governmental Services,



Wabash River Basin Research Center, Urban Regional Studies Institute, the Crane Center for Economic Development, the Institute of Criminology, and the Center for Professional Development in Vocational-Technical Education.

### Concluding Statement

The development of the missions of Indiana State University has been a cooperative venture, combining the efforts of the Trustees, the faculty, administrators, staff, students, alumni, and citizens of Indiana.

The missions of teaching, research, and service are common to universities in general. Specifically, however, these missions are extremely diverse in terms of the nature and uniqueness of individual universities. An institution should not or cannot be expected to carry out all roles and functions demanded by society; however, it should strive to meet those needs most suited to its resources. In this regard, the University has utilized its talents, facilities, and capabilities in a judicious manner and expects to continue in this direction. The University has particular strengths or unique offerings in a number of areas including teacher education, special education, industrial technology, recreation, criminology, geography, health and safety, the life sciences, nursing education, the physical sciences, and driver education and traffic safety. It is expected that the missions in these areas will be extended and that the missions of the other units will be supported and strengthened.

It is important to note that the proposed educational, research, and public service missions are not discrete. They are, in fact, intricately inter-related and mutually reinforcing. Thus, for example, the educational mission is presented with emphasis on students and studies. Yet it is clearly related to the research mission--at least in terms of what is studied, and how it is taught. Similarly, if the students are mature adults and if the faculty moves off campus, the changed situation takes on the character of the public service mission. In sum, the three missions form a three-element system, and the implicit operational strategy is to focus on one or more of the elements without losing sight of the total system.

At a time when the public, the students, and other forces of society are calling for changes in higher education, Indiana State University is uniquely geared to reach the total population of the area it serves with the new concepts of education necessary to the progress of the state and the welfare of its citizens.

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At the time this Self-Study Report was completed, the University also was preparing for the Commission a second long-range plan for its Terre Haute campus detailing its goals, objectives, and functions and setting forth how the institution expects to implement policies established by the Indiana Commission for Higher Education.

This second master plan, as projected, provides for the continuation and improvement of existing academic programs, public service efforts and research activities, and it anticipates that the University will be permitted by the Com-

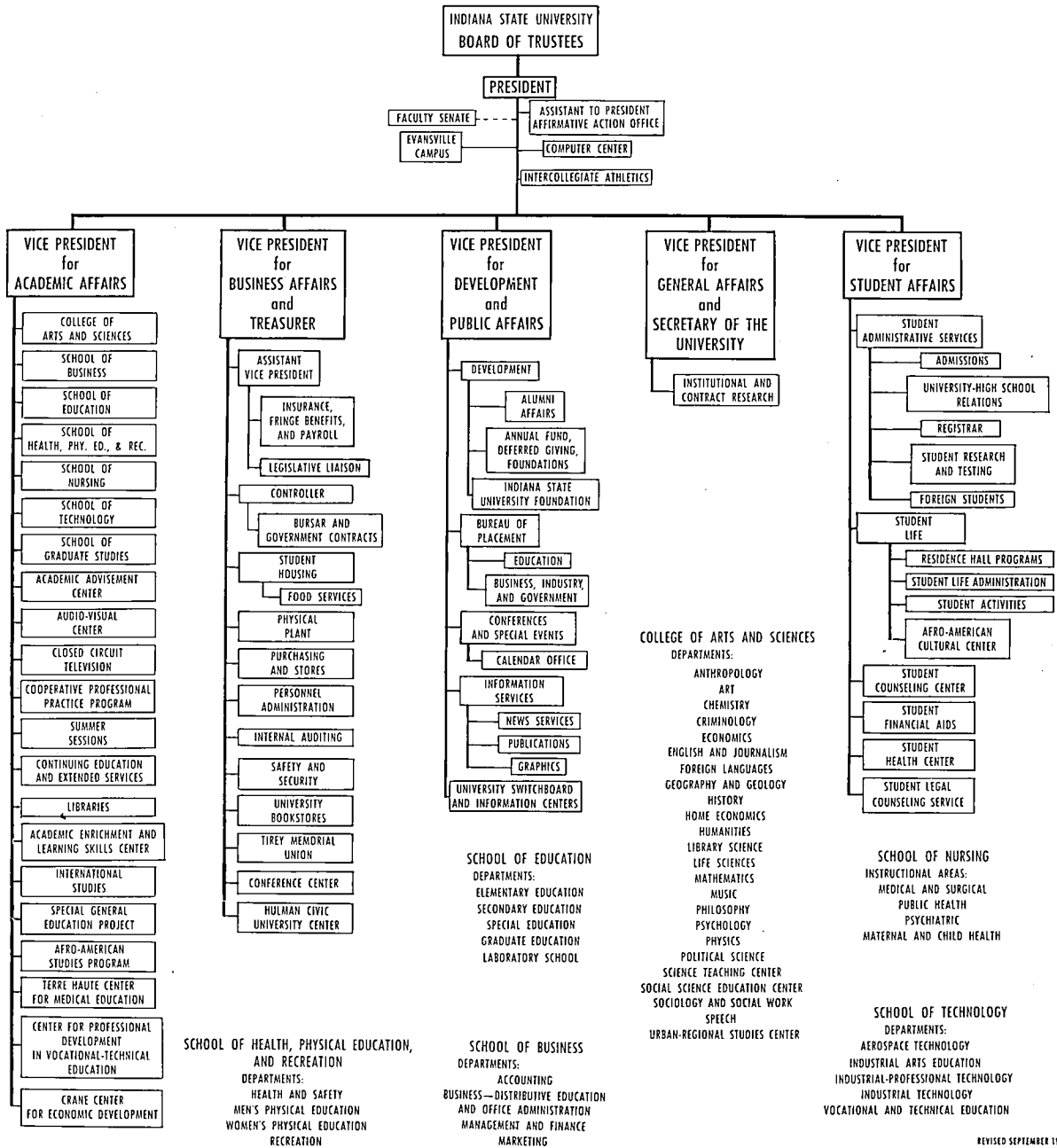
mission to develop and implement new programs and activities as deemed to be feasible in terms of societal needs, existing strengths, and in accordance with the missions which seem to be appropriate for Indiana State University.

A refinement of general University goals to the specifics of a college/school level and to the academic department is part of the first section of each academic unit description included in succeeding pages of the Self-Study Report.

### SECTION III

The organization and patterns of administration for the University are presented in this section. Those areas of the total institution which are not immediately related to academic affairs, but which are essential parts of the total institution existence and operation, are provided extended discussion in this section.

INDIANA STATE UNIVERSITY  
ORGANIZATION OF ADMINISTRATION



## THE PRESIDENT OF THE UNIVERSITY

The President of the University is the chief educational and administrative officer, and he is responsible to the Indiana State University Board of Trustees for the organization, administration, operation, and development of the University.

A description of the Office of the President is found in the University Handbook on p. 1-5a.

Because of the campus-wide nature of two University agencies--the Department of Intercollegiate Athletics and the University Computer Center--these areas operate under the organizational structure of the President's office, and their directors report to the President.

There are also numerous committees which have been established to consider matters which are essentially administrative in nature. "Administrative Committees" include as members administrators, faculty, and students (or non-professional personnel as required). The President appoints administrators to these committees and approves recommendations for appointments of faculty by the Faculty Senate and students by the Student Government Association. These Committees and their assigned responsibilities are listed in the University Handbook beginning on p. 1-12.



## THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Vice President for Academic Affairs is responsible to the President for the general administration, organization, and development of all academic programs and related instructional services of the University. A description of the various academic units which require the attention of the Vice President can be found in the University Handbook, beginning on page 1-5a.

In a broader sense, the day-to-day supervisory requirements of the academic and instructional programs of the University are performed by several persons. For example, each major academic unit has a dean, who is charged with the specific administration of his (or her) area and who reports to the academic vice president. But the focus of the responsibilities is directed to the Academic Affairs Office.

The Academic Affairs Office currently consists of a Vice President, two Assistant Vice Presidents, and four secretaries, each of whom holds the designation of Administrative Assistant under the classification system established by the University. Until the end of the 1972-73 fiscal year, this staff had been augmented by a fourth administrator who, at that time, held the title of Assistant Vice President, while one of the current Assistant Vice Presidents held the title of Associate to the Vice President. The University's declared condition of financial exigency required that the professional staff in the Office be reduced by one person. The administrative position held by the Assistant Vice President with the least seniority was vacated and the position allocation closed. Consequently, his duties were reassigned. For example, supervision for the Learning Skills Center, the Academic Advisement Center, the Cooperative Professional Practices Program, the Closed Circuit Television operation, and the Audio-Visual Center were assigned to the Associate to the Vice President, who subsequently had his title changed to Assistant Vice President. Other duties of the position which was closed, such as budget review, liaison with the Dean of Summer Sessions and Academic Services, and academic services relating to the determination of graduate assistants and the honoraria budget allocations, were assumed by the senior Assistant Vice President. These added duties, in some measure, could not have been reassigned if it were not for the fact that both of the Assistant Vice Presidents are most capable and are prepared to accommodate the extra work requirements.

The two Assistant Vice Presidents are called upon to execute continuous high-level leadership for the academic programs. Unquestionably, the duties and responsibilities that they must perform, and which they perform capably, could in some measure not be expected of them if it were not for the fact that they are experienced and have those personal qualities which allow them to make judgments and to satisfy requests for

information and decisions which are part of the very heavy flow of business that must be administered through the Academic Affairs Office. For example, all new faculty candidates as well as others who may have a relation to the instructional services areas, are interviewed by an Assistant Vice President and only in his absence, or if the candidate is for a senior academic assignment such as a department chairman, academic dean, or full professor, does the Vice President also personally interview candidates. Another example of this heavy workload is the fact that the coordination of the full academic operation to effect orderly and efficient registration of students is performed by the other Assistant Vice President.

These examples suggest a continuing problem with which the Academic Affairs Office must work--that of being understaffed and not having the necessary number of professional administrators to coordinate and plan for the total academic program of the University.

There is also a continuing need expected of the Academic Affairs Office to support the operations of the academic deans in a variety of ways. The Vice President has had to assume an acting deanship of the largest unit of the University (the College of Arts and Sciences) during a vacancy in that office and while a search was conducted. At an earlier time, he also had to assume the chairmanship of the Department of Life Sciences during similar circumstances. One of the Assistant Vice Presidents was also required to assume the acting deanship of the College of Arts and Sciences when at one time there was a need for a change in the deanship. In other ways, too, the Academic Affairs Office has been obliged to support the deans "whenever they have been unable to handle problems normally resolved at that level."

A critical need identified and developed by the Academic Affairs Office was the initiation and refinement of an Academic Planning Council. A complete description of this program is included in the University Handbook. One of the Assistant Vice Presidents has assumed the principle administrative responsibility for the continuation of the effort from the beginning--approximately five and one-half years ago. Although the faculty and deans hold membership in the Academic Planning Council, it is the duty of the Assistant Vice President to coordinate and expedite the many programs that come before the organization. With the establishment of the Indiana Commission for Higher Education, the same Assistant Vice President has assumed also the responsibility for preparing the many materials required by the Commission in its study and consideration of higher education in Indiana.

The coordination and establishment of a variety of due dates relating to such matters as merit allowances and salary increases, tenure, promotion, special and regular leaves of absence, are determined and processed in the Academic Affairs Office. The maintenance of all confidential files for faculty and academic personnel is a responsibility of this Office. All fiscal year operating budget requests originating

with academic units are received in the Academic Affairs Office where they are correlated, reviewed, and subsequently recommended for approval. The due dates for budget preparation and final processing are established by the Business Affairs Office, but the Academic Affairs Office has the primary responsibility for the initial review and preparation of budget recommendations for the instructional-related areas. The same process is performed by the Office in the matter of preparing earlier programmatic budget requests which form the basis for the University proposals to the Commission for Higher Education, to the State Budget Agency, and ultimately, to the Indiana General Assembly.

The development and preparation of the University Undergraduate Bulletin every second year is the responsibility of one of the Assistant Vice Presidents. In this effort, he is obliged to establish a schedule for preparation of copy by many University units, allow time for revision and correction, and then coordinate with the University Information Services the production of the printed document.

Many special duties and responsibilities are assumed by the Academic Affairs Office. These include both coordination, and at times, leadership roles in the development of new program concepts, program extension efforts, and new administrative techniques which are offered for consideration and adoption to or by other persons in the academic areas of the University. To this end, every Monday afternoon, the Vice President, the two Assistant Vice Presidents, the academic deans, and the directors of the instructional services areas meet to review new concepts and ideas, revisions of existing programs, and to share points of view relating to the continuing development of the academic resources of the University. At other times, special meetings are called to provide other approaches for assistance to academic personnel. The Academic Affairs Office continually makes a concerted effort to communicate and to explain administrative decisions to a large number of academic individuals and groups. The workload of this Office and the many innovative suggestions which over a period of time have been proposed, frequently seem to suggest to faculty committees that the Academic Affairs Office is encroaching upon their prerogatives. There is, therefore, a continuing effort of the Academic Vice President and his two assistants to interpret their leadership roles to the University academic community. When misunderstandings arise, as they frequently seem to do, a considerable amount of time must be utilized in an effort to interpret the administrative point of view to those who express concern.

The Office has invaluable assistance in the persons of the secretaries, each of whom in the manner of an administrative assistant, assumes the continuing responsibilities of specific assignments as well as very competently performs the multitude of activities necessary to sustain an efficient operation of a complex office situation.

In all of the areas of academic responsibility, the Office of the Vice President for Academic Affairs is in constant need to provide attention to the on-going operation of the academic units of the University as well as to the development of University long-term plans and direction. On the whole, the detail as well as the continuing attention required for academic matters of the University are handled expeditiously and with acceptable efficiency. Whether it is developing innovative management on curriculum matters or providing attention to the detailed aspects of curricula and personnel matters, the Office has been able to fulfill its obligations responsibly and with due regard for the protection that these matters require.

## VICE PRESIDENT FOR BUSINESS AFFAIRS

The Vice President for Business Affairs administers all business and financial affairs of the University, including budget control, financial accounting, purchasing, operation and maintenance of the physical plant, management of residence halls, Tirey Memorial Union, Hulman Civic University Center, Conference Center, bookstores, personnel administration, rental properties, and supervision of new construction on the campus. As Treasurer for the Board of Trustees, he is responsible for the receipt and custody of all University funds and payment of all claims against the University.

The office of the Vice President participates in the development of the operating budgets and coordinates the preparation of the biennial legislative budgets for the University, is responsible for liaison fiscal activities with the Commission for Higher Education, and participates in the planning of campus physical facilities and the long-range planning for general expansion of the University.

The Vice President for Business Affairs and Treasurer is assisted by an Assistant Vice President for Business Affairs and an Assistant to the Vice President for Business Affairs and three secretaries. The office is located on the ground floor of the Administration Building.

The following administrative units report to the Vice President for Business Affairs and Treasurer:

Controller. The Controller maintains the fiscal records of the University, supervises the business office operation and assists in overall financial management. Areas of activity in the Controller's Office include cash receipts; collection of accounts receivable; all University disbursements, including the audit of accounts payable, budget preparation and administration; contracts and grants; National Direct Student Loans; accounting; debt service records; financial reports; payroll including fringe benefits; and student organization audits. This office provides service and support for all instructional and research programs and student-related activities.

The staff reporting to the Controller are the Assistant to Controller and Acting Supervisor of Cashiers, Chief Accountant and four staff accountants, University Government Contract Officer, Supervisor of Accounts Payable, Supervisor of Bookkeeping, Coordinator of Payroll and Fringe Benefits. There are thirty-three secretaries and clerks assigned to assist the Controller.

The Controller's Office is located on the second floor of the Administration Building.

Internal Auditing. The internal auditing staff reviews the accounting, financial and other operations of the University. The activities of the internal auditor are directed toward the following general objectives: determining that the system of internal control is adequate and that it is functioning; ensuring that institutional policies and procedures are being followed; verifying the existence of assets shown on the books of account and ensuring the maintenance of proper safeguards for their protection; preventing or discovering malpractice;



and determining the reliability and adequacy of the accounting and reporting system and procedures.

The administrative director is assisted by one staff auditor and shares a secretary with Business Systems. The office is located on the ground floor of the Administration Building.

Personnel Administration Office. The administration of the nonacademic personnel program includes the procurement, testing and placement of employees, explanation of the fringe benefits program to new employees, the approval of all changes in employee status, the maintenance of employee personnel records and services as the University spokesman in routine meetings with the labor union.

The administrative director is assisted by one administrative assistant and one administrative clerk. The Personnel Office is located on the second floor of the Alumni Center.

Purchasing and Stores Department. The Purchasing Department is responsible for the performance of the following functions: prepare, with the cooperation of the user departments, specifications of quality, quantity, and delivery schedules for items to be purchased; maintain competitive bidding practice among vendors; ensure that purchase orders and contracts contain all necessary conditions; analyze bids, place purchase orders, and schedule deliveries; provide for the receipt and inspection of materials ordered, and process all adjustments and claims; conduct surveys to determine the requirements of the institution for supplies, services and equipment; develop standards for equipment and supplies, and encourage the use of these standards throughout the institution; maintain adequate records and files of requisitions, purchase orders, vendors, catalogues, product information, and prices; and arrange for the disposal of all surplus equipment and supplies, salvage, and scrap.

The Director of Purchasing is assisted by five buyers and five secretaries.

The Purchasing Department is located on the ground floor of the Administration Building.

Business Systems. The purpose of the Systems Analysis Department is to conduct the planning, analyzing, designing and implementing of manual and automated procedures. Working experience within the business office and familiarization with the people and their needs are felt to be of utmost importance for this department to function satisfactorily.

As subsystems, such as payroll, will continually be developing, it is an objective of this department to steadily build a comprehensive information system. This will tie together the subsystems and streamline functional work loads in the accounting, purchasing, personnel, and budgeting areas.

The administrative director has a secretary which is shared with Internal Auditing. The office is located on the ground floor of the Administration Building.

Physical Plant. The Director of Physical Plant and his staff repair and main-

tain all University buildings, grounds, walks, roads and parking areas; operate, repair and maintain facilities for heating, air conditioning, ventilation, water supplies and other utilities, operate and maintain the University motor fleet and all other mechanized equipment; inspect plant facilities for fire safety and maintain fire protection and alarm equipment; provide mail, custodial, and trash removal service; and maintain and keep current maps, drawings, and building remodeling information in order to provide adequate services within established budgets.

The Physical Plant Department has a total staff of 180, which includes all administrative, supervisory, clerical and service personnel.

The department is managed by Director of Physical Plant, who has the overall responsibility for its operation and provides top level supervision to all members in the department. An Associate Director of Physical Plant fills in for the Director, in his absence. The Associate Director provides direct supervision through the yard crew foreman to a crew of 21 men. There is one mechanical and one electrical engineer who provide the professional expertise in their respective fields wherever it may be required at the University. They are also responsible for the overall supervision of the respective crafts, through the forman or supervisor of each respective shop. There are 18 craftsmen in the mechanical trades, covering refrigeration, heating, plumbing, and nine electricians. In addition to these groups, there are 13 carpenters who handle the general building construction and maintenance. The Chief Clerk is responsible for the handling of all personnel records, pay-rolls, and cost records on repairs, maintenance, and utilities, as well as miscellaneous functions. The office staff consists of one secretary, two business and cost clerks, plus one part-time student. The Chief Clerk is responsible for the operation of the mail room, which has a staff of three men and two students, the Physical Plant storeroom, including one storekeeper, and the motor vehicle pool, with a staff of four men. Custodial care of the buildings is under the responsibility of the Custodial Supervisor, who has a staff of 87, including four foremen and 16-20 part-time students.

The operation of the central heating plant, as well as the maintenance of the campus steam distribution system, is under the responsibility of the Assistant Director for Utilities. The central heating plant has a staff of one foreman, three maintenance men, and ten firemen.

Included in the staff is a telephone supervisor, who is the liaison man between the University and General Telephone Company. He also provides the supervision for moving and set-up crew of 11 men that handle the University's general moving requirements. The Physical Plant Department is housed in three buildings in the north perimeter of the campus. General administrative and engineering offices, as well as refrigeration service shop and Physical Plant storeroom, are in an old brick building, remodeled from a milk plant. The remaining shops; carpenter, paint, electrical, plumbing, lock shop, and motor vehicle service shop, are located in the Service Building across the street from the office building adjacent to the central heating plant. In addition to this, the yard crew is headquartered at 7th and Spruce Street, which is a wood structure. The Physical Plant Department has five miscellaneous buildings that are used for storage. With the exception of the large garage behind the Physical Plant Office Building, these storage areas are simple structures and are generally not suitable for anything other than dead storage.

Safety and Security Office. Institutional security includes the campus police and watchman service, supervision of campus traffic, parking and parking lots, and maintenance of order and control of crowds attending events on the campus. This office is responsible for the development and administration of safety programs.

The problem of law violation on institutional property by students, staff, or the public is resolved in cooperation with Federal, State, and local law enforcement agencies.

The Safety and Security Office is comprised of: University Police Department consists of 20 police officers, 3 investigators, a traffic manager, 2 clerks and 3 watchmen (stadium), fire-safety inspector, director and administrative assistant.

The facility is housed in a remodeled store building using 5,476 square feet of space. Each officer is equipped with a radio as are the three vehicles (ambulette, police car and Investigator's car.)

Bookstore. The initial reason for the existence of the University Bookstore is to serve the faculty, staff and students with their needs in books and supplies. The primary goal is to serve the University, and indeed the community, with a basic and stimulating selection of books. The Bookstore's objective is to make available a basic selection of books for each field of study to enable the student to select the nucleus and build a personal library in his field of endeavor, and to broaden and maintain a well-selected stock of books for cultural interest with emphasis on works of permanent worth which will serve to enrich the student's life during his campus stay and after leaving the University.

The staffing at the main store is divided into two categories -- the upper and lower levels. The lower level houses the entire book department and is staffed with ten full-time personnel. This consists of a Book Department Manager, Assistant Book Department Manager, one Administrative Clerk position and two office assistants; a Floor Supervisor, three cashier clerks and a book inventory supervisor. The upper level houses the entire supply and general merchandise departments and is staffed with twenty full-time personnel consisting of one administrative assistant, two administrative clerks positions, four office assistants, one supply inventory supervisor, ten cashier clerks, one building maintenance and one stock and receiving clerk. The staffing at Plato's Bookstore consists of one supervisor, five cashier clerks and one maintenance. The operation of both stores is under the supervision of the Director and the Assistant Director.

Bookstore facilities are housed in two separate buildings. The main store, known as the University Bookstore on campus, is designed to serve all needs of the student body except Freshmen Books. A second facility, known as "Plato's Bookstore" and located just two blocks from the main store, houses the entire stock of Freshmen texts and supplementary reading materials along with a minor selection of basic supplies.

Conference Center. The Conference Center is utilized as a Center for Continuing Education. The building houses the Division of Continuing Education and Extended Services and provides 18 office units in 56 rooms for numerous departments. The University Faculty Club is located in the Conference Center which has hotel

rooms for use by guests of the University. Food service is available for staff, students, and guests. The University Theater Department utilizes the Conference Center on a year round basis at present. Parking facilities adequate to serve the Conference Center and the public are located adjacent to the Center.

The Director is assisted by a secretary, three desk clerks, two maintenance men, a housekeeper supervisor and 5 housekeepers, four housemen, and two parking lot attendants.

Housing. Through the years it has been the philosophy of the University that the student's total development is directly related to the housing in which the student lives. The University has strived to provide quality housing with regard to standards of health, safety, sanitation, and comfort, a place where adequate study conditions exist, and at the lowest possible cost.

In recognition of the potential of residence hall living for contributing significantly to the education and personal growth of students, one of the primary goals has been, and continues to be, an ongoing program of activities, both structured and unstructured, designed to meet the divergent needs of the residents.

The Director of Housing is assisted by an administrative staff of six in Housing and five in Food Service. In addition, there are 111 full-time employees in Housing and 101 full-time employees in Food Service.

In the residence halls the University provides accommodations for 5,737 students in sixteen modern and comfortably furnished residence halls, all of which have been constructed since 1959. Fifteen of the residence halls are of the "conventional" type, in high-rise buildings and ranging in capacity of 236 to 400. The other hall, Lincoln Quadrangles, with a capacity of 805, is comprised of 161 air-conditioned residential suites in 12 buildings arranged in two attractive quadrangles, with a Commons Building containing administrative, recreational, and dining facilities. Each suite is comprised of a living room, bathroom, three single bedrooms, and one double bedroom. While most rooms in the conventional-type halls are designed for double occupancy, since occupancy of a double room is an option available at a reasonable additional fee - an option which is quite popular. Board options for less than the regular 19-meal-per-week are available in specified halls, and residents may choose from a variety of life-styles offered in the various residence halls.

Four apartment buildings with a total of 384 apartments are maintained and operated by the University for its married students, staff, and certain categories of mature single students. The buildings, all of which have been constructed since 1965, contain one-, two-, and three-bedroom apartments, both furnished and unfurnished. Two of the buildings have electric heat and central air-conditioning; the other buildings have hot-water heat and window air-conditioners. A day-care center is operated by the University on the premises.

Hulman Civic University Center. The Center has been designed and will be utilized for a wide variety of purposes. These include educational conferences, meetings and similar events, as well as cultural, entertainment and athletic activities, offered for the benefit of the students of the University and its faculty and staff.

The University also recognizes its obligation to the communities-at-large. Within established policies and procedures, the Center space and its facilities are made available to the public, for the general benefit and enjoyment of all, including certain commercially-oriented events. These include conventions, expositions, trade shows and similar activities.

The staff at Hulman Center, in addition to the Director, consist of 13 full-time people. These employees are as follows: Director of Events, Operations Manager, Operating Engineer, Sound Engineer, Lighting Engineer, Administrative Secretary, Ticket Supervisor, Bookkeeper and five custodial personnel.

The Center is a multi-purpose facility, with a seating capacity ranging from 3,000, if the theater wedge is utilized for a performance, to 11,000 for a presentation "in the round." The building is completely air conditioned and all seating consists of individual chair-seats which are upholstered. A tartan surface covers the main arena floor, which enhances the flexibility of the building and allows it to be changed quickly and conveniently from a theater or concert presentation one evening to a basketball game the next evening.

There are seven meeting rooms available in the building, all of which are carpeted, and which contain a total of approximately 8,000 square feet of usable space.

There are four general locker rooms and six specialized dressing rooms designed to serve a total of nearly 300 persons.

Tirey Memorial Union. The Ralph N. Tirey Memorial Union offers many of those facilities, services and amenities needed by the students in their pursuit of those out-of-class activities and experiences so vital in their personal-social development. Also, as the site of many lectures, workshops and conferences it serves an important role in the University's program of Continuing Education.

The facilities are maintained and operated by a staff of 60. The facilities include an auditorium seating 1,700, three ballrooms, five lounges, a cafeteria seating 400, a snack bar seating 500, a billiards room, a swimming pool, and twenty-five meeting-activity spaces seating from 12 to 500.

#### Strengths and Areas for Improvement.

Strengths. One-half of the principal administrative heads in Business Affairs have served in their respective positions more than ten years and five others have served more than five years. Many of the support personnel have long University tenure.

The Business Affairs physical facilities are generally good and some are excellent.

The greatest strength of Business Affairs lies in the loyalty and dedication of its staff which will always do whatever is needed to get the job done.

Areas for improvement. Budget decreases have necessitated staff losses and the result has been some reduction in the quantity and quality of work performed by Business Affairs staff. Building repair and maintenance has possibly suffered more than other areas because of the lack of sufficient funds.

The Physical Plant Department is inadequately housed in very old buildings which were purchased by the University from others some years ago; better facilities have been purchased and will be available in approximately one year. The Bookstore is overcrowded and the operation of the two locations is both costly and inefficient; there are tentative plans to build an addition to the main University Bookstore. The decline in occupancy and enrollment is a concern in the Housing area.

Data processing is desired for the university accounting, budgeting and Bursar functions in order to improve business management, however neither staff nor budget are available for such conversion at present.

VICE PRESIDENT FOR  
DEVELOPMENT AND PUBLIC AFFAIRS

One of Indiana State University's five major administrative areas, the Development and Public Affairs area, includes the following units: Office of Alumni Affairs, Bureau of Conferences and Special Events, Calendar Office, Development Office, Information Services, Placement Bureau, and the Telephone Switchboard staff. The operations and services of these respective units are designed for both on-campus and off-campus publics.

Up until 1958, there was not an administrative officer heading this area. The various operating units in the area cooperated in services, activities, and programs, but were directly under the supervision of the President of the University. A Coordinator of Public and Professional Services to head the area was named in 1958, and this position was changed to the Vice President for Development and Public Affairs in 1966. As the chief executive officer of this administrative area, the Vice President for Development and Public Affairs is not only responsible for on-going services and programs of the various units, but also devotes considerable attention to maintenance of the University's good relations with its many publics and communicating the University's philosophy, programs, and activities to constituencies and the general public.

All of the respective offices and units within the area are under the supervision of a director or department head. In two instances, assistant vice presidents head several units. Specifically, the Assistant Vice President for Development heads the Office of Alumni Affairs, Development Office, and ISU Foundation Office, and the Assistant Vice President for Public Affairs heads the Bureau of Conferences and Special Events, Calendar Office, and the Telephone Switchboard staff. The Director of Information Services and the Director of the Placement Bureau are under the direct supervision of the Vice President for Development and Public Affairs. All units are quartered in the Alumni Building with the exception of the Calendar Office which is in the Tirey Memorial Union and the Telephone Switchboard staff located in the Administration Building. As administrative units, all units are operational throughout the regular calendar year.

The Bureau of Conferences and Special Events is headed by a director, and also includes an assistant director and supporting secretarial staff. The Bureau schedules all conferences, handles budgetary matters of the conferences, makes meetings, dining, and house reservations, secures physical arrangements, and provides hostess-host, registration desk, name tags, and other services for the conferences. In addition, the Bureau is responsible for organization and administration of University exhibits at the State Fair, Vigo County Fair, and serves as a liaison for planning and creating off-campus displays. The Bureau was established in the mid-1960's.

The Office of Alumni Affairs strives to provide facilities, resources, programs, and activities that support the aims and objectives of the



University and the Alumni Association. In an effort "to nurture and marshall" the loyalty of alumni "to promote a closer working relationship between the University and its former students for their mutual benefit," the Alumni Affairs Office maintains alumni biographical records, designs and implements programs to interest and involve the alumni in the life of the University, provides a program of alumni-university communication to keep alumni informed, and translates the needs of the University in a manner that will affect alumni support for the University. The Office is headed by a director and also includes an associate director, an assistant director-editor, and supporting secretarial staff.

Serving over 36,000 graduates, the Alumni Affairs Office also serves as the headquarters for the ISU Alumni Association, a voluntary organization of alumni. The Association is governed by a twenty-member Alumni Advisory Council, and representatives on this Council are elected by Association members on a geographic basis. In addition to governing the Association, the Council is responsible for nominating two alumni to the Governor of Indiana for appointment to the Indiana State University Board of Trustees.

Among the alumni publications are THE ALUMNI MAGAZINE and the ISU QUARTERLY. Each year, the Association sponsors a number of diverse activities for its alumni members, and the Association awards alumni-sponsored scholarships to worthy students. The alumni dues program was eliminated several years ago and was replaced with an annual giving program.

The Calendar Office was established in 1970 to provide better communication and information about on-campus events, activities, and programs. The person heading this office accepts and seeks information and prepares a weekly printed calendar which is distributed throughout the entire campus for posting.

Established in 1968, the Development Office is basically a fund-raising office and was created to seek financial support to supplement state and federal appropriations, grants, and income from student fees. The Office is responsible for identifying financial needs of the University and for designing programs to meet these needs. Coordination of activities of the Office of Alumni Affairs and the ISU Foundation Office, both of which have specific effects upon a successful development program, is among the responsibilities of the Assistant Vice President for Development. The Development Office manages capital fund efforts, a broad-based annual giving program of alumni and friends, a deferred giving program, foundation relationships, and industrial support and assists in an effective communications program. The Assistant Vice President for Development heads the Office and is aided by an Assistant in Development as well as a secretarial staff.

The Indiana State University Foundation, an independent corporation, was established in 1928; however, the ISU Foundation Office on the campus

with an Executive Director was not created until 1963. The chief function of the Foundation Office is to create the best possible atmosphere for various constituencies to channel gifts, bequests, etc. to the University and to work in conjunction with the Development Office in actively obtaining such financial support. Funds of the Foundation are not intermingled with appropriated and other University funds and may be administered expediently. The Foundation Office's Executive Director is assisted by three secretaries. The Foundation has a twenty-one-member Board of Directors which governs affairs.

The Office of Information Services had operated for many years as the Department of Public Relations, however, with administrative reorganization the present name was created in 1954. The purpose and function of the Office of Information Services are to provide information on the University's programs, study opportunities, services, operations, students, staff, faculty, events, activities, development, etc. to on-campus and off-campus publics through a variety of means. Communication is achieved through printed publications and pieces, news releases, color slides and film for TV, radio actualities, press conferences, informing media representatives, a central mailing office for publications, personal letters, tour services, telephone and personal confrontations.

The Director of Information Services heads the staff which includes a publications area headed by a Director of Publications, an Assistant in Publications, and a Graphic Artist, and a News Services Office which includes a Director of News Services, two Assistants in News Services, and an Electronic Media Specialist. Other staff includes secretarial personnel. Simply, most every University printed piece or publication is prepared and produced by the Office, and most all news releases and media relations are a responsibility of the Office. Printed pieces range from catalogs, class schedules, and admission pieces to the University Directory, flyers, posters, special events pieces, etc. All printed and electronic media are served by the News Services Office.

The Placement Bureau is a centralized operation which serves students from all segments of the University. These include graduating seniors, graduate students, and alumni searching for professional employment related to academic concentration and ability. The Bureau is a permanent depository for candidate credential forms and recommendations, and the Bureau offers free life-time service to graduates of the University. The Bureau maintains relationships with prospective employers, helps arrange interviews, provides vocational and career related information and services to candidates, and involves faculty and other staff members in the maintenance of good communications with students and prospective employers.

The Placement Bureau is headed by a Director, two Assistant Directors,

and three consultants in specific areas such as Elementary Teacher Education, Secondary Teacher Education, Higher Education, Business, Industry, and Government.

Telephone switchboard operators are headed by a supervisor.

Development and Public Affairs operations and services are efficient and productive and are vital to the University. New, different, and better methods are readily adopted, if resources--financial, facilities, and manpower--are allocated.

In conclusion, the Placement Bureau has been able to achieve above average results in educational, business and industrial placement because of the individual attention given to registrants and the excellent rapport with employers. An area for improvement would be a much needed facility to house the placement library which is inadequate in its present location.

The Conference Bureau has increased in stature since its inception in 1965. Services and number of conferences have increased. Overcrowded office space and lack of sufficient housing on campus are the main areas for improvement.

The Foundation, whose assets have increased ten times the 1963 level, has an excellent reputation both on and off campus. The Foundation Board has good representation from all segments of the community.

The Office of Alumni Affairs has well defined and organized programs and a cooperative relationship with faculty and student groups. The Alumni Association and the Alumni Club programs are definite assets in the overall operation. Communication with Alumni and friends of the University is superb. Insufficient allocation of staff time to field services--aiding local volunteers and visiting key alumni to seek their moral and financial support appears to be the main area needing improvement.

The Development Office can and will improve by the defining of responsibilities, authority, and expectations of development programs. This improvement coupled with more staff time directed toward corporate, foundation, and deferred giving support will become much needed strengths in this area. The Foundation and the alumni giving programs are the present strong points of the Development Office. The Development Office operation has been greatly hampered for more than a year because of the resignation of the Assistant Vice President for Development and the Assistant in Development. Both of these positions were vacated in August, 1973, and replacements have not yet been appointed. In mid-1974, the Director of Alumni Affairs was asked to serve as Acting Assistant Vice President for Development.

The Office of Information Services has a professional staff with

expertise in the areas of writing, editing, production of publications, electronic media production, art and design and media relations. An electronic media specialist, added to the staff in July, 1974, enhances communication efforts. Additional staff persons in the areas of publications and news services would provide for better production and coverage of University events.

## VICE PRESIDENT FOR GENERAL AFFAIRS

The Office of Vice President for General Affairs was created in January, 1969. The office is basically a staff position and was organized in order to help meet increasing administrative demands and responsibilities as the institution attained more mature university status. The Vice President for General Affairs reports directly to the president and serves primarily as an executive assistant to the president. He is responsible for those aspects of University administration which do not fall clearly within the areas of responsibility of the other University vice presidents or which tend to span the total University operation. Within this context, the Vice President for General Affairs performs the following services or activities:

1. Coordinates institutional and contract research.
2. Coordinates space assignments and utilization.
3. Coordinates certain computer services and requests.
4. Maintains, edits, up-dates and distributes university policies and regulations.
5. Serves as liaison to the Indiana Commission for Higher Education.
6. Coordinates certain special events, such as convocations.
7. Performs other general activities as delegated by the president.

The Vice President for General Affairs also serves as Secretary of the University. In this capacity he serves as the president's assistant in activities relating to the Board of Trustees and its responsibilities. The Secretary assists in the preparation and distribution of agenda, preparation and dissemination of minutes, preparation of trustees' correspondence, arrangement for meetings, and other activities which facilitate the functioning of the Board of Trustees.

The role of the Vice President is somewhat flexible and somewhat varied. As the office has developed, it would seem that more emphasis should be placed on the whole area of sponsored research. The creation of a separate office of research services and management seems advisable at this stage in our development. In fact, funds for such an office have been included in the biennial budget request before the Indiana General Assembly.

## VICE PRESIDENT FOR STUDENT AFFAIRS

Student Affairs at Indiana State University exists to assist students in their adjustment to the demands of higher education. This goal is accomplished through a variety of student services and programs. These programs and services are intended to enrich the individual student's out-of-class educational experiences while supporting and contributing to the formal instructional program. The philosophy underlying the Student Affairs area is developmental in nature and is based on the assumption that all interactions in the college environment are of an educational nature and value. Specifically, by providing a variety of services, programs, and facilities, the main goal is to promote an educational climate conducive to the total growth of the students regardless of background.

Under the direction of the Vice President for Student Affairs, the following services and programs are designed to accomplish the stated goals: programs in the residence halls, fraternities and sororities, student government programs, student activities, conduct of students, orientation for new students, social, vocational, and personal counseling. The area also provides for financial assistance to students in the form of scholarships, loans, and part-time employment; for Student Administrative Services, which includes Admissions, University-High School Relations, Registration and Records, Student Research and Testing, foreign student advising; and for the physical and mental health services to students. The Student Affairs area also serves as the liaison with parents concerning the welfare and rate of progress in their son's or daughter's total development. The organization of the Student Affairs area is designed to accomplish the stated goals. A brief description of each of the organizational units will describe the basic service and functions as they relate to the students of the University.

Student Administrative Services. This area consists of five departments: Admissions, University-High School Relations, Registrar, Student Research and Testing, and Foreign Student Advisor. The Office of Admissions is responsible for the admission of all undergraduate students and maintains those functions necessary to carry out this responsibility. The University-High School Relations Office is responsible for the coordination of activities which involve prospective undergraduate students. This includes both on-campus activities as well as the high school visitation program. The Registrar's Office is the service unit responsible for the academic records of all students. The Student Research and Testing Office conducts research related to academic and non-academic aspects of higher education and maintains the Student Research Information System. The Associate Dean for Student Administrative Services supervises programs for the physically handicapped and foreign students.

The departments within the Student Administrative services area have established a Student Research Information System which contains relevant demographic, psychometric, academic, and other selected data for each student. This centralized system allows many offices to use the same data file, thus reducing costly duplication of space and effort. The Office of the Dean of Student Administrative Services provides the leadership and coordination for the design, maintenance, and constant review of the Student Information System.

University-High School Relations. The Office of University-High School Relations is responsible for the dissemination of information to high school guidance counselors and prospective students regarding the University. The responsibility for the organization and implementation of various on-campus visits by prospective students is handled through this office. Additional responsibilities include the development of channels of communications between the University and the secondary schools concerning the progress of their former students and advising these schools and their staffs of the total University program.

Admissions. The Office of Admissions determines if applying students meet the requirements of the University's admissions policy. Extensive correspondence is required to secure all of the pertinent information regarding admission. On-campus interviews constitute a major function of this office. The Admissions Office is also responsible for the development of the Admissions Master File which is the major data collection point for new students. This information is subsequently entered on the Student Research Information System.

The Registrar. The Registrar's Office is the service unit with the direct responsibility of registration and record's maintenance for all enrolled students. This office keeps the academic records of all students, provides a transcript service, certifies candidates for degrees, and prepares diplomas. In addition, the office provides statistical reports to outside agencies regarding the University's enrollments.

Student Research and Testing Office. The student research aspect of the Student Research and Testing Office is twofold. One is to conduct research related to students; that is, research related to any academic, social, or environmental factors. Second is the responsibility to help design, implement, and maintain the computer-based Student Research Information System. The office provides the necessary student demographic data which are requested by the academic areas. Staff personnel also provide faculty and students information related to research design, data collection, and statistical procedures. In addition, the office works closely with the other administrative units on special research projects in which the University engages with other educational institutions.

The Student Research and Testing Office is concerned also with measurement as related to the educational process. Objective test scoring and item analysis services are provided to members of the faculty. This service provides the faculty with a quick and efficient method of returning test results to the students. Faculty are also assisted in the construction of objective tests, questionnaires, and personal inventories. In addition, this office assumes the responsibility of administering tests to large groups of students for institutional use. The office serves as a national test center for nationwide testing programs such as the Admission Test for Graduate Study in Business, College Entrance Examination Board, Graduate Record Examinations, Law School Admission Test, National Teachers Examinations, and the American College Testing program.

Student Research and Testing Office provides assistance in the development and analyzing of questionnaires and inventories for the faculty and administration. Every effort is made to promote research facilities for faculty, administration, and students. This office works in close cooperation with the other administrative offices to further promote research activities.

Student Life Office. The Office of Student Life is directly responsible to the Vice President for Student-Affairs. The Office of the Dean of Student Life is concerned with providing a broad spectrum of student services which include: (1) Student Life Administration, (2) Student Activities, (3) Residence Hall Programs, and (4) Afro-American Cultural Center. These departments operate as a service agency for students, faculty, parents, and other administrative officials, and provide opportunities for one-to-one relationships between administrative officials and students to discuss concerns of the student.

Residence Hall Programs. The Office of Residence Hall Programs is charged with the responsibility to staff, program, and administer the residence halls. Opportunities are provided for social and recreational activities, involvement in campus and community activities, study-skills improvement, decision making and governmental processes; and individuals are provided information and guidance by the staff on a very personal basis. Responsibility for administration of student conduct policies and regulations for students residing in the halls is shared between Student Life Administration and Residence Hall Programs Staff. The Office of Residence Hall Programs is also responsible for determining exceptions to the Housing Policy.

Student Life Administration. The Office of Student Life Administration is responsible for the maintenance of a central files system on students, handling of all routine reference checks, administration of student conduct policies and regulations, excessive absences of freshmen, withdrawals from the University, operation of the Rumor and Information Center, publication of the Student Handbook and Code of Student Conduct, and other administrative functions.

Student Activities. The Office of Student Activities has four major areas of responsibility: (1) Student Government Association and all campus organizations, (2) fraternities, (3) sororities, (4) Tirey Memorial Union Board. In addition, the staff of the Office of Student Activities has assumed responsibility for advising and providing services to many campus activities and organizations, including Women's Program Board, Blue Berets, Center for Voluntary Services, Homecoming, Songfest, Campus Revue, Summer Orientation, and Student Leadership.

Afro-American Cultural Center. The Afro-American Cultural Center is responsible for developing and providing opportunities for Afro-American students to involve themselves in creating and designing cultural programs relevant to them. It is further responsible for promoting positive identification, association, and relationship with Afro-American historical and contemporary cultures. The Afro-American Cultural Center creates a learning environment conducive for students, administrators, faculty members, and citizens of the Terre Haute community to recognize, understand, and appreciate the contributions made by



Afro-American people. The Afro-American Cultural Center coordinates efforts with existing programs and departments; it provides an atmosphere designed to meet the psychological and social needs of Afro-American students; it provides educational experiences in the areas of Afro-American history and culture, problems of Afro-American development, and general issues of race relations; it provides the opportunities for the development of decision-making ability and potential talents of students who have been neglected. It provides direct services to persons and groups with the goal to make society aware of the need for racial justice.

Student Financial Aids. The Office of Student Financial Aids provides general and specific information, financial advisement, and assistance to university students planning to enter and to remain in the University. Financial assistance at Indiana State University is available in the form of National Direct Student Loans, Supplemental Educational Opportunity Grants, Basic Educational Opportunity Grants, College Work-Study Program, Indiana State University Academic Scholarships, State Commission Scholarship and Grant Program, Indiana State University Freshman Talent Grants, Athletic Grants-In-Aid, Federally Insured Bank Loan Program, Indiana State University Short Term Loans, and Part-Time Employment on and off campus.

Student Health Service. The major function of Student Health Service is to carry out the University policy that assumes general responsibility for the health of the students. This is defined by dividing this general responsibility into categories:

1. To maintain and protect the student body against contagious and preventable diseases;
2. To provide diagnostic procedures for screening out serious conditions;
3. To furnish out-patient and in-patient treatment for less serious illnesses and injuries;
4. To provide emergency care and referral for definite cases of acute or critical illness.

The Health Center obtains from each student upon admission, a health form completed by the student's parents and physician. During regular out-patient clinic hours, a staff of registered nurses and several physicians are available. Psychiatric consultation is also available. In addition, there is a registered nurse on duty and a physician on call twenty-four hours a day, seven days a week, to handle any emergencies.

The Student Health Service also provides physical examinations for all employees who come under Workmen's Compensation, for student nurses prior to their clinical experience, for athletes and for other special groups such as food handlers.

Student Counseling Center. The Student Counseling Center offer direct service to students through individual and group counseling, personal growth groups, social skills groups, and career exploration groups. These services are also available to staff and faculty members who wish to use them. In addition,

counselors are available to the staff and faculty for consultation regarding students and concerns that involve students. The orientation of the Center is as much toward the personal, educational, and vocational development of college students as it is toward adjustment and crisis situations.

The primary purpose of counseling services is to assist students to become more aware of themselves and of their environment and to integrate their increased understanding into decision-making and rewarding behavior. Psychological testing is available in the areas of interests, aptitudes, and personal characteristics. In addition, a library of current career and educational information is maintained. Counselors do not provide academic advisement but do assist students in choosing or changing their majors as part of their life planning process.

An appointment to talk to a counselor may be made by calling or coming in person to the Center. Additional sessions are arranged with the individual counselor.

The strengths as well as areas of concern of the Student Affairs Division at Indiana State University can be assessed with regard to staff, facilities, organizational structure of the Division, and programs and services offered by the Division.

One of the major strengths of the Division of Student Affairs is the quality of the staff members at all levels throughout the Division. There are many outstanding persons working in the various areas of Student Affairs. A special strength of the staff is their ability and willingness to assist with Divisional functions outside their particular areas by providing support to each other in peak periods of operation. The only concern with regard to staff is that the Vice President does not have enough staff to assist him. As a major University official, the Vice President for Student Affairs is called upon by the President and/or the Board of Trustees to carry out special functions. Many of these are very time consuming.

The Student Affairs Division at Indiana State University has some excellent physical facilities. The Student Health Service and the Student Counseling Center are housed together in a new \$2,400,000 building. Because of recent expansion of the Union Building, the University is able to provide excellent accommodations for the entire Student Activities area including one floor of offices for the Student Government Association and other student organizations. The Financial Aids Office is in the process of moving to another location which will provide badly needed space.

Another major strength of the Division is the organizational structure of the Student Affairs Division. Particularly unique and effective is the organization of the Student Administrative Services area which brings together into one administrative unit several highly interdependent functions. A possible weakness with regard to organization which affects a program area in Student Affairs is that the University does not have, in one administrative unit, all programs which relate to career decisions of students. At many

universities the functions with regard to career decisions which are performed at Indiana State University by the Counseling Center, the Academic Advisement Center, Financial Aids (with regard to part-time jobs) and the Placement Center are housed together.

With regard to programs and services, the Student Affairs Division is especially effective in programs offered in the Student Life areas of Residence Hall Programs, Student Activities, and the Afro-American Cultural Center. Also especially effective in providing communication with students and others are publications such as the Student Handbook and the operation of the Rumor and Information Center. Many excellent educational programs and services are conducted by the staff of the Student Counseling Center for the entire University community. The Student Research Information System established in the Student Administrative Services area has proven valuable, and the programs and services relating to the Admissions functions including University-High School Relations are outstanding. Perhaps the lack of emphasis on programming and services directed at students over the normal age of college students could be considered a weakness of the Student Affairs Division. Traditionally the focus of Student Affairs Divisions has been on the 18-22 year-old college student and it has been only recently that Student Affairs persons have begun to assess their programs and services in terms of meeting and the needs of older students.

#### SECTION IV

As a State-supported University, Indiana State operates under the provisions of a number of state agencies in addition to the immediate control of the Indiana State University Board of Trustees.

In this section, these agencies are identified and their functions, as they relate to the University, are described.

This section also includes a statement by the University Faculty Senate on behalf of faculty government at ISU.

THE INDIANA STATE UNIVERSITY BOARD OF TRUSTEES

Indiana State University is under the general control of a board of trustees, now known and designated at the Indiana State University Board of Trustees.

In 1918, a regional campus of the then "Indiana State Normal" was established in Muncie, Indiana, and was known as Indiana State Normal, Eastern Division. This campus became Ball State Teachers College in 1929, and was established as a separate and independent institution when Indiana State Normal became Indiana State Teachers College. Both Ball State and Indiana State continued under the jurisdiction of the same board of trustees until 1961 when Indiana State Teachers College became Indiana State College, with a separate board of trustees, through action of the Indiana General Assembly.

A summary of the powers and duties of the Board of Trustees, derived from legislative action, is presented in the University Handbook, beginning on p. 1-3.

The ISU Board of Trustees has defined its authority, organizational structure, and operational procedures by means of Bylaws. These are included in the University Handbook, Appendix A, beginning on p. A-1 and in Appendix B, beginning on p. A-2.

STATE AGENICES INFLUENCING INSTITUTIONAL CONTROL

Beyond the Board of Trustees, Indiana State University is accountable to several state agencies which include the following:

State Budget Agency  
State Board of Accounts  
State Commission for Higher Education  
State Board of Education  
State Superintendent of Public Instruction

The specific areas of responsibility for each of the above, with their involvement in post-secondary education in Indiana, is described beginning on p. 1-4 of the University Handbook.

The State Auditor, the State Treasurer, the Attorney General, the State Fire Marshall, and the State Board of Health are concerned with limited aspects of the administration of the University as these are covered by designated functions of the particular offices.

THE DEVELOPMENT OF THE INDIANA COMMISSION FOR HIGHER EDUCATION

Until 1971, Indiana had no central coordinating authority for post-secondary education. Recent efforts to improve coordination and effect formal statewide planning date from 1961. At that time the Indiana General Assembly created a Post-High School Education Study Committee. Its charge from the General Assembly was to:

. . . survey the entire problem of post-high school education in Indiana, including the cost of higher education in our present colleges and universities, both public and private, the problem of financing such institutions, the question of community colleges, junior colleges, area technical schools, and other types of institutions designed to meet the needs of persons who have terminated their high school education either by graduation or withdrawal.

The Study Committee conducted a two-year survey of the problems and offered a series of recommendations to the General Assembly and the Governor.

In 1967, the General Assembly established the State Policy Commission on Post-High School Education and ordered it to take another look at post secondary education problems. The Policy Commission employed staff consultants and published a report in December, 1968. The report contained many recommendations but none were implemented by the General Assembly.

After adjournment of the 1969 Assembly session, the Legislative Council established a Higher Education Study Committee consisting of sixteen legislators. This Study Committee made a single recommendation which was in basic accord with the findings of a Coordinating Committee. This action led to the passage in 1971 of the act creating the Commission for Higher Education as a permanent coordinating agency.

Commission membership includes one representative from each of Indiana's eleven congressional districts and one member-at-large. Commission members are appointed by the Governor for staggered terms of four years. The legislation establishing the Commission outlined three sets of powers and duties:

1. to develop and keep current a long range plan for postsecondary education in Indiana;
2. to recommend to the Governor, the Budget Agency, and the General Assembly all appropriations for postsecondary education in the state; and
3. to approve or disapprove new campuses, centers, branches, schools, colleges, and new degree programs proposed by each publicly-supported post secondary educational institution.

The General Assembly also mandated the Commission to take "into account the plans and interests of the state private institutions, anticipated enrollments in state post-high school institutions, financial needs of students and factors pertinent to the quality of educational opportunity available to the citizens of Indiana".\*

Additional references are made elsewhere in this Self-Study to the involvement of the Commission with Indiana State University.

\*Excerpted from THE INDIANA PLAN FOR POSTSECONDARY EDUCATION prepared by the Commission for Higher Education, 1973.

THE ORGANIZATION AND OPERATION OF FACULTY GOVERNMENT AT  
INDIANA STATE UNIVERSITY: A REPORT SUBMITTED TO THE  
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS  
by The Executive Committees, Faculty Senate

In 1970 the Board of Trustees approved a constitution for the faculty of Indiana State University which changed significantly both the procedures for and the philosophy of the role of the faculty in the governance of the University.

In the sixties the University emerged from a single to a multi-purpose institution characterized by a burgeoning student enrollment and an expanding faculty. Paralleling this development a multiplicity of courses and programs appeared. Traditionally, decisions as to how to resolve the problems emanating from the inter-action of various groups in the interest of achieving a common goal were the primary concern of a Faculty Council of twelve members. All matters in the area of the legislative authority of the faculty were channeled from the schools and college through standing committees to the Faculty Council. The Council made its judgments by a two-thirds majority vote. Its decisions constituted recommendations to the President of the University. In practice this system appeared to work quite effectively, but as the size of the University increased and, at the same time, the number and complexity of its problems, concern was frequently expressed that (1) the Faculty Council was too small to be representative of the faculty and (2) that the Faculty accrediting team of the North Central Association made a similar observation in its report of 1967.

There. . . /is/. . . little evidence of a systematic opportunity on the part of the faculty for participation in policy making in the University. The small, twelve-man elected faculty council seems to function well but is regarded by a number of faculty members as being too small to be properly representative of their views.



In the sixties, society was characterized by a tendency of individuals to question decisions and the manner in which they were made. Dissent was widespread. This same mood appeared to be reflected in the attitude of faculty who felt that too frequently their recommendations did not result in favorable action by the administration. A degree of apathy about service on committees surfaced fed by the conviction, whether or not justified, that it was useless to spend time on committees if the faculty's recommendations did not result in implementation.

Thus a demand for three basic changes appeared loud and clear in the mid-sixties. These were: (1) a clearer delineation of the faculty's authority in university policy making, (2) better representation of the faculty in the Faculty Council and (3) decentralization of faculty government.

The climate for making these modifications in procedure and philosophy was quite favorable in that in 1965, a new administration under President Alan C. Rankin and subsequently Vice President for Academic Affairs, Maurice K. Townsend, assumed office.

The administration's support for change was demonstrated by its decision to allow released time during the summer of 1969 for six members of the faculty to give intensive study to the problem and come forth with a new document. Their efforts proved successful in that after a year of discussion their work, now known as the Constitution of the Faculty of Indiana State University, was approved by the faculty, administration and Board of Trustees.

The basic premise of the new document is that the faculty has a role to perform in the governance of the university which is separate and distinct from that which is performed by other units--administration, students, etc. In the performance of this role the decisions it makes constitute recommendations to the Board of Trustees. Other units, the administration, for example, have their roles to perform for which they are trained, and likewise make decisions

which constitute recommendations to the Board. The most clear-cut example of this is in the area of decisions on curricula and academic programs. The faculty's judgment, expressed normally through its Senate, is controlling. That is to say, it was contended that the Board should be as loathe to veto faculty decisions in the areas of its primary authority as it would those of the President in matters of fiscal policy, etc. Or, to put it another way, in the areas of its primary authority the President cannot veto, but must transmit the Faculty Senate's decisions to the Board of Trustees, if he does not concur in them.

Faculty Senate actions requiring approval of the Board of Trustees and Faculty Senate actions in the area of its primary authority with which the President does not concur shall be transmitted to the Board by the President with his recommendations no later than the second Board meeting following such action. (Constitution of the Faculty. . .Article II, Sec. 2)

In those matters where disagreement does exist the President, of course, submits his advisory recommendation to the Board. Although not detailed in the Constitution, the Faculty Senate, through its chairperson, submits its advisory opinion to the Board on other matters when the Senate or the chairperson feel it is warranted. On occasion the Board makes specific requests for the faculty's advice through the Executive Committee of the Senate.

The principle of separation of role-functions of the faculty, students, administration and Board is elaborated in the Preamble. The delineation and division of the authority of the faculty in the governing of the University is expressed in Article II., Constitution of the Faculty. The advisory authority of the faculty is in those areas where administrative personnel are considered to possess the expertise for decision-making. Since, however, judgments in these matters can affect seriously the implementation of decisions in the area of the primary authority of the faculty, the Board of Trustees, in the constitution, recognizes the importance of faculty advice being given prior to actions taken.

As alluded to earlier, a continuing criticism of the Council system of government was that it was too small to be representative. This alleged defect is dealt with in the new Senate system. Each school or college is represented proportionately to its numbers in the 40-member Faculty Senate with all schools having at least one representative. There were those who criticized a "Senate" system of government as being too large to the point of being unwieldy. The old Council's merit was agreed by all to be its efficiency--stemming from its small size. To offset the criticism of "bigness" a Senate was created of moderate size, and a steering committee of nine members, called an Executive Committee was established. The Executive Committee was created to serve as a steering committee, screening device and expediter. It could not dispose of a matter as the old Faculty Council could--only the Senate was to have this authority.

Article IV of the constitution outlines the manner in which the government operates. Section 5 summarizes the "Channels of Legislative Action."

The normal route of legislative and advisory action is for an agendum to be considered successively by a Standing Committee of the Faculty Senate, by the Executive Committee, and by the whole Senate. At each of these stages of consideration, a decision to reject or alter an agendum shall be final unless a sponsor of the agendum appeals the decision to the next higher authority.

Exceptions to this normal routing are:

1. Resolutions without legislative significance may be considered by the Faculty Senate at any time.
2. An agendum presented to the Faculty Senate for action by fifty members of the University faculty may be considered directly.
3. A protest from a college or school that an action of the University Faculty or Faculty Senate has encroached upon its autonomy may be considered directly.
4. The Faculty Senate itself, by a two-thirds majority of those present and voting, may choose to bring any matter directly onto the floor.

The practice is that, although the standing committees have a wide latitude and a responsibility to act on their own, the Executive Committee acting independently or by instructions of the Senate, channels matters for action to them. Further, the administration and Student Senate do not deal directly with the Standing Committees, but rather through the chairperson of the Faculty Senate and Executive Committee.

Both students and the administration have a direct input into the system by virtue of speaking seats, with the right to make motions in the Senate and in certain committees.

As indicated earlier, the old system of government was highly centralized with the Council making decisions for all schools and colleges. The new constitution provides for the autonomy of the separate schools and the college in those matters pertaining to themselves. Decisions on those matters having an all-university character remain for the University Faculty Senate to make. Article VIII, Section 3, so specifies. Should a school or college feel that such autonomy is being encroached upon, it may appeal to the Senate and failing to get satisfaction may make the ultimate appeal to the University Faculty.

The new Constitution is characterized further by a more explicit expression of the procedures for dealing with grievances of the faculty and of students. Grievances are appealed to the Executive Committee after avenues of relief within the schools or college have been exhausted. The Executive Committee decides whether a grievance is of such a nature as to warrant a hearing. If the decision is in the affirmative, the Executive Committee assigns the matter to the appropriate committee. Appeals of committee decisions are heard by the Executive Committee. When the grievance complained of is dismissal of a faculty member who has tenure or whose term of appointment has not expired, the case is referred to the Hearing Committee on Faculty Dismissals.

### Standing Committees

The Standing Committees of the Faculty Senate are the first echelon for conduct of almost all of the legislative business of the Faculty Senate, both in the area of the primary authority of the University faculty and in that of falling within their provinces.

The Standing Committees of the Faculty Senate concern themselves with matters which are of significance to the University as a whole: policies which apply to the entire institution; questions which arise between, or which although arising within one College or School, have an influence upon the character and destiny of the University.

Issues which pertain more narrowly only to individual colleges or schools will normally be dealt with by those autonomous subdivisions, unless appealed to the Standing Committees of the University Faculty Senate. These committees retain, however, like the University Faculty and Senate from which they derive their powers, a right of review and intervention in all matters within the primary and advisory authority of the University faculty.

For details as to composition and function of each committee see the By-Laws, Article II through X.

### The Academic Planning Council

On March 29, 1969, the structure for academic planning was approved by the Faculty Council and subsequently by the administration. The functioning unit in this structure was to be the Academic Planning Council. Its task was to prepare an academic master plan for the University. The APC was to be composed of the Vice President for Academic Affairs (Chairman), the Academic Deans, the Dean of the School of Graduate Studies, and twelve faculty members. (See University Handbook pp. 3-14, 15.)

In the course of the preparation of the academic master plan, departments presented proposals for programs undergraduate and graduate. These were studied, evaluated and subsequently fitted into the first master plan. Each year the master plan undergoes revisions in light of new proposals and changing needs.

The Academic Planning Council, approved by the Faculty Council in 1969, is not, however, a unit of faculty government. At the same time, it is an

essential part of the process by which the roles of administration and faculty are integrated in determining and achieving the academic ends of the University. Both faculty and administrative personnel serve on the APC. In addition to setting goals for the University, the APC has as its primary function the evaluation of academic programs in light of their economic feasibility and calendar placement. The Faculty Senate receives the recommendations of the APC and makes a judgment as to the academic propriety of programs upon recommendation of its Curricular and Academic Affairs Committee and Graduate Council. This arrangement, made explicit in a Senate resolution of December 7, 1971, secures the integrity of the faculty's primary authority on academic matters while at the same time promoting the necessary degree of cooperation among those responsible for academic planning.

#### Summary - Evaluation

The changes which have been made in the organization of Faculty Government at Indiana State University since 1969, were designed to achieve the following objectives:

- (1) To make the legislative bodies more representative of the faculty.
- (2) To allow each school or college to have its own governing structure whereby it could make the decisions relating to itself--autonomy.
- (3) To provide the faculty with the explicit authority to make decisions on certain matters, i.e. academic programs subject only to Board approval.
- (4) To provide for meaningful advisory authority on other matters, i.e. fiscal policy, etc.

A forty-member Senate and a Standing Committee system of nine committees allows for a minimum formal participation of approximately one hundred members of the faculty at any given time. Service on the Senate is limited to two consecutive terms of two years for each person. Service on committees is normally for a two-year term, staggered for the members in order that approximately

half carry over from one year to the next. Reappointment to a Committee is not unusual in that, efficiency and continuity of membership are valued highly. The Committee on Committees is composed of the new officers of the Senate and the officers of the preceding Senate. They choose from the applications submitted by faculty for committee positions. The proof of interest in faculty government and its committees is shown in part by the concern of some that they are not getting appointed to committees and that certain persons have too long a tenure on them. The extent to which this situation is true could be due to the neglect of faculty to make their desires to serve known by applying and, on the other hand, the recognition by the Committee on Committees of the value of retaining experienced hands on the standing committees. Interest in the elections to the Senate and its Executive Committee is quite high. Several slates of candidates for office are given wide distribution for consideration by the voting faculty.

The creation of governments for the separate schools and the college has increased the opportunities for the representation of the faculty in decision-making. The process of preparation and approval of separate constitutions has been a slow one. Nursing was first in 1970, Business in 1971, Education 1972, Health, Physical Education, and Recreation in 1972, Library in 1972, Technology in 1972, and the College of Arts and Sciences in 1974.

The major premise in establishing separate governments was that those closest to the problem and affected most should make the final decisions as to what each needed. That is to say, why should faculty in the School of Technology make decisions relating to problems peculiar to the School of Nursing--and vice-versa. The autonomy provision in the Constitution sought to create procedures to prevent this situation from arising. In practice, however, it appears that most matters continue to come to the all-university Faculty Senate rather than ending with the school and then being transmitted

to the President and/or the Board. Centralization rather than de-centralization still characterizes the system--although the central body, the Senate, is now more representative of the schools and college than was the former Faculty Council. The continued importance of the all-university government is demonstrated by the competition by the schools for greater representation on Senate committees. An additional aspect of the effort to decentralize faculty governance was the approval of two documents relating to Department Chairman.\*

1. Duties and Responsibilities of Academic Department Chairmen.
2. Procedures for the Selection and Removal of the Chairman of Academic Departments.

The Constitution of the respective school or college guarantees to each department a representative form of government and, along with the two documents above, serves as the authoritative basis for the preparation of By-Laws in the departments.

Although progress has been made much remains to be done in defining the boundaries of school and college autonomy. Unless this is done the future would appear to hold open continued proliferation of committees--making for a lot of participation and representation--but perhaps amount to a little more than multi-tudinous activity. Some have suggested that meaningful autonomy in school and college faculty government cannot be expected until the deans themselves have more authority delegated them. That is, as long as administrative authority is highly centralized, faculty government will remain so.

Making explicit the faculty's authority to have the determining voice in matters such as academic programs has been demonstrated on numerous occasions. The earlier reference to the clarification by the Senate of the role of APC is a case in point. On these matters the point made has been that the President, the Vice President or Dean does not veto the recommendation

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\*University Handbook, p. 3-16.



of the faculty. If a difference is not reconciled, the Faculty Senate's decision is transmitted to the Board of Trustees. Proof of the acceptance, in practice, of the principle is that no cases, in the academic area, have gone to the Board without the joint support of the Senate and the President.

Until recently, the same could have been said for matters of faculty retention and tenure. The financial crunch in which universities find themselves has threatened to abolish, or at least seriously jeopardize, the institution of tenure at Indiana State University. For example, whereas a few years ago the Faculty Senate resolved that the number of persons on one year appointments should be reduced (the administration agreed), now a growing number of persons are being placed upon one to three year contracts. The Faculty Senate has not been consulted about what appears to be an obvious change in appointment--tenure policy. One hears more about the evils of tenure from the University leadership rather than of its benefits to the University.

Of greater concern to the Faculty Senate was a staffing plan for the next four years recommended to President Alan C. Rankin by the Vice President for Academic Affairs, Dr. Maurice K. Townsend. The Faculty Senate's primary objection to the proposal was its emphasis upon a yearly reallocation of staff in each department based upon enrollment. If a department were fully or highly tenured then reduction of tenured staff would be the result, if enrollment had declined in relation to other departments. The Senate presented a counter proposal questioning whether the financial condition of the university warranted such a threat to the tenured status of the faculty. It was recommended that the Board reject the "Townsend Formula" pending a thorough study of the University's financial condition. Subsequently, the Board of Trustees in reviewing the Faculty Senate's recommendation advised the administration to continue with plans for staffing on the basis of 'a' formula,

but added that "It is the expressed present intention of the Board of Trustees to endeavor to avoid any member of the faculty with tenure being terminated under any plan of faculty reallocation, and that none with tenure be terminated without further specific action of the Board of Trustees." It should be pointed out that since early in the school year Vice President Townsend had consulted with the Executive Committee about the staffing problem. The proposal referred to came to the Executive Committee from the President and little time was available for adequate analysis. It could be said, however, that the interaction between faculty and administration which did take place, did not result in decisions leading to the dismissal of tenured personnel. To this extent the Senate's advice was heeded that a "formula" not be applied this year. As of May 1, 1974, the Faculty Senate is uncertain as to the extent to which other of its recommendations relating to tenure and the economic condition of the University will be heeded.

A strong, viable Faculty Government has become an established tradition at Indiana State University. This result is due to the determination of the faculty to promote it and the recognition by the administration and the Board of Trustees of its value to the system. Whether the insecurities which must inevitably stem from threats to tenure will erode that tradition is for the future to tell.

## THE UNIVERSITY AFFIRMATIVE ACTION PLAN

President Rankin appointed the first Affirmative Action Committee in September, 1972. This Committee was composed of four faculty members and three persons from non-academic areas. The President's Office, the Academic Affairs Office, Personnel Administration (non-professional), and the Student Government Association were represented on the Committee in ex-officio appointments.

The Committee completed the Affirmative Action Plan for submission to the President in the spring of 1972. President Rankin recommended the Plan to the Board of Trustees for approval on May 26, 1973.

The complete copy of the Affirmative Action Plan is available in Appendix H, beginning on p. A-21, of the University Handbook.

Each year the Director of the Affirmative Action Program prepares an annual report. Copies of these reports will be available for examination by the North Central evaluation group.

## SECTION V

Characteristics of the Indiana State University student body are described on the following pages.

An introduction to the faculty as the major instructional resource of the University concludes this section.

THE INDIANA STATE UNIVERSITY STUDENT BODY

The Indiana State University student body is composed of a variety of students from throughout Indiana, the United States, and the world. All counties in the state of Indiana are represented, forty-eight of the states (Wyoming and South Dakota are not represented), the District of Columbia, and forty-eight foreign countries contribute students to Indiana State University. Eighty-six percent of the undergraduate enrollments are residents of Indiana, thirteen percent are from out-of-state, and one percent are from a foreign country. The graduate enrollments show sixty-nine percent from Indiana, twenty-seven percent out-of-state, and one percent foreign students. Totally, the student population consists of eighty-three percent Indiana residents, fifteen percent out-of-state, and one percent foreign students.

Students also come from a variety of different sized communities. The present student population indicates they come from the following types of communities: metropolitan areas, fourteen percent; cities, twenty-three percent; towns, fifty-seven percent; and farms, ten percent. Even though a large percentage live in the Wabash Valley, forty-five percent report they live over one hundred miles from Terre Haute. This mixture of students from a variety of backgrounds provides the Indiana State University student with the opportunity to meet new and different people.

The Indiana State University student comes from a home of moderate means in terms of income and their parents could generally be classified as "blue collar" workers. The educational levels of the parents indicate that the Indiana State University student is generally the first member of his family to attend college. Students report their fathers' occupations as a skilled worker, twenty-two percent; semi-skilled worker, fifteen percent; and owner, manager, or partner of a small business, fourteen percent. Students also indicate that forty-one percent of their mothers are housewives. The working mothers were classified as sales representatives, bookkeepers, office workers, or clerks, thirty-four percent; service workers, nineteen percent; and professions requiring a degree, seventeen percent. Twenty-one percent of the students indicate that their parents earn in the \$9,000-\$12,000 salary range. Forty-five percent of the students indicate they come from families with either two or three children. These statistics give some indication of the sacrifice parents are making to help their son or daughter attend the University and why sixty percent of the Indiana State University student body works during the school year.

Students report their racial background as follows: Caucasian, eighty-nine percent; American Negro, eight percent; American Indian, less than one percent; Oriental American, less than one percent; Spanish Surnamed American, less than one percent; and other, one percent.

The Indiana State University student participated in high school in a variety of activities, but interscholastic athletics (seventy percent of the men) and music activities (sixty percent of the women) were the most popular. Two out of every ten Indiana State University students served on the student council and approximately one of ten was a class officer sometime during their high school experience. Students plan to continue their activities at Indiana State University. A survey prior to enrollment indicates that students are interested in the Homecoming Steering Committee, religious groups, sororities and fraternities, professional associations, and various clubs.

Academically, the Indiana State University student is well prepared for college work. Over sixty-five percent of the students rank in the upper one-half of their high school graduating class. Fifty-one percent of the women and twenty-seven percent of the men ranked in the upper one-quarter of the high school graduating class. Indiana State University students' averages on the College Entrance Examination Board Scholastic Aptitude Test are slightly higher than national averages. The SAT verbal average for Indiana State University men students is 403 and 422 for women. The math portion of the test shows Indiana State University men students with an average of 454 and women, 434. This academic potential is turned into comparable college work as reflected by the grade averages for the fall, 1973 semester. During the semester, the average grade ratio was a 2.78, almost a "B." The last graduating class had average grades of 2.61 for men and 2.83 for women.

The University has one college and five schools. Currently the undergraduate enrollment is distributed as follows: College of Arts and Sciences, thirty-seven percent; School of Business, thirteen percent; School of Education, twelve percent, School of Nursing, five percent; School of Health, Physical Education, and Recreation, nine percent; School of Technology, seven percent; and the Academic Advisement Center, seventeen percent. Some of the more popular undergraduate majors are: Life Sciences, Criminology, Accounting, Business Administration, Elementary Education, Special Education, Men's Physical Education, Women's Physical Education, Industrial Arts, and Manufacturing Electronics. The Graduate School has enrollments as follows: doctoral program, five percent; Masters of Business Administration, four percent; Educational Specialist, two percent; and Master of Arts and Sciences, eighty-nine percent.

In summary, the Indiana State University student body can be described as being a combination of a variety of students from throughout the world, but predominately from Indiana. Even though all economic and social levels are represented, the majority of the students come from homes of moderate means that could be described as middle-class. The Indiana State University students show evidence of academic success from their high school records and continue to achieve at a respectable level in higher education. The academic interests are reflected by their enrollments in areas of study offered by the University with the

largest proportion in the College of Arts and Sciences. Students indicated they were active in high school and plan to continue their extracurricular activities while attending Indiana State University.

### THE UNIVERSITY FACULTY

A university achieves reputation and academic stature partially through the collective efforts of her faculty, for it is true that of the total resources available to the institution, the faculty comprises the single, most valuable instructional resource: in fact, the faculty may be described as a university's most precious asset. Indiana State University has a faculty distinguished in teaching, student service and advising, public service, and research.

The variety in the faculty regarding academic preparation, experience, and scholarly activity has expanded as Indiana State has grown from a single concept to a multipurpose institution. New curricula as well as enlargement of existing programs plus the addition of advanced graduate degrees has provided both a challenge and an opportunity to search for and recruit faculty who can provide necessary depth for all academic disciplines. With the development of the doctoral degrees came the specific opportunity to appoint faculty experienced in directing advanced graduate students and committed to research efforts as required by the challenges of their disciplines and graduate education. University expansion through enrollment increases and favorable financial support offered opportunities to attract additional energetic and dynamic faculty who could add intellectual stimulation to the academic environment.

The University has an exceptional record of faculty retention. Although faculty continuation has presented problems in a time of reductions, it has also offered desirable continuity.

Each departmental section of this Self-Study includes general information about faculty. The Undergraduate Bulletin provides a list, by department, of faculty and includes the date of appointment to ISU and degrees currently held. The Graduate Bulletin identified graduate faculty. Further data concerning faculty numbers, degrees, and salary will be provided in the Basic Institutional Data forms prepared for the North Central visiting team. Publications and research productivity of graduate faculty will also be itemized for examination by the visiting team.



## SECTION VI

The following pages of this Self-Study Report contain a review of the College of Arts and Sciences and the five professional schools which offer undergraduate programs. The format of the development of the material is in the form of a profile, with the academic dean or the department chairman providing the point of view.

In addition to comprising a description of undergraduate education at the University, the purpose of the section is to offer a reassurance of the fundamental strength and viability of this part of the University.

## THE COLLEGE OF ARTS AND SCIENCES

Although the creation of the College of Arts and Sciences is a relatively recent development in the history of the University, the liberal arts have been a central concern of the institution from its early years. The development of several of the current departments or their forerunners had taken place by 1910, some having been formed before the turn of the century.

When it was organized in 1962, the College was comprised of eleven departments and two departmental clusters, known as the division of science and the division of social sciences. Since that time the College has grown so that it presently houses twenty-two departments and three centers with departmental status.

The College considers its principal responsibility to be providing for the intellectual growth and development of all students by communicating the basis for the cultural heritage of the American civilization. A principal vehicle for this process is the general education program along with a substantial number of major and minor fields of study. The College also provides the academic foundations upon which rest all of the pragmatic arts and skills contained in the career inventory.

The curricula of the College are currently recognized by the North Central Association of Schools and Colleges and by the National Council for Accreditation of Teacher Education. Some of the departmental programs also carry specific professional accreditation such as the American Chemical Society Certification of the departmental major in chemistry and the American Home Economics Association accreditation in home economics. The Music Department has gained membership in the National Association of Schools of Music.

Special Emphasis. The College of Arts and Sciences, as already indicated, takes as one of its principal responsibilities the general education of all the students the University serves. Most students acquire their general education through an essential distributive fifty-hour program consisting of courses in English composition, speech, philosophy and the arts, social sciences, and natural sciences. University Studies, an alternative interdisciplinary general education program, has attracted an increasing enrollment since its inception in 1969.

The College also seeks constantly to improve its liberal arts curricula, which have developed substantially since 1965. The established reputation of Indiana State as a teacher education institution has always been heavily dependent on sound programs in subject areas, many of which are now administered through the College of Arts and Sciences. The transition of Indiana State to university status has broadened the responsibilities of its major component, the College of Arts and Sciences. This has involved the addition of numerous research and scholarly activities as well as the development of a variety of practicum experiences required for career-oriented programs carried on by several departments of the College as well as in several of the professional schools. The current variety of programs in the College is enhanced by the increased academic depth which has resulted from the expansion of scholarly inquiry.

A growing emphasis on professional and vocational programs is apparent in the College. During the past year B.F.A. and M.F.A. programs in art and the B.M. program in music have been approved by the faculty. A number of majors or minors include course patterns which prepare students for careers. Though most of the departments are involved, attention is drawn especially to courses in commercial art and design, chemistry, economics, food and nutrition, journalism, social work, geography, geology, home economics, interior design, life sciences, mathematics, physics, medical technology, clinical psychology, radio and television, and urban-regional studies.

The doctoral programs in geography and life sciences are regularly producing doctorates (eleven since May, 1973), and twenty-two departments in the College produced 319 master's (M.S. and M.A.) degrees between July 1, 1973 and July 1, 1974.

Administration. The College of Arts and Sciences is administered by a Dean of The College together with two Associate Deans. Responsibilities of the Dean are comprehensive and include the following matters.

1. Faculty Academic Affairs.

Approval of candidates recommended for departmental positions, annual evaluation of faculty recommended for renewal of probationary appointments and for tenure, appraisal of candidates for promotion, and annual review of departmental proposals for the merit component of salary increments.

2. Compilation and Evaluation of Faculty Work Assignments.

In the past two years the Dean has become actively concerned with assessment and evaluation of the work assignments of the faculty in the College. In the fall of the 1973-74 academic year a university-wide survey of individual faculty work loads was conducted. The reports were validated by chairmen and sent to the Deans and Vice President for general analysis. Some pertinent results are incorporated below.

3. Fiscal Matters and Budgets.

The Dean assembles and evaluates annual budget proposals for:

- a. Departmental operations
- b. Faculty travel
- c. Graduate assistantships and fellowships (cooperatively with Graduate Dean)
- d. Honoraria for speakers and workshops
- e. Library allocations
- f. Printing and brochure preparation.

Graduate assistantships and fellowships, honorarium allocations and library appropriations are reviewed by the Dean annually and then distributed to the departments. The decisions on distribution of the total amount allotted to the College for the operating budgets, travel allocations, departmental printing budgets, and conference allocations are made cooperatively by the Dean and Officers of the University.

4. Course Proposals and Program Innovations.

The Dean reviews and evaluates all new courses, programs and degree proposals, interdisciplinary programs and revisions to existing courses and programs. This review customarily occurs prior to submission of a proposal to the Vice President for Academic Affairs and to University Committees charged with program and curricular matters.

## 5. Student Academic Affairs.

The Dean is responsible for studying trends in student academic performance and for working with departments to develop standardized methods for student evaluation, where possible. The major responsibilities of The College concerning student matters include:

- a. Entry advisement. All students entering The College as freshmen are provided with orientation advisement concerning the General Education Program. Students transferring from other post-secondary institutions are provided with an evaluation of credit for course work taken at accredited institutions elsewhere and of credits earned by examination, advanced placement and work experience equivalent to certain courses. Departmental advisors are then assigned by The College.
- b. Notification of probationary status, academic dismissal and removal of academic encumbrances. This applies to students who fail to fulfill the minimum scholastic requirements for retention.
- c. Approval of petitions requesting modification of college requirements, course substitutions, course credit hours taken in excess of a full load, course add and drop, permission to take work off campus or overseas, changes of grade and requests for pass/fail grading.
- d. Approval of senior curriculum evaluations carried out for students who have fulfilled 80 or more hours of academic work.
- e. Certification of student applications on undergraduate degree lists. These lists are subsequently forwarded to the Registrar.
- f. Also approves thesis/dissertation committees, thesis/dissertation proposals, applications for masters' and doctoral assistantships and fellowships (cooperatively with the Graduate Dean), and evaluates graduate student and faculty requests for assignment of study carrels in the library.

## 6. College Representation.

The Dean represents The College on University committees such as the Council of Academic Deans, the Curricular and Academic Affairs Committee, the Research Committee, the Student Affairs-Academic Committee, and the Graduate Council. As noted above, the Dean is assisted by two Associate Deans who are responsible for matters arising from the departments and centers as divided:

### Fine Arts, Humanities and Social Science Group

Anthropology	Music
Art	Philosophy
Criminology	Political Science
Economics	Social Science Education
English and Journalism	Sociology/Social Work
Foreign Languages	Speech
History	Urban Regional Studies
Humanities	

### Science and Math Group

Chemistry	Mathematics
Geography/Geology	Physics
Home Economics	Psychology
Library Science	Science Teaching Center
Life Sciences	

Detailed self-studies of each department follow and departmental curricular details appear in the University Bulletins. The associate Deans are responsive to the same categories of duties as the Dean, except that each Associate Dean works with the concerns specific to a group of departments as shown above.

The Constitution of the Faculty of College of Arts and Sciences was approved by the Faculty of the College in the Spring of 1974 and provisionally approved by the University Faculty Senate in August, 1974. It is in the process of being implemented. A copy of the approved document is included.

Faculty and Faculty Load. The Faculty of the College number 385 full-time members of which 259 (67 percent) have the Doctoral Degree. The distribution by academic rank is:

Full Professors	117
Associate Professors	113
Assistant Professors	126
Instructors	29

The distribution of College faculty by duration of appointment at Indiana State University is:

less than 5 years	72
between 5 and 10 years	143
between 10 and 15 years	104
between 15 and 20 years	40
between 20 and 30 years	25
over 30 years	1

Departments of the College have standing committees devoted to such internal matters as personnel, budgets, curriculum, undergraduate advisement, graduate admissions. In small departments, a committee of the whole acts on matters of this nature with the tenured faculty serving an advisory role to the chairmen, on personnel matters.

During the first semester of the 1973-74 academic year the administration had each chairman on campus complete a faculty service report for each of his department members, with knowledge of and consultation with the faculty member, "in order that a comprehensive understanding of the many responsibilities of the faculty might be known." Although concurring with the idea of faculty accountability, the official bodies of faculty government questioned the comprehensiveness of the report and the lack of faculty participation in drafting the form. Nevertheless the forms were completed.

Admitting some skewing of the results because of the human factors involved, of the inadequacy of such instruments, and of the different interpretations of the instructions accompanying the report forms, some significant factors are apparent, factors long assumed but never spelled out for the total University. Although unofficial and certainly incomplete, the figures in Table I show the faculty's own designation of the time spent in specified activities:

Activities	TABLE I					
	Arts/Sciences %	Business %	HPER %	Tech %	Education %	Univ. Total %
Direct Teaching	64.0	65.8	42.9	60.7	66.0	62.8
Instructional Support	5.3	7.4	1.1	4.8	3.1	4.6
Research Sponsored from Outside the University	3.2	--	.5	--	4.1	2.6
Research Sponsored With- in the Department (in- cluding sabbaticals)	6.6	2.1	3.0	.5	5.0	5.3
Administration	7.7	13.4	8.4	7.5	6.3	7.9
Advising						
a. Undergraduate	3.9	4.0	4.7	6.3	2.6	3.9
b. Graduate	2.1	.7	1.0	1.0	9.3	2.9
Public Service	2.2	.3	1.4	.4	1.4	1.7
Other	5.2	6.4	31.1	18.9	2.4	8.3

Table I shows that in the College administrative responsibilities are significant but that the undergraduate advising load is lighter per faculty member than in the professional schools. The former condition is modest since it reflects the large number of units in the College that must be administered; the latter reflects the existence of the Academic Advisement Center, which advises all incoming freshmen in the College of Arts and Sciences as well as all non-preference students, while freshmen who have declared majors in the Schools go directly to those schools for advising.

Table II, as unofficial as Table I, tabulated from the same raw data, shows what the Service Reports indicated to be the average semester hour load per faculty per function in the College of Arts and Sciences in the fall of 1973 compared with that in the Schools of the University. However faulty the instrument, the figures show a heavy load for the Arts and Sciences faculty considering the varied roles it must play in the University, including teaching courses spanning general education level to doctoral work, pursuing research and scholarship, advising, administering, and so forth.

	TABLE II		
	Arts/Sciences Semester Hours	Schools Semester Hours	University Avg. Semester Hours
Direct Teaching	9.5	9.8	9.6
Instructional Support	.8	.6	.7
Research Sponsored from Outside the University	.5	.3	.4
Research Sponsored With- in the Department (including sabbaticals)	1.0	.5	.8
Administration	1.1	1.3	1.2
Advising			
a. Undergraduate	.6	.6	.6
b. Graduate	.3	.7	.5
Public Service	.3	.2	.3
Other	.8	2.1	1.3
Total Average Semester Hour Load per Faculty Member	14.9	16.1	15.4

Even allowing for individual interpretations of the instructions accompanying the Service Reports, the comparative picture clearly emerges of some of the many responsibilities and activities of the faculty of the College beyond the "courses taught and enrollments therein." Over two thirds of each faculty member's time is spent in direct teaching, the primary designated responsibility. The other third is vitally important to provide the special character essential to differentiate a university from other post-secondary institutions.

Strength and Limitations of the College. The degree programs include some 47 baccalaureate programs divided between baccalaureate of arts and baccalaureate of science curricula and distributed with one of each degree (B.A. and B.S.) per department. In most cases, the secondary education baccalaureates are similar to the departmental ones except that the professional education courses modify the basic departmental curricular sequence. This means that the total number of baccalaureate degree curricula is approximately 94 or two times the 47 departmental programs. Departments in the College also offer about 42 master's degree programs plus the Master of Library Science. The 42 magisterial curricula are the basis for some 42 Master of Science in Education programs as in the case of the baccalaureate offerings in education. Accordingly the total for magisterial programs is about 84 plus the Master of Library Science.

In addition to its coordination of these 179 degree programs, the College contains two doctoral degree programs namely in Geography and Life Sciences. Hence the College oversees about 180 degree programs. Other responsibilities include the minor programs of which there are over 30, the 50 hour General Education program taken by all students in the university, and the preparation of students for graduate schools as well as the courses and curricula designed to prepare students for the professional schools of:

- Dental Hygiene
- Dental Medicine
- Engineering
- Law
- Medical Technology
- Medicine
- Optometry
- Pharmacy
- Theology
- Veterinary Medicine

Students who plan to attend Indiana State University in the Schools of Business, Education, Health, Physical Education and Recreation, Nursing, and Technology all take the General Education Program in the College.

In recent years, the number of faculty conducting scholarly research in the laboratory sciences, social sciences, and humanities has increased substantially. As a result, undergraduate students who seek experience in advanced work in the junior and senior years have ample opportunities to pursue these interests in various departments of the College.

As research and scholarly inquiry have increased, the Dean of The College, in cooperation with chairmen of the several departments, has played a co-ordinative role in permitting the assignment of time for individual research and scholarship. These assignments are based upon recommendations from the depart-

ments along with objective evidence of faculty qualifications, experience and motivation.

The role of research in the College is several fold. The primary function is to contribute new knowledge to the existing body of knowledge and to demonstrate new relationships which illuminate and inform that which is already known. A second function is to encourage individual faculty to pursue professional development as it relates to their intensity of scholarly commitment to a discipline. In this setting, research maintains a sense of individual humility by confronting the investigator with the unknown. This process is analogous to the experience of each generation of students as they confront information and relationships with which they are not yet familiar. This function is inseparable from the goals of instruction and supports the educational process by demonstrating how knowledge is created. The third function of research is to provide students with the unique opportunity to move along a frontier which resists human conquest and surrenders new knowledge almost reluctantly.

Clientele. Many of the students at Indiana State University are first generation in college from small communities as well as inner cities. These students tend to be pragmatic and concerned with vocational and career education. However, many of them manifest strong intellectual curiosity which provides a continuing stimulus to our instructional approach. Over the past several years, course enrollments in the College have undergone a change in patterns of choice at the same time that students have increasingly selected degree options pertinent to post-baccalaureate employment. This shift of student enrollments from patterns that developed over twenty years ago, poses a challenge for the College. The effects of this shift can be seen when 16 departments of the College are ranked by numbers of total student course enrollments for 1970 and 1974. Table III shows these rankings where one student in three courses generates 3 course enrollments.

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TABLE III

16 College Departments Ranked in Order of Student Course Enrollments

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<u>1970</u>	<u>1974</u>
English and Journalism	English and Journalism
Geography-Geology	Life Sciences
Speech	Music
Music	Mathematics
Sociology-Social Work	Speech
Mathematics	Sociology-Social Work
Life Sciences	Geography-Geology
History	Chemistry
Economics	Home Economics
Psychology	Psychology
Physics	Art
Art	Physics
Home Economics	Economics
Chemistry	History
Political Science	Foreign Languages
Foreign Languages	Political Science

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In Table III, the fall semester enrollments were used as the base. During the time period selected, the total number of enrollments in the College declined by about 34% from 51,019 in fall 1970 to 33,796 in fall 1974. In general, where departmental course enrollments declined more rapidly than the College total, the relative status in the order of rank moved below the 1970 position. Conversely where enrollments declined less rapidly than the college total, the relative departmental status moved above the position in rank for 1970. These changes, in most cases have developed gradually and the trends have been constant annually since 1970. There is preliminary evidence that the overall decline is slowing or may be essentially over. In any case, the College of Arts and Sciences is the principal component in the University preventing excessive vocationalization of the undergraduate program. This objective is effected by requiring that all students are exposed to models of Western thought, literature, and attitudes while they acquire the technical competencies necessary for work.

ARTS AND SCIENCES CONSTITUTION DRAFT FEBRUARY 1974  
CONSTITUTION OF THE FACULTY OF THE COLLEGE OF ARTS AND SCIENCES

I. PLAN OF GOVERNMENT OF THE FACULTY OF THE COLLEGE OF ARTS AND SCIENCES

This constitution shall be the plan of government of the Faculty of the College of Arts and Sciences subject to and consistent with the Constitution of the Faculty of Indiana State University and its By-Laws. This document establishes the manner by which the Faculty of the College shall exercise the representative form of government provided for in Article VIII of the University Faculty Constitution.

II. FACULTY OF THE COLLEGE

A. MEMBERSHIP

All full-time members of the staff holding academic rank shall be members of the Faculty.

B. Voting Rights

All members of the Faculty shall have voting rights in all matters placed before the Faculty of the College.

III. AUTHORITY OF THE FACULTY OF THE COLLEGE

A. Means of Exercising Authority

The legislative authority of the Faculty will normally be exercised by the Faculty Council and by the committees of that body. The Faculty may, however, exercise its legislative authority directly in Faculty meetings and as provided for in Section D below.

B. Primary Authority

Subject to the limitations of Article I, the Faculty shall have the power to determine:

1. The curriculum of the College.
2. The policies for facilitation of teaching and research.
3. The structure of the College with reference to academic matters.
4. The standards for admission and retention of students.
5. The requirements for the granting of academic degrees.
6. The standards for faculty conduct and discipline.

7. The standards for faculty appointment, retention, tenure, and promotion.
8. The standards for freedom of expression and academic freedom.
9. The policies governing aspects of student life which relate directly to the educational process.
10. The procedures for the necessary and proper implementation of the foregoing powers.

#### C. Advisory Authority

The Faculty of the College is properly concerned with and shall actively participate in decisions made on other matters that may affect the educational policies for which it has primary responsibility. Therefore the Faculty shall have authority to advise on all matters of college policy particularly those matters dealing with:

1. Selection and removal of the principal administrative officers having college-wide responsibilities, as well as the creation or abolition of such offices.
2. College and departmental budgets.
3. Research or service obligations to private or public agencies.
4. College development and physical facilities.

In the performance of this advisory function, it is necessary that the Faculty Council be apprised in advance of significant prospective actions by the Administration.

#### D. Faculty Veto

The Faculty of the College shall have the power to veto within 120 days any action of the Faculty Council. The procedure shall be as follows:

A special meeting shall be called by the Secretary of the Faculty in response to a petition signed by no less than twenty-five members of the voting faculty. The purpose of the meeting shall be limited to debate and discussion of the issue. A quorum in this instance is not required. Within one week of the meeting a mail ballot to veto or not veto the council action will be sent to the voting membership. A majority of ballots returned within one week will determine the will of the faculty.

#### IV. FACULTY MEETINGS OF THE COLLEGE

Meetings of the Faculty shall be conducted in compliance with the following procedures and in the manner indicated.

- A. There shall be two regular meetings of the Faculty of the College, one during each semester of the academic year.
- B. The Dean shall preside at Faculty meetings. In his absence, his designate shall serve.
- C. A Secretary of the Faculty, from the voting members of the College, shall be elected at the second regular meeting of each academic year. The Secretary shall assume office at the beginning of the subsequent academic year and continue for a calendar year. The Secretary shall keep accurate and permanent minutes of the meetings of the Faculty, give notice of meetings, and have charge of correspondence in the name of the Faculty.
- D. One-third of the entire voting membership of the Faculty shall constitute a quorum.
- E. The legislative actions, with the exception of additions, deletions, and/or modifications to the Constitution or By-laws, of the Faculty shall be determined by a majority vote of those present.
- F. SPECIAL MEETINGS OF THE FACULTY
  1. may be called by the Dean of the College;
  2. may be called by the Council of the College;
  3. shall be called by the Secretary of the Faculty of the College upon receipt of a single petition signed by not less than twenty-five members of the voting Faculty. The petitioned meeting shall be scheduled by the Secretary for a date not later than three weeks following receipt of the petition.

#### V. THE COUNCIL OF THE COLLEGE

##### A. MEMBERSHIP

A Faculty representative from each Department (or equivalent entity) shall be elected by secret ballot biannually within fifteen days following the first day of fall semester classes.\* Normally a Faculty member holding academic appointments in more than one department shall be considered a member of the department in which his salary is budgeted. No member of the Faculty shall serve simultaneously on the University Faculty Senate and the Council of the College.

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\*For the purpose of organizing the first Council, the election of Council members will be held within fifteen days following the approval of this Constitution by the Faculty Senate. At the first meeting of the Council approximately one half of the elected members will be designated by lot to serve one year in order to facilitate a staggered membership in the Council.

The Dean and Associate Deans shall be non-voting members and shall not hold office in the Council.

Three students who are majors in the College of Arts and Sciences shall hold non-voting membership in the Council. They shall be selected as follows:

Two students shall be appointed by the Student Government Association.

One student shall be appointed by the Graduate Student Association.

(It is to be understood that non-voting status includes the privilege of moving and seconding to the Council.)

#### B. ORGANIZATION

The Council shall elect a Chairperson, a Vice Chairperson, and a Secretary from its membership, each year, by secret ballot, at the first Council meeting. The Council shall be called into session by the Dean of the College within the first month following the beginning of classes in the Fall Semester. The Dean of the College, or a designated representative, shall preside at this meeting until a Chairperson is elected, at which time the Chairperson shall preside.

#### C. OPERATION OF THE COUNCIL

Three-fourths of the voting membership of the Council shall constitute a quorum.

A majority of the voting members present shall be necessary for the passage of a motion or approval of an action.

Council meetings shall be open to members of the Faculty except when Council determines otherwise.

#### D. POWERS AND DUTIES OF THE COUNCIL SHALL BE:

1. Act upon matters as defined in Article III.
2. To appoint members to the Committees of the Council as provided for in Article VI and described in the By-Laws.
3. To investigate and make recommendations on matters referred to it by the Dean.
4. To consider written suggestions submitted by faculty members.
5. To receive grievances within the jurisdiction of the College of Arts and Sciences and determine if the grievance is of such a nature to warrant a hearing. If a hearing is not granted, the

Council will give its reason in writing to the aggrieved individual(s), indicating the channel for appeal.

6. To receive and act upon recommendations of committees, as provided for in Article VI.

## VI. COMMITTEES OF THE COLLEGE

### A. STANDING COMMITTEES

The standing committees of the College Faculty are determined by the By-laws of the Constitution. Standing committees are responsible to the College Faculty through the Faculty Council. Meetings of the standing committees are open except when a committee determines otherwise.

### B. SPECIAL COMMITTEES

The Council may create special committees for study of matters not normally within the jurisdiction of a standing committee. The Council shall determine the duties of each special committee and its length of service.

## VII. JUDICIAL APPEAL

A member(s) of the Faculty or a Student \*\* may present grievances in writing through the Secretary of the Council. Within one week the Council shall determine whether the grievance is of such a nature as to warrant a hearing. If it is determined that a hearing shall be held, the Council shall appoint an appropriate Hearing Committee. The Hearing Committee shall examine the issue within one week with proper attention to due process and present its decision in writing to the aggrieved party(ies) immediately, indicating to the party(ies) involved the route of appeal.

## VIII. GOVERNMENT AND AUTHORITY OF ACADEMIC DEPARTMENTS AND EQUIVALENT ENTITIES

- A. The faculty of each department or equivalent is guaranteed a representative form of government in respect to the formulation and administration of internal policy and the right to participate in the selection of its chief administrative officer(s).
- B. Each department or equivalent entity shall be autonomous in matters of internal policy subject to the provisions of this Constitution and By-laws with particular attention given to those areas set forth in the University Handbook under the title of "Duties and Responsibilities of of Chair(person) of Academic Departments."

## IX. AMENDMENTS

A proposed amendment to this constitution may be initiated by five members

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\*\*As long as these are not in conflict with the Constitution and By-laws of the Student Government Association.

of the Council or twenty-five members of the Faculty, and will be submitted in writing to the Council for presentation at one meeting and for vote at the next meeting of the Council. If the Council approves the proposed amendment, ballots will be mailed to the Faculty of the College. Should the Council fail to approve the amendment, a petition signed subsequently by fifty members of the Faculty shall mandate the Council to distribute ballots to the Faculty for vote. An affirmative two-thirds vote of the ballots returned within one week will be necessary to pass the amendment. The amendment becomes effective when endorsed by the University Faculty Senate.

X. ADDITIONS, DELETIONS, AND/OR MODIFICATIONS OF BY-LAWS TO THE CONSTITUTION

- A. Additions, deletions, and/or modifications to the By-laws are to become effective when initiated by the Council and approved by (1) two-thirds of the membership of the Council or (2) a majority of the Council members present and, subsequently, by the Faculty of the College voting by ballot. An affirmative majority vote of the ballots returned within one week will be necessary to approve the alteration or
- B. Additions, deletions, and/or modifications to the By-laws are to become effective when initiated by the Faculty at a regular or special meeting and approved by the Faculty of the College voting by ballot. An affirmative majority vote of the ballots returned within one week will be necessary to approve the alteration.

## BY-LAWS

## I. STANDING COMMITTEES OF THE COLLEGE OF ARTS AND SCIENCES FACULTY

The standing committees of the College of Arts and Sciences Faculty are the first echelon for conduct of the majority of the legislative business of the College of Arts and Sciences Faculty, both in the area of the primary authority of the College of Arts and Sciences Faculty and in that of the advisory authority. They serve also as the judicial bodies for grievances falling within their provinces. Standing committees are responsible to the College Faculty through the Faculty Council.

The membership of standing committees is composed, except as especially noted below, of faculty selected by the Faculty Council. Administrative and student members shall participate in all privileges and duties of the committees, including the privilege of making and seconding motions, but excluding the privilege of voting.

Each standing committee shall have a predetermined number of Faculty members, at least one of whom shall be a member of the Faculty Council. Terms of service for these Faculty members shall begin with the academic year; appointments shall be announced before the start of the fall term. Appointment to a standing committee shall normally be for a period of two years, with terms so staggered that approximately fifty percent of the membership shall carry over from one year to the next; reappointment to a committee is not precluded.

Each standing committee shall elect its own officers from among the Faculty in its membership. Meetings shall be open except when a committee for particular reasons declares a meeting closed. Each committee shall present a resume of its activities and attendance for the year at the spring meeting of the College of Arts and Sciences Faculty.

The standing committees of the College of Arts and Sciences Faculty concern themselves with matters which are of significance to the College of Arts and Sciences Faculty as a whole; policies which apply to the entire College; questions which arise between, or which affect several of the constituent departments; and matters which although arising within one department have an influence upon the character and destiny of the school.

Issues which pertain only to individual departments will normally be dealt with by those departments unless appealed to the Faculty Council.

## II. ACADEMIC AFFAIRS COMMITTEE

Membership: Five Faculty Members  
 Dean and Associate Deans, College of Arts and Sciences  
 (ex-officio)  
 One undergraduate and one graduate student, majors in the  
 College of Arts and Sciences

Responsibilities: Recommend policy concerning:



1. Requirements for all graduate and undergraduate degrees and all degrees or certificates.
2. Requirements for all major and minor curricula and other programs of study.
3. All courses of instruction, including those offered through the Division of Extended Services; and all workshops, travel courses, and other special offerings, whether with or without academic credit.
4. Coordination of library services.
5. Convocations and all such conferences related to academic affairs.
6. New graduate and undergraduate curricula and programs, and revisions sufficiently extensive that the curricula or programs are substantially new, must be examined by the committee. The committee will also properly concern itself with the educational philosophy of the College of Arts and Sciences and with the relation of existing and future curricula and educational policies relating to that philosophy.

#### FACULTY AFFAIRS COMMITTEE

Membership: Five Faculty Members  
Dean and Associate Deans, College of Arts and Sciences  
(ex-officio)

Responsibilities: Recommend policy concerning:

1. Appointment, retention, and tenure.
2. Promotion.
3. Facilitation of teaching and research, including teaching load.
4. Leaves of absence.
5. Freedom of expression and academic freedom.
6. Faculty conduct and discipline.
7. Professional ethics.
8. Professional growth.
9. Retirement.
10. Superintendence of Faculty elections.

## IV. STUDENT AFFAIRS COMMITTEE

Membership: Three Faculty Members  
Dean and Associate Deans, College of Arts and Sciences  
(ex-officio)  
One undergraduate and one graduate student, majors in  
the College of Arts and Sciences

Responsibilities: Recommend policy concerning\*:

1. Student safety, welfare, and rights.
2. Student organizations, social activities, and publications.
3. School scholarships, honors, and awards.
4. Student grievances.
5. Student behavior with respect to curriculum and instruction.

\*as long as these are not in conflict with the Student Government Association.

## THE DEPARTMENT OF ANTHROPOLOGY

Purposes, goals, and specific objectives. The Anthropology Department has an undergraduate major and minor program. The objectives of both are the same except that the major provides greater depth in the concepts and data of the subject matter.

Anthropology is part of the liberal arts program and shares in the nature of such a program. Training in the liberal arts contributes to an understanding of man's nature, his past, and his present. It helps foster a scholarly, objective approach to the understanding of the world and the individual's place in the world. It promotes the broadening of one's intellectual horizons, appreciation of diversity, and comprehension of the multifaceted complexity of the world. It provides intellectual tools for critical analysis of the world, and stresses the value of clear, logical thought and expression in communicating one's ideas to others.

Curricula. Anthropology focuses specifically on man both as a biological and social creature. The curriculum is designed to give an overview of the major subfields of anthropology which, taken together, examine man's biological evolution and present diversity, his cultural past and present cultural diversity. The subfields are physical anthropology, archeology, cultural anthropology, and linguistics.

Professional personnel. Departmental personnel currently numbers six people, with degrees from the University of Minnesota (PhD) and the University of Illinois (MA), 3 associate professors with degrees from Indiana University (PhD), Lucknow University, India (PhD), and the University of North Carolina (MA). There is one full professor with a degree from the University of Michigan (PhD). Due to retrenchment, the two assistant professors will not be continued next year.

Clientele. The Anthropology program serves all students since most of the courses can be taken to satisfy general education requirements. Many of the majors have no interest in graduate school and enter into non-academic occupations. One student was hired by the federal government as an archeologist on the strength of his experience in doing archeological field work in conjunction with our field program. One individual has entered law school and is now active in dealing with legislation governing the protection of historical and archeological sites in Indiana. Other majors who have gone to graduate school have all selected one of the subfields of anthropology for their specialty.

The department specifically serves earth science majors and social work majors.

Supporting personnel, facilities, and equipment. The department maintains an Anthropology museum-laboratory. The laboratory functions in conjunction with the rather extensive archeological field work. There is an eight week, 6-credit field school every summer and a High School Summer Honors Program which focuses on archeological field work. In addition, the department has received several grants to undertake salvage archeology. The materials

acquired from these various activities are processed, analyzed, and stored in the museum-laboratory. The museum portion contains displays made up of the artifacts recovered in field excavations and also displays of man's physical evolution. The museum-laboratory and its activities serve educational functions not only for Indiana State University students but also for elementary and secondary students in the Wabash Valley area. Periodic tours of students have been a regular feature.

Department strengths and areas for improvement. The research activities in archeology have been one of the strongest features of the anthropology program. They have provided excellent training for undergraduates and have been of interest to pre-college students and also to adults in the community. The founding and continuation of the Wabash Valley Archeological Society is intimately associated with the museum-laboratory and its activities. Membership in the society includes people from many of the adjacent counties. The activities of the facility have involved cooperation with other academic institutions within the state (Ball State, DePauw University, and Indiana University in particular).

The academic program of the department was developing nicely with six faculty members. A principle concern was a lack of laboratory or research experience for students in fields of anthropology other than archeology. Plans for a cooperative effort to establish a summer field school in ethnography were planned with several other institutions (the consortium members). Academic classes on theory and method in cultural anthropology were also being developed. Plans had also been drawn up for the development of a physical anthropology laboratory. As indicated above, retrenchment has resulted in the reduction of the departmental faculty to four people. Although it continues possible to present courses in all of the majors sub-fields of anthropology, the whole program is now in a hold position. Plans for ethnographic field work and a physical anthropology laboratory have been abandoned and budgetary limitations threaten to vitiate the ongoing work of the museum-laboratory.

One other definite area for improvement has to do with library holdings. One of the major library resources in cultural anthropology is the Hulman Relations Area Files (HRAF). It is available in microfiche, although at substantial cost (about \$12,000 for initial purchase and about \$900 yearly for updating). Absence of this resource seriously limits scholarly training of students and scholarly work of the faculty. Since the files are used by academicians in a number of disciplines, its presence in the University library would serve many areas of the academic community.

## THE DEPARTMENT OF ART

Purposes, goals, and specific objectives. The scope and complexity of the visual arts today and the numerous careers possible in Art or Art related fields are reflected in the wide range of departmental offerings. Briefly, the areas are art education, commercial design, ceramics, painting, print-making, metalry and silversmithing, sculpture (plastics, wood, metal, fabrics, light, and other pure and mixed media), furniture design, photography and art history. The study of art history is a major part of each studio art program and is staffed and designed in co-operation with the Department of Humanities.

There are several objectives that are accomplished by the fifty-two hour major in art. Course patterns enable students to pursue objectives of art teaching at the kindergarten through twelfth grade level, art supervision, or further graduate study. Within this range there are several possible alternatives. These are individual objectives and can include interest in the fine arts, in art education research, work with exceptional children or the handicapped. Each of these areas are introduced in the major.

The forty hour art major program enables the student to become a secondary art specialist with a minimum of preparation. Limiting the amount of preparation by no means reduces the objectives accomplished. Students achieve an in-depth understanding of the fine arts. They are able to competently deal with graphic and sculptural art concepts, a large variety of materials, and evaluation of art. Secondary classroom problems and procedures are also studied. The program also includes some emphasis in elementary art education for many students entering this area.

The pattern of courses for a minor in art consists of experiences in studio fine art and professional education study. Students desiring a minor in art usually have majors in education or psychology, although other majors may also be represented.

Basically, candidates receive a minimum study in the studio arts in the core program. They are required to study at the introductory level, drawing, design and art survey.

The presence in the Department of highly accomplished teachers and widely exhibited artists creates an atmosphere of dedication and professionalism that is both stimulating and demanding. The Art Department recognizes that the career goals of the studio artist and the art teacher are not the same. Both art education and performance oriented studio programs allow the student to pursue studies that are suitable for his or her individual needs and aspirations.

Curricula. Art Departmental - The studio art curriculum for performing artists is offered to the student who may desire to specialize in the study of a particular form of art expression or in art history. Basic to any choice of study emphasis is the core curriculum of 20 semester hours,

a prescribed program of instruction of basic courses required of all art majors. The degree earned is the Bachelor of Science. Specific programs are described in the University Undergraduate Bulletin.

Professional Personnel. Department faculty includes the following: three full professors - 2 with Doctoral degrees from the University of Wisconsin and Pennsylvania State University and 1 in studio art with an MA from Columbia University; six associate professors with terminal degrees in art theory, art history and studio art from Columbia University, St. Louis University, Pennsylvania State University, Auburn University, University of Kansas and Ohio State University; seven assistant professors with terminal degrees and masters degrees in studio art from Cranbrook Academy of Art, Tulane University, Indiana University, University of Wisconsin, Alfred University, Southern Illinois University and Illinois Institute of Technology. Two adjunct faculty - One associate professor in Museology and one instructor in Afro-American Art are utilized for specific areas.

Clientele. Indiana State University attracts very goal-oriented art students to the Freshman Program who know very quickly exactly what art career they want to pursue with many built in flexibilities for future job employment. Graduating artists and art educators have become commercial artists, potters, fabric designers, environmental artists, furniture designers, jewelry makers, toy designers, printmakers, photographers, painters, art buyers, illustrators, art critics, museum directors, cultural events coordinators, muralists, sculptors, visual perception consultants, typographers, shopkeepers, television art directors, art historians, fashion coordinators, photographic stylists, art teachers, designers in plastics, etc. The Art Department at Indiana State University believes that the Department has assembled one of the top groups of practicing and teaching artists in this country.

Supporting personnel, facilities, and equipment. Impressive up-to-date equipment such as serigraphy facilities, a large foundry, cameras, Art-O-Graph Visualizers, enlargers, presses, motorized saws, potters wheels, fifteen kilns, clay mixers, light tables, art history slides, etc. is located in four main areas of the University campus. These four areas designated as Art Annex (AA), Fine Arts Building (FA), Old Library (LCM-0), and Reeve Hall (RH) occupy over 40,000 square feet of professionally organized space. Exhibits are maintained in the newly renovated Turman Art Gallery located in the Fine Arts Building. Two kinds of exhibits are arranged - the works of professional artists and student works from all levels of instruction. The University also maintains a permanent collection of art which is built primarily of works in all media from the Twentieth Century.

Department strengths and areas for improvement. Areas of improvement for study of art involves physical activities in the four main buildings which require constant attention from Physical Plant. The Director of Physical Plant is highly competent, alert, and attentive to departmental needs. He has several highly skilled assistants but his operation seems cut back in the extreme. The study of art also requires heavy usage of audio-visual personnel. The maintenance of equipment and creative technical personnel can make the efforts of one talented professor extend far beyond what that

one professor alone could accomplish. More monies must be given to this operation so that present faculty talents can be properly amplified through video tapes, the production of educational films, slides, etc. The proper skills in this area must be opened up and not cut back any further. All studies in art depend on a background in art history, art education and the history of civilization. Library holdings for art, art theory, art education and art history are adequate but excellent volumes that would give a more firm tone to studies of art are not available. The library budgets have not kept pace with increased costs in recent years.

The Vice President for Academic Affairs and the Associate Dean for the Arts along with the Vice President for Business Affairs and Treasurer have been strong supporters both in word and deed of the great leap forward the Art Department has made in the last six years. Facilities rank among the best in the country. They are indeed finer than the facilities found in most departments twice that of the size of the Indiana State University department. Major instructors in the studio area and in the art education area possess the terminal degree in their field. The study staff is nationally recognized as being outstanding in the fields of constructivist plastics, metalry and silversmithing, ceramics, commercial design and furniture design. Foundry and welding equipment has been totally overhauled and upgraded. Within a year, metal sculpture will be winning those regional prizes and gaining that recognition already granted in abundance to the areas mentioned above. The art educators trained in the department program are highly desired because of the practical, yet minded, quality of their training. Permanent collection, the gallery, and the displays of art in the new library, the counseling center, and other buildings creates a live press for art and art studies.

## THE DEPARTMENT OF CHEMISTRY

Purposes, goals, and specific objectives. The department has as professional objectives: to train the professional chemist; to train the secondary chemistry teacher; to provide the chemistry course requirements for other disciplines; to provide general education courses in chemistry; and to provide a minor or course of study for students in allied fields desiring a moderately in-depth study of chemistry.

Curricula. The Bachelor of Arts program is accredited by the American Chemical Society and is designed to prepare the student for work as a professional chemist, or for graduate study. The Bachelor of Science in Chemistry with an emphasis in forensics, which is also accredited by the American Chemical Society, prepares the student for work as a professional chemist in a crime laboratory. The Bachelor of Science, secondary teaching, meets the minimum requirements for teacher certification in the State of Indiana.

The department offers two minors in Chemistry, one a departmental minor of 23 hours and the other a 24 hour minor, which meets the minimum requirement for teacher certification in the State of Indiana.

Professional Personnel. There are fourteen regular faculty members on the staff consisting of five full professors, three associate professors, and six assistant professors. Twelve of these hold the Ph.D. degrees, representing the Universities of Carnegie-Mellon, Florida State, Illinois, Indiana, Kansas State, Louisville, Massachusetts, Purdue, Wisconsin, and Yale. One holds a bachelor's plus 90 graduate hours from Kansas, and one holds a master's from Indiana State University. In addition to the regular faculty, there are two members of the department who hold joint appointments with the Terre Haute Center for Medical Education and Indiana State University. These members have a rank of assistant professor and hold doctorates from Delaware and SUNY.

This faculty represents expertise in the areas of analytical (2), bio- (3), physical (4), organic (3), nuclear and inorganic (2), and general (2) chemistry. Research interests of this faculty include: magnetic resonance spectroscopy, nonequilibrium statistical mechanics, instrumental approach to bioenergetics, regulation of enzyme activity, membrane associated phenomena, nonaqueous electrolytic solutions, organic photochemistry, highly reactive species, reaction mechanisms, heterocyclics, indone chemistry, radiation effects on solids, radiation induced polymerization, studies of nuclear reactions, nuclear spectroscopy, analysis of trace impurities in water, determination of complex ion formation constants, spectrophotometry, mass spectrometry, organometallic chemistry amino acid metabolism in muscular dystrophy, enzyme studies in muscular dystrophy, electron correlation in simple atoms, synthesis of vinyl monomers and polymers, analysis of facial lipids, interactions of drugs with mitochondria and membranes, and regulation of lipid metabolism.



Supporting personnel, facilities, and equipment. The department is staffed with two full-time secretaries, two stockroom clerks and one part-time caretaker. In addition, the department utilizes the support of ten-fifteen part-time undergraduate assistants and six graduate assistants.

The department occupies one floor, approximately 37,000 square feet, of a modern air conditioned science building. In addition to the complement of undergraduate instructional laboratories, graduate research laboratories, faculty offices and laboratories, preparation rooms and lecture rooms, the department has a glass blowing shop, animal room, several stockrooms, and a graduate assistant office. The department has access to the University's computer facilities, the Physics Department's machine shop, and the facilities of the Terre Haute Center of Medical Education. The science library is also housed on the same floor as the Chemistry Department.

The department has sufficient instrumentation for research and instructional capabilities in gas chromatography-mass spectrometry; infrared, ultraviolet, and visible spectrophotometry; nuclear magnetic and electron spin resonance spectrometry; gas, liquid and thin-layer chromatography; atomic absorption and emission spectrophotometry, nuclear spectroscopy and radiochemistry; radiation and photochemistry; neutron activation; thermal analysis; high vacuum, molecular weight determination and preparative ultracentrifugation. Because of the department's relationship with the Terre Haute Center of Medical Education, it also has capabilities in liquid scintillation, lyophilization, electron microscopy, oxygen determination, gel electrophoresis and chemostating.

Department strengths and areas for improvement. Certainly, the department has a favorable student to teacher ratio, particularly in the advanced undergraduate and graduate courses for majors. Even the freshman non-major courses are restricted to a manageable size. The Chemistry Department feels that within the areas of competency of its sixteen members, it covers quite well the spectrum of chemistry. This did not happen by accident, but was carefully planned during the formative and growth years of the department. The department prides itself on the amount of high grade research equipment available for its majors and graduate students. However, the department could make use of more low cost instructional instrumentation for some of the non-major laboratories.

THE DEPARTMENT OF CRIMINOLOGY

Purposes, goals, and specific objectives. Briefly stated, the educational policy of the Department of Criminology is to engage in research and to communicate knowledge to students of an academic and applied nature regarding crime and delinquency including an analysis of the entire criminal justice system. It is an interdisciplinary approach involving knowledge of a legal, sociological, psychological, criminological, scientific, and clinical nature. This approach takes cognizance of contemporary social change and the resultant need for greater specialization in the study, research and the application of knowledge to crime, delinquency and the criminal justice system. This curricula is dissimilar to that which would be carried out in police or correctional academies or in-service training programs. It does not perform the function of supporting or justifying existing criminal justice procedures. It is oriented to prepare students for professional roles and as change agents in accordance with valid and reliable knowledge as established through sound teaching and research. This program does not compete with existing programs, but fills basic and unmet needs of the students and the communities in the State of Indiana and the nation. Therefore the specific purposes of this program are:

1. To prepare students for teaching, research and for immediate service in private and governmental agencies engaged in the prevention of crime and delinquency, and for positions in the administration of criminal justice system.
2. To conduct research in the measurement, prevention and treatment of crime and delinquency. Such include the introduction of innovative techniques.

This program will provide the student with a broad education in the behavioral sciences, knowledge of criminal law and procedure and the administration of justice and an understanding of the administration and operation of correctional, judicial and law-enforcement agencies.

Curricula. This department offers the Bachelor of Science degree at the undergraduate level (see a detailed description of the degree offerings in the University Undergraduate Bulletin).

The criminology faculty have also completed a proposed Associate of Arts degree program in Law Enforcement of Corrections to be submitted through University channels.

Professional personnel. The current criminology faculty include:

Two professors - one has a Ph.D. from the University of Pennsylvania and a L.L.B. from the University of Mississippi, and the other has a Ph.D. from the State University of Iowa; one associate professor with a total of 103 graduate course credits from the University of Chicago; and three assistant professors - two have the Ph.D. degree from the University of Cincinnati and Indiana University, and one is continuing his work toward the Ph.D. from Michigan State University.

All of the six faculty members have years of experience in corrections and law enforcement in addition to their academic preparation.

Clientele. The criminology program is the fastest growing program in the University, and this at a time when University enrollments are decreasing. At the present time enrollments total 820 students as compared to some 300 students in the Fall of 1970. Most of the students are first generation college students who are oriented to the professions and therefore the applied fields. Of significance is the increasing number of graduate students being admitted from throughout the nation. Many of these students are going into research, teaching, and planning positions, or are continuing on toward the Ph.D. at other universities.

Finally, the department is admitting a larger number of part-time students who are working full-time in some phase of the administration of the justice system. The majority of students are finding jobs in law enforcement and corrections.

Supporting personnel, facilities, and equipment. At the current time there are no supporting personnel for the entire department other than one full-time secretary and some part-time student help plus four graduate assistants. Available office space is excellent but additional space is needed for graduate assistants and research activity. Any instructional aids which are necessary are available through the audio-visual aids department.

Perhaps the greatest support is financial assistance obtained from the federal government through the Law Enforcement Assistance Administration. To date the department has received a total of \$205,000 of federal funds, of which all but \$32,200 was used directly to subsidize student majors in criminology.

Strengths and areas for improvement. Some of the obvious strengths of the criminology program include:

- A carefully developed and nationally recognized curricula which incorporates both theoretical and applied subject matter.
- A well qualified faculty reflecting both academic preparation and practical experience.
- A program which meets the needs of the community and the job orientation of students at I.S.U.
- The ability to obtain significant sums of federal funds for research and to financially assist student majors.

Some of the areas for improvement to the program include:

- An inadequate number of faculty to properly serve the large numbers of students enrolled and to engage in research projects as well as to offer evening courses to students and citizens.
- The need for additional space for research and graduate assistants.
- The need for a more expeditious procedure to approve new courses, curricula or to revise existing offerings.
- The need for additional secretarial help.

## THE DEPARTMENT OF ECONOMICS

Purposes, goals, and specific objectives. The Department of Economics participates in furthering the broader goals of the University through activities in three basic areas.

A fundamental activity is teaching economics to students enrolled at Indiana State University. A most important teaching activity is to provide economic literacy for all students exposed to introductory economics courses. If a democracy is to deal effectively with the increasing complexity of economic issues, the electorate must not fall victim to glib generalizations, and the government must not seek the simple solution for short term effectiveness. Beyond this, the Department attempts in the Principles of Economics course, and in most advanced courses, to impress students with a logical discipline through the technique of economic analysis. This approach to choosing alternatives has broad application in one's personal life as well as in business. Finally, in advanced courses, the Department attempts to infuse detailed knowledge of specific economic processes, and to expose students to the methods and skills required in economic research.

A second activity, and one of increasing importance, is disseminating economic literacy through the broader community. Traditionally, the Department has worked through appearances on local radio and television programs, and, in cooperation with the Eugene V. Debs Foundation, through labor groups. The establishment of a Center for Economic Education, provides for making contact with high schools throughout the state. For the coming year preparations are being made to distribute a series of tapes on current economic events to the high schools of the state. Also, with a grant from the Indiana Committee for the Humanities, and in cooperation with the League of Women Voters, the Department is producing a series of television programs and panel discussions on community environment.

Finally, personnel of the Department, working through the Indiana State University Center for Economic Development, utilize their expertise in economics to aid local communities in West-central and Southwestern Indiana in attracting new industry, or in achieving efficiencies in government. The most important activity of this sort to date has been in helping the area surrounding the Crane Naval Ammunition Depot adjust to the decline in defense activities. A number of other projects are currently under study.

Curricula. Department curricula are described in the University Undergraduate Bulletin.

Professional personnel. The Department numbers sixteen faculty including six professors, three associate professors, six assistant professors, and one instructor. Faculty graduate preparation includes ten doctorates representing the graduate schools of the University of Wisconsin, University of Illinois, Indiana University, Lehigh University, Columbia University, New York University, Boston College, Harvard University, and Charles University, Prague.

Clientele. Economics is primarily a service department. As a rough breakdown, about one third of the 4800 student hours per semester are generated by those wishing only to meet general education requirements, or taking a course as a pure elective. About one third of student contact hours are generated to meet specific requirements of particular professional programs from the School of Education, the School of Business, the School of Technology, and the Department of Health and Safety. Not more than a third of the total enrollment stems from the needs of majors or minors in economics at either the graduate or undergraduate level.

Courses are available to serve the general education requirement, to meet requirements of professional schools, as electives; the remaining courses serve primarily majors and minors.

Most of the undergraduate majors and minors hope to land a responsible position in industry upon graduation. Of late, many of these have been frustrated. B.S. recipients have pursued post-graduate education in business, law, hospital management, statistics, and economics.

Supporting personnel, facilities, and equipment. The Department has a full-time secretary. Her office is fairly well equipped, but does not contain copying or duplicating equipment. The latter is housed in an office run jointly by the Departments of Economics, History, Political Science, and Sociology. Each faculty member has a private office, and the graduate assistants share an office. For its statistics course, the Department uses the laboratory operated by the Mathematics Department. Extensive use is also made of facilities operated by the Audio-Visual Center, the Computer Center, and the Library. The Department's Library Budget which is for items other than general research works, university press books, or depository items, is \$5,500.00 per year. Library holdings are adequate in most areas of economics, and strong in labor.

Department strengths and areas for improvement. A very real strength of the Department is the strong commitment by virtually all of its faculty to good teaching. This commitment is manifested in a variety of ways and especially in introductory courses. In 1966, a course, Basic Economics, designed specifically for general education, set a pattern for the University. The very best teachers staff the course, so that teaching it has become a mark of recognition. Next year in a further move in the same direction, the Department will introduce a series of introductory courses designed to mesh with the professional or other interests of particular groups of students not wishing extensive exposure to economics.

The curriculum is flexible and in a continuing state of review. Individual courses are constantly reworked, and made current. Office hours are extensive, and professors are available, and not only during office hours.

A final strength of the Department is the cohesiveness, and adaptability of the faculty. Conflicts between faculty are minimal. Staff are always ready to "pitch in" on a common project, and the question of who will receive the credit is rarely asked.

The most serious area for improvement in the Department relates to the quantity of scholarly activity leading to publication. Presently Department members have a reference book and a textbook in galley proof, but the overall level of scholarly research has increased little in recent years. While the Department's decision to emphasize teaching, and community service was a conscious one, it recognizes that, particularly in graduate level courses, a certain level of scholarly research is requisite to bringing intellectual ferment and excitement to the classroom. The internal reward structure of the Department is being modified to foster greater interest in published research, and hopefully it will effect changes.

A second, at this point potential, area for improvement of the Department is stability. Except for retirement, no one has left the Department since 1967; no one has joined the Department since 1970. Members of the Department lunch with, and interreact basically with other members of the Department. Communication with other departments, as well as communication with faculty at other universities is not as expansive as it should be. The Department recognizes that this situation is conducive to the development of cliques, and conducive to the ossification of ideas. Many members of the Department do attend professional meetings, and some travel very extensively. The interchange of ideas through the formal faculty talks has been increasing, and this, together with increased involvement in the community will hopefully forestall serious problems in this area.

THE DEPARTMENT OF ENGLISH AND JOURNALISM

Purposes, goals, and specific objectives. The goal of English is essentially that of expanding the human spirit and sharing through the written word. This goal is reached by the cultivation of a critical appreciation for literary works of all ages and cultures, by the development of skill in writing in a practical way as well as in an artistic way, and by developing an understanding of and the use of language. In general, the study of English offers a solid foundation for any position requiring a broad cultural background. It also supports the goals and purposes of the University General Education Program and provides background study leading to courses in law, medicine, divinity, and other professions.

The pattern of English courses in teacher certification in the secondary school is designed to acquaint students with the three major aspects of the discipline--literature, language, and composition. Students get an overview of literature that they will teach in the American/English literature survey courses and study Shakespeare, the most important writer in the English language. To round out their education in literature, students have a wide selection of other courses from which they can choose. Each student must take a course in English grammar, in which the rationales of the major grammars are presented in a general way and in which one grammar is thoroughly explored. The required course in general linguistics introduces the student to historical, comparative, descriptive, and applied linguistics. Students also get an opportunity to improve their skills in writing and thus prepare themselves to teach composition. To acquaint students with materials and content for teaching English in high school and to give them practice in methods, the Department requires one course in special methods, The Teaching of English, 7-12, and recommends another one, Teaching Language and Composition.

The creative writing minor is designed to provide students with a knowledge of creative writing techniques, with the experience of the creative process, and with a deeper appreciation for literature and to develop some students as potential professional writers. It is specifically geared to fit the needs of students interested in pursuing graduate studies in creative writing, those interested in teaching English at the secondary level, journalism majors who could benefit from learning techniques invaluable in the writing of creative articles, and liberal arts English majors who could develop a deeper appreciation of the creative process through their own efforts. The main purpose of the folklore minor is to permit undergraduate students to select a concentration in a field that will supplement and enrich the materials and techniques of their major areas of study. Since the study of folklore is an interdisciplinary approach to traditional literature and folklife as found in sub-cultures within civilizations, it complements any of the conventional subjects that deal mainly with the products of high civilizations. The comparative study of folklore encourages students to appreciate, respect, and tolerate regional, ethnic, age, religious, and occupational differences because it shows that beyond cultural differences are common human emotions expressed in very similar creations of the human mind. Finally, the minor in linguistics

is designed to encourage students to acquire the systematic understanding of language and the analytic skills relating to it which will be useful generally and in their professional disciplines in particular. General objectives include increasing the student's sensitivity to language--differences, functions, operations, structure--and his competence as a language user.

The primary purpose of graduate study in English is to provide training in scholarship and in criticism for students who expect to terminate their graduate study with the master's degree or who intend to continue with studies beyond that degree. The Department offers an academic program that will prepare students for secondary, college, or university teaching or that will prepare them for careers in any of the professional fields of English. Candidates for the master's degree are expected to complete a program that includes courses in (1) scholarship and scholarly techniques; (2) the development of English and American literature; (3) the chief literary genres; (4) the nature and development of the English language; and (5) critical standards. In addition, many students will find it desirable to include courses in such closely related subjects as foreign languages (especially those wishing to continue in advanced graduate programs), philosophy, social sciences, or speech as well as further education in the techniques of teaching.

Curricula. Specific departmental undergraduate majors and minors are described in the University Undergraduate Bulletin.

Professional Personnel. The Department has a faculty consisting of 22 professors, 11 associate professors, 23 assistant professors, and 8 instructors. Thirty-eight (38) hold the Ph.D. degree; one (1) holds the Ed.D. degree; four (4) hold the MFA degree; and eight (8) are actively working toward the Ph.D. degree.

Faculty graduate preparation includes doctorates representing these graduate schools: Bowling Green State University, Duke University, Duquesne University, George Peabody College for Teachers, Hartford Seminary Foundation, Harvard University, Indiana University, Northwestern University, Ohio State University, Purdue University, Universities of Arkansas, Chicago, Colorado, Delaware, Edinburgh, Illinois, Nevada, New Mexico, Texas (Austin), Washington, Wisconsin.

Clientele. Students served by the Department are described to a limited extent in previous sections of this study. The Department has at present, however, eighty-five majors in the Liberal Arts degree program. Many of these students attend various graduate schools to do advanced work in English. Many graduates now hold doctorates in English. The Department has had a number of majors who have entered law school; some have become successful businessmen.

Over the past six years, 70% of the English Teaching Majors have found employment in teaching. Only 5.8% of these graduates were listed as "still available" by the Indiana State University Placement Office.

Number of students completing baccalaureate degree programs with endorsements in English, 1968-73:



	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
Major	60	82	86	66	82	77
Minor	31	26	26	30	30	24
Elementary Minor	<u>1</u>	<u>1</u>	<u>7</u>	<u>5</u>	<u>5</u>	<u>8</u>
Total	92	109	119	101	117	109

In the first year of the Creative Writing Minor most students in the program came from the top ten percent of the student body. Students graduating from the program will go to graduate school in most cases. Some will become high school teachers. Others will find employment in the business world, primarily in newspaper work or television. Students come mainly from Indiana and Illinois, but a few come from the eastern states and elsewhere.

The folklore program mainly serves students who take folklore courses for general education credit. Although the folklore minor is new, the first student with a minor in folklore was graduated last year and is now in graduate school at Indiana University. Other students who have taken folklore courses also have been admitted to graduate programs in folklore at U.C.L.A.

Available to any undergraduate, the Linguistics Minor is expected to appeal especially to students whose majors are directly related to the study of language: English, foreign language, speech communication, and speech and learning therapy. Other majors involving a significant relationship to language are anthropology, education, philosophy, psychology, and sociology.

Supporting personnel, facilities, and equipment. The Department has the following supporting personnel: 1 Administrative Assistant Secretary, 1 Secretary to the Chairman, 2 General Secretaries, 10 Graduate Assistants and Fellows, 6 Student Helpers. In addition, the Department has one member with graduate work in library science who serves as a liaison member between the Department and the library. Another member has completed his doctorate in the area of instructional technology; he at times works with the Academic Enrichment and Learning Skills Center as part of his assignment. He is also helpful in the use of the computer for research in English. Three members are highly knowledgeable about films and their instructional value. Since research and publication are important aspects of support for departmental programs, departmental members can seek help from at least ten people directly involved in editorial work.

The University, of course, provides most of the support facilities the Department needs. With the exception of two members, the staff have offices in two adjacent buildings. Classrooms are spread among various campus buildings although many classes are contained in Dreiser Hall. The library is adequate. The Audio-Visual Center and the Teaching Materials Center in the library have a good basic collection of multi-media materials. Students who need special help in developing certain skills may go to the Academic Enrichment and Learning Skills Center or the English and Speech Laboratory.

Department strengths and areas for improvement. The Department has an especially strong faculty in terms of advance degree completion. Out of 22 professors, 11 associate professors, 23 assistant professors, and 8 instructors, 39 faculty members have doctoral degrees, while four other members have the MFA degree.

The programs offered by the Department in teacher preparation in English correspond closely with recommendations outlined in the English Teacher Preparation Study conducted jointly by the National Association of State Directors of Teacher Education and Certification, the National Council of Teachers of English, and the Modern Language Association of America, which was published in the October 1967 issue of College English.

The departmental Curriculum Committee continually evaluates the programs offered by the Department. This evaluation resulted in a major curricular revision beginning with the academic year 1974-75. The English Education Committee frequently advises the Curriculum Committee on matters such as methods courses and courses specifically designed for teachers.

Several members of the English Education staff are quite active on the local, state, and national level. The office of the Indiana Council of Teachers of English is located on the Indiana State University campus. Both the Executive Secretary of the ICTE and the Editor of the Indiana English Journal are members of the department.

Three department minors (in folklore, linguistics, and creative writing) enhance the possibilities for enrichment and professional advancement by English Teaching majors:

1. Folklore: Most fields of specialization in folklore are covered by the folklore faculty in the Department or by contributing faculty in related departments. The minor is broad, international in scope and covering the main genres of folklore.
2. Linguistics: With this minor, the student is offered a wide choice of courses in which he can pursue his interest in language scientifically.
3. Creative Writing: The creative writing students are a small group, but highly intelligent and very creative, especially in the senior class. Fiction writing is an area of faculty strength. Active recruiting in high schools is being done through department brochures, which has one page devoted to creative writing, and through the scholarship program. Increased course offerings will also improve the recruiting at the freshman and sophomore levels.

In general, the students in the programs offered by the Department can obtain a strong undergraduate program in language, literature, and composition, primarily because of the backgrounds and the experience of the staff. The Department also sponsors a number of literary and/or writing competitions which students may enter, as well as offering a variety of student organizations.

Students may also draw upon individual specialties of department members, which are made known through the "Always on Friday" programs which serve to bring students and faculty members together once a week. There is a strong desire in many department members to have a close relationship with their students.

The Department is also responsible, either totally or partially, for various publications. These are:

1. Annual Bibliography of English Language and Literature, published by the Modern Humanities Research Association, of which two members of the department serve as the American Editor and the Deputy American Editor respectively, in addition to other members serving as contributing editors.
2. The revision of Halkett and Laing's Dictionary of Anonymous and Pseudonymous Publications in the English Language, of which two department members serve as the American Editor and Special Assistant to the American Editor respectively, in addition to other members also serving as contributors to this publication.
3. Negro American Literature Forum, whose editor is also a department member.
4. Dreiser Newsletter, dealing both with the writings and ideas of Theodore Dreiser, is edited by several members of the department.
5. Science-Fiction Studies, whose editor is a member of the department, is a journal which is published three times each year.
6. Indiana Names (title will be changed to Midwestern Journal of Language and Folklore effective in spring 1975) has as its editor one of the department members.
7. Department of English and Journalism Notes, a bi-weekly departmental publication, produced in the department and distributed to all members and staff of the department.
  - A. A revision of the minor in English for elementary majors should be considered.
  - B. The department could contribute to the in-service education of practicing teachers of English by re-instituting the English Curriculum Center. Such a Center could offer to the schools assistance in materials and methods of teaching English and in the curriculum in English.
  - C. Mini-courses could be instituted in the teaching of English in such areas as creative dramatics, rhetoric, the mass media, linguistics, and ethnic literature.
  - D. An improved articulation between two required courses in English language, Elements of General Linguistics and Grammars of English, should occur.
  - E. The three minors (folklore, linguistics, and creative writing) also have areas of needed improvement:
    - (1) Folklore: At present, basic teaching resources--tapes, records, slides, films--are lacking because there is no budget for these materials.

- (2) Linguistics: Some of the courses commonly offered as part of the linguistics curriculum, such as Descriptive Linguistics, Phonology, Morphology and Syntax, Transformational Grammar, Historical and Comparative Linguistics, and Sociolinguistics are not yet available as announced courses, although they may be offered as topics within one of the several open-topic courses on the list.
- (3) Creative Writing: Better recruiting at the freshman and sophomore levels is needed. The lack of faculty members with specific preparation in poetry is a weakness. However, this situation can be improved by either raising private funds to sponsor a poet-in-residence, or by hiring a poetry instructor when the economic situation will make it feasible.

## JOURNALISM

Purposes, goals, and specific objectives. The purpose of the professional program in journalism is to prepare students to take positions within the journalistic media and to provide leadership in the profession. All professional majors are required, therefore, to take an 18-semester-hour "core" of professional courses that will give them instruction and practice in reporting and editing, acquaint them with the history and functions of journalism in society, and ground them in the responsibilities of the professional journalist. To complete the major, students select 12 hours in professional courses that will help to prepare them to specialize in advertising, magazine journalism, news-editorial, radio-TV news, photojournalism, or publishing. The teaching program is designed to prepare students to teach journalism in the high schools and to supervise student publications. The liberal arts minor is designed to give the consumer of journalism a better understanding of the history and responsibilities of the mass media.

Curricula. Programs in journalism are described in the University Undergraduate Bulletin.

Professional Personnel. Full-time journalism faculty consists of one professor, one associate professor, and one instructor. Faculty graduate preparation includes one doctorate representing the graduate school of Indiana University and two masters' representing the graduate schools of Indiana University and Bradley University. Part-time journalism faculty includes two professors, one associate professor, and two instructors. Faculty graduate preparation includes three doctorates representing the graduate schools of the University of Illinois, Indiana University, and the University of New Mexico; two masters' representing the graduate schools of the University of Iowa and the University of South Dakota.

Clientele. Programs serve students who seek careers in journalism, in high school teaching, and in advising high school publications. Journalism courses also are required in such areas as broadcasting, public relations, political science journalism, English, recreation, physical education, and home economics.

Supporting personnel, facilities, and equipment. Specialized classroom facilities are available for teaching, reporting, and editing classes. Available to students are typewriters, Associated Press wire service, and the facilities of a completely equipped daily student newspaper. Also available to teaching majors and minors are the facilities of the University's yearbook. Darkroom facilities and cameras are available to students in photography classes.

Department strengths and areas for improvement. A strong feature of the journalism program is a solid professional and teaching program, one

designed to meet recommendations of the American Council on Education for Journalism and the other to meet recommendations of the State of Indiana Department of Public Instruction. The department also has qualified journalism faculty, some 99 journalism majors and 500-600 annual enrollments in journalism classes, availability of The Indiana Statesman for use as a teaching newspaper, instruction offered by the University in the variety of academic disciplines that provide the background education needed by professional journalists, and location of the University near the Terre Haute business district, making city and county government readily available to the journalism student for use as a laboratory.

There is need for two additional faculty members with substantial experience in the professional media: one in advertising and one in news-editorial. Additional equipment and facilities are needed for instruction in photojournalism.

THE DEPARTMENT OF FOREIGN LANGUAGES

Purposes, goals, and specific objectives. The Department of Foreign Languages is a nucleus of international interests embracing the language, culture and literature of many nations in the world. The Department of Foreign Languages has some very clearly defined obligations:

1. To prepare elementary and high school teachers and laboratory directors in foreign languages.
2. To prepare students for advanced graduate work in the area of language, linguistics, culture and literature.
3. To provide any student of the University with the necessary means to learn a foreign language, for cultural enrichment, or as part of his general education, or as a means better to complete research work in other areas.

Besides these specific obligations, the Department of Foreign Languages has another obligation much more difficult to define and yet more important. Education is essentially the development of the human potentialities of man, especially of those potentialities that deal directly with human values. It is the obligation of the Department of Foreign Languages to cooperate with all the other departments in the development of a very broad humanistic attitude by exposing the students to the study of foreign cultures, and by making them capable of understanding the general principles of art appreciation and literature evaluation.

Curricula. The following programs are offered at the undergraduate level.

The department offers in undergraduate programs both majors and minors, with teaching and non-teaching or Liberal Arts curricula, in French, German, Latin, Russian and Spanish. General service courses, for general education purposes, are available in French, German, Latin, Russian, Spanish, Greek and Italian.

Professional personnel. Department faculty totals eighteen.

In French there are five: one full professor, one associate professor, and three assistant professors. Three of them have doctoral degrees, two at the "A.B.D." level. The associate professor works in German also.

In German there are two: one full professor and one associate professor. One associate professor teaches in French works and in German. All have doctoral degrees.

In the classics (Latin and Greek) there are three: all are assistant professors. Two hold doctoral degrees, and one at the "A.B.D." stage.

In Russian there is one assistant professor, with an M.A.

In Spanish there are seven: one full professor and six assistant professors.

Five hold doctoral degrees, two with the M.A. One is the chairman. One is the Language Laboratory Director.

Faculty with doctoral degrees come from the following universities: Amsterdam, Chicago, Columbia, Illinois, Kansas, Madrid, Marburg, Massachusetts, Michigan State University, North Carolina, Northwestern, and Wisconsin.

A very large majority of students traditionally have become high school teachers. This trend has changed considerably in some areas during the last few years. A few comments could be added concerning each area in particular.

In German nearly all graduates have become high school teachers. They were very easily placed until 1971. In 1972 it was much more difficult for them to find jobs in the profession. Again in 1973 the department was very fortunate to place all graduates. The number of majors and minors in German has decreased considerably during the last three years.

In Russian there are very few majors and minors. They easily have found jobs but usually not in teaching (industry, government, international relations). The number being very limited, no real trend can be determined.

In French, for many years nearly all graduates became high school teachers. Since 1970 there have been a few very well qualified graduates who have received assistantships or fellowships to continue toward doctoral programs in some of the best graduate institutions where they are about to complete their degrees successfully.

The record of placing graduates has been very good. Virtually all the graduates found jobs in the profession immediately after graduation. In 1972 and 1973 this has become more difficult though nearly all of them found jobs in teaching, but with difficulty. Some of them are finding other types of jobs and perhaps this will be the trend for a few years.

There always have been, and there now are, a large number of majors and minors in French.

Spanish is the area of the department where there has been a very great diversity of job and career opportunities and where there has been the greatest number of majors and minors both at the undergraduate and graduate levels. A large number of graduates have become school teachers at the various levels (elementary, high school, and junior high). At the same time, many other students have accepted other jobs especially in business, administration, inner-city related areas, bilingual-teaching, etc.

Those completing the Master's degree have also gone to very different areas. While it is true that the majority have become school teachers, many have become community college or four-year college teachers (at least 30 of those graduating since 1966), quite a few already have completed the Ph.D., and a good many more are about to complete it. They usually have continued in the areas of Spanish Literature, Latin American Studies, Foreign Language Education and Methodology, and Comparative Literature.



In relation to the size of the department, there always have been and there are many majors and minors because of the various opportunities in this area.

Most graduates in Latin have become high school teachers. All students have been placed very well in teaching. During the last few years, there have been a few very well qualified graduates continuing toward doctoral degrees in some of the better graduate schools.

The number of majors and minors in Latin has decreased considerably during the last four years.

Supporting personnel, facilities, and equipment. The department has a Language Lab with a Lab director, already included in the faculty above, who also teaches Spanish language and literature. Almost every year there have been available eight graduate assistants, and two more are recommended for the Laboratory School. Graduate assistants work in the language laboratory and they also help faculty with remedial work, correction of tests in elementary classes, etc. Two of them teach an elementary class in the Laboratory School. Most years the department has been able to bring one graduate assistant from France and one graduate assistant from one of the Spanish-speaking countries. In general, the combination of native and non-native graduate assistants and the variety of their assignments in the language lab, or in remedial work, or occasionally in teaching very small sections at the elementary level are the two factors that have contributed to a good spirit of cooperation between faculty and students and to the better training of the students, both at the undergraduate and graduate level.

Department strengths and areas for improvement. After all this factual information, an evaluation of the strengths and areas for improvement of the Department is in order. Though in order to have a truly objective evaluation, this should be done by an outside team; however, some merits and limitations seem to be obvious.

In general, the academic merits of the department can be listed as follows:

In general, majors and minors have received a good balance of methods, language, culture and literature at the undergraduate level, and in the area of teaching at the graduate level also.

The department always has insisted upon using the target language and making all students use the target language in all the classes for majors and minors, with great success in this respect.

The department always has insisted that all students take as good a preparation as possible outside the Department of Foreign Languages, with one or two minors in other areas and with a broad humanistic preparation. This has helped them to receive a well-rounded education and to become much better adjusted to various job opportunities. The success by the department in placing students is, to a large extent, due to this broad preparation.

The department has tried by all means to offer some programs abroad, either

through local efforts or together with other institutions (ISU programs abroad in France, Germany, Spain and Mexico, or together with BSU and ISUE). This truly has helped many students participating in these programs.

The department has kept in very close contact with high school teachers in order to see their actual needs in teaching. The frequent evaluations requested from and offered by high school teachers, the institutes and conferences for teachers in the summer, and the Summer Honors Workshops have helped us in this respect.

The chairman of the department acknowledges the great cooperation between faculty members of the department. They always have offered assistance in many important things such as willingness to work at all levels, generosity in combining teaching loads in two different languages, and offering their services to spend many hours to place students very carefully, through various placement tests, exactly where they belong.

The department regularly has had course-instructor evaluations offered by students and faculty. This has forced a constant re-evaluation of methods, textbooks and sequence of courses.

The limitations of the department are also important and cannot be overlooked.

In some areas, the number of majors and minors is so limited that there is little room left for the variety of course offerings necessary for a sound academic program. Russian is a clear case in this respect. The 300/400 level courses in German are going in this direction. The same limitation is to be observed in the graduate program in Latin. Obviously, reference is not to the faculty in these areas but to the limited possibility of offering enough courses for a sound program.

At the graduate level library holdings in critical materials are very limited. This applies to almost every academic area of the University. Students make great efforts to go to other libraries, especially to Indiana University and to the University of Illinois. Yet this is a great limitation. Several of the faculty members of the department are very much involved in research. Their work is also affected by the limitations in library holdings.

In the present situation of retrenchment in faculty, combined with many faculty granted tenure several years ago, reduction in faculty may leave some areas of the department with several faculty tenured without the doctoral degree while those with the degree may have to leave.

In one area of the department (Spanish), the needs of students have been changing very fast. Additional faculty are needed in bilingual education, Latin-American Studies, Technical Translation, etc. With fewer and fewer faculty, the pressure to grant tenure by various University committees is very great. Very little flexibility is left to adjust programs to the changing needs of students.

The department has tried, with very limited success, to grow in the direction of more interdisciplinary studies. Though it is very important for the good of the University as a whole, there have been objections and difficulties from within the department and from outside the department as well.

## THE DEPARTMENT OF GEOGRAPHY AND GEOLOGY

Purposes, goals, and specific objectives. Throughout its history, a major purpose of the Department of Geography and Geology has been to provide service courses to help students meet broad general educational requirements. This educational goal has proven particularly valuable to students who wish to become teachers at both the elementary and secondary level and are in the School of Education. The department also serve large numbers of students enrolled in other Liberal Arts programs, as well as students who major in such diverse fields as recreation and aerospace technology.

Another major purpose of the Department of Geography and Geology is to provide the necessary background and skills in a variety of systematic areas and in the application of geographic techniques for students majoring in geography, geology, and earth science. These are provided at both the undergraduate and graduate level so that students are more fully prepared to enter into employment that requires the application of geographic principles and the use of geographic techniques in teaching, research, planning, or business, commensurate with their degree and area of specialization. Thus, undergraduate majors in geography, geology and earth science are required to have 40 to 70 semester hours in order to fulfill major requirements; minors in geography, geology, earth science, and conservation are required to complete between 18 and 25 semester hours. A seventy-hour major would include approximately 40 semester hours in ancillary courses in mathematics, chemistry, physics and life science.

The needs of undergraduate majors and minors have had to be met within the context of another principal responsibility, namely serving the non-major. Recognizing this function, instruction has become increasingly oriented toward the ideas and procedures of modern geography, geology and earth science as they relate to energy and environment. Even though the service role of the department has expanded considerably, it has at the same time enriched undergraduate programs for both the non-major and the major.

Curricula. The service role of the Department is emphasized throughout all programs. Enrollment in undergraduate courses is dominated by non-majors, and the service primarily has been to broaden the world view of these students. Departmental major students are encouraged to take a number of electives geared to their interests and needs. Continuing service is offered to graduates and others through an outstanding program of extension classes held at various centers around the State of Indiana. The numerous undergraduate correspondence classes (8 different courses) offered by the departmental staff provide the same service for individual persons.

During the last several years, the Department of Geography and Geology has placed greater emphasis on utilitarian knowledge, and a higher percentage of the students are enrolled in upper undergraduate courses and graduate courses. There has been about a 300 per cent increase in enrollment in the courses "Conservation of our Natural Resources" and "Urban Geography".

Another significant trend is the general de-emphasis of traditional descriptive courses in favor of the current systematic approach. The latter stresses the use of a variety of techniques to solve problems. This approach is the expressed wish of the majority of students, both past and present.

The Department offers traditional major and minor programs as part of the baccalaureate degree in geography, geology, earth science, urban studies and conservation. Although serving with the non-teaching and the teaching areas of interest, no special courses are generally planned for any particular major as each course in the offering of the department is designed as an epitome of contemporary work in the subject matter of the course. The needs of a particular major then are fulfilled by the design of his curriculum rather than by having a proliferation of courses designed for each special major or minor. All the degree programs have a structure which provides for helping the student progress from one step to another in the design of his program. There are several core courses in the department that are arranged to develop a philosophy of the field. The most recent development in the department is in the realm of a major in the urban-regional study program. This is a program that has more interdisciplinary characteristics than anything have offered so far. It also requires an internship and thus will have an early impact on community. Some work has been done with cooperative training, although in geographic fields, students appear to want to stay on campus rather than participate in this program. The department has conducted field trips for both graduate and undergraduate students which ranged from a spectacular raft trip down the Colorado River and Grand Canyon region to the more prosaic three- and four-day trips to Michigan, Wisconsin, and Minnesota to study Pleistocene features. Summer field trips have been conducted, yearly, to Western Canada and Alaska, while periodic field trips have included the Allegheny-Appalachian region, the Southeastern states, the Ozarks and Arkansas River Valley, the Rocky Mountain area, and the Great Basin region.

Professional personnel. The faculty, as a group, is almost uniformly members of at least one of the major Geography or Geology professional associations. These include the Association of American Geographers, the Geological Society of America, the American Geographic Society, and the Association of American Petroleum Geologists. More specialized interests are represented by memberships in the American Association of Agronomy and the Soil Conservation Society, the Association of Asian Studies, the African Studies Association, the Population Association of America, the Pioneer American Society, Regional Science Association, the Geochemical Society, the National Speleological Society, American Geophysical Union, Association for Latin American Studies, Friends of the Pleistocene, Mineralogical Society of America, Society of Economic Geologists, the International Paleontological Association, the Paleontological Society, the Society of Economic Palenontologists and Geologists, the American Forestry Association, the American Association for the Advancement of Science, the National Association of Geology Teachers, the Indiana Geologists, the National Council for Geographic Education, National Association of Geology Teachers, Academies of Science in Indiana, Illinois, Michigan, and New York, and a number of honorary professional fraternities

and societies. Memberships in local organizations include churches, YMCA, the Wabash Valley Association, the Banks of the Wabash Festival Association, the Wabash Valley Coin Club, the Audubon Society, the Rock and Gem Club, and the Earth Science Club. All have regularly either attended or contributed papers at meetings.

Serving as consultants or professional witnesses, members have contributed at various seminars and commissions. Included, are the Martin-Mariatta Seminar, the Tampa Bay Regional Planning Council, the Florida State Land Use Seminar, the Indiana Conference of Planners, the Indiana Planning Association, the Battelle Institute, the Wabash Valley Interstate Commission, the Georgia Office of Water Resources Research, Indiana Department of Commerce, the Vigo County Area Planning Department, Crane Center for Industrial Development, and the Georgia Mountains Planning and Development Commission.

Other members have served as consultants (both with and without pay) to such varied interests as foundations, petroleum corporations, gas companies, architects, publishing houses, television stations, construction, manufacturing, and recreation.

Members have been called upon to speak to school groups around Indiana and Illinois. Three have either taught or spoken before prisoners at the Federal Penitentiary; others have either lectured or spoken to groups at such organizations as the Boy Scout's Summer Camp, the Audubon Society, the Golden Age Society, Rock and Gem clubs and Lions clubs, church and luncheon groups. Some have spoken at promotional meetings of the Wabash Valley Association, and the "Banks of the Wabash Festival" Association.

Interest in curricular decisions and administrative affairs has caused nearly all of the departmental members to have served on at least one of the twenty-one University committees or councils. In addition, all have been members of at least two departmental committees.

Professional activities of the faculty of the Department of Geography and Geology have been wide ranging. Three have served as visiting professors at the Indiana University summer geology camp in Montana and one at the University of New Mexico. Five have been visiting lecturers at eleven colleges and universities from Florida, Delaware, and New York (Columbia) in the east to Queens University in Canada, and to middle western schools in Ohio, Illinois, Wisconsin, and Missouri. One has served in the Laboratory for Application of Remote Sensing Symposiums and on the National Academy of Science's Program for Earth Resources Survey. One has lectured at universities in Australia; one presented a paper at the Geology of Libya Symposium at Tripoli, Libya; while another was involved in a NATO sponsored conference at Mainz, West Germany and at Pau, France. One of the faculty presented a geography television series on the Columbia Broadcasting System (New York) and still another was a member of Wood's Hole Cruise, and was also engaged in Heat Flow Studies in Baja, California.

One of the staff has been actively engaged in educational film production

in the field of geography. In conjunction with the effort of a New York publishing house, a total of more than twenty films have been produced dealing with South American regions, East and South Asia as well as Antarctica. These films have won national and international prizes in competition, and some have been reproduced for use in foreign countries.

Members, interested in regional geography, have done field studies ranging in time from ten months to two weeks. Areas studied included the Philippine Republic; nineteen nations of western and southern Europe; Australia and New Zealand; the South Pacific and Micronesian Islands; ten countries of Sub-Saharan Africa; Alaska and Western Canada; Mexico and Guatemala.

Clientele. During the past five years, 158 students have successfully completed the requirements for a major in the Department of Geography and Geology.

Ninety-two additional students have elected to complete a minor in the department. In 1969, graduates included 5 geography majors, 10 earth science majors, and 12 geology majors. The year 1970 saw 4 geographers, 15 earth scientists, and 9 geologists complete their degrees. In 1971, 8 geographers, 10 earth scientists, and 5 geologists finished their undergraduate education. The largest group, graduated in 1972, included 13 geographers, 14 earth science teachers, and 6 geologists. This past year a total of 28 people involved 9 in geography, 12 in earth science, and 7 in geology. Consequently, over the past five years, 39 students have finished in geography, 82 in earth science, and 38 in geology. The preponderance of earth science majors is probably due to the fact that the State of Indiana will certify programs or degrees in social studies rather than geography. The situation relative to geology is similar, in that certification may be achieved in earth science. The totals do not include those who have majored in education with concentrations in geography or earth science.

Sixty-one of the above students have kept in contact with the department since graduating. Fourteen of these are pursuing higher degrees at other institutions; eight are doing graduate work at ISU. Eighteen are teaching high school. Six are employed with the state or federal government in geoscience-related positions; five are employed in geoscience-related positions with private industry; and five are still in military service. Four are in jobs unrelated to their major and one is a farmer.

Supporting personnel, facilities, and equipment. The Department of Geography and Geology has a staff of 20 professionals and 5 non-academic personnel on a full time basis. The full time academic staff with the exception of one holds the earned doctorate. Since 1963, non-doctorates were not able to attain tenure. Likewise, the current staff represents a large number of American universities as well as two from universities outside the United States. Teaching experience for the staff amounts to about 235 years and ranges from over 30 to 4.

In 1968 the department was described as one of the 10 best equipped in the nation by a Vice-President of the University of Minnesota. Currently available

for the staff and students are a map library, a reading room, a large collection of aerial photographs, a quantitative laboratory, a petrology laboratory, numerous class rooms, and other laboratories. There is a large cartography laboratory equipped with a map enlarger and a Kelsh plotter. There is an excellent dark room with camera equipment. A large stream table, 20' x 6', is available for research. The department also operates the astronomical observatory, a moderately effective seismograph and a climatic station. At present each staff member has an office of his own. Space is at a premium, for in addition to the large number of undergraduate enrollments, there are 40 full-time graduate students in the second semester of the 1973-74 school year. The department has access to several field sites owned by the University and has a cooperative program with Indiana University for field training geologists. The field camp in the Tobacco Room Mountains of Montana is an area of great beauty and infinite geological variety. The camp is looked upon as one of the leading geological camps of the country. Students from a score of schools go there and the applications each year many times exceed the acceptance.

Department strengths and areas for improvement. The department has been funded student recognition programs. The McBeth award offered every two years is to an outstanding student majoring in one of the programs in the department.

In 1973 the first G. David Koch award was given to the outstanding student of the department. This student selection is based on scholarship and contribution to the aim and goals of the department. The first winner, David Newell, is currently working on the M.A. degree at the University of Wisconsin and was granted a full non-service fellowship for graduate study in geology.

The Department of Geography and Geology is a live and accelerating entity. Productivity and importance can be measured by increasing numbers of graduate students in universities and their appearance on national committees and in publication. One recently was one of six to receive a research grant for 1974 from the Association of American Geographers. Staff recognition has come in the form of membership on a committee of the National Academy of Science, as well as participation in a teaching program for Ph.D. students supported by the National Science Foundation.

Areas for improvement include the lack of sufficient recognition by the University administration and the continuing decline in the financial support of the department. Unfortunately, there seems to be a belief by some administrations that geography and geology are text book subjects and funding for laboratory facilities and materials has declined.

A traditional policy within the Geography Department which adds strength to the undergraduate offering is the continuing idea that the introductory courses be taught by mature members of the faculty along with the newer additions to the staff. This has given a certain balance to these offerings which allows new ideas to be tried as well as maintaining stability and continuity. This effectively prevents the senior staff members from becoming isolated from the mainstream of the undergraduate offering. None of the introductory and general courses are assigned to graduate students, a device which all too often



forces both graduate student and undergraduates to sink or swim without a great deal of anxiety on the part of the staff. In establishing priorities for the department, changes and development are measured in order of their impact and effect on 1.) the student needs. 2.) The program requirements and 3.) the staff goals and interests. In such priorities, it is apparent that the first consideration in any action is the student.

The size of the department is such that the Chairman must necessarily operate more like a dean than as a departmental head. The administrative work proceeds, but it means that the chairman must work with small groups of the staff to get things done against some rather trying deadlines. This tends to leave the members of the staff somewhat isolated from each other as far as the overall picture of departmental progress is concerned. Any member of the department knows much about some things and very little about others. No department can be just one big happy family, but the size of the Geography-Geology Department does tend to isolate groups from each other.

## THE DEPARTMENT OF HISTORY

Purposes, goals, and specific objectives. The primary obligation and mission of the Department of History has been, and is, its undergraduate and graduate teaching responsibility. Since, by the very nature of history, the total spectrum of man's historic relation to man is the charge, the Department is committed to a continuing investigation of the past in order to make it meaningful and relevant for young and perceptive minds. Teaching, research, and service represent the three-part character of the Department's involvement in academic, professional and civic activities.

Educationally, the basic goal of the Department is to provide students with a program of the highest possible academic excellence. This effort is directed toward three essential educational purposes:

1. General liberal arts education with no immediate professional or vocational goal in mind.
2. The teaching of history at the elementary and secondary levels.
3. Pre-professional preparation which may require or may choose history as a supporting area. Among several professional areas finding history of particular benefit are law, medicine, theology, journalism, and politics.

Curricula. For undergraduate students seeking the B.A. or B.S. degree, the Department of History offers four essential curricular programs:

1. A Liberal Arts History major (39 semester hours)
2. A Liberal Arts History minor (24 semester hours)
3. A Teaching endorsement in U.S. History (40 semester hours in the Social Sciences\*)
4. A Teaching endorsement in World History (40 semester hours in the Social Sciences\*)

The Department offers broad and diverse curricula in United States and European History. Course work in Latin America, Far East, Russia, Middle East and Africa is also available. The general curricular coverage in chronological, regional, topical, and seminar courses is excellent. A Departmental honors program which incorporates individual instruction and independent study and research is available to qualified undergraduate history majors.

Extension, correspondence, and night courses make the undergraduate history curriculum available to a large number of students both on and off campus.

\* A first endorsement consists of 18 hours in History; a second endorsement consists of 12 hours.

The Department is also deeply involved in the University's American Studies Program, the Latin American Studies Program, the Afro-American Studies Program, the Urban-Regional Studies Program, the University Studies Program, the University Honors Program, an Oral History Project and other interdisciplinary programs.

Professional personnel. The history staff consists of nineteen full-time faculty; seventeen hold the Ph.D. degree, one holds the D.A. degree and one will receive the Ph.D. soon. Faculty graduate preparation includes doctorates from Columbia University, University of Wisconsin, U.C.L.A., University of Minnesota, State University of Iowa, New York University, University of California (Davis), University of Illinois, Ohio State University, Washington University, University of Oregon, University of Florida, and Carnegie-Mellon University. The faculty consists of eight professors, three associate professors and eight assistant professors.

Members of the history faculty are active in state and national professional organizations and have presented papers to a variety of professional meetings. In the past three years, staff members have held several offices in professional organizations.

In the last three years, four books have been published by department members and five book manuscripts are currently in the hands of publishers. Staff members are frequent contributors of scholarly articles and book reviews to professional journals. Research support has come from several sources including the American Philosophical Society, the N.E.H., and the Indiana State University Research Grant program.

Members of the Department are very active in faculty government. Four staff members have served as chairman of faculty government and many have served on and/or chaired faculty standing committees and other special University committees. Some faculty members serve as consultants to state or local organizations and many are active in community affairs as members of civic groups and speakers to a variety of community organizations.

Several members of the staff have been recognized by the University or by student organizations for their teaching excellence. Almost all members of the staff serve as student counselors. Teaching and other forms of student assistance are regarded as the primary responsibilities of the Department.

Clientele. The Department of History is essentially a Liberal Arts service department offering a range of general education courses designed to acquaint students with the panorama of man's experience. These general education introductory courses account for at least half of the total departmental enrollment. Recently, efforts have been made to adapt these general education surveys to the particular needs of students who have already chosen a vocational or professional goal. History general education courses seem to attract a cross-sectional clientele from the College of Arts and Sciences and the professional Schools of Education, Business, Technology, and Physical Education. By requiring an American history survey for its elementary education program, the School of Education provides important support for the history program.

The secondary teaching program provides the Department with its largest number of majors. The requirements of two teaching certification endorsements in United States and World History provide significant enrollments in survey and upper-level history courses. Although curtailed employment opportunities for teachers have led to a decline in history enrollments, the teaching program remains a vital part of the Department's role.

The Department also attracts a large number of Liberal Arts majors who are attracted to history because it provides an excellent background for careers in law, medicine, theology, journalism and politics and offers employment opportunities in archives, museums, historical societies, the National Park Service, and libraries. Many of the Department's undergraduate majors have gone on to pursue graduate work elsewhere. This year two students have already been accepted for graduate work in history at the University of Wisconsin and several other students are awaiting word from some of the nation's most prestigious graduate schools. Many undergraduate majors will continue their graduate work in the Department's master degree programs.

The Department's graduate programs serve two essential student categories:

1. Secondary teachers who in Indiana are required to complete a master's degree program.
2. Students primarily interested in preparing for admission to doctoral programs elsewhere.

In the last three years, ISU M.A.'s in history have entered doctoral programs at such institutions as the State University of Iowa, Washington State University, Indiana University, the University of New Hampshire, and U.C.L.A.

The Department offers the bulk of its program on campus but its extension, correspondence and night classes extend the scope of its availability to a wide range of students in the community, state and nation.

Supporting personnel, facilities and equipment. The Department of History has one full-time secretary and one half-time secretary and a small appropriation for student assistance. The Department has ten graduate assistantships for the current academic year. However none of these are assigned direct instructional duties.

The Department possesses a small collection of audio-visual materials and the beginnings of an oral history program and is dependent upon the fine audio-visual facilities available in Holmstedt Hall, where most history classes meet.

The Department is dependent upon the staff of the new University Library for providing the necessary instructional and research materials and for its efficient interlibrary loan operation.

The Department is, of course, dependent upon the staff of other departments and centers on campus for complementing and supplementing the history programs in innumerable ways.

Strengths and areas for improvement. The principal strength of the Department of History rests in its strong commitment to teaching and the maintenance of a tradition of quality education. Coming from diverse backgrounds, its thoroughly qualified staff is also very active in research endeavors, professional activities and in university, community and national service.

The broad and diverse Departmental program serves well the needs of general education, undergraduate teaching and liberal arts history majors and graduate students. The regional and community orientation of the department is revealed in its extension, intersession, summer session, and oral history programs.

The small classes characteristic of upper level history courses permit a maximum of student-teacher contact and provide the opportunity for an excellent university educational experience.

The principal current threat to departmental integrity is the retrenchment policies touched off by university enrollment declines. Last year the staff of the Department of History was reduced by three for the 1974-75 academic year. Such cuts, unless undertaken with great care, can emasculate a carefully developed departmental curriculum. The work of a decade in carefully piecing together a balanced staff and curriculum can be undone overnight. The fact that key personnel have already been released and that others may be dismissed is the Department's primary current concern.

Departmental enrollments, which have fallen more sharply over the past three years than the University average, are another concern. However the fundamental University changes in general education patterns and the diminishing opportunities for secondary history teachers, which explain these declines, are largely beyond the control of the Department of History.

The fact that one floor of Holmstedt Hall has been given over to a medical education program also presents a space problem for the Department of History.

## THE DEPARTMENT OF HOME ECONOMICS

In June, 1973, the Department of Home Economics completed a self-evaluation report for American Home Economics Association accreditation. Much of the content for this North Central Association self-study has been taken from the departmental self-study for the American Home Economics Association. Volumes I, II, and III are provided as supporting exhibits. An accreditation committee for the Association completed a site visit in January, 1974.

Purposes, goals and specific objectives. The general purpose of the Department of Home Economics is to prepare individuals to assume positions in professions related to home economics -- in business, education, extension services, and community agencies. These professions relate to the social, economic, scientific, and aesthetic aspects of the family unit in whatever way it may be conceptualized. In addition, the program offerings are designed to assist students in achieving self-actualization as individuals and as citizens.

The overall purpose of the Department of Home Economics is achieved through well-developed undergraduate and graduate curricula in home economics. These programs are designed to offer each student an opportunity for study in a variety of home economics areas. The curricular structures include the commonalties inherent within the home economics programs and the specific concepts unique to each program.

The broad purposes of programs in home economics may be summarized as follows:

Undergraduate Studies: To provide an academic background which includes the basic commonalties of home economics as well as the concepts important to the specialized home economics areas; to provide cultural-personal experiences that are considered to be a part of the student's general education and the basis for self-actualization; to provide social-civic experiences that are considered to be basic in the preparation of the individual to accept responsibility as an effective member of society; and to provide vocational experiences that are considered valid in the preparation of the individual for a particular profession are the objectives of the department.

Curricula. In order to make the most effective contribution to fulfilling the changing needs of the student population and to achieving University goals, the Department of Home Economics consistently has expanded existing graduate and undergraduate programs. In addition, new curricula have been developed and implemented at both the graduate and undergraduate levels. The courses offered in the department are organized to meet the needs of all college students desiring an understanding home and family living and of college students desiring a specialized preparation in home economics areas.

Among the opportunities for specialization in home economics are home economics teaching for vocational and non-vocational schools; child development

and family life; family economics and home management; food, nutrition, dietetics, and institution management; interior design and housing; and textiles and clothing. The curricula and courses for each program in the department leading to the Bachelor of Science or the Bachelor of Arts degree are detailed in the Undergraduate Bulletin 1974-75.

Programs in home economics have been enhanced by numerous grants from federal, state, and private funds. The Dietetics Program received funds from 1967 to 1970 for enrichment and enlargement of both undergraduate and graduate programs in food and nutrition and for construction and equipment of a laboratory in this area. The Indiana Consumer and Homemaking Education Curriculum Project is a cooperative endeavor between the Indiana Department of Vocational Education and Indiana State University. Funding is through the Indiana Division of Vocational-Technical Education and is granted for yearly proposals based on the Systems Analysis for Home Economics Curriculum Development in Indiana. The Consumer and Homemaking Education In-Service Project funded for 1973-74 through the Indiana Division of Vocational-Technical Education is a cooperative project involving Indiana State University, Purdue University, and the Home Economics Department Staff of the State Department of Public Instruction. The purpose of the project is to provide secondary school teachers in home economics with instruction in utilization of recently developed state curriculum materials.

The department participates in the program of the Regional Center for Family Finance and Consumer Education. This Center utilizes an interdisciplinary approach to promote personal economic education at all grade levels. The educational and research program of the Center has been supported in part by private grants since 1966.

Ancillary services of the Department of Home Economics are provided through consultant and educational services, conferences, workshops, internships and non-credit programs. Field experiences in several home economics areas are available in Terre Haute as well as in larger metropolitan centers. Study tours involving the urban centers of Chicago and New York focus on several areas of study. Foreign study abroad which emphasizes foods, fashions, and/or furnishings along with cultural, social, and economics aspects of various countries is available during sessions.

Professional personnel. The faculty of the department is composed of fifteen full-time and three part-time staff members. Within this group are two professors, five assistant professors and seven instructors. In addition to the preceding staff positions, three individuals are on special appointments resulting from funded projects. Twelve graduate assistants are assigned to work closely with faculty members, primarily the graduate faculty. Faculty graduate preparation includes eight doctorates representing the graduate schools of Columbia University, Indiana University, University of Oklahoma, Purdue University, and Texas Woman's University.

At the masters level, additional institutions at which faculty members have studied include the Baylor University, Cornell University, University of Georgia University of Illinois, Iowa State University, Kansas State University,

Michigan State University, Southwest Texas State University, University of Texas, University of Utah and Washington State University.

Clientele. Approximately two-thirds of the home economics students come from communities of less than 50,000 population in the State of Indiana. They are similar to other students on the Indiana State University campus in respect to their pre-college life.

For the most part, home economics students are first generation college students. They indicate that their major reasons for attending Indiana State University and selecting home economics are (1) strength of major field, (2) low cost, (3) desire to become a teacher, (4) campus visit.

Of home economic graduates surveyed in 1971-1972 (classes of 1968-1972) some 65 percent were employed full-time outside of the home. Eight percent were employed part-time outside of the home; 19 percent were full time homemakers; 7 percent were students as well as being employed outside of the home; and 1 percent did not report. Of those graduates employed outside of the home, 58 percent were teaching nursery school, middle school, junior high school or high school classes; 13 percent were employed in dietetics; 4 percent were employed in interior design; 5 percent in extension service; and 20 percent in the classification of "other."

Supporting personnel, facilities and equipment. The department has two clerical positions, Secretary II and Secretary III. Supplementary clerical services are available through a wages budget which allows for payment of hourly wages for student help. Work study students are utilized to extend the funds provided.

The facilities available to the home economics unit for officers and for teaching and other activities related to carrying out of the academic program are as follows:

Child Development and Family Life -- The Chestnut Cooperative Pre-school, located approximately one-half mile from campus, is leased on a yearly basis.

Family Economics and Home Management -- The Regional Center for Family Finance and Consumer Education is located on the fourth floor of Parsons Hall. Three apartments in the Waldon Building are used as home management laboratories.

Food and Nutrition -- Two food laboratories are located on the first floor of the Home Economics Building. The food preparation laboratory consists of six kitchens, and related demonstration, storage and work areas. The food experimental laboratory has equipment and small apparatus for objective measurements of foods.

Housing and Interior Design -- Space for Housing and Interior Design classes is located on the second floor of the Home Economics Building. Additional space and facilities are located in a building used cooperatively with the School of Technology.

Home Economics Education -- The Home Economics Education Center is located



on the first floor of the Home Economics Building. The Closed Circuit Television Center on campus can be scheduled for demonstration teaching and replay within the Center. The Indiana Vocational Home Economics Curriculum Project is located in two offices in Parsons Hall.

Textiles and Clothing -- The textile laboratory, located on the second floor of the Home Economics Building, includes three standard chemical resistant work tables and is equipped with experimental data collection apparatus needed for textile research. A constant temperature and humidity room is available to students for research projects.

The textile and clothing activity center consists of a laundry area, a fashion design layout area, a clothing construction area, and a professional steam pressing center.

The clothing laboratory consists of twenty clothing construction learning stations, a demonstration area, and related facilities.

The weaving and crafts laboratory is located in the Samuel Building. The laboratory is equipped with 24 table looms, 12 floor looms, and a storage area. Space in the Walden Building is being renovated (January 1974) to provide more adequate space for the weaving and crafts laboratory.

Home Economics Unit -- In addition to the previously described facilities, the Home Economics Building contains 12 offices, four classrooms, one faculty lounge, one faculty-student lounge, one student study area, three student conversation-relaxation areas, and student lockers. Two classrooms accommodate 30 to 35 students.

Department strengths and areas for improvement. Experienced, professionally-oriented faculty members are well qualified to offer instruction in six areas of specialization. In addition to permanent staff members, a number of adjunct or temporary faculty are utilized. Although they add interest and breadth to the program, there appears to be some lack of continuity in the instructional program as a result. A greater number of permanent staff members would add needed depth to subject areas.

Faculty teaching loads and committee assignments are heavy; however, faculty schedules are readily adjusted to allow staff members to participate in conferences and other professional activities.

The physical facilities available to the department appear to be adequate in most areas; however, there are two areas needing attention. There are limited opportunities for students to observe and work with children. The facilities presently used are some distance from the campus. Secondly, the expanding area of Interior Design and Housing requires additional space.

Currently, six areas of specialization are offered by the department. A broad background of courses of a general education nature is required of all students. However, there is some duplication of course content in certain areas of instruction.

A number of home economics courses (see University Undergraduate Bulletin

1974-76) are offered for general education. These courses contribute to the overall University goals.

There is a need for students to have the opportunity to select advanced classes by demonstrating competency through advanced placement examinations.

Overall, the programs offered by the department fulfill the needs of students. Departmental students compare favorably with students in the University as a whole in respect to scholarship as well as professional and community involvement. The complete counseling program is in part responsible for this showing.

The graduate assistant program is well supported by the University and adds pleasing dimensions to the department. Graduate assistants benefit from the program while contributing to the department in many respects. It would be desirable to encourage more research involvement for graduate assistants.

## THE DEPARTMENT OF HUMANITIES

Purposes, goals and specific objectives. The humanities comprise literature, history, philosophy, religion, the visual arts, and music. Interdisciplinary study as offered in the Humanities Department is the examination of these aspects of civilization in their relationships with one another. All of the programs in the department--interdisciplinary study, art history, and the study of religion--approach humanistic study from the broadest possible perspective.

The department's basic commitment is to strong general education and a sound liberal arts curriculum. The principle goal of the department is to provide innovative teaching in the programs offered in the department, both for majors seeking a rich liberal arts degree and for general education students interested in a broad interdisciplinary approach to study in the humanities.

Curricula. The Department of Humanities offers the Bachelor of Arts degree in interdisciplinary studies, in art history, and in the study of religion. Minor programs are also available in each of these fields, plus a teaching minor in interdisciplinary studies.

The major program in interdisciplinary studies provides a comprehensive and integrated knowledge of Western cultural history. Flexibility of planning allows emphasis on various cultural periods in Western civilization, in American culture, and to a limited extent, in non-Western studies. This program requires courses from several disciplines in the humanities area, and is culminated in the interdisciplinary seminars offered in the Humanities Department.

The art history program emphasizes the relationships between the visual arts and other humanistic studies. A wide range of courses is offered in the study of Western art history--ancient, medieval, Renaissance, Baroque, and Modern. Primitive, Eastern, and American art are included in the curriculum, as well as genre courses in architecture and prints and drawings. Through cooperation with the Sheldon Swope gallery, direct experience in museum management is also provided.

The program in the study of religion examines religion as an aspect of the intellectual and cultural development of civilization. The thought, ethical systems, institutional forms, and essential writings both of Western and of non-Western religions are canvassed. Consideration is given to the interconnections of religion with literature, the arts, philosophy, and the general movement of history.

All of these programs are relatively new, with the interdisciplinary program beginning in 1965, the art history program in 1967, and the program in the study of religion in 1971.

Professional personnel. The department has eight full time faculty members, one part-time adjunct member, and two or three persons from other departments who teach Humanities courses on a regular basis. All eight regular faculty hold doctorates (one member with two), with the following institutions represented: Chicago (2), Iowa (2), Columbia, Florida State, Minnesota, Southwestern Theological Seminary, and Wisconsin. The fields of doctoral study include the following: Humanities, History of Culture, Musicology, Art History (2), Eastern Religions, Contemporary Theology, and Religion in American History and Culture. The distinguishing characteristic of the faculty of the Humanities Department is its commitment to broad humanistic concerns in contrast to narrow specialization. All members of the faculty teach interdisciplinary courses--some solely, and others in addition to more specialized teaching.

Clientele. The major programs in the Department of Humanities are comparatively new, and the number of majors is small. Over the past three years, each of the three programs has had one or two majors graduating each year. Many of the graduates have gone on to graduate and professional schools; others have entered the military, taken up business careers, or become housewives.

Most students served by the department are not majors but take courses to complete general education requirements, to fulfill a minor concentration, or to broaden the scope of a major in one of the humanistic disciplines. The department's programs at both the undergraduate and graduate level.

Supporting personnel, facilities and equipment. The department has a full time secretary, one graduate assistant, and three or four student assistants employed under the work-study program. The departmental secretary serves as office and telephone receptionist, supervises office activity, handles correspondence and reports for the chairman and other faculty, and oversees budget and payroll procedures. The graduate assistant's assignment is determined each year on the basis of the student's competence and interest, and the department's needs. A large proportion of the student assistant's time is spent in mounting and maintaining the extensive art slide collection of the department.

The department has developed and maintains a collection of approximately 65,000 slides. The department also has a small collection of about 250 phonograph records. The classrooms used by the department are equipped with projectors and sound equipment, and the library--work room has a light table and the necessary equipment for maintaining the slide collection.

Department strengths and areas for improvement. The strength of the Humanities Department is in its faculty and in the innovative program which this faculty has developed. Each program which the department has introduced has been in response to a need for filling important gaps in the liberal arts curriculum of the University. The department has sought and found faculty who have been interested in teaching in interdisciplinary courses in the Humanities as well as in their more specialized areas. Teaching interdisciplinary courses have proven to be a valuable experience for the faculty in that they are consequently able to bring a richer perspective to other courses which they teach. A desirable "cross-fertilization" of knowledge also takes place in the daily informal contacts within the department.

The primary concern in the department at this point results from the resignation of the two senior full professors in the department in 1972 and 1973, and the loss of both of these positions in 1973. With the regular faculty reduced from ten to eight positions, the department is experiencing some difficulty in maintaining balanced offerings in the three major programs of the department. The department is developing proposals to meet this difficulty.

## THE DEPARTMENT OF LIBRARY SCIENCE

Purposes, goals, and specific objectives. The purpose of the Library Science program at Indiana State University is the professional preparation of librarians. Programs are available to prepare students interested in school, public, or academic librarianship.

The objectives of the program are: to provide an introduction to the fundamentals of librarianship; to provide an orientation to the heritage and responsibilities of librarianship; to establish a skill for service; and to develop library management skills.

Curricula. The Master of Library Science degree program consists of a core of courses covering the skills common to all types of librarianship and a variety of electives from which the students can choose those related to his or her career goals. This program prepares students to work in school, public, or academic libraries. Provisions are made for those entering the program with previous course work in library science, so that no duplication of courses results.

The Endorsement for School Library and Audiovisual Services is available for those interested in preparing for elementary or secondary school librarianship. It can be selected by students preparing to be either elementary or secondary school teachers. The endorsement provides the basic skills necessary to enter the profession of school librarianship and is articulated with the department's Master of Library Science degree program.

The special program, Public Librarian IV: Minor, provides students with the core of courses needed in order to be certified as a public librarian IV by the Indiana State Library. This program also is frequently taken by students interested in exploring in the teacher education program.

The Supervisor of School Library and Instructional Material Services program is administered by the School of Education with the Department of Library Science being responsible for development of the program in library science for the students.

Professional personnel. The Department of Library Science faculty consists of five associate professors and one assistant professor. Faculty graduate preparation includes three doctorates representing the graduate schools of the University of Wisconsin; Rutgers University; and the University of Kentucky. Two other faculty members are doctoral candidates at Indiana University. In addition to their academic preparations, the faculty brings to its teaching a wide variety of experience as practitioners in the field of Library Science including work in school, public and academic libraries. Faculty expertise includes the core areas of librarianship as well as the special areas emphasized in the program.

Clientele. Most students in the program prepare to be elementary or secondary school librarians with the majority eventually working in Indiana or Illinois schools. However, students preparing for other types of librarianship have been successfully placed. For example, one graduate is the director of the Vincennes University Library and another graduate was School Library Supervisor in the Indiana Department of Public Instruction. Although placement is handled by the University Placement Bureau, faculty members work closely with students to obtain employment upon the completion of the program.

Supporting personnel, facilities, and equipment. Secretarial personnel, student assistants and graduate assistants are available to assist the faculty in preparing materials for their teaching and carrying out their research activities.

Department facilities consist of offices, a classroom and a library collection. At present, the department is located in the Old Cunningham Memorial Library building. The collection has more than 4,000 books and subscribes to 150 professional journals.

The department has materials and equipment available for students. For example, materials available for the cataloging and classification course include copies for each student of the Abridged Dewey Decimal Classification System and the Sears Lists of Subject Headings. A collection of practice materials is also being collected for this course. The reference class uses the reference resources of the University Library to meet their needs. Selection classes have available, in addition to the departmental collection of specialized materials, the materials in the Teaching Materials Center in the main Library and the materials in the Laboratory School.

Department strengths and areas for improvement. A curriculum which allows the student to articulate his or her program with previous course work taken and also allows him or her to prepare a program related to career goals, and a faculty that has a wide variety of educational and practical experiences are departmental strengths. Areas for improvement include the following: physical facilities, presently in the old Library, are inadequate for the educational program; at present the department does not have any individual course emphasizing information science; and there is a need to strengthen this area of the curriculum.

## THE DEPARTMENT OF LIFE SCIENCES

Purposes, goals, and specific objectives. The major areas of the biological sciences, excluding medicine and agriculture, are encompassed within the Department of Life Sciences. In many institutions these areas exist as separate administrative units, often as departments of botany, zoology, microbiology, genetics, physiology and biochemistry. In recent years the scientific revolution in biology has tended to act as an amalgamating factor in unifying the curricular and administrative aspects of what had previously been thought to be dissimilar disciplines. It is fortunate that emerging institutions such as Indiana State can more easily solve the problems associated with unification since prior departmental barriers are minor or non-existent.

The Life Sciences (Biology) has become one of the most exciting fields in the natural sciences, for the tools of modern chemistry, physics, and mathematics have made it a quantitative, analytical science rather than solely a descriptive one. These tools have enabled biologists to better explore nature's secrets at all levels of organization. Although the questions asked and the approaches used vary depending upon the level of organization studied, there is a broad background of basic information common to all. The well trained contemporary biologist must have at his disposal the tools and skills of many related disciplines.

Since better students tend to seek out the challenging fields, there has been a steady rise in the quality of undergraduate students as well as graduate students seeking study in biology. The effect has also been felt among students interested in teaching biology in secondary schools because information from ancillary fields has assumed an increasing importance. Therefore, the department must meet the difficult challenge of providing quality education at both the graduate and undergraduate levels.

There is a dichotomy in the major objectives of the department since there must be provision for service functions as well as departmental functions. It is convenient to group the objectives as follows:

1. To provide a strong core curriculum for undergraduate majors and minors.
2. To provide sufficient electives to allow for diversification of the students to meet the future goals of the graduate.
3. To provide up-to-date graduate courses for students in masters and doctoral programs.
4. To provide research and teaching opportunities essential for outward-bound advanced degree graduates.

Specific functions provided by the Department are planned:

1. To provide courses to satisfy the general education requirements



- of various curricula offered by the college.
2. To provide courses which satisfy the needs of various curricula in the University which are intimately related to the life sciences (i.e., nursing; health, physical education, and recreation, etc.).
  3. To provide information on important public issues in which biology is intimately concerned.

Curricula. The Life Sciences major requires 40 semester hours of instruction in a variety of Life Sciences courses, most of which include extensive laboratory work. The emphasis is on the acquisition of a basic knowledge of living organisms at the sub-cellular, cellular, organismal and population levels, as well as the acquisition of a "problem solving frame of mind," as an essential part of any postgraduate adult career. The 24 semester hour minor includes those courses basic to an understanding of biology (the core curriculum for the Life Sciences major and appropriate physical science and mathematics prerequisites). Curricula descriptions are available in the University Undergraduate Bulletin.

Pre-professional curricula. Four-year programs in pre-medicine, pre-dentistry, pre-pharmacy and pre-veterinary medicine are offered. These programs are designed to provide a broad biological background essential to success in the professional schools. It should be noted that the pre-professional curricula are basically that of the Life Science major.

Medical Technology curriculum. Indiana State University offers two types of Medical Technology programs consistent with the varying needs of the students. The two types of programs which are offered are the four-year integrated program and the 3 plus 1 program. The four-year integrated program is jointly operated by Indiana State University and Union Hospital. In this program students follow an established progression of practical clinical training complementary to the theoretical aspects taught in specific medical technology courses within the Department of Life Sciences. This program is fully accredited by the Council on Medical Education of the American Medical Association. The 3 plus 1 program is so called because in this program the students follow a curricular pattern similar to the four-year integrated program the first three years and obtain practical clinical training for one calendar year in an American Medical Association approved hospital other than Union Hospital. Both programs lead to a B.S. degree in Medical Technology. A student who successfully completes the program is eligible to take the national certifying examination to become a registered medical technologist.

Terre Haute Center for Medical Education of Indiana University at Indiana State University. Courses in Basic Medical Sciences leading to the M.D. degree at Indiana University Medical School are taught in the Terre Haute Center for Medical Education. Several faculty members in the Department of Life Sciences hold appointments in the Medical School and teach in this program. Likewise, several faculty in the Center hold appointments in the Department and are involved in departmental programs.

Professional personnel. The department has a faculty which consists of 16 professors, 10 associate professors, 5 assistant professors, and 3 instructors. Thirty of the 34 faculty hold Ph.D. degrees. Faculty graduate preparation includes doctorates representing the Graduate Schools of the University of California at Los Angeles, University of Iowa, Indiana University, Iowa State University, Northwestern University, University of Toronto, University of Illinois, New York University, Purdue University, University of Texas at Austin, University of Michigan, University of Chicago, Harvard University, Rutgers University, University of Wisconsin, Florida State University, and Cornell University. (The above faculty listing includes The Terre Haute Center for Medical Education--4 faculty).

Clientele. Students served by the department and their goals are described to a limited extent in previous sections of this study. Students who complete baccalaureate or masters degrees in Life Sciences may pursue academic, government, or industrial careers within any of the many areas of Life Sciences. Many of the bachelor's degree candidates in Life Sciences enter medical school, dental school, veterinary school, graduate school, or an AMA approved school of medical technology. Other students elect teaching curricula and complete both the departmental requirements and those of the School of Education and, subsequently, pursue careers in secondary or elementary education. Most students in the Medical Technology program are employed in hospital clinical laboratories. In spite of declining University enrollment trends, overall enrollment in Life Sciences courses has remained relatively stable.

In addition to the degree programs in the department there are several other departments which require certain Life Sciences courses as part of their curriculum. Service teaching for programs in nursing, food technology, dietetics, health, physical education, and recreation has increased due to rising enrollments in several of these areas and necessitates multi-sectioned courses in anatomy and physiology, as well as microbiology.

Supporting personnel, facilities, and equipment. The department has the following supporting personnel: 1 administrative assistant, 2 secretaries, 1 greenhouse and shop person, 1 stockroom person, 1 electron microscope technician, 2 technicians, and 1 animal care person.

The Department of Life Sciences is housed in the Science Building, a modern facility completed in 1967. Departmental facilities include 5 lecture rooms, 10 teaching laboratories, 2 conference rooms, offices and research laboratories for faculty and graduate students, stockroom, media and solution preparation room, environmental rooms, a shop and several greenhouses. The department has three vehicles: 2 Volkswagen minibuses and a Ford van for field work, as well as 2 boats. In addition, the department has equipment rooms, animal rooms, cold rooms, and a laboratory for handling radioactive isotopes. Presently, the department is equipped with the following: refrigerated high speed centrifuges, preparative ultracentrifuge, several spectrophotometers

including a Cary model 14 recording spectrophotometer, isotope equipment including a Beckman and a Packard liquid scintillation system, several analytical and torsion balances, water baths, incubators, ovens, autoclaves, refrigerators, freezers, gas chromatography apparatus, electrophoresis equipment, Warburg respirometer, oxygen electrode, a completely equipped electron microscope laboratory, including Mitachi electron microscope, ultra-microtome, shadowcasting equipment and darkroom facilities. The department has most of the facilities of a modern well-equipped biology department.

Department strengths and areas for improvement. It seems appropriate to outline separately both current strengths and areas for improvement.

#### A. Strengths

1. Programs and curricula. Currently the Department of Life Sciences provides a sound education and training to its students at all levels: baccalaureate, masters, and doctoral levels. The undergraduate and the graduate curricula are sufficiently flexible to provide for the particular needs of almost all students. Upper level courses which might be taken as electives by majors or graduate students are cycled such that a student usually has an opportunity to take any course offered in the catalog at least once every two years.
2. Faculty. Since 1970, the department has added several senior research-oriented faculty members to bolster its programs. These are individuals who have a national or international reputation in their field of specialization and are competitive for research grants. These individuals have added strength at all levels of instruction.
3. Budget. The University administration has attempted to the best of its ability to support the department's programs and over a period of several years has provided a realistic and adequate operating budget. However, as the department grows additional funds will be required and hopefully will at least in part be derived from grant funds obtained by faculty, in all probability by the more recent faculty additions.

#### B. Areas for improvement

1. Faculty. The department still needs additional faculty strength in the form of active research-oriented persons in several areas which include: systematics, plant science, genetics, developmental biology, molecular biology and population biology. It is quite possible that future individual faculty additions each may fill the need in more than one of these areas. Several of the present faculty, while they may do an adequate job of teaching in these areas and may be categorized within these areas, are not sufficiently research-oriented to provide the balance of strength needed in the department. This need is felt primarily in the graduate programs rather than the undergraduate curricula.
2. Supporting personnel. Additional support personnel are needed and include the following areas: animal care (to meet USDA and USPHS requirements), instrument maintenance, and secretarial help in the department office.

THE DEPARTMENT OF MATHEMATICS

Purposes, goals, and specific objectives. The Department of Mathematics is a multi-purpose unit, of the University, with undergraduate and graduate offerings to support: (1) specialized teacher education curricula at the secondary and elementary levels; (2) liberal arts programs with emphasis on both theoretical and applied; (3) general education; (4) research; (5) pre-professional curricula including engineering, dental, medical and others.

Curricula. Departmental major and minor programs are outlined in the current University Undergraduate Bulletin.

Professional personnel. The faculty of the Department of Mathematics consists of the following personnel:

Five professors with doctoral degrees from Indiana University, University of California Los Angeles, University of Utah, University of Wisconsin, University of Illinois, and Florida State University.

Ten assistant professors, eight with doctoral degrees from Carnegie-Mellon University, Ohio State University, Indiana State University, University of Illinois, Purdue University, Oklahoma University, Duke University, and Idaho State.

Eight instructors, all with master's degrees, several of whom have work towards doctoral degrees.

Supporting personnel, facilities, and equipment. The department has a mathematics education laboratory available in Room 9 of Holmstedt Hall supporting the mathematics education program. Also available is a statistics laboratory in Room 7 of Holmstedt Hall. The Computer Center supports the computer science program. All of these laboratories have people available most of the day to assist students.

The library offerings in mathematics are outstanding, including approximately 125 mathematics journals which the library receives regularly. The library holdings were acquired with designing a Doctor of Arts program in mind.

About sixty-five percent of the undergraduate majors are enrolled in the teacher education programs. Most of the graduates of these programs take teaching positions in Indiana and the surrounding states. It is more difficult to keep continuous records of liberal arts graduates who primarily enter business, industry and government positions that require strong backgrounds in mathematics.

Department strengths and areas for improvement. The basic strength of the mathematics department is the faculty. A wide variety of backgrounds are represented. This is well illustrated in the variety of preparing institutions from which the faculty were graduated. Several of the staff have doctorates in mathematics education, several in pure mathematics, two in statistics, and several with specialized training in computer science. Many of the members are engaged in

mathematics research. The publication record, and textbook production, of the department is outstanding.

The greatest concern for the department is one phase of Computer Science. Computer access for student use is not available. The computing area would be strengthened considerably if a computer and some peripheral equipment were located, as it once was, in the mathematics department. The equipment should be for student programs and research only; that is, a computer available for teaching purposes.

The staff is strong in the computing area. Library holdings are excellent, enrollment in computer oriented courses have increased from 250 to more than 1,000 per year during the past four years. Although there has been phenomenal growth in this area within a declining University enrollment, students in the area of Computer Science have continued to be neglected and inconvenienced. They are neglected because there is no access equipment, and inconvenienced because each student must go across campus to prepare even the smallest program and have it run.

THE DEPARTMENT OF MUSIC

Purposes, goals, and specific objectives. The goals of the Department of Music can best be defined in terms of cultural enrichment, service and career preparation.

The Department seeks to enrich the cultural life of the campus and community in several ways:

1. through academic courses in music history, literature and styles taught in the humanistic tradition;
2. through campus-wide student participation in sixteen performing ensembles ranging from symphony orchestras to jazz ensembles;
3. by presenting more than eighty public performances by students and faculty on campus and throughout the state which are free and open to the public;
4. through the presentation of lectures, performances, and master classes by guest artists composers and conductors (presentations during the past year of this nature have included appearances on our campus by composer/conductor Norman Dello-Joio, renowned choral conductor Roger Wagner, and our annual Contemporary Music Festival during which the Indianapolis Symphony Orchestra spends a week in residence);
5. through joint sponsorship with the community of the Terre Haute Symphony Orchestra, a semi-professional organization now in its forty-seventh season.

The Department acts as a service unit for other academic and administrative divisions of the University by furnishing entertainment for athletic events, ceremonial occasions, and a variety of public relations activities as directed by the President and Vice Presidents.

As a professional unit of the University, the primary goal of the Department is to train both graduate and undergraduate music majors and minors for careers in the teaching of, performance of, and composition of music.

Curricula. The Bachelor of Arts or the Bachelor of Science may be earned by students with a major or minor in music. For the Bachelor of Arts a foreign language is required. There are three basic curricula:

1. Liberal Arts in which a student may earn a major in music theory and composition (30 hrs.);
2. The Professional-Vocational curriculum in which a student may earn a major in music performance or music theory and composition (40 hrs.) or a minor in music performance (24 hrs.).
3. Teacher Certification in which a student may earn a major (46 hrs.) or minor (24 hrs.) in choral music and general music, general music and choral music, or instrumental music. Another configuration of this curriculum in the area major (56 hrs.) in which a

student may earn a major in the combination of any two of the above areas.

Professional personnel. Forty-four faculty comprise the professional personnel of the Department of Music. Thirty-three of these serve the department full-time, three are shared with other departments or divisions (one with Humanities, one with the Library and one with Extended Services), and eight teach on a part time basis.

Ten of the thirty-three full-time faculty members hold doctorates at the time of this writing and three more will have been earned by September, 1974. Two of the three faculty members whose services are shared with other departments and one of the eight part-time instructors also hold doctorates. These degrees have been earned from the graduate schools of Florida State University, Indiana University, University of Colorado, University of Illinois, University of Iowa, and University of Virginia.

There are seven professors, nine associate professors, fourteen assistant professors, six instructors, and eight who hold adjunct status.

Clientele. The majority of undergraduate music majors and minors are from within the State of Indiana. Most of these are from rural or semi-rural areas and are first generation college students. Graduate students are drawn from a larger geographical area, but they are predominantly natives of surrounding midwestern states.

Most of the undergraduate and graduate majors are enrolled in the various Music Education programs.

The Department serves students in all other colleges and divisions of the University through general education courses in music history and theory, classroom music and piano courses for elementary education majors, a course in Afro-American music, performing ensembles (choruses, orchestras, bands, music theatre-opera, and chamber ensembles), and applied instruction in all vocal and instrumental areas except guitar.

Supporting personnel, facilities, and equipment. The offices, classrooms and rehearsal facilities of the Department are housed in the Fine Arts Building. Three old homes have been converted to teaching studios. Public performances are presented in Tilson Music Hall and a small recital hall, both of which are located in the Tirey Memorial Union complex.

There are nine graduate assistants, four full time and two half-time secretarial and clerical employees as well as approximately twenty-six students who work for various divisions of the Department at an hourly wage rate.

Equipment owned by the Department includes:

1. Instruments for large and small performing ensembles, applied instruction and music education classes. (Quantity: 878, Value \$194,841.63)

2. Pianos for teaching studios, practice rooms, classrooms, and recital halls. (Quantity: 78; Value \$139,000)
3. Electronic pianos for piano classes. (Quantity: 40; Value \$28,000)
4. Other electronic equipment for classrooms, performing ensembles, applied instruction and music library. (Quantity: 177 pieces; Value \$33,455.35)
5. Uniforms for performing ensembles and opera. (Quantity: approximately 300; Value c. \$30,000.00)
6. Miscellaneous tools and equipment for performing ensembles, repair classes, and maintenance of instruments. (Quantity approximately 500; Value c. \$6,000.00)
7. One panel truck on loan from Vigo Dodge at no cost to the University except operating expenses. The vehicle is used for transportation of band instruments and equipment.

Department strengths and areas for improvement. The greatest strength of the Department of Music is its Music Education programs. Graduates continue to be in demand in this field and the majority of students are pursuing music education degrees.

The program in the Professional-Vocational curriculum in music performance needs strengthening. A current proposal if approved, will allow the Department to offer a Bachelor of Music degree in performance. The proposed program is much stronger than the current Professional-Vocational curriculum which it would replace. If permitted to offer the Bachelor of Music Degree, the Department would finally be able to grant what the professional accrediting agency, the National Association of Schools of Music, considers the "initial professional collegiate degree in music."



## THE DEPARTMENT OF PHILOSOPHY

Purposes, goals, and specific objectives. As a part of the College of Arts and Sciences, the Philosophy Department recognizes an obligation to contribute to the University's program of general, nontechnical, post-secondary education. Its specific purposes in this respect are to help prepare students for responsible citizenship, enlighten vocational practice, and an intelligent use of leisure time. The curriculum, therefore, includes elements designed to help students: (1) to be thoughtful in their judgments and literate in expressing them; (2) to recognize the broader contexts of values and ideas to which technical and vocational concepts can be related; and (3) to reflect appreciatively on the traditional and novel features of culture through which humanity expresses and forms itself.

As a distinct academic unit within the University which prepares both majors and minors in a discipline, the Philosophy Department sees its mission of providing a good education in philosophy as threefold:

1. to present, according to varying methods of interpretation, the products of philosophic activity. Such products include philosophic systems, doctrines, common problems and offered solutions, sets of distinctions and particular arguments.
2. to inquire with students into the conceptual foundations of other university disciplines and their inter-relations. Each discipline assumes, but does not within the discipline question, a real subject matter and, often, a use or value for its activities and conclusions. It is a function of philosophic thought to analyze such assumptions and relate them to general claims about reality, truth, and value.
3. to provide training in the disciplines of logic--analysis, invention, inquiry and proof--which cut across all intellectual disciplines.

Finally, as a professional department, the purpose of this unit is to do, and provide a means for doing, philosophy as an ongoing activity through the writing and presentation of papers, participation in study and discussion groups, informal defense of personal positions, and other such activities.

Curricula. The department offers a minor in philosophy, Bachelor of Arts degree major, and a Master's Degree major. In the master's degree program there is a thesis and a nonthesis option.

Individual members of the department offer programs for the general community on a voluntary basis, from time to time, in externally funded programs and for community groups.

Professional Personnel. The department has six full-time, regular faculty and one half-time faculty member: three professors, two associate

professors, one assistant professor, and one adjunct associate professor. All have Doctor of Philosophy degrees from one of the following institutions: Boston University, The University of Chicago, Marquette University, Oklahoma University, the University of Oregon, the University of Southern California, and the University of Virginia.

Clientele. Students who take philosophy courses come from a wide variety of social backgrounds. Their academic preparations range from the worst to the best, but the average is represented by College Board scores of 950-1050. Most of them enroll in philosophy courses as general education options or as electives. However, in 1974 there are twenty-seven majors.

Majors graduating from the department have gone on for further study in philosophy at the University of Chicago, the University of Illinois, the University of Nebraska, the University of Oklahoma, Oxford University, Pennsylvania State University, Rutgers University.

Supporting personnel, facilities, and equipment. The office staff are a full-time secretary and two part-time student assistants. Two graduate assistants conduct some discussion sections with supervision and mark simple papers.

The department has normal duplicating equipment for the production of classroom materials and transparencies, and a tape recorder for recording and replaying lectures and discussions.

Department strengths and areas for improvement. In many ways the staff of the Philosophy Department is quite diverse, but in terms of teaching and professional ability the level of competence is uniformly high, and it is likely that the academic standards of the department compare favorably with those of any other department in the university.

It is considered a strength that the faculty are not a "school", committed to one philosophic stance. They bring a variety of approaches and doctrinal commitments to the task and thus present students with a plurality of options for thought.

As philosophy is basic to other disciplines, a curricular strength lies in the fact that several of our courses are clearly keyed to other disciplines.

Members of the department spend a great deal of time with students. This, together with the fact that it is possible to have smaller classes than those at the huge universities, makes for better student-teacher contact and less of a feeling of anonymity among students.

A measure of the strength of the department is that it had the largest enrollments in its history in the fall and spring of 1972-73 after enrollments in other departments had begun to decline sharply.

Currently, the chief concern must be with factors over which the department has little control. The percentage of students with both the interest and ability for philosophy is low. Additionally, with the advent of economic difficulties for the university, the role of small departments is being questioned; the sharp and disproportionate reduction in staff positions (by which a small department became even smaller) causes serious doubts about the future.

THE DEPARTMENT OF PHYSICS

Purposes, goals, and specific objectives. The physics curriculum at Indiana State University is intended to provide the physics student, no matter what his or her future goals might be, with a strong foundation in the basic discipline and an understanding of its principle techniques.

A good baccalaureate education in physics is suitable, indeed excellent, preparation for a broad spectrum of career and advanced study options. Included among these possibilities, in addition to several branches of physics and related sciences, are such fields as law, business, medicine, computers, teaching, and industry. This wide diversity of opportunities dictates the need to include in the conduct of the physics program the study of appropriate interfaces to other fields and disciplines and a careful grounding in the communicating of science to non-scientists. The successful infusion of these factors into the education of our students is also an important goal of the physics program.

Curricula. Baccalaureate: Students may select one of three concentrations in physics at the undergraduate level. Those planning careers in physics, one of the related sciences, or one of the several options identified above follow a liberal arts major. Those wishing to seek employment as teachers follow the physics teaching major. Students whose primary undergraduate interest is in a related discipline typically follow a physics minor program. The detailed course and credit requirements are presented in the University Undergraduate Bulletin. The number of physics baccalaureate graduates over the past three years is given in the table below.

Baccalaureate Degrees

	Major	Major Teaching	Minor	Total
1974	5	1	4	10
1973	4	7	1	12
1972	5	2	3	10
1971	2	3	5	10
1970	9	3	1	13

In addition to physics majors and minors, the Department also enrolls a significant number of prospective elementary teachers, nursing students, and technology majors. The Department continually evaluates the courses in which these students enroll to assure them appropriate valuable experiences. The departmental goal of enabling them to experience physics subject matter relevant to their fields is being particularly well met by a pair of course options. One of these in particular is worth special mention. Based on a "discovery" laboratory, it is carefully planned, equipped, and taught. A "Help Center" is maintained about six hours per day by a staff of graduate assistants to assist students in this program. The laboratory is closely integrated with the lecture-demonstration-discussion portion of the course

in such a way as to readily relate phenomena in his major area to basic physics principles.

Professional Personnel. The Physics faculty currently numbers fifteen. These include four professors with doctorates from Purdue University, University of Michigan, University of Stockholm, and University of Virginia. The seven associate professors include five doctorates from Indiana University, University of Maryland, Pennsylvania State University, Brigham Young University, and Syracuse University. Of the two assistant professors, one holds a doctorate from Northwestern University. Two staff members hold the rank of instructor.

Clientele. Approximately half of all physics major students are both the undergraduate and Masters levels intend to pursue graduate study in physics, a related discipline, or one of the professional areas referred to above. The other half typically enter physics teaching in secondary schools, junior colleges, or 4-year colleges.

Those students enrolled in the lower-division non-major courses represent every major within the University. Particularly large groups come from the School of Technology and the School of Nursing.

ISU physics graduates have an excellent record of employment and admission to graduate study. In the latter category recent majors have entered doctoral programs at such institutions as Oregon State, Purdue, Indiana, Utah, New Mexico, UCLA, and Ohio University. Those entering teaching, industry, or business have encountered no serious problems despite the recent national slowdown in employment of scientifically-trained people.

The ISU Physics Department was recognized for its contributions to physics teacher education by the Commission on College Physics and the Panel on the Preparation of Physics Teachers. The 1972 report of the PPPT cited the ISU Physics teacher curriculum among examples of the most innovative and flexible in the nation.

The Physics Department is the national coordination center for the National Science Foundation's Tech Physics Project. The Tech Physics Project, which involves a number of colleges, the Oak Ridge National Laboratory, and a network of test colleges, is directed to the development of instructional modules intended as teaching supplements for technology programs. The Department is recognized as an Information Dissemination for Project Physics materials.

Supporting Personnel, Facilities, and Equipment. The Department staff is supported by 2.5 FTE secretaries, but no technical support staff. Technical support was provided until the end of the 1974 academic year by an individual with academic rank; however, he retired at that point and the University did not allow replacement of his technical services. The absence of such technical support represents a serious deficiency in the physics program.

In addition to the laboratory and computer facilities mentioned earlier, the Physics Department maintains a complete machine shop for construction and repair of educational and research equipment. A well equipped shop is also

maintained for the use of qualified student researchers.

The Physics Equipment Center is maintained to control the distribution of a wide range of educational apparatus and audio-visual equipment and supplies.

Among the specialized laboratory gear worthy of particular note is a very sensitive multidimensional gamma ray spectrometer used in environmental physics research, a computer-controlled scanning electron microscope for biophysics investigations, a high flex spin resonance analysis system, and a well-equipped laboratory for materials physics studies.

THE DEPARTMENT OF POLITICAL SCIENCE

Purposes, goals and specific objectives. Political Science is the study of political beliefs and political power. The Department of Political Science at Indiana State University seeks to promote objective inquiry into these matters via teaching, research and public service. Political science is conceived as a vital subject for any well educated person who hopes to play a responsible role in society and the political crises of the future. A varied curriculum provides course offerings for the non-major, as well as more specialized graduate and undergraduate courses in the fields of American government and politics, political theory, comparative politics, international relations, and public administration. The department's role derives from the general contours of political science as an established discipline in American higher education, and from the special needs of Indiana State University.

The department considers its specific charge to be:

1. Provide the government and politics element of the liberal arts component of general education at Indiana State.
2. Offer the academic training in the area for students planning to teach government at the secondary level.
3. Offer courses designed to prepare students for a totally liberal arts degree who major or minor in political science.

Curricula. At the undergraduate level, the department offers a major and a minor leading to the Bachelor of Science or Bachelor of Arts degrees. Within these programs students may elect to specialize in one area, i.e., international relations or public administration, or may choose to broaden their preparation by taking course work in all of the areas of the discipline. Also, at the undergraduate level, a bachelor's degree is offered, in cooperation with a Department of English and Journalism in political journalism. This is a new degree program with course work in both political science and journalism required.

The department's pre-law major has interdisciplinary characteristics in that work is taken in history, the social sciences, and speech with the main concentration being in political science. This is a most important program in terms of student interest and enrollment.

Professional personnel. The faculty of any department is the most important element in its success or failure. The department has attempted to appoint individuals that have a strong interest in teaching, will be productive researchers, and contribute to the development of curricula and courses. The optimum balance to be achieved was closely approximated in 1971 as follows: International Relations, 4 faculty members; Public Administration, 4½ faculty members; Comparative Politics, 3 faculty members; Political Theory, 2 faculty members; American Government, 5 faculty members.

Decreases in enrollment throughout the university, also reflected in the department's class enrollment, has triggered a reduction in staff. It is

hoped, however, that a balance can continue to be maintained.

Fifteen persons make up the current staff of the Political Science Department. Six hold the rank of professor, three the rank of associate professor and six are assistant professors. Fourteen of the fifteen hold the doctorate from the graduate schools of American University, the University of Chicago, Indiana University, The University of Illinois, Johns Hopkins University, The University of California (Riverside), The University of Nebraska, and The University of Virginia. The fifteenth member holds the LL.B. and has completed all requirements but the dissertation toward the Ph.D. at Columbia.

Clientele. The largest number of students served by the department are those preparing to teach the social sciences at the secondary level. They take either an 18-hour, first endorsement or a 12-hour, second endorsement in political science. The total number of students on these programs at any given time is not known. However, approximately fifty were graduated in 1973. The next two largest groups served are those on the pre-law major and the political science major and minor with approximately one hundred on each program. Only a few have begun the Political Journalism and Urban-Regional Studies programs.

Supporting personnel, facilities, and equipment. The department has the enthusiastic support of the personnel and facilities of the Computer Center at Indiana State. Further, ISU is a member of the Inter-University Consortium for Political Research. The standard office equipment, calculators, adding machines and typewriters are available with only the latter being in what one might term an adequate supply. The facilities and services of the Center for Governmental Service (a departmental operation) are available which includes a library and study area. The department has one full time secretary and six student assistants; the Center a half-time secretary and two student assistants. Seven graduate assistants give invaluable support in promoting the aims and objectives of the department engaging in proctoring, giving occasional lectures, and organizing academic activities, i.e., Model UN, panel discussions, etc. Of these number, six did their undergraduate work at institutions other than Indiana State.

Strengths and areas for improvement. The Department of Political Science was officially recognized as a department in 1964. Previously, it had been a part of a Social Science Division, functioning with a great deal of autonomy in regard to curricula, courses and decisions as to staffing.

One of the most important developments in political science in the past twenty years has been the increased emphasis upon behavioral research and statistical studies. The department has attempted to keep pace by changing requirements from traditional political philosophy to a mixture of behavioralism and political philosophy in courses and curricula. Membership in the Political Consortium at the University of Michigan has enabled faculty and students to obtain statistical data for research projects and classes and to take courses offered by the Political Consortium.

The department has supported increased funding for the library. It has a very respectable collection which is supportive of the undergraduate program and only slightly less so of the graduate programs. A professional survey would be helpful in making a more precise determination in this respect. The fact that



The Library purchases the production of all University presses gives cause for optimism about continued improvement in this area as well as the fact that ISU is a Federal Depository for government documents.

Turning more specifically to an identification of the department's strengths, the department has a faculty whose training is at the Ph.D. level, received at the best graduate schools in the nation, which is large enough for diversity, but small enough for meaningful relationships among faculty and between students and the faculty. This is a faculty which takes seriously its multi-purpose role -- that of close contact with the students in the teaching-academic counseling situation, service to the department, college and university research and publication. Related strengths are: small classes, professors teaching lower as well as upper division and graduate classes, major roles in faculty government, consultant work and publication.

Pre-law graduates win acceptance at the best of law schools, graduating with distinction. They return to Terre Haute and surrounding area to practice or enter politics, or both. A not inconsiderable number have gone on to earn their doctorate and now serve on the staffs of such universities as South Carolina, Southern Illinois, University of Missouri-St. Louis. Graduates in public administration have benefited from the attention the department gives to their placement finding themselves in business and government positions throughout the nation.

The department takes the position that the classroom is not the only place for academic experiences and as a result provide opportunities of an extra-curricular nature in conference attendance, panel and debate discussions, and Model UN meetings. A delegation to the National Model UN meeting in New York City won "Best Delegation" award in 1972 and has achieved the same recognition in 1973 at the University of Pennsylvania.

The undergraduate curriculum is outstanding with the variety of course work offered coupled with a good balance between courses in American government and politics and those dealing with other areas of the world.

The extent to which areas of concern are identified should be thought of in terms of "compared with what or who," and in recognition that the department understands that it can always do better. It is in the latter sense that the faculty does not allow itself to be satisfied with the status quo or lapse into a "laissez faire" attitude.

Thus, continuable effort is made to improve on successes in providing innovations in curriculum which will satisfy the students' thirst for relevance, reconciled with the department's understanding of the meaning of that term. Continued innovation in method demonstrated by the present uses of simulation and gaming in the classroom will be encouraged, but financial exigency threatens experimentation as the cost for materials for such techniques is high. Further, threatened reductions in staff and possible increases in teaching load could create a situation where time simply would not exist for the necessary planning and implementation of new ideas and approaches.

Should opportunities for additional staffing materialize, the department

may be able to strengthen its quantitative-behavioral segment, although such additions should be accompanied by appropriate data processing equipment, now noticeably absent.

In balance, even amidst hard times, the department is determined to maximize its assets which outweigh the debits, in anticipation of an improvement of an already high quality product.

## THE DEPARTMENT OF PSYCHOLOGY

The Department of Psychology was established in the College of Arts and Sciences as an independent unit on September 1, 1968. Previously, psychology had been taught in the Department of Education and Psychology, within the School of Education. Undergraduate major, minor, and teaching-minor programs were offered as well as the M.A. and M.S. in general experimental psychology.

Purposes, goals, and specific objectives. Until recently the curriculum for the department's undergraduate major was primarily intended to serve those interested in pursuing graduate study in experimental psychology and hence concentrated on psychological principles, scientific method and laboratory techniques. However, psychology majors range from those interested in the field as part of a liberal education and seeking employment in industry, business and public service agencies to those who will ultimately seek Ph.D. degrees either in experimental psychology or in clinical psychology. Many of the former are interested in the people and/or service oriented areas and should have the opportunity to take a maximum number of psychology courses relevant to their interests. At the same time students wanting a solid experimental background in preparation for graduate training should have that option. Therefore, a restructuring of the existing curriculum in general psychology to provide greater flexibility has been proposed so that a student may tailor the program to his own needs, with proper advisement, while still maintaining the integrity of the major.

The department also offers a teaching minor and a liberal arts minor.

Because there is a growing demand for mental health specialists at the sub-doctoral level, the department proposed a bachelor's program and a master's program in clinical psychology which will be introduced in the fall, 1974.

The programs are designed to train students in the applied aspects of psychology, i.e., for the delivery of services in a variety of clinical settings, such as mental hospitals, community clinics, half-way houses, juvenile centers, penitentiaries, alcoholic and drug addiction centers, etc. The programs will cater primarily to those seeking a terminal degree, rather than a pre-doctoral degree. However, the programs do not preclude going on to graduate study as core courses in psychology usually demanded for admission to graduate programs are included in the bachelor's curriculum, and a graduate of the proposed master's program would have completed a considerable portion of the work of a good Ph.D. program in clinical psychology.

In both the undergraduate and graduate curricula a student having completed the core courses will have the opportunity to specialize in one of four areas: emotional disturbances of children, alcoholism and drug abuse, correctional psychology, adult clinical populations.

Professional personnel. The department currently has four professors, four associate professors and four assistant professors, all with doctorates, representing the graduate schools of Washington, Tennessee, Buffalo, Oklahoma State, Vanderbilt, Connecticut, Texas, Purdue, Penn State and Cornell Universities. At present these are divided equally between experimental and clinical faculty, but the department is currently recruiting two additional clinicians.

There is little available data as yet regarding the disposition of undergraduate Psychology majors, although it is known that some of the better ones have gone on to graduate school. Graduates of the Master's Programs have been very successful in obtaining responsible and well paying positions or in being admitted to Doctoral Programs. Some, by choice have accepted internships in Clinical Service Agencies.

Supporting personnel, facilities, and equipment. The department has received good support from the Administration in the matter of equipment for both teaching and research. It has adequate equipment to meet its current needs and has budgeted additional equipment for the clinical programs to be inaugurated in the fall. In addition, the department has a well equipped workshop.

In support personnel, the department has a secretary, two typists and a technician, as well as part-time work-study help.

Strengths and areas for improvement. The strength of the department lies in the fact that the demand for its clinical programs is high and projected to go higher. The Bureau of Labor Statistics projects a large increase in the demand for psychologists over the next decade.

For its new clinical program at the master's level the department has, as of today's date, received over 700 inquiries and over 200 completed applications from students with very good undergraduate records.

The department has suffered from a lack of adequate space and what space it has is scattered in five buildings. This situation has created both communications and logistics problems. However, just recently the University Space Committee has allotted the fourth floor of Reeve Hall to the department. This will not only provide adequate space for the present, but will allow for some expansion over the next few years. A further benefit is that a smaller building currently used for the other programs can be converted into a clinic for the new clinical programs.

CENTER FOR SCIENCE TEACHING

Purposes, goals, and specific objectives. Two basic tenets form the philosophical basis for placing the Science Teaching Center in the College of Arts and Sciences. One endorses the concept that the people who are best qualified to teach teachers how to teach science are those trained in and committed to science who are interested in science teaching. The second is that the best academic training for teachers and supervisors of science is meaningful science experiences that have been supplemented with appropriate science education courses to promote effective and efficient teaching techniques. These experiences may come about as formal courses, laboratory work, field experiences and/or independent research.

Currently, the Center has two major roles—one academic and the other service.

The Science Teaching Center has two areas of academic responsibility. First, it provides the professional methods courses in the teaching of science in the elementary and junior high schools. (The Center does not have the responsibility for the secondary school science methods courses since these courses are the responsibility of the specific science content areas.) Second, the Center provides graduate and undergraduate professional science education courses that deal with broad areas related to science teaching at all levels, nursery school through university. Although the Science Teaching Center is part of the College of Arts and Sciences, there is close cooperation between the School of Education and the Center. Courses offered by the Center are correlated with the overall program of teacher preparation. This cooperative arrangement is natural and practical; it greatly benefits the students.

The objectives of the Science Teaching Center at Indiana State University for undergraduate students are to prepare elementary and junior high school teachers with the fundamental skills, attitudes, and knowledge necessary to teach science with the greatest degree of proficiency and confidence possible by providing experiences and background which:

1. illustrate the purposes and objectives of teaching science;
2. relate the history of science teaching to the present noticeable trends in the teaching of science;
3. show how master teachers teach science and how they deal with the problems involved in teaching;
4. point out how science subject matter can be presented realistically with readily available equipment and specimens;
5. familiarize the prospective teacher with textbooks, units, periodicals, courses of study, audio-visual aids, equipment and other professionally prepared materials used in the teaching of science;
6. encourage the prospective teacher to become aware of sources of materials which can be used to develop individualized teaching carrels, autotutorial packages, and student experiments;
7. enable the prospective teacher to present science concepts, principles, and understandings, using the inquiry approach as well as the more con-

- ventional techniques;
8. guide the prospective teachers in the techniques used in the direction of students in extra-curricular science activities; and
  9. provide the essential general background in the teaching of science required for advanced study in this area.

Thus, the Center's primary contribution to the undergraduate elementary and junior high school curricula at Indiana State University is the responsibility for the science methods course. The Science Teaching Center staff continually evaluates the total program of the Center for elementary education and junior high school general science majors and minors in an effort to modify its offerings to keep them current.

The second role of the staff of the Center is service. The Science Teaching Center's service functions include advisement, in-service education and consulting activities, and leadership in Indiana and National professional science education organizations.

The staff has actively sought money to finance its in-service and consulting activities. As a consequence of the award of several federal grants, over 300 teachers have participated in a concentrated summer in-service training sessions. These summer workshops supplemented by extensive related consultant activities have had a positive impact on science instruction in the area of elementary schools.

Environmental education workshops offered each summer session to in-service teachers have resulted in curricular innovation too. These workshops are so popular that one has been requested and will be offered through Extended Services during spring semester, 1974.

Requests for consultant services continually grow out of graduate courses offered by the Center. The staff completes these assignments whenever there are requests; however, consulting assignments have not been solicited.

Service activity also consists in acceptance of responsibilities and leadership positions in professional science education organizations. For example, a program administered by a staff member of the Center is the Indiana Outstanding Biology Teacher Award program. The presidents of the Hoosier Association of Science Teachers, Incorporated and the Wabash Valley Audubon Society, as well as the chairperson-elect of the Science Education Section of the Indiana Academy of Science are staff members of the Science Teaching Center. Service as leaders in several Indiana science education groups is a time-consuming service activity which has been assumed by each of the Center's staff.

Curricula. The Science Teaching Center is directly involved in the Bachelor of Science Degree for the General Science Teacher Education Curriculum. The Center is responsible for the academic advisement of candidates for this degree and for offering the General Science methods course which is a part of this program.

Professional personnel. The staff of the Center consists of two full professors, two associate professors and one assistant professor. Each of these persons has

an undergraduate and graduate concentration in one or more of the science disciplines as well as in science education. In addition, all have had classroom teaching experience in the public schools. This staff represents the graduate schools of The State University of Iowa, Indiana University and Michigan State University.

Clientele. The clientele of the Science Teaching Center consists of those undergraduate students who are pursuing degrees in Elementary School Education and Secondary School Education. Graduate students are enrolled in programs which prepare them for positions of leadership in science or as administrative officers in elementary or secondary schools. Most of the graduates of these programs seek employment in the public schools of Indiana. Some master's students have pursued advanced degrees at Indiana State University, Purdue, The State University of Iowa and Eastern Michigan State University.

Supporting personnel, facilities and equipment. The Science Teaching Center of Indiana State University is one of the five science departments in the College of Arts and Sciences. A full time secretary, three graduate assistants and several student secretaries and student laboratory assistants complete the personnel of the Center.

The Center is housed in the Sciences Building. The rooms that are assigned to the Center are a lecture room, a laboratory, a workshop and four offices. These rooms were created by subdividing the one existing lecture-laboratory facility into smaller-interconnecting rooms. These facilities are augmented by additional offices and seminar facilities in nearby buildings.

Each elementary education methods student working alone or with a teammate is assigned to develop and teach science lessons to elementary school children. The students are supervised during their teaching by the classroom teacher and by a team composed of the university professor and his teaching assistant. Weekly conferences with each teaching team are scheduled during which the lessons planned for each succeeding week are reviewed and critiqued. During this period of instruction, the university students prepare individual learning carrel activities and instructional learning packages for use with the children. In addition, the students are encouraged to take the elementary children on a field trip; the staff of the Center assists the methods students as they plan this trip.

The junior high school general science methods students participate in similar teaching activities at the University's Laboratory School for a much shorter period of time. Teachers in the local schools seek the opportunity to welcome the university methods students into their classrooms.

The University Laboratory School is utilized by undergraduate and graduate students for supplementary activities that pertain to science and science teaching. The staff of the Center has also made extensive use of the Laboratory School's facilities and students whenever new curricula or research warrant classroom trial.

Each member of the Center's teaching staff has a complete set of teacher guides for three of the more significant elementary science curricula (ESS, SCIS, SAPA). In addition, the Center owns many of these curriculum kits. These materials are loaned to students enrolled in the science methods courses, to

students participating in their student teaching experience, to graduate students working on advanced science education projects, to other university staff members and to area classroom teachers.

Curricular materials owned by the Center and designed for junior high school children include the teacher's guides for four of the more important, innovative curricula (IPS, ISCS, ES, and ESCP). In addition, student materials for IPS are available.

The Center maintains a substantial collection of science equipment and supplies suitable for use with elementary and junior high school children. These materials are loaned to science education students for use in the classroom and in field settings. Specialized equipment such as metal detector, incubators, polaroid cameras, thermostats, glass cutting devices and astrolabes are examples of the unusual kinds of equipment available. In addition, university students, who are skilled enough, are permitted full use of the Center's power equipment; e.g., band saw, table saw, grinder.

A laboratory program is provided for the students enrolled in the elementary education curriculum. Although the students may come to the laboratory on an unscheduled basis, the laboratory experiences and teaching aids which are prepared for their use are carefully selected to offer a wide variety of experiences and exposure to many diverse teaching aids.

The laboratory is equipped with laboratory tables, gas, water, and electrical outlets. Individual study carrels, super 8mm film loop projectors and video tapes are some of the types of supplementary equipment utilized. Junior high school methods students as well as elementary school methods students are provided with many appropriate laboratory experiences.

The Center maintains a large collection of materials useful in preparing science lessons. There is a large collection of single concept 2" x 2" slide series, single concept super 8mm film loops, and video tape equipment. Still and motion picture cameras and sound reproducing equipment are available for those students who wish to prepare their own instructional media. Duplicating equipment including mimeograph, spirit duplicator, thermo-fax and Xerox is also readily available. The students are encouraged to make use of these materials. The staff of the Science Teaching Center makes extensive use of these items in preparing media for their university classes.

The Center maintains a large collection of reproduced materials selected from pertinent periodicals. Further, there is an extensive collection of elementary school science textbooks available in the Center. The Science Library, housed in the Sciences Building, has a collection of elementary and junior high science methods books and science education periodicals. The Center has worked with the staff of the Teaching Materials Center of the University's Cunningham Memorial Library to build a substantial collection of modern curricular materials at all levels, and elementary and junior high school science texts.

Texts which present the theoretical structures of science education and are used primarily by graduate students are housed in the Science Library.



The University owns a field campus, approximately 75 acres in area, in a rural setting about twenty miles from the main campus. Most methods students are given experiences in ecology and environmental education at this site. Other sites closer to the campus are also used so that the methods students have an extensive experience with outdoor activities.

Graduate students especially interested in environmental studies often participate in classes and research projects at these sites. Environmental sciences workshops for teachers are conducted each summer session at the field campus.

Within the Sciences Building there are several specialized science facilities which can be opened to the science education students. The observatory, radioactive isotope cave, poisonous animals room, rock cutting and lapidary room, stream table room, greenhouse and soil testing laboratory are the areas most frequently utilized. The photography dark room, maintained jointly by the Science Teaching Center and the Physics Department, is an additional facility recently made available to students.

The Center will contact other science departments and expedite equipment loans. Each of the other four science departments will make available to the Center's methods students equipment that is unique to its discipline.

Many of the science methods students, as a part of their methods course teaching assignment, choose to conduct a tour of the Sciences Building at Indiana State University. The staff of the Center will assist in planning and conducting these tours. Usually as a part of each tour, the children are allowed to view themselves on closed-circuit television and to observe several kinds of laboratory animals. (These animals are maintained for use during tours and for loan to elementary school science classes.)

Professional personnel. Each of the professional staff of the Science Teaching Center is assigned undergraduate and graduate classes. Students are encouraged to seek assistance from all staff members regardless of class or lecture professor assignment. In addition, graduate assistants and a well-trained core of undergraduate student employees are available to assist the science education students in preparing duplicated materials and providing special science equipment.

Department strengths and areas for improvement. The preceding information clearly identifies many of the Center's strengths. The staff's dedication and aggressive, innovative implementation of their academic responsibility coupled with their dual preparation in the sciences and in science education combine to make the staff the primary strength of the Center. The existence of adequate facilities and an ample inventory of equipment and supplies are a second facet of the Center's strength.

The Science Teaching Center has been able to establish and maintain strong and cooperative relationships with the other science departments in the College of Arts and Sciences and also with the School of Education. Equally beneficial cooperative relationships have been established with the school corporations in

in the Wabash Valley Region.

The graduates of the teacher education degree programs and the specific programs of the Center are given preferential consideration for employment in science in the school corporations throughout the state of Indiana. The students who elect to seek master's and doctoral degrees at other institutions of higher learning have experienced no difficulty in obtaining admission. The strength of these programs lies in the factors listed above: staff, facilities and equipment and close working relationships with educational entities that have similar objectives and goals.

The Science Teaching Center's inception came at a time of rapidly increasing enrollments. The circumstances of its origin limited in the role of the Center to science "methods" instruction and science pedagogy. As the pressure of increasing enrollment declines, the Center would be able to assume other instructional responsibilities. However, the pre-conceived notion of the role of the Center, coupled with several years operation within this singular role has established a stereotype that the Center has been unable to break.

Logically, the Center could assume greater responsibility for the academic advisement of secondary school science majors and minors. Because of the General Science advisement role of the Center, it's staff is knowledgeable of the requirements of the other science teaching areas and could therefore provide more realistic options for majors and minors to the students. Early assignment of science advisees to the Center would give continuity and greater efficiency relating to the total administration of the student's total program.

The Center's stereotype has prevented the complete utilization of the talents of the staff. Extreme difficulty has been experienced in obtaining approval for new courses outside this stereotype which could result in new program or program modifications. Several multidisciplinary courses designed for teachers or other special interest groups could be offered by the Center's staff. These courses would capitalize on the staff's science content preparation, public school classroom experience, and knowledge of science curricular trends.

Limitation on the number of credit hours which can be obtained through "off campus" extension courses has stifled the impetus for offering science education courses for inservice teachers at extension sites throughout the state. If the Center was able to conduct such classes, the classes could be designed to meet the specific needs in science instruction for these teachers.

The preconceived stereotype of the objectives of the Center has prevented the development of a comprehensive consultant service by the staff of the Center. Although minimal consultation services are currently offered, these are the result of individual staff efforts--not an organized, coordinated program.

CENTER FOR SOCIAL SCIENCE EDUCATION

Purposes, goals, and specific objectives. The specific goals of the Social Science Education Center include the following efforts: coordinate programs of teacher education in history and the social sciences; engage in research in social science education; supervise locally assigned social studies student teachers; develop secondary social studies learning materials; advise social studies teaching majors and teaching minors; play a formal part in the admission, retention, graduation, and certification of social studies teaching majors and minors; engage in consultative field service; work with the Indiana State Department of Public Instruction and with profession associations concerned with social studies education; and offer undergraduate and graduate courses in social science education.

Curricula. The Center is the coordinating area for the social studies baccalaureate program for the teaching major and the teaching minor, with endorsements in United States history, world history, government, economics, sociology, and geography.

Professional Personnel. Included among the Center faculty are one full professor, one associate professor, and two assistant professors, with two doctorates, one from the University of Iowa and one from Ball State University and with two sixth year persons, from Purdue University and Indiana University.

Clientele. Undergraduate students seeking certification as a social studies teacher, grades seven through twelve, on a teaching major or teaching minor and graduate students seeking to professionalize a social studies teaching certificate are served by the Center. Historically, many graduates of the programs have not taught. Even in the time of teacher shortages, no more than seventy percent did elect to teach. The program provides a broad general education and broad preparation in history and the social sciences, thus allowing graduates a broad range of career election outside of teaching. In this era of teacher surplus, thirty-five to forty percent do teach grades seven through twelve; others do teach at the elementary level; and others take positions outside of education. Most graduates who do teach are placed in Indiana and the surrounding states, although each year some graduates are placed throughout the United States. In the past several years, graduates with a minor or with some work in criminology have chosen to work in penal and juvenile fields.

Supporting personnel, facilities, and equipment. The Center works closely with the Departments of History, Political Science, Economics, Sociology and Social Work, and Geography. Most of the course work of majors is taken in these departments.

Careful coordination of student progress must be maintained with the School of Education, especially with the Student Personnel Office for

Teacher Education, the Division of Teaching, and the Graduate Certification Officer.

Through the years, the Center has had a special relationship to the Laboratory School and that good relationship continues. The Audio-Visual Center, the Closed-Circuit Television unit, and the Indiana Higher Education Telecommunications System have all been especially helpful in recent years.

The University Library has an excellent Teaching Materials Center, and, additionally, there is a fine collection of secondary learning materials in social studies in the Center's Curriculum Library and Laboratory. In the Curriculum Library and Laboratory, a Sony television camera, tape deck, and receiving set, used for micro-teaching sessions and undergraduates and graduates, is available. A chalkboard, wall maps, and an overhead projector give some suggestion of a classroom environment. Staff offices are all adjacent to the large room utilized for the Curriculum Library and Laboratory. One excellent secretary serves as receptionist, secretary, file clerk, checks out library materials, takes phone messages, and makes appointments.

Department strengths and areas for improvement. Strengths of the Center include:

1. Excellent advisement of majors. The equivalent of one full-time staff member is allocated to the advisement function.
2. Personal contact with majors. Small classes and the work students do with the staff in the Curriculum Library and Laboratory makes this possible.
3. Good follow-up in terms of those graduates who take their master's degree in one of the programs. In such cases, a five-year program in teacher education, which Indiana Teacher Certification Bulletin 400 requires, is possible.
4. Good contact and rapport with schools and social studies teachers throughout the state. This has resulted from the contributions of many, many ISU staff members over the years and from the continuing contribution of the Center's present staff.
5. Two emphases of the Center could be called strengths, namely, the emphasis in political education and the emphasis in Non-West Studies. Summer workshops in practical politics have been conducted for some 300 teachers during the past eight years, under the auspices and with the financial support of the Robert A. Taft Institute of Government. During the past four years, ten seminars, workshops, or courses in Non-West area studies for teachers in the state have been provided. In one instance, the five-week summer seminar was done in conjunction with the Indiana Consortium for International Programs, in another with the Indiana Higher Education Telecommunications System. In the latter case, 200 graduate students were enrolled in a semester long course on East Asia, at fourteen receiving sites throughout the state.

6. Finally, the fact that the Center is a part of the College of Arts and Sciences and that it has good working relations with the social sciences departments and the School of Education tends to help bridge the gap that sometimes exists between pedagogy and content.

Areas for improvement within the Center include: a lack of serious research; a lack of success in the development of secondary learning materials; insufficient contact with teaching minors; a disappointing record in placing graduates in teaching positions; little success in developing new patterns of preparation for majors; and little success in the area of field consultative service.

During its seven years of formal existence, the Center's staff has grown from one staff member to four full-time members. This year, for the first time, the four have been officially allocated.

Six learning packages on India are being developed under a grant from Lilly Endowment, Inc. Proposals for research at the master's level and at the doctoral level are under way, both dealing with the impact of the seventh grade Non-West course on the attitudes of Indiana's boys and girls. A state-wide effort in political education, in cooperation with the Indiana Broadcasters Association, is being implemented. A half-hour radio and television program will be aired throughout the state during the last week of February and the first week of March, 1974, dealing with the May 5th Primary. In addition to serving as content consultants for the program, members of the Center's staff are promoting wide-scale group viewing of the program through Scouts, 4-H, AFL/CIO, Farm Bureau, Chamber of Commerce, League of Women Voters, Senior Citizens, and public, private, and parochial schools, and will include a discussion leader's guide for such group viewing of the program. This is a kind of field service, but not the direct kind desirable for social studies teachers. In the area of educational technology, especially in terms of VTR cassettes for on-site, off-campus mini-courses, the Center has specific plans.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

The Department of Sociology and Social Work is an academic department administratively located in the College of Arts and Sciences. Students may select a major in sociology or in social work.

Departmental offices are located in Holmstedt Hall, second floor, along side other Social Sciences. In terms of staff and enrollments, it is the largest of the social science departments.

Departmental majors are qualified, upon successful completion of their degrees to do the following: (1) to teach sociology at the junior or community college or secondary school level; (2) to work in public and social welfare agencies at any governmental level; (3) to work in correctional institutions as counselors, treatment officers, or social workers; (4) to serve as parole and/or probation officers; (5) to do research or to administer research projects for public or private agencies; or (6) to pursue advanced graduate training.

Purposes, goals, and specific objectives. The goals of the department are:

1. to provide a general liberal arts education in sociology.
2. to provide professional training for students who plan careers in social work including internship experiences in child and welfare agencies.
3. to provide endorsement areas in sociology for secondary education majors.
4. to provide courses which may be taken for general education credits required of all students in the University.
5. to provide service courses at both the graduate and undergraduate levels for students who are majoring in other areas than those embraced in the department.
6. to provide graduate training at the master's degree level for students who major in sociology.
7. to perform consultative and research functions for private and public organizations and agencies, and to offer special institutes, workshops, or symposia when needs have been demonstrated.
8. To pursue and encourage relevant and significant research projects formulated by members of the department, thus enriching teaching resources and upgrading the professional standing of the faculty.
9. to seek and petition for financial support from both public and private organizations and agencies for research projects conducted by members of the department.

Curricula. To implement the broad goals outlined in the preceding section, departmental programs exist in undergraduate and graduate sociology, undergraduate social work and undergraduate and graduate urban-regional studies.

Teaching and research in sociology (B.A. and B.S.) center around five subfields: social problems, social psychology, social organization, methods

of research, and sociological theory. A number of courses are offered in each of these areas which allows the student to develop breadth and depth to accommodate his individual needs. The major requires 33 semester hours of sociology course work.

The curriculum in social work (B.A. and B.S.) emphasizes casework and group work techniques, community and welfare organization and agencies, specialization of social work roles in education, mental health, and corrections. An internship assignment is required which acquaints the student with job requirements and techniques. Social work majors may obtain immediate placement or continue toward graduate training as they desire. The major requires 18 semester hours of social work, 20 of sociology, 18 of psychology, educational psychology and special education, and 14 in other social sciences.

A curriculum (Sociology Concentration: Urban-Regional Studies - B.A. and B.S.) has been organized around a number of sociology courses which provide the substantive knowledge needed for careers in various facets of urban and community decision making. The major requires 18 semester hours of sociology, plus specified related courses, and field work experiences.

Students who elect to teach sociology in the public schools may be certified through the completion of one or more of the following patterns: (1) an 18 hour first endorsement in sociology; (2) a 12 hour second endorsement in sociology; or (3) a 24 hour minor in social science, including 9 hours of sociology.

The department provides a minor consisting of 18 semester hours of course work, which is designed to complement the individual needs of students majoring in an academic area outside the department.

Professional personnel. The department's sociology section includes 15 faculty members, plus the chairman. By rank, there are 3 professors, 9 associate professors, 2 assistant professors, and 2 instructors.

The social work section includes 3 faculty members: 1 professor and 2 assistant professors.

Overall, 13 faculty members hold the Ph.D., 4 hold the M.A. (Ph.D. candidates), and 2 hold the M.S.W.

The graduate faculty consists of 14 staff members, including doctorates from the following universities: Chicago, Florida State, Indiana, Kentucky, Missouri, Pennsylvania State, Purdue, SUNY at Buffalo, Tennessee, Washington State, and Wisconsin.

Clientele. The following data from spring, 1974, are useful in discussing the types of students the department serves. Approximately 65% of the sociology enrollments are in courses at the 100 and 200 levels. These courses may be taken as part of a sociology major, or minor, but are

taken largely as service courses and for general education. A total of 104 students were listed as sociology majors from the Spring Semester, 1974, including 62 men and 42 women. Social work majors totaled 138, including 22 men and 116 women. Sociology minors totaled 60, including 27 men and 33 women.

There is no evidence that sociology majors differ in social and economic characteristics from ISU averages. For social work, however, approximately 80 percent of majors are women, and only 20 percent are men. Approximately 25 percent of social work students are black. By place of residence, approximately 40 percent of students are from Terre Haute or Vigo County or adjacent counties. Perhaps no more than one percent of majors and minors are from out of state.

Data are not sufficiently complete to allow a detailed analysis of the careers of degree recipients. Sociology undergraduate majors take jobs in industry, in teaching, in welfare agencies, or pursue graduate degrees. Recent social work graduates have entered employment in county departments of public welfare, county correctional or delinquency programs, community mental health services, medical social services, public child welfare services, and as social workers in the public schools. In addition, approximately one fourth of all graduates go on to some field of graduate work.

Supporting personnel, facilities, and equipment. The department's undergraduate and graduate programs are supported by the availability of complementary programs and staff specialities throughout the College of Arts and Sciences and the University. The library holdings and services are adequate for instructional use and research.

The department has ten electronic calculators for student use, and for faculty use as well. Students and faculty have access to the computer facilities on campus for the analysis of research data.

Whenever social work field placements are located, agency staff serve as supervisors; this is under the general supervision of a social work staff member.

The staff of the Urban-Regional Studies Program supplements departmental teaching and research competencies in that area.

Strengths and areas for improvement. Strengths of the department include: (1) varied course offerings which allow diversified training of either a general or specialized nature; (2) diversified staff in terms of educational and professional backgrounds, and status as women or members of minority groups; (3) programs which reflect a solid liberal arts tradition, but with content which is sufficiently contemporary to have relevance and specific career potential; and (4) ample opportunities to use the community as a social laboratory for teaching and research.

Areas for improvement include the following: (1) lack of outside



funding for research; (2) the need to revise the social work curriculum in light of changing roles for social workers and changed curriculum recommendations on the part of the national professional organizations; (3) sometimes a lack of rapport between faculty and students; (4) too high a proportion of the faculty is tenured; (5) inadequate stipend allocations for attracting graduate students; (6) lack of concentration of faculty offices in one area; (7) many classes in temporary structures with noisy and undependable ventilation; and (8) to identify a young, energetic replacement for one social work teacher who retired at the end of 1973-74.

## THE DEPARTMENT OF SPEECH

Purposes, goals, and specific objectives. The Speech Department of Indiana State University consists of three major components: theater, speech communication, and radio-television-film. Although these three areas function with some degree of autonomy in terms of specific majors, there is great interaction and interdependence among the three areas in some major programs, particularly teacher education.

Generally, the commitment to undergraduate and graduate education in the Speech Department depends not only upon a strong curricular program, but consists also of a number of curricular-related activities in theater, speech communication, and broadcasting.

Nearly two hundred students are currently counted as majors in the radio-television-film area. These students are provided with a curriculum which has a broad media base, in order to expand professional opportunities upon graduation. Basically, the curriculum and curricular-related activities are designed to provide students with practical experience and competence while, at the same time, providing a solid theoretical and philosophical understanding of broadcasting's role in society. Graduates enter a number of media fields upon graduation, with approximately one-half entering professional positions at radio or television stations and others entering positions in advertising agencies, public relations, station representation, corporate media positions, and similar professions. The broadcasting area also offers a major in radio-television education, which prepares students to teach on the secondary level in the area of broadcasting. These graduates have recently been in high demand as school systems throughout the nation have committed themselves to the operation of school radio stations, closed circuit television systems, and, in some instances, television broadcast facilities.

In summary, the radio-television-film area programs within the Speech Department at both the graduate and undergraduate level have the objectives of (1) preparing a graduate who is highly employable, with the necessary preparation to assume a responsible position upon graduation, and (2) providing the student with the philosophical insights and understanding of the student's profession which will allow the student to grow and adapt in the rapidly changing profession of electronic mass media.

The Speech Communication Area within the Speech Department provides three concentrations. These concentrations are Communication, Public Relations, and Oral Interpretation. The communication concentration provides the student with a theoretical basis for the critical evaluation of messages and media. The goal of the communication concentration is to prepare the student to become a communication specialist. Graduates of this program find professional opportunities in marketing, management, social

work, or in aspects of public media. Students inclined to scholarship and research find the recommended core of courses and cognate areas as necessary prerequisites for graduate study in communication. Recent graduates are pursuing programs in major universities, i.e., Michigan State University.

The public relations concentration has been recently developed to meet the steadily increasing need for persons with expertise in public relations. The goal of the program is to increase the students' awareness and skill in those processes which influence human behavior. The public relations student may combine academic experience with actual work experience through participation in the University Cooperative Professional Practice Program. Intensive study in specified cognate areas of marketing, journalism, sociology and psychology aid in producing a student highly employable in the public relations field. Recent graduates have found employment with public service, insurance, and government programs.

The oral interpretation concentration focuses on printed materials and their preparation for listening and viewing. The student develops esthetic interests, skill in criticism and evaluation of communicative reading in prose, poetry, and story telling. Students concentrating in this area frequently combine oral interpretation with an education degree in literature and theater. Graduates of this program are public performers and teachers in the elementary and secondary schools.

The multi-career choices available to graduates of the Speech Communication Area point to the goals of this area: (1) to develop skillful communicators, (2) to develop persons knowledgeable of the communication needs of a changing society, and (3) to aid individuals in making practical application of research in the various communication systems of society.

The Speech Communication area also provides a number of services for the university and the local community. The basic courses in communication, available to all university students, emphasize basic principles and practices of oral communication in dyads, small groups and public communication. Courses in business and professional speaking, persuasion and small group communication are available to business and social groups of the community. The faculty of the Speech Communication Area consult and participate in public speaking activities of community organizations such as the American Legion and Professional Women.

A particular function of the Speech Communication Area is to provide counseling, supervision and methods instructions for all Speech Department education students. Each student, regardless of his concentration, is encouraged to develop a broad range of knowledge, interest, and skills. Speech education graduates are found in secondary level teaching at the secondary and college and university levels.

Nearly thirty-five students are currently listed as majors in the Theater Area. These students are provided with a curriculum which involves both a production and academic orientation to theater and which is intended to assist the student in exploring professional careers in the acting, directing, or technical areas when associated with the teaching curriculum and educational theaters. Majors are also qualified to teach theater history, criticism and theater production courses. Attempts are made to balance the production activities and the academic activities in an effort to create a well rounded student of the theater. The curriculum offers a full-range of technical, directing, acting, theater history, and theater criticism course work. Practical experiences are available for the students of the theater including four main stage productions and three children theater productions each year. In addition, several experimental productions each semester are directed by students in the undergraduate and graduate directing classes.

The theater area of the Speech Department serves another function within the university community and outside the university community. That part of the responsibility is to provide the cultural activities usually connected with dramatic presentation for the university community and the larger non-university community of Terre Haute and the surrounding area. Every effort is made in the publicity program to draw the outside and the university communities to productions. Expanding programs include the normal Summer Theater operation within the Terre Haute area as well as a Summer Theater operation in the Rockville, Indiana, area. This will provide an expansion of culture to an area which does not currently have live theater available. And it will also enable graduate students and undergraduate students working in summer theater program to experience two unique and different styles of production; arena and precenium. The production program adds to the University's visibility as an institution responsible to the taxpayers of the state and as an institution providing service to those taxpayers.

In summary, the theater area at both the graduate and undergraduate level has as its objectives: (1) preparing graduates who are employable in either educational or professional situations, (2) providing students who are capable from the graduate or the undergraduate level of pursuing graduate work at either the masters or the Ph.D. level in theater production and in the academic aspects of theater, (3) providing the student with an understanding, a philosophy, and a basic direction toward the profession which he or she has chosen to follow, and (4) creating an attitude that allows the student to adapt and change in a profession that requires adaptation, change, and great flexibility.

Professional Personnel. The faculty of the Speech Department represents a broad spectrum of specialization within the areas of theater, speech communication and broadcasting. Among the twenty-five faculty members currently in the Speech Department, four hold the rank of full professor; six are at the associate professor level; and seven are at the rank of

assistant professor. Doctorates are held by faculty members from such institutions as the University of Michigan, Purdue University, Michigan State University, University of Denver, University of Minnesota, Southern Illinois University, Indiana University, and the University of Kansas. In addition to the faculty members who have earned the Ph.D., a number of faculty who hold specializations in the performing arts hold the Master of Fine Arts, considered to be a terminal degree in the performing arts.

Faculty members holding the Ph.D. and Master of Fine Arts are prepared in such specializations as radio-television law and management; radio-television production; theater history and criticism; costuming; technical theater; non-verbal communications; rhetoric and public address; small group communications; educational broadcasting; speech education; communication theory; attitude organization and change; oral interpretation; political communication; film production; and mass communication theory. Many faculty have had professional experience in broadcasting and theater in addition to their educational preparation.

Supporting personnel, facilities, and equipment. In addition to the full-time faculty members of the Speech Department, there are fifteen graduate assistants assigned to the Speech Department, with varied responsibilities in forensics, theater, radio-television-film, and speech communication. Four full-time engineers are employed by the University to maintain and operate broadcast equipment. A generous student wage budget exists to employ graduate and undergraduate students in the various service activities (theater productions, radio station WISU, intercollegiate competition in debate and oral interpretation) of the department.

The Speech Department has a number of facilities which are vital to the undergraduate and graduate instruction program.

In the area of radio-television-film, Dreiser Hall houses the radio studio complex, consisting of two control rooms, two large studios, a fully equipped newsroom (Associated Press newswire, "beeper" telephone connection, police monitors, etc.) and five radio/film production studios. These studios are utilized by production classes in radio and film courses, and radio station WISU-FM, an 11,500 watt radio station, operates from the master control room.

Located in the basement of Dreiser Hall is TV Studio A, the main television production facility at ISU. A completely modern TV facility, Studio A has full color capabilities, with four cameras, ten video tape machines, a film chain, special effects amplifier, etc. Advanced television students utilize Studio A in TV production classes and for production of television programs seen regularly on WTHI-TV and WIIL-TV, two local commercial television stations.

Television studio B is located in the ISU Laboratory School, and is utilized primarily by beginning television students. Facilities here include three TV cameras and a film chain. Film production studios are located on North 7th Street, and a portable television facility is located

at 114 North 6th in the NCR building.

The major production facility utilized by the theater area of the Speech Department is the Sycamore Playhouse, located in Dreiser Hall. With a seating capacity of 294, the playhouse is the setting for the major Sycamore Players productions. Support facilities for the playhouse include a large scene shop, costume room, sound booth, "green room", make-up area, and locker facilities for both men and women. In addition to the Sycamore Playhouse, theater students utilize the Cotillion Room in the ISU Conference Center for experimental productions and for the "theater in the round" ISU Summer Theater. Other facilities at Indiana State University that are used for a variety of theatrical productions in which theater staff and students participate include the ISU Laboratory School stage, Tilson Music Hall in Tirey Memorial Union, and the Community Theater of Terre Haute.

In general, the needs of the Speech Communication Area of the Speech Department for facilities are oriented to curricular-related activities carried on by that area. A "Listener's Theater" room is located in Dreiser Hall for the purpose of Readers Theater presentations, and other oral interpretation activities. Several "debate rooms" are located in Dreiser and Parsons Halls to be utilized by the ISU debate team and debate classes for practice. An electronic calculator (Olivetti 101) is available in Parsons Hall for communications research of students and faculty.

Clientele. Students who enter the undergraduate programs of the Speech Department are, in the majority, Indiana high school graduates. However, within recent years, larger numbers of students from out of state have entered the undergraduate program at ISU. Specific programs, such as the High School Honors Seminar in Radio-TV-film and the Summer Theater Program have proven to be of such quality to attract students to the programs from throughout the United States.

As a general observation, students in the Speech Department today have come to Indiana State University with greater experiences in speech (speech activities, radio-television experience, and theater experience) than those students of a few years ago.

Graduate students in the Speech Department tend to come from a broader geographic base than the undergraduate student population. A significant trend recently has been toward more graduate students in the Speech Department who have received undergraduate degrees from other universities. In the discussion of "programs and objectives" above, please note the various professional positions which recipients of graduate degrees accept.

Department strengths and areas for improvement. One of the major strengths of the Speech Department in today's rapidly changing society is the

adaptability of the department--in terms of new curricula, course offerings, facilities, and curricular change--that has occurred. In the area of Speech Communication, new emphasis has been placed on the behavioral approach to communication in order to broaden and strengthen the traditional aspects of speech communications; a new public relations concentration has been added to curricular offerings; the radio-television-film curriculum has been revised to offer a broader media approach to broadcasting; currently the theater staff is involved in developing greater interdisciplinary programs (or support activities) as a response to the changes occurring in leisure time activities and the implications for community theater, dinner theater, etc.

A major concern of the Speech Department relates to the need for additional space, specifically for television production facilities and experimental theater. Specific areas have been identified and are currently being considered as expansion areas for the facilities.

## THE SCHOOL OF BUSINESS

History. The development of the School of Business at Indiana State University parallels that of similar colleges and universities throughout the nation. A Commerce Department was initially approved in 1918. In 1923, the first graduates of the Commerce Department received the Bachelor of Science degree. From that graduating class until the present, the department has had continuous growth. In 1948 graduate work was first offered in commerce. In 1952 business administration curricula were first made available to students; and in 1964, the Department of Business was designated a School of Business. The School's growth has necessitated organizational changes over the past several years but essentially maintains the same mission of professional education for business and administration. The School of Business hold membership in the American Assembly of Collegiate Schools of Business, the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education, the Midwest Conference on Graduate Study and Research, and the Council of Graduate Schools in the United States. It is also on the approved list of the Association of American Universities.

Mission. The primary mission of the School of Business at Indiana State University is to provide professional education for business and administration. Quality instruction that is relevant and practical is necessary to the accomplishment of the School's mission. The undergraduate program in the School of Business provides instruction designed primarily to meet the needs of three groups of students: (1) students preparing for occupations in business, industry, government service, and public affairs; (2) students preparing to become business and distributive education teachers; and (3) students desiring business information which will serve them in related occupations and in their personal lives. Graduate programs in the School of Business serve two purposes: (1) the preparation of mature students for responsible administrative and management positions in business, industry, government services, and public affairs; and (2) the preparation of teachers in the area of business and distributive education consistent with state requirements in Indiana for professional certification. All instructional programs within the School of Business place emphasis on the development of skills and competencies required by contemporary business and related organizations. Equal emphasis is also placed upon the development of flexible individuals who expect and can adjust to change as it occurs.

Scope. The School of Business recognizes a primary responsibility in the continuing development of its undergraduate programs and graduate programs at the master's level. The School seeks quality in instructional programs at the following levels: (1) two-year associate degree programs, (2) four-year baccalaureate degree programs, and (3) one- and two-year professional master's degree programs. All instructional programs are subject to review and revision as conditions and needs for such programs change.

Objectives. In order to maintain a contemporary and viable program of instruction the following objectives must be met:



1. To constantly monitor the skills and competencies necessary to success in contemporary business organizations.
2. To initiate innovative, creative programs of instruction utilizing advanced techniques proven effective in the learning process.
3. To provide breadth and depth of the student's perspective through a broad background of academic offerings and an integration of knowledge from various fields of learning.
4. To encourage the student to learn concurrently the responsibilities of an effective citizen and of an effective occupational or professional member.
5. To encourage professional growth of the faculty through the constant exchange of ideas, research, and participation in professional societies and with the business community in general.
6. To continually upgrade the qualifications and academic credentials of the teaching faculty.

### Research.

Mission. The research mission of the School of Business at Indiana State University is to promote the research capabilities and interests of the faculty and students with emphasis on scientifically sound research approaches to the problems of business, industry, and related organizations. The product of the School's research efforts should generally provide a service to one or more of the School's constituent groups.

Objectives. In order to accomplish the mission of the School of Business research, the following objectives are established:

1. To establish and maintain constant communication with professional and business groups for the purpose of identifying and initiating needed research resulting a service to said groups.
2. To provide researchers and research facilities in the field of business which are applicable to the relevant needs of business, industry, and government.
3. Insofar as resources are available to provide financial, consultative, technical, and clerical support to the research activities of the faculty of the School of Business.
4. Insofar as resources are available to publish significant contributions to the various bodies of knowledge stemming from the research activities of faculty and the bureau of business research.
5. To encourage the use of students of the School of Business in research projects whenever feasible.

### Public Service.

Mission. The School of Business of Indiana State University has the obligation and accepts the responsibility to provide business counsel and research services to organizations, government, professions, disciplines, and industries in the areas served by the University. The School's mission in public service is to make available the accumulated knowledge, experience, and expertise of its faculty to the various publics as needed.

Objectives. In order to meet the public service mission of the School of Business the following objectives are established:

1. To maintain constant communication with the business community in order to determine the educational needs of this group.
2. To constantly monitor government regulations and legislation relevant to the management and administration of business organizations.
3. To encourage faculty and student development in areas of expertise necessary to the business community.
4. To offer a comprehensive continuing education program on subject areas of primary interest to the business community.
5. To maintain constant liaison with professional organization and associations on matters of mutual interest.

Organization. The School of Business is organized through four departments: The Department of Accounting, the Department of Business-Distributive Education and Office Administration, the Department of Management-Finance, and the Department of Marketing. Each of these departments is supervised by a Chairman. The School of Business also includes a Bureau of Business Research and an office for the Master of Business Administration (MBA) program, each of which is supervised by a director. Other administrative posts in the School are held by the Dean, Associate Dean, and Coordinator of Advising.

The Chairman of the Faculty, assisted by the Vice Chairman and Secretary, coordinate the efforts of four committees:

1. The Curricular and Academic Affairs Committee is made up of one representative from each department, the Dean or his representative, and one School of Business undergraduate major. This committee has the duty of formulating and recommending policies governing the undergraduate curricula.
2. The Graduate Committee is comprised of one graduate faculty representative, the Chairman of the Department of Business-Distributive Education and Office Administration or his representative, the Director of the MBA Program, and two graduate School of Business students. This committee formulates and recommends policies governing the graduate program.
3. The Faculty Affairs Committee is made up of one tenured representative from each department and the Dean or his representative. Advisory functions of this committee include policy formulation for all matters involving working conditions of the professional staff within the School.
4. The Student Affairs Committee has as its membership one representative from each department, the Dean or his representative, and one underclassman and one upper classman who have majors in the School of Business. Committee responsibilities include formulating policies concerning scholarships, honors, awards, and other student activities within the School.

Policy recommendations are made from these committees through the Chairman of the faculty in the School of Business to the faculty of the School of Business.

The Dean's Advisory Committee, an administrative committee appointed by the Dean, is composed of the Department Chairmen, the MBA Director, the Director of the Bureau of Business Research, the Chairman of the School of Business Faculty, and the Associate Dean. This committee serves in an advisory capacity to the Dean on all matters concerning the needs of the School.

Undergraduate Program. The curricula of the School of Business is offered through four academic departments. In addition to the specific requirements each department has established for its majors, there is a 36-semester-hour core of courses which comprises a background common to all four-year curricular programs offered by the School of Business. Included in this core are courses in accounting, business law, economics, finance, management, marketing, mathematics, and statistics. The general education requirement common to all business curricula consists of a minimum of 50 semester hours of credit and includes courses in areas such as the arts, English, philosophy, physical education, science, social and behavioral sciences, and speech.

#### Faculty and Loads.

Faculty. The qualifications of the faculty of the School of Business allow breadth as well as depth in education for business and administration. Over 50 percent of the faculty hold the doctorate degree in their respective fields of study. In addition to their academic qualifications, many hold professional licenses or certification. Among the School's faculty are five who are Certified Public Accountants, two who are attorneys at law, two who are Chartered Life Underwriters, two who are Property and Casualty Underwriters, and one who is a Chartered Financial Analyst. Many of the faculty bring to the classroom years of experience in highly responsible administrative positions in business, industry, government, and public affairs. The School of Business currently is conducting research funded by a Title VI grant. In addition, a number of contracted research projects are underway in the Bureau of Business Research.

Loads. The School of Business adheres to University policy relative to teaching and research loads. The normal teaching load is 12-credit hours per semester. Exceptions to this policy must be approved by the appropriate Department Chairman and the Dean of the School. Exceptions typically result from funded research assignments, administrative assignments, or temporary projects requiring considerable input from one or more faculty members.

Services and Facilities. The School of Business at Indiana State University has the obligation and accepts the responsibility to provide business counsel and research services to organizations, government, professions, disciplines, and industries in the areas served by the University. The School's mission in public service is to make available the accumulated knowledge, experience, and expertise of its faculty to the various publics as needed. Services of the School may include research into specific problems, data collection, and analysis of data. Other public service activities are provided through credit and non-credit continuing education programs, forums, workshops, conferences, and seminars. In addition, faculty consulting services are available in all areas related to business.

Strengths and Areas for Improvement. The strength of the School of Business lies in its potential for growth and development. The School currently offers a well-rounded program in professional education for business and administration. However, the professional staff lacks sufficient breadth and depth to meet fully the School's objectives. Faculty staffing proposals now under consideration may offer an equitable solution to the staffing needs of the School of Business; but reallocation of positions must be accompanied by significant increases in operating funds and competitive salary schedules.

Failure to gain accreditation by the American Assembly of Collegiate Schools of Business will continue to have a negative effect on recruitment efforts for faculty and students. Fully accredited programs in business by the AACSB are necessary to the long-run growth and development of the School.

The lack of stability in the position of Dean of the School of Business over the past few years must be considered a weakness which has hampered the potential accomplishments of this academic unit. This condition is further aggravated by the fact that searches are being conducted for several major administrative positions throughout the University. Continuity and stability in administration is necessary to a growing academic unit such as the School of Business.

## THE DEPARTMENT OF ACCOUNTING

Purposes, goals, and specific objectives. The Department of Accounting, as a separate entity, has been in existence since 1968. The primary mission of the department is the provision of a strong, basic accounting education to prepare undergraduate accounting majors for initial positions in industry, public accounting, and government service. An integral part of the work of the department consists of the provision of service courses for other areas in the School of Business and for the University at large. The objective of these courses is to provide an understanding of financial statements in order that the individual may utilize this knowledge in business and investment decisions.

The department also provides service courses for the Master of Business Administration Program as well as graduate programs in other schools. In most of these instances, the role of the Department of Accounting is supportive to the goals and objectives of the program being served. Closely related to the academic goals of the department is the provision of service courses to business and the community. Consulting services, research activities, and speaking engagements are some of the ways in which Department of Accounting makes its expertise available to organizations in the local community.

Professional personnel. The faculty consists of two professors, one associate professor, one assistant professor, and one instructor. Faculty graduate degree preparation includes three doctorates representing the graduate schools of Arizona State University, Indiana University, and Northern Illinois University. All three doctorates in the department hold the Certified Public Accountant certificate and are active in the local, state, and national CPA associations. Of the two non-doctorates, one holds a CPA certificate and both are active in the local chapter of the National Association of Accountants.

Curricula. At the present time, the Department of Accounting is authorized a Bachelor of Science degree in business with a major in accounting. A Master of Science degree in accounting is still authorized, but no new applicants have been encouraged to apply for quite a few years. At the present time, there are no students enrolled in the Master of Science program in accounting.

Clientele. Majors in the Department of Accounting represent a broad cross-section of students represented at the University. SAT scores are comparable, if not above those found in other majors at the University. Students completing the accounting program are assisted both by the Placement Office and by the accounting faculty in securing a satisfying and rewarding position. The rapport with the accounting alumni is exceptionally good and is reinforced through the professional accounting association.

Supporting personnel, facilities, and equipment. One full-time department secretary is assigned to the department. As many as three graduate assistants have been assigned during the academic year to assist in research, procuring, and other support instructional functions. Part-time student employees are utilized to the limit of the budget allowed.

Strengths and areas for improvement. At the present time, the quality of the faculty of the Department of Accounting is excellent. Three of the five faculty members each possesses an appropriate doctorate and are certified (CPA). Placement of accounting graduates is excellent; and, according to information obtained from the Office of Placement, accounting graduates are commanding the highest salaries of any graduate from the ISU campus. Future placement is equally bright; and, perhaps for this reason, the number of students majoring or minoring in accounting has been steadily increasing over the last couple of years. Relationships with the public accounting firms both locally and nationally has been very good. Many graduates have risen to high positions in these firms, and they continue to recruit employees from the ISU campus year after year.

For some years, the most pressing problem has been the need for more terminally qualified faculty members. Due to the supply and demand situation, it has been extremely difficult to attract doctorates in accounting. Serious discussions within the department led members of the department to question whether or not they can continue to serve the accounting majors of Indiana State University with such a limited staff. In past years, courses in advanced cost accounting and managerial accounting were eliminated from the curriculum because of the shortage of faculty. Thus, for all practical purposes, students wishing to go into industrial accounting are not able to get the depth of course work necessary to compete with graduates of sister institutions. At the present time, courses in municipal or governmental accounting are not available because of a shortage of faculty. Nationwide surveys, however, indicate that approximately 25 percent of accounting graduates are employed by governmental or other not-for-profit organizations. Students wishing to prepare themselves for this type of accounting employment are best advised to review the offerings at other institutions. The M.S. in accounting has not been offered for some time because of the fact that there are not enough resources to devote to staffing a program such as this. Graduate support has been primarily with the Master of Business Administration Program, but serious questions have been raised relative to this support.

The strongest and most vital function--that of preparing students for careers in public accounting--will suffer seriously in the immediate future because of this inability to offer a breadth of course electives in accounting. In view of the declining enrollments and budgets for the University, a small department who is experiencing an increase in enrollment has little chance of growing at the rate that would be necessary to attract and keep faculty.

THE DEPARTMENT OF BUSINESS-DISTRIBUTIVE EDUCATION  
AND OFFICE ADMINISTRATION

Purposes, goals, and specific objectives. The programs of the Department of Business-Distributive Education and Office Administration focus on two basic objectives: (1) preparation of students for careers in teaching business and distributive education and (2) preparation of students for careers in professional secretarial work or office administration.

Professional personnel. Faculty personnel include four (4) professors, four (4) associate professors, three (3) assistant professors, and one (1) instructor. One of the associate professors is listed in our department, but does not staff responsibilities there. Three other professors cross-staff in marketing, accounting, and management-finance.

Curricula. Undergraduate degree programs are described in the curricular patterns section of the Department descriptions of the Undergraduate Bulletin.

Clientele. Included are high school graduates, transfers from two-year post-secondary institutions and business schools, and graduates from four-year teaching institutions. In-service work for school administrators and supervisors is also provided.

Supporting personnel, facilities, and equipment. Undergraduate teaching majors take education courses in the School of Education and professional methods courses in this department. The student teaching experience is a cooperative effort between this department and the Division of Student Teaching. Students take 36 hours in required courses for all four-year programs in the School of Business.

The BDOA Department has six laboratories on the second floor of the School of Business building (Rooms 201, 203, 218, 219, 230, 234). These rooms are equipped with modern typewriters, office machines, and duplicating equipment adequate for training administrative secretaries and business teachers. The department has video tape equipment for use in student teaching presentations and in cooperation with the Laboratory School in providing realistic experiences for teaching majors during methods courses. The department shares rooms and equipment elsewhere in the School of Business building, equipment such as data processing, heavy duplicating, and word processing.

Strengths and areas for improvement. Strengths include the following:

1. Evaluation of course content and standards based upon follow-up of students, current business principles and practices, and research.
2. Enrichment of the students' professional development through departmental organizations: Delta Pi Epsilon, Pi Omega Pi, Future Secretaries Association, Distributive Education Clubs of America and Phi Beta Lambda.
3. Cooperation with the Center for Vocational and Technical Education at Indiana State University in recruiting program participants and in teaching program offerings.

4. Cooperation with the School of Education in various efforts such as student teaching, use of the Laboratory School, and the Ph.D. in Secondary Education.

Objectives needing strengthening

1. Provision for more in-service contact with first- and second-year teachers.
2. Development of additional forums, workshops, and seminars to provide continuing education opportunities for teachers.
3. Expansion of consulting services to the educational community.
4. Encouragement of more staff participation in conducting research and in utilizing the outcomes of research.



THE DEPARTMENT OF MANAGEMENT-FINANCE

Purposes, goals, and specific objectives. The Department of Management-Finance has been in existence since 1968. The department offers three majors--business administration, finance, and management.

The business administration major is one of depth rather than breadth. The program provides coverage in the primary areas of business. Beyond this the student selects additional work in three of the following areas--accounting, economics, finance, insurance, management, marketing, or real estate.

The finance major is designed to provide a basic education in the area of financial management.

The management major is designed to provide a background of professional education for initial management positions in business, industry, and public service.

In addition the department provides a number of service courses for the School of Business and the University. A number of courses are also provided for the Master of Business Administration program. As with the other segments of the School of Business, the department makes its expertise available to the community through consulting services, speaking engagements and limited research activities.

Professional personnel. The faculty consists of three professors, four associate professors, seven assistant professors and three instructors. Schools represented by doctorates are University of Pennsylvania, University of Georgia, The Ohio State University, Pennsylvania State University, University of Iowa, University of Arkansas, and Kansas State University.

Two individuals hold the C.L.U. and C.P.C.U.; one, the C.F.A., one an L.L.B. and another the J.D.

Curricula. The Department of Management-Finance is authorized to offer the of Science degree in business with majors in business administration, finance, and management. A Master of Science degree in business administration is still authorized but no new applicants have enrolled in recent years.

Clientele. Majors in the Department of Management-Finance represent a broad cross-section of students enrolled at the University. SAT scores are comparable to those found in other majors at the University. Students completing programs are aided both by the University Placement Office and by the Management-Finance faculty in securing positions. Relations with alumni continue to strengthen. Increased effort is being made to cultivate this relationship. Seven of the group hold doctorates. In addition, faculty members hold the C.F.A., C.L.U., C.P.C.U., L.L.B. and the J.D. The majority of the faculty are interested in and dedicated to their students. As a whole, the rapport with the student body is quite good.

Supporting personnel, facilities, and equipment. One full-time department secretary is assigned to the department. She is assisted by one student secretary who works half time. Six graduate assistants have been assigned during the academic year to assist in instructional support.

Strengths and areas for improvement. The quality of the faculty of the Department of Management-Finance is good. As with other departments within the School of Business, there is a need for additional, terminally-qualified faculty. The evening offerings as well as short non-credit courses should be expanded, enabling better service to those in full time employment.

Greater efforts need to be made to provide service to the local community.

## THE DEPARTMENT OF MARKETING

Purposes, goals, and specific objectives. The undergraduate program in marketing is designed to facilitate both entry into marketing and long-term professional growth. The program has three primary objectives:

1. To develop an understanding of the marketing discipline and how it relates to other business functions.
2. To prepare the student for positions in marketing.
3. To prepare marketing students for graduate studies, especially in the areas of marketing and/or business administration.

Professional personnel. The faculty in the Department of Marketing consists of 2 professors, 1 associate professor, 3 assistant professors, and 2 instructors. Faculty graduate degree preparation includes three doctorates, all of which are from Indiana University. Three other faculty members are presently writing their doctoral dissertations at the University of Illinois, Michigan State University, and University of Mississippi. Within the past three years, four of the faculty have had research published.

Curricula. The department offers a Bachelor of Science in marketing. A minor in marketing is also offered to those non-marketing majors desiring such a program. The department does not offer a Master's degree but is an integral part of the M.B.A. degree offered by the School of Business.

Clientele. The majority of the department's undergraduate students are from Vigo and surrounding counties. Many of these are first-generation college students with average academic backgrounds. Generally speaking, most of the undergraduate students receiving a degree in marketing find their first employment in the area of sales. This includes all sales areas such as retailing sales, industrial sales, insurance and real estate sales, consumer sales, etc.

Supporting personnel, facilities, and equipment. The department has one full-time secretary, three graduate assistants, and two student assistants. The department also has access to the University computer for teaching and research activities.

Strengths and areas for improvement. The primary strength of the department rests with its capable faculty. The average age of the faculty is relatively young; five of the eight faculty members are under 35 years of age, and the oldest faculty member is in his mid-40's. The faculty as a group, are very compatible and their primary concern is to offer the best possible education to the department's students. The faculty is as dynamic as is the discipline. They are constantly examining and reviewing curricula and teaching techniques, in order that the students are well prepared when they leave ISU.

The primary weakness of the department is the low percentage of doctorates among the faculty. Only three of the eight faculty members (37.5%) hold the earned doctorate. Yet, as was stated before, three other faculty are in

the dissertation stage of their doctorates. Two of these three individuals should finish dissertations by June, 1975. At that time, the department's weakness will be corrected in that five of the eight faculty will hold earned doctorates.

THE SCHOOL OF EDUCATION

Purposes, goals, and specific objectives. A statement of the purposes of the School of Education appeared in the 1963 Report to the National Council for Accreditation of Teacher Education. This statement was reviewed in the spring of 1972, by the departments of the School. As a result of this reconsideration, the 1963 statement remains as a formulation of the overall goals of the professional education component of the University. This reaffirmed statement is reproduced below.

The School of Education strives:

1. To aid the student in gaining the necessary knowledge and understanding which mark the cultivated, educated person in American society.
2. To afford each student the opportunity adequately to master the processes and skills of teaching and learning.
3. To offer each student every available and desirable experience which continues his unique personal development and character as an individual, a teacher and a citizen in a democratic society.
4. To provide for each student those additional educational experiences beyond high school that are considered to be a part of one's (1) general education, (2) academic specialization, and (3) professionalization.
5. To promote in each student that quality of human relationships which results in constructive individual and group behavior based on intelligent and democratic social-civic values and attitudes.
6. To acquaint each student with the necessary facts and foundations for understanding the changing role of the school in society.

Also during the spring of 1972, all departments of the School generated sets of specific behavioral objectives subsumed under the broad rubric of the 1963 statement reproduced above. These behavioral goals were then rewritten as the items which appear in the 1972 evaluation instrument.

Since its establishment by the Indiana Legislature in 1865 as Indiana's first normal school, teacher education has occupied a central place in the mission of the institution. The percentage of graduates certified to teach has changed from 79 percent in 1965, the year the institution was designated a State University, to 50 percent in 1974. Total output of teachers in 1974 was 2,004.

The past reputation of Indiana State University for the production of

high quality classroom teachers continues at the present time. The best evidence of this is the placement record of the past three years during which no less than 65 percent of those attaining certification were successfully placed. This contrasts to a national average of approximately 48 percent.

Indiana State University is accredited by the North Central Association of Colleges and Secondary Schools to offer bachelor's and master's degrees, the Educational Specialist degree, the Doctor of Philosophy degree (provisionally), and in cooperation with Indiana University, the Doctor of Education degree.

The National Council of Accreditation of Teacher Education has accredited the University to offer curricula for elementary teachers, secondary teachers, and school services personnel at the bachelor's and master's degree levels, the Educational Specialist degree, the Ph.D. degree and, in cooperation with Indiana University, the Doctor of Education degree.

The speech pathology program is accredited by the American Board of Examiners in Speech Pathology and Audiology of the American Speech and Hearing Association.

Professional Personnel. The School of Education is administered by a dean, three assistant deans, two certification directors and five chairmen of departments containing faculty grouped for instruction in elementary education, special education, secondary education, graduate education and the Laboratory School which offers pupil instruction from nursery school through grade twelve.

Under the direction of the Assistant Dean for Research and Services, the School maintains fifteen sub-organizational units which include internal and external service units, publications, secretariats, and funded projects.

Each department of the School operates through the means of a number of committees; some of these such as salary and promotions are required by the University Faculty Government. Other departmental committees are concerned with instructional development, faculty welfare, and a variety of problem-solving assignments specific to each department.

The School of Education faculty operates under a faculty constitution which was adopted in 1972 and amended in 1973 and 1974. A copy of the constitution is included. Representatives to this governing body are selected from each department and from the School at large. Membership in the Congress includes a representative from the special methods teachers assigned to other schools and the college, an alumni representative, and four student representatives.

For purposes of providing direction to academic programs, the School of Education is divided into the following:

Special Education. The Department of Special Education has been in the

forefront of the movement to merge a variety of programs into a broad undergraduate major for preparation of teachers of the handicapped child. This unification of emphasis is reflected also in the three master's degree programs offered by the department.

Elementary Education. The Elementary Education undergraduate program has been completely redesigned. Beginning with early experiences in the freshman year, the program is built around four professional blocks of experience. The final year culminates in sixteen weeks of student teaching and collateral learning at one of a number of public school teaching - learning centers. A new master's program has been now approved and students are being accepted into this program.

Secondary Education. The Secondary Education department has been established for three years. A complete overhaul of the undergraduate professional program is underway, with experimentation that includes performance-based and early experience elements. In addition, a variety of mini-courses are offered at the undergraduate level enabling the department to serve students who wish to explore new developments and movements in professional education. University approval is being sought for a revised master's degree program in secondary education.

Graduate Education. The most rapidly growing program in graduate education is in school administration. Much of this growth has been contributed by an Experimental Principals Program which is now incorporated into a two-track, on campus - off campus master's degree program.

Guidance and Psychological Services has long had the largest enrollment in the graduate department. This is due to both program design and faculty quality.

The Laboratory School. This school serves all programs in the School of Education and other schools and departments concerned with teacher education as a laboratory in which specific experiences can be offered. In addition, the Laboratory School has been highly successful in dealing effectively with children who could not be managed by other schools. Its "Special Needs" program, financed in part by a grant from the Vocational Education Department of the State of Indiana, has marshalled the efforts of all faculty in the school to meet the special needs of students exhibiting a wide array of educational and personal-social problems.

The School of Education is organized into four departments, a Laboratory School and a number of service units. These are described in subsequent materials.

Departments and the Laboratory School are led by chairmen and a director. Overall curriculum direction is furnished by an assistant dean for undergraduate studies. The chairman of the graduate department serves as assistant dean for graduate studies. A third assistant dean provides leadership to the service elements within the School.

All intra-school committees are ad hoc with the exception of the School of Education Congress which is the official faculty governance unit of the School. (The Constitution of the Faculty Government of the School of Education is included at the end of this section.)

Administrative action is monitored in the Administrative Council of the School, which meets weekly. Curriculum change originates within departments and is processed through the Administrative Council and the Congress of the School.

A University policy group for teacher education exists under the title of the University Undergraduate Teacher Education Council. (A description of this Council and its function will be available to a visiting team of evaluators.)

Graduate curriculum matters after being processed by the School through the Administrative Council and the Congress are forwarded directly to the Graduate Council of the University for further deliberation and action.

Supporting personnel, facilities, and equipment. Over a period of years, a number of research and service agencies have evolved within the School of Education. The leadership for each agency is provided by an assigned faculty member and each performs a specific research or service function. Contemporary Education, Negro American Literature Forum, and the Junior High-Middle School Bulletin are School of Education sponsored publications. The Center for Educational Research, the Media Laboratory, the Institute for Research in Human Behavior, and the Curriculum Research and Development Center are essentially research-oriented agencies that serve faculty and students in the development and dissemination of their research. The Bureau of School Services, Family Finance Center, The Counseling Center, and the ISU Educational Development Council are applied research and services agencies. The Editorial Assistance Office and the Office of Pre-Student Teaching Laboratory Experiences provide internal service to faculty and students, while the Indiana Association of Teacher Educators, the Indiana Association for Educational Communication and Technology, the Indiana Association for the Education of Young Children, and the Indiana Association for Supervision and Curriculum Development are staffed by faculty members who serve as state executive secretaries for these organizations serving the needs of teachers and administrators throughout the state.

In addition to the facilities listed above are a variety of laboratory-classrooms maintained by the several departments and the Laboratory School which provide a site and experiences tailored to the needs of the many different programs. External to the School of Education are the University Library, the Audio Visual Service Center, the Closed Circuit Television Center, and the Learning Resources Center, all of which give general support to the programs of the School. Other resources of importance include the Computer Center, the Service Teaching Center, the Social Service Teaching Center, the Placement Bureau, and the Registrar-Admissions Offices.



Strengths and areas for improvement. Among the strengths of the School of Education should be listed first the strong commitment to teacher education by the central administration of the University. This high level of support is clearly evidenced by the excellent qualifications of faculty who supervise field experiences in all programs. Secondly, the general high quality of faculty within the School must be counted as a basic strength. Recruitment within the School is always for individuals with specific talents which may be added to the overall array of specialties within a department.

Administrative leadership is a special strength within the School and this was noted by the NCATE visitation team in the fall of 1973.

The University Placement Bureau, while not a part of the School of Education, does lend great strength to all programs.

Finally, field relationships with the education profession in the State of Indiana are marked by mutual respect and a very high level of cooperation.

A major weakness, as has been noted by NCATE and the State Department visitation team, lies in less than adequate housing and facilities for the School. Although the central administration has provided excellent support in the utilization and development of available space, problems continue in this area.

A second problem lies in the sometimes heavy instructional load at the graduate and doctoral level of work. Past growth has made it difficult to maintain appropriate levels of staffing. Current formulae employed in staff allocation will ameliorate this problem in a short time.

Staffing practices prior to 1967 had resulted in too high a complement of faculty from Indiana University. Commensurate with faculty attrition, progress toward an adequate balance of faculty backgrounds of preparation and experience has been made. Thus far, minority groups are not adequately represented on the faculty.

A final weakness of deep concern to the School is the cumbersome University curriculum approval procedures. This problem was noted by both NCATE and the State Department visitation team.

Revised June, 1973

A PROPOSED CONSTITUTION FOR FACULTY GOVERNANCE  
OF THE SCHOOL OF EDUCATION

PREAMBLE

The Board of Trustees, the administration, the university faculty, the students and the alumni are five groups which play significant roles in the functioning of the University. Although actual operation of the University must depend upon the joint responsibility of all five groups, each has a primary function to perform different from those of the others.

The purpose of this constitution is to set forth the role that a faculty government of the School of Education of Indiana State University shall have in establishing the goals and educational philosophy of the School of Education and in formulating and reviewing the policies of the School through the interrelationships and cooperation of the above-mentioned five groups.

The following are the underlying principles for a constitution for faculty governance of the School of Education:

1. This constitution is for the internal faculty governance of the School of Education within the framework of the Constitution and By-Laws of the Faculty of Indiana State University.

2. In this design of the internal faculty governance of the School of Education consideration is given to participation, communication, choice making, responsiveness, implementation, flexibility, balance, accountability, and regeneration (change as the context changes).

3. This constitution for the internal faculty governance of the School includes participation by faculty of the School of Education, faculty of other schools within the University, administration, students and alumni.

4. The authority for policy making resides with the faculty of the School of Education and its representative body, the School of Education Congress, in cooperation with administrative leadership. This constitution permits operational decisions by administrative personnel to be made consistent with policy. In situations in which policy has not been defined, reliance for immediate policy development and implementation will be placed upon decisions by administrative personnel.

5. This constitution permits the faculty and its representative body to have an advisory and evaluative relationship with respect to administrative responsibilities in the implementation of policy.

6. This constitution provides that the faculty and its representative body receive information and have recourse concerning the effects of policy decisions and their implementation.

7. All participants in representative bodies designated by this constitution are entitled to voice and vote, except for the dean who serves ex officio.

8. Meetings of representative bodies engaged in policy making shall be open to all members of the School of Education community. Decisions made and voting records shall be a matter of public record.

9. This constitution shall be null and void at the conclusion of the fifth academic year following final ratification.

## ARTICLE I. THE FACULTY OF THE SCHOOL OF EDUCATION

Section 1. The Faculty Defined

For the purpose of governance, the term "faculty" is defined to include those persons who:

1.1 are appointees of academic rank in a department of the School of Education, except emeritus, visiting, adjunct, part-time, or acting appointees, AND

1.2 are listed on the University payroll as receiving salary from accounts listed on the budget of the School of Education, OR

1.3 (in the case where Article I, Section 1.2 inappropriately excludes an appointee) are explicitly identified by the Secretary and the Chairman of the School of Education Congress to be

1.31 actively engaged in the work of the School of Education AND

1.32 unrepresented in the plan of governance of the University Faculty by any other subsidiary administrative unit, school or college.

Section 2. Department Defined

The term "department" applies to major academic subdivisions of the School of Education, however titled, to which faculty are assigned, which may now exist or may be created in the future.

Section 3. Faculty Authority

3.1 Policy Formulation - The authority to formulate policy shall include the following:

- 3.11 the curriculum and requirements for the granting of academic degrees
- 3.12 the facilitation of teaching and research
- 3.13 the structure of the School with reference to academic matters
- 3.14 standards for admission and retention of students
- 3.15 faculty conduct and discipline
- 3.16 faculty appointment, retention, tenure, and promotion
- 3.17 freedom of expression and academic freedom
- 3.18 aspects of student life which relate directly to educational processes
- 3.19 School of Education research and service obligations to private or public agencies

3.2 Consent - The authority to consent to the selection and retention of the chief administrative officer of the School of Education

3.3 Review - The authority to review shall include:

- 3.31 implementation of policy decisions
- 3.32 recourse for individuals affected by policy decisions or their implementation

3.4 Advisory - The authority to advise shall include:

- 3.41 School of Education Budgets
- 3.42 benefits, including salaries, insurance, retirement, and leaves extended to the faculty
- 3.43 student conduct and discipline in the School of Education

3.44 the physical facilities of the School of Education  
and campus development pertinent thereto

3.45 the academic calendar

#### Section 4. Source of Authority

The source of formal authority for the government of the faculty of the School of Education is the Constitution of the Faculty of Indiana State University. This constitution provides:

4.1 The source of all authority exercised by the Board of Trustees, the Administration, the University Faculty, and the Students is the Constitution of the State of Indiana and the Laws passed thereunder. The authority of the University Faculty to participate in the determination of the policies of Indiana State University shall be within the limitations of the policies established by the Board of Trustees in the exercise of its constitutional authority.

4.2 Each school is guaranteed a representative form of government (Article VIII, Section 1, Constitution of the Faculty of Indiana State University).

4.3 Each school will submit an acceptable plan of internal government consistent with the Constitution and By-Laws of the Faculty of Indiana State University (Article VIII, Section 2), and

4.4 Each school shall be autonomous in matters of internal policy subject to the provisions of the University Faculty Constitution and By-Laws and to the actions of the University Faculty and Faculty Senate pursuant to the University Faculty Constitution and By-Laws (Article VIII, Section 3).

## Section 5. Scope of Authority

5.1 The authority of the faculty assembled shall be superior to that of any of its subsidiary organizations. The means by which this authority may be exercised is defined in Article I, Section 3 of this constitution.

5.2 The authority of the faculty does not include that authority which is appropriately and specifically held by any of the following bodies:

5.21 the Faculty Senate of Indiana State University

5.22 the Student Government Association of Indiana State University and any subsidiary of that organization which may in the future officially represent student government of the School of Education

5.23 the Student Council of the Laboratory School

5.24 the internal governing bodies of the other Schools and Colleges of Indiana State University

5.3 In the case of any conflict between the faculty government of the School of Education and the organizations named in Article I, Section 5.2, the faculty of the School of Education reserves the right to appeal to appropriate governing bodies if internal resolution within the School of Education cannot be achieved.

## Section 6. The Exercise of the Authority

### 6.1 Meetings

6.11 Ordinary Circumstances - The faculty of the School

of Education shall hold at least two regular meetings during each academic year. Meetings of the School of Education Faculty may be called by the Dean of the School of Education, by the Congress or must be called by the Secretary of the faculty on petition of fifteen voting members of the faculty. Meetings shall be announced by the Secretary at least one week in advance. Substantive actions shall be confined to the passing of resolutions and the introduction of legislative proposals to be voted on by mail ballot.

6.12 Extraordinary Circumstances - The Dean, the Chairman, or the Secretary of the Congress shall have the power to determine that an emergency exists in order to convene the faculty. An emergency meeting will also be called by the Secretary on petition of twenty members of the faculty. Whoever initiates the calling of the meeting is required to present evidence that each eligible member of the faculty was directly informed of the meeting or if that was not possible, of the reason it was not possible.

Upon determination that a quorum is present, whoever initiated the calling of the meeting shall present a motion calling for an extraordinary session of the faculty. Discussion on the motion



shall be confined to the information upon which the judgment was made that an emergency exists. Two-thirds of the faculty assembled are required to pass the motion.

The faculty assembled in extraordinary session shall have the power to consider any matter within the scope of the authority of the faculty.

- 6.13 The Dean of the School of Education shall preside over meetings of the faculty. In his absence, his delegate shall preside. One-third of the voting members of the faculty shall constitute a quorum.

## 6.2 Faculty Vote

- 6.21 Ordinary Circumstances - Within two weeks of a faculty meeting in which legislative proposals have been introduced, the Secretary shall prepare a ballot for the purpose of a vote on the measure and mail it to each member of the faculty as defined in Article I, Section 1. Ballots shall be returned to the Secretary within one week of the date on which they were mailed. Ballots shall be counted and recorded in the presence of the Chairman or Vice Chairman.
- 6.22 Extraordinary Circumstances - Voting on motions may take place at the meeting of the faculty assembled according to the regularly accepted rules of procedures appropriate to ordinary meetings

of faculty voting is required to override the  
Dean's veto.

## ARTICLE II. ORGANIZATION OF THE FACULTY GOVERNANCE

### Section 1. Relationship and Function

1.1 Relationship - As stated in Article I, Section 6 subsection 6.3, the authority of the faculty will ordinarily be exercised by a governing body as outlined in Articles II and III of this Constitution and in the By-Laws. The name of this governing body shall hereinafter be called School of Education Congress. The relationship of the School of Education Congress to the University Faculty and Faculty Senate is described in Sections 4 and 5 of Article I of this Constitution.

1.2 Function - The School of Education Congress shall constitute the representative governing body of faculty of the School of Education. The authority of the School of Education Congress shall include the power to formulate policy, give consent, exercise review, and provide advice as outlined in Section 3 of Article I of this Constitution.

### Section 2. Structure and Composition

2.1 Membership - All members of the School of Education Congress shall have voice and vote save the Dean who will not vote. The School of Education Congress shall consist of 21 members including the following:

2.11 The Dean of the School of Education, ex officio.

2.12 Administrative representatives - Two administrators other than the Dean. Included in this category

are all eligible members of the faculty on administrative appointment in the School of Education plus all department chairmen

2.13 School of Education faculty representatives

2.131 One faculty member from the non-administrative component elected from each department

2.132 Faculty members from the non-administrative components elected at-large, to bring the total to 12

2.14 Other faculty representative - One faculty member, whose academic appointment is outside the School of Education, who teaches special methods courses to students enrolled in the School of Education

2.15 Student representatives

2.151 One student to represent the Laboratory School

2.152 Two undergraduate students enrolled in a teaching curriculum

2.153 One graduate student from the School of Education

2.16 Public and professional representatives - One alumnus of Indiana State University who is not nor has been a faculty member of Indiana State University.

2.2 Eligibility and Terms - All persons who at the time of their election or appointment are members of the various components of the School of Education Congress, as defined in subsection

2.1 of Section 2, Article II, shall be eligible for membership in the School of Education Congress, except as provided for below.

The term of office of the representatives from the departments of the School of Education, the administrators-at-large, the faculty-at-large, and the special methods faculty representative shall be for two years, with one-half of this membership to serve in alternate or staggered terms with the membership to be determined by lot at the next regular election for one-year and two-year terms, thereafter to be elected to two-year terms. Other representatives shall be elected or appointed for one-year terms. Any member may be re-elected or reappointed. No member may serve more than two consecutive terms except the Dean of the School of Education.

Questions about the eligibility of representatives identified in Section 2.32, Article II, shall be resolved by representatives duly elected according to the provisions of Section 2.31, Article II. Organizations will provide the Secretary of the School of Education Congress with certificates signed by their officers indicating the name of their representative(s).

### 2.3 Manner of Election -

2.31 For those faculty components of the School of Education Congress which are specifically located within the School of Education as defined by Article II, Sections 2.12 and 2.13, the election procedure shall be as follows:

- 2.311 Administrative Representatives - The administrative component shall elect by mail ballot one member to represent that component.
- 2.312 Departmental Faculty Representatives - Each department shall nominate members from that department to be eligible for election as departmental representatives, and/or at-large representatives. Nominations shall close on the second Monday in April. Members of each department shall elect by mail ballot the departmental representative. The candidate receiving the largest number of votes shall be the departmental representative.
- 2.313 At-Large Representatives - Any departmental nominee not elected to represent a department is eligible to be a candidate for election as an at-large representative. Additional faculty members may be nominated by a petition signed by ten non-administrative faculty members. Any administrator not elected to represent the administrative component is eligible for election as an at-large administrator. Nominations shall close on the fourth Monday in April.

A ballot developed by the Dean to initiate the Congress and thereafter by the Secretary of the Congress containing all eligible at-large candidates shall be given to each eligible voter. Each voter may vote for the number of at-large representatives specified on the ballot.

The number specified on the ballot will be the number needed to bring the total of the non-administrative representatives to 12 and the total of administrative representatives to two.

2.32 All other representatives shall be selected by processes which insure the eligibility of the representative according to this Constitution and which are determined by the component unit itself. The component units are as follows:

- 2.321 The Student Council of the Laboratory School shall select the Laboratory School student representative.
- 2.322 Until such time as an elected constituent body exists to represent the undergraduate students enrolled in the School of Education, two component units are identified to select two undergraduate student representatives.

- 2.3221 The largest most inclusive educational organization of enrolled education undergraduate students, to be named by the Dean to initiate the Congress and thereafter by the Congress, shall select one representative.
- 2.3222 The University Student Government Association shall select one undergraduate enrolled in a teaching curriculum.
- 2.323 The graduate student organization of the School of Education shall select the graduate student representative.
- 2.324 The I.S.U. Alumni Association shall select a public-professional representative.
- 2.325 Until such time as there is an organization representative of the special methods faculty, nomination and elections will be conducted by the Secretary of the School of Education Congress. The Dean will conduct the nomination and election to initiate the Congress.
- 2.33 In cases of ties where elections are held to determine School of Education Congress membership,



subsequent votes by all eligible faculty shall be taken to select the representative for the component in which the tie occurred.

2.34 Time of Election - The ballots to elect component representatives shall be circulated to eligible faculty members by the third Monday in April.

The ballots to elect at-large representatives shall be circulated to all eligible faculty members by the first Monday in May. The new Congress shall hold its organizational meeting no later than September 30 following its election. The election of the initial Congress shall take place no later than two months following the final approval of this Constitution.

2.4 Vacancy - Any elected seat which becomes vacant for any cause before the end of the term of office shall be filled, for the period of the vacancy, by the eligible nominee who received the most votes on the most recent election ballot. No special election shall be held to fill a vacant seat unless a petition for a special election is signed by one-fourth of the members of the faculty.

In the case where an organization selects a representative, the organization will be responsible for filling the seat with an eligible representative.

## ARTICLE III.

## OPERATING PROCEDURES OF THE SCHOOL OF EDUCATION CONGRESS

Section 1. Officers of the School of Education Congress

1.1 The officers of the School of Education Congress shall be a Chairman, a Vice-Chairman, a Secretary who will also serve as the secretary to the School of Education faculty, and a Parliamentarian.

1.2 The officers shall serve for one year but may be re-elected.

1.3 The officers shall be elected by the Congress at the first meeting following its election during the academic year. This election shall be conducted initially by the Dean of the School of Education and thereafter by the Chairman of the Congress for the previous year or, in his absence, the Vice-Chairman.

Section 2. Meetings

2.1 The Congress shall meet at least once each calendar month, September through May, at a regularly designated place and time. The Congress may also meet during the months of June, July and August.

2.2 Additional meetings of the Congress may be called by the Chairman, the Dean, or by a petition to the Secretary from five or more members of the Congress.

2.3 Congress meetings shall be open to members of all components of the School of Education community.

### Section 3. Agenda and Minutes

3.1 An agenda for each meeting of the Congress shall be compiled by the Chairman and the Secretary. This agenda shall be published and distributed to the faculty of the School of Education and to special methods faculty at least two week days prior to each (regular or special) meeting, except in emergencies. One copy of the agenda of each meeting of the Congress shall be distributed to each component unit represented on the Congress other than faculty.

3.2 Minutes of the Congress shall be published and distributed to members of the Congress and faculty of the School of Education and to special methods faculty. One copy of the minutes of each meeting of the Congress shall also be distributed to each component group represented in the Congress.

3.3 Copies of minutes of each meeting of the Congress and voting records of congressional elections shall be retained in the offices of the Dean and the Secretary of the Congress. These duplicate records are the official records of the School of Education Congress.

### Section 4. Quorum

One-half of the voting membership of the Congress shall constitute a quorum.

### Section 5. Approval of Motions

A motion before the Congress is passed when a quorum is present and when approved by a majority of those present and voting.

### Section 6. Rules of Procedure

The Congress shall adopt at its first meeting after the election rules of procedure acceptable to the majority of those present and voting. The Congress will function according to these rules at all subsequent meetings. Rules of procedure may be amended at subsequent meetings by a two-thirds majority of those present and voting.

### Section 7. Committees

7.1 The Congress shall create such ad hoc or standing committees as are necessary to provide for the implementation of faculty authority as is outlined in Article I, Section 3.

7.2 In all matters pertaining to the rights of faculty members, such as Article I, Sections 3.15, 3.16, 3.17, committees concerned with implementing policy and review (Article I, Section 3.3) shall be comprised only of faculty members of the School of Education.

7.3 In all matters pertaining to the rights of students, such as Article I, Sections 3.14 and 3.18, committees concerned with implementing policy and review (Article I, Section 3.3) shall be comprised of a substantial proportion of students enrolled in a teaching curriculum.

## ARTICLE IV. AMENDMENTS, BY-LAWS AND ADOPTION PROCEDURES

### Section 1. Amendments

Amendments to this constitution require approval by a two-thirds majority of the Congress and by a majority of the members of the faculty of the School of Education voting on the amendment in accordance with Article I, Section 6.2.

### Section 2. By-Laws

By-Laws to this constitution shall be initiated by the Congress, approved by a two-thirds majority of the Congress and by a majority of the members of the faculty of the School of Education voting on the By-Laws in accordance with Article I, Section 6.2.

### Section 3. Adoption and Termination of This Constitution

3.1 This constitution shall become effective upon approval by a majority of the faculty of the School of Education voting on the adoption of the Constitution. The responsibility for distribution of the proposed Constitution and supervision of the voting on the Constitution resides with the Dean of the School of Education.

3.2 This constitution shall be terminated at the end of the fifth academic year following its adoption.

THE DEPARTMENT OF ELEMENTARY EDUCATION

Purposes, goals, and specific objectives. The goals of this department are as follows:

1. To prepare humane and skillful elementary school teachers who can nurture, sustain and assist children in their development as happy, intelligent, resourceful persons.
2. To provide opportunities for elementary school teacher candidates to become proficient in those skills and teaching abilities needed by a teacher to provide children with the opportunities of becoming literate.
3. To assist in the development of elementary teachers so that they may become mature, wise, thoughtful and helpful to the society which they serve.
4. To help elementary teachers develop moral values, aesthetic feelings and an appreciation for the world.

Curricula. To meet these goals, the department offers 26 undergraduate and 41 graduate courses supporting three degree programs: Bachelor of Science or Bachelor of Arts, Master of Science or Master of Arts, and Doctor of Philosophy. Graduate programs are described in another section of this Self-Study Report.

The elementary teacher preparation program has eight components. These are described in detail in the Undergraduate Bulletin.

Professional personnel. Faculty in the department hold the following academic rank: professors, 9; associate professors, 11; and assistant professors, 6.

Faculty graduate degree preparation includes twenty-four doctorates representing the graduate schools of the following universities: Stanford, Missouri, Denver, Illinois, Ohio, Indiana, Iowa State, Oklahoma State, Ball State, Alabama, Wisconsin and Oregon. All faculty have had experiences teaching in public schools. The following are the areas of professional concentration of the faculty although many have more than one area.

Reading and Language Arts, 6; Mathematics Methods, 3; Supervision and Participation, 8; Social Studies, 3; Kindergarten - Nursery - Pre-School, 4; and Learning and the Learner, 2.

Faculty teaching experience included the following (approximately):

	<u>Range</u>	<u>Average</u>
Years in I.S.U. service	1 - 26 years	9
Years at other institutions	0 - 10	2
Years of public school or Laboratory School Experience	3 - 17	5

Clientele. The great majority of the students attending Indiana State University and majoring in elementary education come from western Indiana and eastern Illinois. Often they are the first members of their family to seek higher education. The number of students in undergraduate and graduate programs and enrollment information is, as follows:

## Academic Year

1973-74

	<u>1st</u> <u>Semester</u>	<u>2nd</u> <u>Semester</u>	<u>Total</u>
Enrollment	1874	1934	3808
Graduate	98	115	213
Undergraduate	1190	1189	2379
Student Teachers	586	630	1216
Number of Sections	71	76	147
Graduate	7	8	15
Undergraduate	61	65	126
Combination	3	3	6
Average Class Size			
Graduate	11.4	12.4	11.9
Undergraduate	18.5	18.3	18.4
Combination	23.7	27.3	25.5
Arr. Courses - No. of Students			
Graduate	6	11	17
Undergraduate	---	5	5
Student Teachers	155	164	319

Supporting personnel, facilities, and equipment. Facilities which support the elementary teacher preparation program are those found University-wide and those found within the school and the department. The University Audio-Visual Center supplies films, filmstrips, and other media support materials and equipment for departmental instruction. The Closed Circuit Television Center provides videotaped lessons and broadcasts when needed, and especially supports the corrective reading area. The Laboratory School provides observation and participation experiences for elementary majors in the third year. Vigo County public schools provide observation/participation experiences to first and fourth year students.

The department has four instructional laboratories in which curriculum instructional areas are supported. Teaching materials for reading and language arts, social studies, mathematics, and early childhood are located in laboratories in Stalker Hall.

Seven Student Teaching Centers are in operation. Student teachers return once each week to elementary schools near to where they teach. There the university instruction is integrated with the student teaching experience in the field.

The student teaching occurs over a period of fifteen weeks with one day per week for instruction and assistance. This integration of the program is a recent addition.

Strengths and areas for improvement. The strengths of the undergraduate program are many. Some are briefly enumerated and explained here:

1. Early experiences with children. Second semester freshmen or sophomores enroll in course work which encourages them to make an early decision about working with children as a life work.
2. Blocking of instruction. Faculty integrate their instruction within blocks of time. This provides for a program with a greater amount of interrelatedness. Faculty work together to achieve common objectives in instruction.
3. Student Teaching Centers. Student teachers are instructed weekly in a public school. Student teachers gather in this central location to discuss problems in teaching and to participate in seminars in regard to their assignments.
4. Diagnosis and correction of reading difficulties. Included in the professional preparation sequence are courses dealing with diagnosis and correction of reading difficulties. These competencies are to prepare teachers to teach reading within the classroom in a more effective manner than previously.
5. Performance objectives. The whole professional sequence is based upon objectives which have been delineated by faculty. The objectives are stated in behavioral terms but are in a developmental stage.

Areas for improvement.

1. Lack of integration of teaching of mathematics methods in the professional sequence.
2. Advisement. The advisement process has improved in that faculty now advise undergraduates, but further study and work in this area is needed.
3. Whole program document. A brief document which describes the entire undergraduate program is needed.



## THE DEPARTMENT OF GRADUATE EDUCATION

Purposes, goals, and specific objectives. The name of the Department of Graduate Education may be misleading to those not acquainted with the organization of the School of Education at ISU. The department is actually an administrative convenience by which five areas of study (Educational Administration, Educational Media, Educational Psychology, Foundations of Education, and Guidance and Counseling) are combined. Inasmuch as the programs offered by these divisions lead to graduate degrees (with one exception), the department bears its name.

The mission of the divisions composing the department is to further the development of those professional skills and understandings gained in undergraduate education and to develop those abilities required for professionals in a variety of more advanced and more specialized roles.

The department performs the following functions:

1. It provides programs which lead to master's degrees, educational specialists degrees, and doctor of philosophy degrees in a variety of areas demanding high levels of professional competence.
2. It provides courses and experiences which provide programs other than those in the department with the substantive study of the foundations of education and with elective courses to broaden the students' outlook and to allow them to explore areas of education other than their own.
3. At the undergraduate level it provides a program leading to a minor in audio-visual communication.
4. For all undergraduate teacher-education programs the department offers courses which contribute to those programs.

Curricula. The following undergraduate program falls within the province of the Department of Graduate Studies in Education.

The undergraduate minor in audio-visual communications prepares the teacher to become more effective in integrating instructional media and technology into the teaching-learning processes by providing background in planning, selecting, utilizing, and evaluating hardware and software to improve the instructional program. Through an appropriate choice of electives in instructional media technology and library science, students may be certified to administer school media centers. The program consists of nine hours of required work in educational media courses, and nine hours from related areas.

Professional personnel. The faculty of the Department of Graduate Education consists of thirty-three members. Four of these also fill administrative positions within the School of Education. In addition, five members of the administrative staff of the University who hold rank within the School of Education occasionally teach classes in the department if the need arises.

Of the thirty-three regular members of the Department of Graduate Education, one holds an appointment as Distinguished Professor; thirteen, professor; thirteen, associate professor; six, assistant professor. The department is divided into five divisions, each composed of faculty whose expertise lies within the designated area of that division. The divisions and the number of faculty in each is as follows: educational administration, eight; educational media, five; educational psychology, seven; foundations of education, five; guidance and counseling, six.

All but one member of the department hold an earned doctorate. All doctorates are in the area of study to which the individual is assigned. The institutions awarding these degrees are sixteen in number. The greater number of faculty hold degrees from Big Ten and other midwest institutions, but ten degrees are from such distant institutions as Stanford, Peabody, and Columbia.

The average years-in-service at ISU of the members of the department is 8.7, with a range of from three to twenty-eight years; the average years teaching at other institutions is 1.7, with a range of from zero to twenty-one years; for twenty-two faculty members, their ISU assignment was their first college teaching experience. The average years of public school experience of the staff is 6.3, with a range of from zero to twenty.

The faculty is productive in research and publications although not uniformly so. During the 1972-73 school year, fifty-six articles and research reports were published by members of the department. Twenty-seven of the thirty-three members published such material.

Supporting personnel, facilities, and equipment. The Laboratory School of Indiana State University is a kindergarten through grade 12 institution which serves a defined attendance area and accepts a limited number of students from the other attendance areas of the Vigo County School System. It has an enrollment of 775 and a teaching staff of 54. At present, the Laboratory School's contribution is primarily in the area of pre-student-teaching laboratory experiences for undergraduates. It is, however, available for graduate students for use as a center for observation, practicums, and research.

The Media Laboratory was established by the instructional staff of Instructional Systems Technology on the basic assumption that teachers training in media learn by doing. It is specifically designed to provide laboratory experiences for elementary and secondary education majors in the proper operation of the broad range of media equipment and in the production of instructional materials.

The Center for Educational Research is a service agency designed to assist faculty and students who are conducting or proposing research in education. The Center provides consultation on design and analysis of

educational experiments, obtaining measurement instruments, interpreting existing research, and computer usage. The Center makes available calculators, research periodicals, and grant information.

The Curriculum Research and Development Center works with public school systems in aiding, encouraging, and cooperating in curriculum development projects. Graduate students are sometimes given responsibility in these projects. In addition, the Center provides information regarding curriculum and curriculum research and aids faculty members and students engaged in curriculum research.

The Counseling Laboratory is located in Jamison Hall. It is equipped with one-way glass observation booths and audio and television taping equipment. Students utilize this facility for practicum and supervision of practicum courses.

The Bureau of School Services functions as a centralized agency for consultation and services to school districts and school personnel in the general field of educational administration, and as a practical experience laboratory for graduate students in educational administration. University faculty and staff serve the Bureau as consultants in specialized areas. Graduate students in educational administration use materials and information from the Bureau in conducting research activities and participate in the execution of some of the Bureau's programs and services.

Strengths and areas for improvement. The major strength of the Department of Graduate Studies lies in its faculty. They are well-prepared, productive individuals. In addition they are adaptable, forward looking, and dedicated to program improvement.

A second major strength is the quality of programs which have been developed. With few exceptions, programs are not collections of courses but are planned, sequences of experiences aimed at the wedding of scholarly study and practice in dealing with the practical situations and problems which are to be found in the professional roles for which the students are preparing.

A third major strength is afforded by the facilities which support the programs.

A fourth strength of the department lies in the commitment of the staff to good teaching and to providing experiences for students in keeping with their professional goals. Particularly in activities such as practicums, internships, and clinical experiences, the ratio of students to teachers is kept low, care is exercised in assignments, and supervision is thorough.

An area of concern of the department lies in its lack of propinquity. Faculty offices are located in three different buildings which are located far from each other. This scattering prevents the easy, informal meetings

of staff members which provide for professional stimulation. It also inhibits the most successful managerial functioning of the department chairman.

A second concern lies in the frustration which often results from efforts toward program development. Ideas for improving courses or programs are often undeveloped because of a lack of financial support or--more often--by lack of faculty time to implement the ideas. Further frustration occurs because the procedures for such change produce a lag time which dampens enthusiasm of those who seek improvement.

A third concern is the heavy teaching and service loads of the faculty. Although no evidence exists that such heavy loads inhibit teaching skill or research efforts, present assignments are certainly open to question.

## THE DEPARTMENT OF SECONDARY EDUCATION

Purposes, goals, and specific objectives. The Department of Secondary Education at Indiana State University exists primarily to prepare quality secondary-level teachers for the schools of Indiana. Parallel purposes of the department include the preparation of curriculum-instruction specialists for secondary schools and related institutions, as well as teacher educators.

The Department of Secondary Education has been in existence as a separate entity of the School of Education since 1972, when the Division of Secondary Teaching was incorporated as part of the new department and the former Department of Education was modified to become the new Department of Graduate Studies in Education.

Curricula. The undergraduate program in secondary education consists of the preparation of teachers for middle school, junior high schools, and high schools. Eighty-five percent of the course work taken by students in the department is taken outside of the broad area of professional education. Prospective secondary teachers select (a) one teaching major of forty semester hours, (b) a major of forty hours plus one or more minors of twenty-four hours each, or (c) one area major of fifty-two semester hours. Majors are offered in twenty-eight fields, minors in thirty-three. Each of the nine area majors as well as selected majors and minors lead to K-12 certification validity. Aerospace education, Afro-American Studies, and bilingual education are currently being explored as interdepartmental minor offerings, and Indiana certification validity is being sought in these fields.

Undergraduates are advised by professors from their major teaching fields. Upon the successful completion of fifty-five or more semester hours of university work, students may be admitted to the Education curriculum through screening procedures described elsewhere. A description of the series of courses preparatory to student teaching as well as an explanation of the platoon system is available in the Undergraduate Bulletin.

Undergraduate electives in secondary education include such courses as Advanced Supervised Teaching, Supervised Teaching in the Junior High School, The Teaching of Reading in the Junior and Senior High School, and a variety of foundations, media, independent study, and other options.

Mini-courses have recently been added to serve the needs of secondary education students in their professional semester. These half-semester, one-semester-hour courses concern accountability, alternative schools, black experiences, creating learning materials, humanizing teaching, open classroom, team teaching, and urban experiences.

Special and experimental programs are included in the functions of

the department. Fifteen students are part of a pilot two-year program in performance-based teaching. Approximately one hundred have taken part in experimental field experiences as part of their first Secondary Education course during the past year. Results of these programs are being utilized to improve the preparation of secondary teachers. Students may elect to student teach in Chicago or at the innovative Nova High School in Florida. Selected students are assigned to student teach in the semester-long urban program of Broad Ripple High School in Indianapolis.

A sophomore level exploratory course in secondary education has been developed and approved by the department, and is approaching University approval as a new course.

Professional personnel. An unusually well qualified faculty serves the department. All twenty-two members hold the earned doctorate from major universities, principally from nearby Big Ten institutions. All have taught in secondary schools, and many have served in school and college leadership roles in curriculum and instruction. A list of faculty with academic rank and earned degrees is included in the Undergraduate Bulletin.

Clientele. Students who aspire to become teachers in Indiana middle schools, junior high schools, and high schools account for over 95% of all courses taken in the Department of Secondary Education. These students represent a broad spectrum of talents and interests. They tend to come from middle class homes, many rural, and often first generation college attendees. Most students are Caucasians, but many are black. Few other racial groups are represented.

Approximately sixty percent of the graduates of the baccalaureate program in secondary education had committed themselves to teaching when matriculated at Indiana State University. Most of the others transfer from uncommitted status in arts and sciences programs. Two-thirds enter teaching soon after graduation.

Supporting personnel, facilities, and equipment. The Laboratory School with grades K through 12 is an important asset serving the department. There beginning juniors in secondary education observe and often participate, serve as tutors, and test out materials and ideas. Participation in other nearby schools is coordinated through the office on field experiences.

Classes are held principally in Stalker Hall, where support video tape equipment is used with student teachers, who are served by professors housed at the Alumni Center. In each University department that produces teaching majors, one or more professors is assigned to directly coordinate secondary teacher preparations. Many departments make special collections of materials available to student teachers.

The Social Science Education Center serves prospective social studies teachers with special methods seminars, curriculum materials, and advisement. The Teaching Materials Center and the ERIC System of the University library provide special program support.

Department strengths and areas for improvement. The following strengths and areas for improvement for the Department of Secondary Education appear to be most significant.

Staff members are productive professionals, as evidenced by their thirty professional publications during the past academic year, many leadership roles in state and national organizations, and significant convention roles.

The department has sound administrative and secretarial support.

Indiana State University has a tradition of quality secondary teacher graduates that dates back to its original Indiana Normal and Teachers College days. Its alumni efforts and its excellent placement record offer related support.

Small classes and seminars contribute to the humanistic emphasis of the program.

With approximately a third of Indiana State University's students preparing to teach in secondary schools, a University-wide commitment is necessary and evident. Approximately thirty professors from academic departments outside the School of Education teach special methods classes, and in many cases assist with the supervision of field experiences.

Departmental morale is relatively high, despite current economic and enrollment problems. This may be due, in part, to low pressure levels regarding publication, grantsmanship, and related quantitative accountability.

Student teaching is a full time experience supervised by doctorate-holding professors in selected school settings.

Student teaching options include stations throughout urban and rural Indiana as well as Nova, Florida, and Chicago, Illinois, centers. An experimental, semester-long program operates at Broad Ripple High School in Indianapolis.

The School of Education has a functioning Congress that works with supportive administrators and faculty to unite efforts and improve programs.

The NCATE approved programs are evaluated annually through follow-up studies of graduates.

Many individual faculty members utilize student feedback to improve

their courses. Departmental goals and chairman effectiveness are anonymously evaluated each year by faculty members.

Eight individual professors or teams from the Department sought outside funding the past two years. Two small grants were obtained. Ten new workshops and mini-courses were developed to better serve students. Experimental class sections have been set up to explore performance-based and field-based initial experiences in secondary education.

A new secondary education master's program has been designed, balancing subject matter and professional education. The program awaits university approval.

A principal strength of the Department of Secondary Education is its professional balance between tested wisdom and the will to improve through needed change.

Areas for improvement. The all-male, all-tenured faculty is in-bred with a high proportion of Indiana University degrees.

Faculty are housed in three separate buildings, with secretarial staff and records in two buildings.

Little research is done by departmental faculty, and few funds are available or sought for research.

Students enter secondary education after two years of college, having little direct contact with professional educators or schools until the junior level.

The screening of teaching candidates is somewhat inconsistent. Formal undergraduate advisement is not a departmental function.

Student teacher supervision is accomplished at great expense and energy output, as a result of widely scattered station assignments.

Student laboratories for learning materials development are lacking.

Many professors teach extension classes as "overload," often at distant sites. Regular professorial assignments may suffer as a result.

Graduate courses have low enrollments at high unit cost.

Professor morale has been lowered recently by enrollment drops, faculty cuts, and salary increases below cost of living expenses.

Generalist supervisors of student teachers lack some skills that would help in specialty teaching fields like speech pathology and teaching the mentally retarded.



Imbalances exist in program output; e.g., too few blacks, mathematics majors.

Curriculum change takes too long at Indiana State University, often well over a year.

## THE DEPARTMENT OF SPECIAL EDUCATION

Purposes, goals, and specific objectives. The purpose of the department is to educate teachers in fields related to the education of handicapped children with emphasis on the uniqueness of children and the interrelatedness of their handicaps. The program includes the training of speech and hearing clinicians and special class teachers as well as the special consultants and resource room teachers. The emphasis is on the preparation of master teachers and clinicians.

Specifically the program goals are:

1. To prepare students to work with children or adults who have defective speech or hearing or specific learning disabilities or social, emotional, or behavioral problems; or a combination of these.
2. To help students develop a broad philosophy but with adequate skills to be competent in the role of speech clinician, resource teacher, self-contained special class teacher or as a teacher-clinician consultant.
3. To prepare students to be adaptable to change but especially to the trend in education integrating handicapped children into the regular classroom group wherever possible.
4. To develop competencies in individual students so they will have the skills necessary to perform their jobs and also have the ability to adapt their competencies and skills to the changing needs of children.
5. To help students develop an understanding of how children learn and what basic skills are necessary to provide a foundation for successful functioning in a changing world.
6. To extend the program to include more students in order to help meet the increased personnel needs brought about by recent court decisions and mandatory state comprehensive programs.

Curricula. The department offers two undergraduate majors, speech hearing, and special class teaching. The work at the graduate level is consolidated in three strong master's level programs, speech pathology, special class teaching, and school psychology. Other combinations of programs can be constructed for students within this framework, e.g., minors, and certain endorsements at the undergraduate level and, audiology, mental retardation, and learning disability at the graduate level. The department offers 46 different courses, 19 of which are strictly graduate and all of these are required courses on one of the programs mentioned above. Directed study, individual study, internship, dissertation, and other activities on a one to one basis but for credit are additional to regular classes.

The program is categorically oriented in speech and hearing as far as academic courses are concerned but interrelated in observation and practicum. The special class teaching areas are definitely interrelated. The undergradu-

ate major in special class teaching is designed on the premise that many children, if not most, who have one major handicap also have additional, although, perhaps minor, handicaps. Therefore, teachers preparing to work with the handicapped are provided a common core of courses and practices which reveals the entire field, with any necessary specialization following. The undergraduate special class teaching program has been limited to one 40 semester hour major including academic courses, observation and some participation in physically handicap, speech pathology, emotional handicap, remedial education, specific enough training in mental retardation to enable students to meet state certification requirements in this one area, and the remaining work in appropriate education and psychology.

Definitions for the handicapped are those used by the State of Indiana. Specific program descriptions follow.

1. Speech, Language and Hearing Handicapped

Communication disorders may be categorized as:

- (a) Articulation - This group includes the speech deviations based primarily on incorrect production of sounds, which may result from organic or functional conditions. A person who omits sounds in words, substitutes one sound for another, and/or distorts speech sounds within a word exhibits an articulation problem.
- (b) Fluency - This group includes the speech deviations commonly referred to as stuttering and those which involve an abnormal rate of speech.
- (c) Voice - This group of disorders is made up of three major types having to do primarily with the sound of the voice: pitch, loudness, and quality.
- (d) Language - This includes persons who experience difficulties in the use and/or comprehension of linguistic symbols.
- (e) Hearing - This includes persons who experience difficulties in understanding reproducing speech sounds due to hearing impairments.

Speech and hearing at the undergraduate level and and speech pathology and audiology at the master's level have become more specialized than have other areas of the handicapped because of the basic requirements of the American Speech and Hearing Association have been followed. The master's level program in speech pathology is currently accredited by ABESPA, which is the education and training board of ASHA. These programs lead both to state certification and clinical competency certificate by ASHA.

2. Educable Mentally Retarded

The general rate of mental development of the educable mentally retarded child is approximately two-thirds that of a child of average intelligence. Stated in terms of academic outcomes, the educable child has the capability of becoming functionally literate. Vocationally, persons with educable intellect have projected ability to successfully participate in the competitive work market without requiring intensive

and constant supervision. Given an individual intelligence test such as the Stanford-Binet Intelligence Test, the educable mentally retarded child will usually earn a quotient within the 60-75 range.

Broad competencies expected of graduates are:

- (a) To have a mature philosophy of education.
- (b) To understand human growth and development of the normal child so the handicapped child will be in better focus.
- (c) To be able to make appropriate evaluations to determine a child's strengths and weaknesses.
- (d) To develop a re-education program appropriate for minimizing a child's deficiency.
- (e) To know techniques and methods for presenting the remedial program to make it most effective.
- (f) To communicate adequately with colleagues and others.

The graduates of these programs will use their competencies in whatever programs for the handicapped they desire and at this time the majority choose to teach in public school special education programs.

This training program is directed toward the following goals and objectives set forth by the Bureau of Education for the Handicapped.

- (a) Undergraduate programs are important.
- (b) The master's level program in mental retardation provides entry for students desiring to come into this field from other teaching areas and backgrounds. These students are especially effective in working with retarded at the high school levels with departmentalized subject areas.
- (c) A part of the present program is directed toward children with learning disabilities and behavior disorders.
- (d) The present program is directed toward non-categorical interrelated emphasis including the communication disorders.
- (e) The present program is directed toward increased observation and participation throughout the training period putting emphasis on developing competencies of the teacher in training. These experiences are supervised by professional staff and the private and public facilities which are used are chosen with care.
- (f) Physical education and recreation courses and practicum are a part of the interrelated program.

Professional personnel. The department comprises five professors, six associate professors, and four assistant professors.

Clientele. Most of the students in the undergraduate programs come from the State of Indiana and the distribution of others is approximately in the same proportion as the overall student body. At the master's degree level a larger portion of the student body is from outside Indiana. Of the present people on assistantships eleven out of twenty-six are from other states. At the present time approximately 70 percent of the students are women. Only a small number are from minority groups although recruitment for such students has been conducted.

Supporting personnel, facilities, and equipment. The programs have been developed with a broad base of competencies with as much inter-departmental and inter-school emphasis as possible. For example, courses in human physiology, linguistics, sociology, teaching arithmetic and the like are required in this program but are taught in appropriate outside departments. Other courses for specific purposes have been arranged with adjunct professors from appropriate areas. For example, presently a course on the medical aspects of mental retardation is being taught by a psychiatrist from a nearby community mental health clinic.

Physical facilities are rather old and outdated in that they were not planned for the number of students presently enrolled. The faculty offices are scattered and classrooms are used over the entire campus. Laboratory and practicum facilities are generally centrally located and most equipment is adequate. Some hardware which should have been purchased has been delayed because of proper space for it.

Strengths and areas for improvement. The department sees as one of its greatest strengths the inclusion of speech and hearing, the usual program of special education and school psychology. Even within the department there is an inter-departmental flavor. Speech and hearing clinicians may have psychological or other types of evaluations performed for their clients whenever they think it desirable. The programs in speech and hearing and special education with a continual cross fertilization gives the school psychologist in training a positive view of education and rehabilitation programs for various kinds of problem children or handicapped children.

A second strength is in program development which has been continuous but in most cases several years ahead of most other programs in broadening the base of the training and attempting to remove as much as possible the classification categories which have so long dominated the field of special education.

A third strength seems to be the image of integration and cooperation which is shown by staff members. For example, many courses are taught by the team approach and in many other instances guest lectures are given by department staff in courses which are not their regular ones. This also is true in sharing the clinical practicum experiences.

The concerns seem to be small ones and are usually reported by individual staff members with very little agreement. Probably on only one point would there be complete agreement and that is the less-than-average quality physical facilities.

THE LABORATORY SCHOOL

The Laboratory School, a department of the School of Education, serves as a learning laboratory for college students preparing to teach. The school enrolls about 750 children in nursery, day care center, kindergarten, special education classrooms, and grades 1 through 12. The enrollment of the school provides college students opportunities to observe and work with children of all ages, with culturally different children, with slow-learning, handicapped, average and fast-learning children, with emotionally disturbed children, with highly creative and talented children, with potential drop-outs, and with potential leaders in society.

Prior to their student teaching experience, college students spend approximately 60,000 hours each year working directly with teachers and students in classrooms in the Laboratory School. The school building is located no more than two blocks from any other department of the University.

A highly competent faculty directs the learning experiences of the children and guides and directs the observation and participation of college students preparing to teach. The faculty exemplifies in practice the modern methods of teaching advocated in professional education courses pursued by college students.

The Laboratory School is not a part of the University concerned with this request for accreditation. The Laboratory was accredited by North Central under the provisions for public schools in 1968. It is scheduled for evaluation again in 1975 or 76.

## THE SCHOOL OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Purposes, goals, and specific objectives. The School of Health, Physical Education, and Recreation was established in 1965 by a mandate of the Board of Trustees. The School consists of four departments: a Department of Health and Safety, a Department of Recreation, a Department of Physical Education for Women, and a Department of Physical Education of Men. Each department offers undergraduate majors in a variety of teacher education and professional courses of study. In addition, Masters of Science and Masters of Arts degrees are offered by all departments with a sixth year specialists degree offered in physical education.

Since the establishment of the School, as a major administrative unit of the University, progress has been made in the achievement of the Universities objectives in the areas of instruction, research, and public service. This progress is reflected in the achievement of graduates from the majority programs and in the performance of research and service by the faculty members of the School. In the initial development of the School, enrollments increased at a steady rate until 1971. Since that time, the total enrollments in the School have achieved a steady state with fluctuation in specific programs reflecting the changing interests of students.

Curricula. The programs in the School of HPER are accredited by the National Council for Accreditation of Teacher Education and the North Central Association for Secondary and Higher Schools. In addition to accreditation by these agencies, major programs have been accredited or are in the process of being accredited in specific areas. The Environmental Health Association has evaluated the curriculum in Environmental Health and Sanitary Science and are making their recommendation to the American Public Health Association. Indiana State University is one of two Universities authorized by the National Athletic Trainers Association to offer a curriculum in athletic training on the graduate level. This course of study is a specialization in athletic training that is part of the Masters of Science degree in physical education.

Curricular patterns of the School are designed to meet needs of both men and women students desiring to qualify for: (1) teacher certification and specialties such as athletic coaches and directors, supervisors of health and safety, and/or physical education in elementary and secondary schools, and (2) positions in professional - vocational careers in safety management, environmental science, community health education, and recreation.

Departments of the School offer courses leading to a Bachelor of Science degree. Programs in health and safety include options for school positions, health agency positions, industrial positions, and positions with various levels of government, while programs in recreation are chiefly designed for individuals interested in becoming recreation leaders, program supervisors, and therapeutic specialists. Programs in physical education for men and women are primarily oriented for positions in schools and colleges.

Graduate programs in the School of HPER are designed to permit in-depth study, research opportunities, laboratory experiences, and the acquisition of administrative techniques.

In each of the four departments, programs are developed to provide advanced study for students in their areas of special interest. These areas of specialization and/or concentration are offered through a program of studies specially designed by the student and his advisor.

Supporting personnel, facilities, and equipment. Indiana State University is very fortunate to have facilities to complement an extensive program in professional preparation, general education, intramurals, and athletics. A recent addition was the reconverting of the lower level of the Arena into a unique and outstanding physical fitness center. New lighting, alterations in heating and ventilating, and beautiful eye-catching colors make this an attractive complex. A one-twelfth mile Grass Tex track surrounds an area designed and equipped especially for weight training and body conditioning. Weight lifting equipment including barbells, bench presses etc. are among the interesting and beneficial types of equipment installed. This area is fenced in order to provide supervision of equipment as well as for security purposes.

Other areas of the physical fitness center include enclosed baseball-golf cages (equipped with automatic pitching machines), table tennis tables and track equipment. Walls around the area can be used for skill testing and the improvement of techniques.

The University Arena has received recognition in the professional journals for its unique architectural design. The multiple usage complex provides classrooms, offices, special rooms for gymnastics and wrestling, a pool with bleachers, and a sauna. A large floor surface which can be divided into three university-size basketball floors is also available. This area has permanent markings and equipment for badminton and volleyball. The building also has training and locker rooms to accommodate students enrolled in general education and professional preparation classes as well as athletics. All facilities are available to both men and women. An additional pool is located in the Student Union building and is used for professional and general education as well as recreation.

The development of out-of-door facilities for physical education and recreation has not kept pace with the increased enrollment of the University. A study is currently under way by the University Administration to develop additional play area and tennis courts. Presently, six all-weather tennis courts and one concrete court comprise the number available for this activity.

A research laboratory is used for class lectures and demonstrations involving gas analysis, telemetering, blood analysis and the collection of various orthostatic, cardiorespiratory, and electromyographic data. Physical fitness testing is enhanced by the close proximity of the fitness center.



A field campus south of Brazil, Indiana, contains a number of lakes and has been developed into a facility that complements the training of the professional recreation student. This facility has an area for swimming, boats, and canoes as well as a classroom. During the summer it is used extensively for graduate level recreation workshops.

The Driver and Traffic Safety Instructional Demonstration Center located on the Vigo County fairgrounds is one of the finest facilities in the United States. In addition to simulators, it is equipped with all types of audio visual and electronic media used in the preparation of the driver education teacher. Supervision of the student is accomplished by radio on the highway or the driving range facility.

One of the newest facilities on campus is the Hulman University Civic Center. This facility is used for many activities formerly held in the Arena. The Civic Center is a beautiful structure, functional in nature, which serves both the University and community.

Professional personnel. The faculty of the School of Health, Physical Education, and Recreation meet all of the standards for faculty status found in the administrative code of the University. Faculty load is determined by University policy with exceptions determined by the specific assignment of the faculty members. Such exceptions are found in the assignment of faculty who have athletic coaching obligations. An attempt has been made to determine released time allocations for those coaching assignments. Other deviations from the University standard of faculty load are a result of considerations given for activity course assignments, administrative assignments, research activities, and supervisory responsibilities for student practicums.

The teaching function of the faculty is of major concern to the School. This concern is reflected in the activities of all faculty in their constant effort to improve their competencies. Courses and curricular patterns are constantly studied to determine their adequacy in meeting the needs of the students and also of the professional requirements. Recent curricular revisions have been adopted or proposed in all major areas of study.

Activities of the faculty also represent their interests in the research and service function of the University. Faculty participate actively in community projects. Specifically, faculty are involved with organizations such as the Red Cross, American Cancer Society, United Way, and many other social service agencies. Of particular interest is the establishment of an emergency medical treatment communications network for the region by interested physicians and hospitals with the major planning aided by members of the School faculty.

Recognition of individual faculty members might be portrayed by the honors received by three individual faculty members. Dr. Andrew Zeberl, President of the Wabash Valley Cancer Society, was honored for his continued service to that organization and for his contributions to the field of Community Health. Dr. Robert McDavid recently completed an assignment as visiting professor at the Institut Fur Sportzmedizan, Der Universtat Munster.

During his tenure at the Institute, Dr. McDavid participated in several German National research projects in the area of physiological stress testing. Mr. Mel Blickenstaff, Athletic Trainer, has been appointed athletic trainer for the United States Athletic teams participating in the Pan American Games.

All full time faculty have achieved degrees at the masters level or above. Nineteen have the terminal degrees in their field of study while three have achieved the sixth year or director's degree. With few exceptions, the faculty have advanced beyond the masters level. The academic ranks of the School show eleven professors, twelve associate professors, twenty-two assistant professors, and nineteen instructors. Of the sixty-four faculty employed by the School, fifty-six are tenured.

The administrative structure of the School of Health, Physical Education, and Recreation is typical of most academic units. The Dean of the School reports directly to the Vice President for Academic Affairs. Within the four departments, there are unique administrative units that have functions related to the academic programs of the School. The Driver and Traffic Safety Instructional Demonstration Center is located on the Vigo County Fairgrounds and is one of the first driver education centers capable of offering the four phase instructional program in driver education. The Chairman of the Department of Health and Safety has the responsibility for the administration of this unit. In the Department of Recreation, there is administrative responsibility for the operation of a sixty-acre field campus. The field campus is utilized by many academic units of the University for outdoor education and recreational programs. The administration of women's interscholastic athletics is the responsibility of the chairperson of the Department of Physical Education for Women. For the past two years the University intramural and recreation program has been the administrative responsibility of the Assistant Dean of the School. With this supervisory location, more emphasis has been placed on intramurals and recreation as a University wide function. Also as an administrative responsibility of the Assistant Dean, is the School of HPER Advisement Center. This comprehensive center provides all of the necessary record keeping functions for the students who have declared major areas of study in any of the programs found in the academic structure of the School.

The faculty constitutions of the University and the School authorize extensive participation of faculty in the decision making process of administration. The School Constitution, with few exceptions, follows the University Constitution in the delineation of responsibility. In turn, departmental constitutions have followed the same structure. The following faculty committees are identified:

1. Executive, consisting of four faculty and one student with representation from each department.
2. Academic Affairs Undergraduate, consists of eight faculty members, two from each department and one student representative from each department.

3. Academic Affairs Graduate, consisting of four faculty members representing each department and one graduate student from each department.
4. Faculty Affairs, consisting of four faculty members with representation from each department.
5. Student Affairs, consisting of two faculty representatives from each department and one student representative from each department.

The student representatives on the committees serve as ex-officio members with all privileges except voting. The Dean or his representative serves as an ex-officio member of all committees with the same rights and privileges as mentioned above.

This faculty government structure has been operational for two and one-half years. After a period of orientation and the necessary development of operating codes by all committees, the process of faculty participation is proceeding smoothly. As with any new organizational structure, problems have arisen regarding the interpretation of the faculty constitution. These problems have been solved as they arise and have led to a strengthening of the decision making process.

School strengths and areas for improvement. The School of Health, Physical Education, and Recreation considers the teaching process as one of its greatest strengths. A very desirable relationship exists between faculty and students and as a result the learning process is made much stronger. All faculty and staff have a strong interest in the educational development of their students. This interest usually goes beyond the required participation in academic counseling and the prescribed hours assigned for teaching.

The participation of the faculty in the basic research process should be encouraged and supported. Research, on the whole, has been designed to improve the teaching process and has been of a practical nature. It is hoped that in the future the faculty will assume the obligation of performing more basic research functions and the sharing of the results of these basic research projects with their colleagues in the professions.

The physical facilities of the School have been improved dramatically but future progress is needed in those areas requiring laboratory space. Proposals are being considered for the expansion of laboratory space for Environmental Health, Community Health, and Safety Management. A very high priority has been established for the acquisition of such facilities. The physical education facilities are being examined to determine changes that will enable the implementation of the concepts found in the Equal Opportunity Amendments Act. There is a need for the renovation and construction of present outdoor academic and recreational activity space. Some changes are being made to provide opportunities that are presently limited by the design of the facilities.

There is an evident need for additional faculty positions in those programs showing a growth in student interest and enrollments. Enrollments in specific courses requiring specialized faculty have indicated a need for additional faculty or the re-training of present faculty. The flexibility of these programs have been decreased somewhat by the lack of specially trained faculty members. The faculty of the School have been encouraged to participate in inservice training that will broaden their abilities to teach in areas of indicated student interest.

There is some indication of a need for increased budgetary allocations to provide the supporting financial resources for various programs. While budgets are adequate, a limitation is placed upon the acquisition of supplemental equipment needed for the programs. It is hoped that future budgetary considerations will reflect this need.

## THE DEPARTMENT OF HEALTH AND SAFETY

Purposes, goals and specific objectives. The Department of Health and Safety was established in 1964. Since that date, its programs and services have grown rapidly. In addition to basic college health classes available for credit as part of University General Education, the department offers undergraduate degree programs in School Health and Safety Education, Environmental Health, Safety Management and Community Health Education, and a teaching endorsement in Driver Education. Special emphasis is given to the cooperative relationships with industries, health agencies, schools professional health and safety societies, and citizen groups in matters dealing with health and safety.

The basic function of the Department of Health and Safety is that of academic and skill preparation of varied specialists employed in the health and safety professions as: community health educators, health and safety administrators, sanitarians, industrial safety manager-directors, accident prevention and control specialists, sanitary quality control supervisors, public health planner-administrators, school health and safety educators, driver education instructors, and health agency field representatives. More than 3000 students per calendar year are currently being served in the professional programs and general education courses of health and safety.

Philosophy. Health and safety are perhaps the most vital and basic factors upon which rests the overall well-being of mankind. Furthermore, healthful and safe living is expected of individuals in a democratic society. However, such behavior requires successful decision making, and related self-direction demands that suitable learning experiences be provided in a pattern that results in continuous favorable improvement.

The foregoing premise points out the need for professional workers to assist individuals with development of improved knowledges, attitudes, and practices which can assure a more healthful and safe way of life. Additionally, the premise provides foundation for the several purposes and programs of the department--one of the newer ones at Indiana State University.

The broad aim of the department is that of academic and skill preparation of varied specialists employed in certain health science and safety related professions, including: school and community educators, supervisors, coordinators, and administrators.

Chief purposes of the department are as follows:

1. Promotion of basic health and safety education as an elective among the general education courses available to university level students.
2. Preparation of undergraduate students for health and safety careers in schools, industries, agencies, and government.
3. Provision of graduate level study opportunities for persons seeking a level of master status or higher in their chosen vocation of profession.
4. Conduction of research related to certain problems and issues in health and safety fields and preparation of research workers in these areas.

5. Sponsorship of public service activities for health and safety personnel of surrounding cities, counties, and region, as well at the state.

Professional specialists to assist individuals and communities with solutions to health and safety problems are in extreme shortage, and the demand for their services will be of continuing need.

Health and safety education has become the principal hope for effective prevention of health-related problems of mankind according to overwhelming agreement among leading health and safety authorities of our country.

Research in the field of health and safety must be expanded to include emphasis on solution of practical problems as well as pursuit and effective application of new knowledge.

Schools, agencies, industries, and citizen's groups need assistance which will not only help them solve their own health and safety problems, but which will enable them to join forces in cooperative ventures for improvement of healthful and safe living on a personal, family, community, and regional basis.

The department has an ever-expanding role to play in the health and safety field and, furthermore, to the fulfillment of all preceding and other related responsibilities, currently as well as in the future.

Curricula. The department has established definite and varied programs which are designed to fulfill the functions and purposes previously mentioned. These programs have expanded rapidly and additional challenges and responsibilities have been accepted. Changes have been met with confidence and effectiveness.

Teacher preparatory programs have received principal attention to date, and both undergraduate and graduate curricula are available. However, preparation for non-teaching careers in the areas of Community Health, Environmental Health, and Safety Management have been implemented. These curricula are among the professional areas being selected most frequently by the students of Indiana State University.

Professional personnel. The Department of Health and Safety proudly boasts a faculty which is nationally recognized. Their active participation in professional organizations, community services, consultant services, research and the continual development and enrichment of departmental programs insures Indiana State University of a leadership role in the fields of health and safety. They have made significant contributions to the professions of health and safety through their teaching, research, service, and dedication to assist individuals, industries, health agencies, schools, and communities with solutions to health and safety problems and conditions.

Faculty members by rank: 2 Professors, 1 Adjunct Professor,  
4 Associate Professors, 3 Assistant Professors, and 3 Instructors  
(one is part-time).

Faculty graduate degrees. Doctors degrees - Six faculty members have earned doctorates. Institutions granting the degrees were: Indiana University 3, Oregon State University 1, University of Utah 1, and University of Michigan 1.

One faculty member was on leave for the 1973-74 year to complete requirements for the Ed.D. at Ball State University.

Faculty members are actively engaged in writing books and articles, conducting research, organizing and sponsoring conferences, seminars and workshops, providing in-service education programs for educators, and establishing field practice internships for students majoring in community health, environmental health and safety management.

Undergraduate program uniqueness. Internships for Community Health, Environmental Health, and Safety Management majors dictate that health and safety specialists in agencies, institutions, government, industries, unions, etc. help teach our students the real professional world of health and safety. The internship enables the intergration of the sciences, technology and management theories taught at the University with the existing conditions and problems of the health and safety fields.

The practice of placing interns in organizations concerned with the health and safety of man has the potential of becoming one of the most significant developments related to the preparation of individuals for community health, environmental health and safety management. There is a great need to articulate the professional study programs provided in the University atmosphere with supervised work experiences gained through the means of pertinent off-campus employment.

The Department of Health and Safety has learned that internships have contributed immeasurably to the professional development of its majors. Internship assignment can only be successful for the student when a sufficient amount of time is devoted to the supervision of the individuals work. Supervision, planning, and evaluation time must be devoted to the intern both by the University and employer. Indiana State University has been fortunate in finding organizations throughout the United States which will accept and employ students majoring in community health, environmental health and safety management as paid interns.

Indiana State University has strong visibility as a pioneering institution in preparing students for positions where health and safety manpower shortages exist. Evidence of her leadership role among universities is the increasing number of students selecting majors in community health, environmental health, and safety management. Today, two hundred twenty five students are majoring in these curricular areas. National recognition has been afforded Indiana State University through these programs.

Objectives of the internship program. Professional Field Internships should serve the following functions:

1. Provide practical introductory work experiences under appropriate supervision by experienced and competent personnel.

2. Enable the refinement of basic skills.
3. Allow for participation in the planning of various work activities.
4. Learn the technique of establishing priorities.
5. Appreciate the problems involved in securing compliance with health and safety regulations.
6. Appreciate the complexity of working with people in the resolution of problems.
7. Learn the method of convincing people to make corrections without resorting to the use of authority and force techniques.
8. Assist with the development of a professional philosophy.
9. Satisfy certain individual needs that cannot be readily met in the usual classroom laboratory environment.
10. Understand the relationships among labor, supervisors and management.
11. Prepare comprehensive and documented reports of special conditions and problems which may be useful to the organization.
12. Recognize the underlying causes for problems and suggest needed remedies.
13. Assure familiarity with the activities of practicing health and safety specialists.
14. Identify and record the major system and techniques of each activity.
15. Become acquainted with the organizational structure and operation of the employment (internship) agency.
16. Contacts with the health and safety professionals and administrators.
17. Evaluate the preparation received from the University and the employer.
18. Evaluate the orientation and in-service education given by the employer.
19. Involve himself in self study and evaluation of abilities and accomplishments.

If these objectives are to become a reality, it will require a team effort on the part of participating agencies and their personnel and university faculty members.

Clientele. It is pertinent to mention that students who enroll as majors in the Health and Safety curricula are largely first generation in college and provide a reservoir of industrious, achievement-oriented youth with a pragmatic approach to the purposes of higher education. Consequently, the students energetically seek career education of the type characterized by the allied health and safety professions.

Placement of students. Most employment opportunities for graduates of health and safety programs result in faculty placement. Few jobs have come to the students through the I.S.U. Placement Bureau. Available positions in teaching, health agencies, industries, etc. are usually noted by faculty members who in turn recommend candidates for possible employment. Nationally known faculty causes this trend to exist. Few students are not employed upon graduation. This number could be decreased with more student flexibility in geographic location, salary, parent desires, etc.

Strengths and areas for improvement. The strengths of the Department are:

1. Highly qualified faculty members who bring fine educational preparation and professional experiences to the students of Indiana State University.



2. Dedication of faculty members to work with students as counselors and educators.
3. Students' willingness to strive for excellence in mastering subject matter and skills in the academic areas of school health and safety, community health education, environmental health, and safety management.
4. Placement of graduates in professional positions.
5. Professional advancement of our graduates.
6. Internship experiences which give the students on-the-job education and enhance their employment opportunities and starting salaries.
7. Department of Health and Safety contacts with practicing professionals in the health and safety fields.
8. Increasing number of students selecting health and safety as a career.
9. Recognition afforded Indiana State University and the School of Health, Physical Education and Recreation through faculty accomplishments as authors, speakers, researchers, consultants, educational leaders, and administrators.
10. The new Driver Traffic Safety Instructional Demonstration Center facility and equipment.
11. Advisement of health and safety program majors.
12. Student organizations of Sigma Mu (Safety Management), Student National Environmental Health Association, and Eta Sigma Gamma (School Health and Community Health Education).
13. Fine secretarial services.
14. Free consultant services provided to health agencies, governmental agencies, schools, industries, etc.

Areas of concern. Areas for improvement which need correction or strengthening are:

1. There is a need to have more and better classroom facilities.
2. Laboratories furnished with the required equipment for environmental health and safety management experiments.
3. Equipment which will be used in teaching students monitoring, collection, analysis, and interpretation of data for environmental health and safety management research.
4. Personnel shortage in health and safety faculty. Program growth and extension are dependent upon the availability of sufficient staff.

## THE DEPARTMENT OF PHYSICAL EDUCATION FOR MEN

Purposes, goals, and specific objectives. During the past ten years, the Department of Physical Education for Men has experienced a rapid growth, a peak period, and a decline in major enrollment. Although the records of ten years ago have questionable authenticity statistics indicate that there were 491 majors in 1965-66, 512 majors in 1969-70, and 285 in 1973-74. The full-time equivalency for departmental instruction was 11.8 in 1965-66, 17.5 in 1969-70 and 11.8 in 1973-74.

One primary objective of the department continues to be that of offering quality professional preparation for students who wish to teach physical education in grades K-12 of the public schools. The preparation for teaching may also include specialized instruction in interscholastic coaching, athletic training, adapted physical education, and administration of intramural sports.

A second primary objective continues to be that of providing basic instruction in the general education program of the University. Each student is required to complete two semester hours of credit in approved general education activity courses. The goal of this program is to provide students with skills that they may continue to use in their recreational pursuits and to provide opportunities for developing and maintaining a healthful level of physical fitness.

The department was formerly administratively responsible for providing opportunities for participation in intramural sports and recreation play. Due to the University-wide nature of the program, Intramural Sports and Recreation functions were transferred to the Dean's office of the School of Health, Physical Education, and Recreation

The undergraduate programs being offered are adequate to meet the needs of students who want to pursue a teacher education certification program. However, the department has not provided opportunities for preparation in vocations not affiliated with teacher education. The non-teaching programs provide a new and exciting market for students who want to be affiliated with sport, but who do not wish to teach.

Professional personnel. The departmental faculty consists of twenty regular staff members. Individuals included in this group are seven men who, as part of their load, have assignments in coaching of intercollegiate sports other than basketball and football. These seven individuals hold academic rank and tenure and have all of the rights and privileges of regular faculty members. In addition, the departmental faculty is complemented by nine contract coaches in basketball and football. Individuals in the latter group are each assigned one class per semester. These individuals hold an academic appointment, but do not hold academic rank or tenure.

The departmental faculty consists of three professors, five associate professors, ten assistant professors, and two instructors. Faculty graduate degree preparation includes six doctorates representing the graduate schools

of Indiana University (2), the University of Iowa (1), the University of Michigan (2), and the University of Utah (1). The remaining fourteen faculty members have all completed a minimum of a Master's degree, with the majority having completed several hours beyond the Master's degree.

The faculty has demonstrated the teaching competency to provide a strong traditional program. However, as the thrust of the profession continues toward innovative change, and as retrenchment results in an imbalance of faculty expertise, faculty members will need to be retrained to meet the current needs of the program. Inservice training opportunities will need to be given high priority in planning.

Curricula. The department through the University offers the B.S. and B.A. baccalaureate degrees. The student may elect the 52 hour area major (grade K-12 certification), the 40 hour major (grade 7-12 certification), the 24 hour minor (grade 7-12 certification), or the 24 hour elementary endorsement. In addition to the certification programs, the student may also elect an adapted physical education specialization (27 semester hours), an athletic training specialization (24 or 38 semester hours), an interscholastic coaching specialization (15 semester hours), and/or an intramural sports specialization (15 semester hours).

The athletic training specialization in Physical Education is one of two programs of its kind in the nation. Indiana State has attained national recognition in this area due to its program being sanctioned by the National Athletic Trainers Association and its nationally recognized athletic training staff.

The adapted physical education specialization is also highly acclaimed in this curricular field. ISU is being funded through an USOE grant to develop a model graduate program in this area. Additional grants and fellowships for graduate students have been funded through private foundations and endowments because of the national leadership that ISU's staff is providing in the National Special Olympics Program.

Clientele. In general, today's physical education major at ISU would be a first generation college student from a city or town of 10,000 - 50,000. He would most likely be from Indiana, but if he is from out-of-state, he is probably from the eastern states. The typical physical education major was an athlete at his high school, and he probably participated in more than one sport. One out of five of the physical education majors are on athletic scholarship at ISU. The average major scored approximately 370 in the verbal and 435 in the mathematical measures on the SAT test. Approximately 20% of the majors have a G.P.A. below 2.0, 50% are between 2.0 and 2.5, 20% between 2.5 and 3.0, and 10% above 3.0 at ISU.

The placement record of majors in Physical Education for Men at ISU has been far above national averages. In the last two years 50% of the graduates have accepted teaching and coaching positions in Indiana. Approximately 10% have accepted teaching and coaching positions in other states, while 15-20% have found employment outside of teaching. Between 10-15% have

decided to continue formal study immediately in a graduate program. Less than 8% of the graduating majors (in 1972-73 and 1973-74) are still available for employment in teaching and coaching positions.

Although the average physical education major at ISU would rank in the low average category in SAT scores of physical education majors across the country, the finished product of the department is in greater demand than that of most colleges and universities. This may be attributed to the fine reputation which alumni of the department have earned through performance on the job in schools in the State of Indiana.

Supporting personnel, facilities, and equipment. The program is serviced by a variety of supporting personnel. Three men are assigned full-time duty in the physical education and athletic equipment and supply room. Three additional men are assigned responsibilities of maintaining the buildings and grounds for physical education and athletics. One full-time custodian is assigned to the Men's Physical Education Building during the day.

Three full-time secretaries comprise the office staff which serves the faculty and administrators of the Department of Physical Education for Men. A few part-time student secretaries assist during peak loads.

Fourteen graduate assistants have been appointed by the University to assist in departmental instruction and research. Each graduate assistant is expected to assist in the program on an average of 20 hours per week.

The number of supporting personnel is adequate to meet the needs of the staff and the program. The quality of work produced by some of the supportive personnel in the equipment room has been a continuing problem for the staff and administration.

The Men's Physical Education Building and Arena complex houses a total of nine indoor activity teaching stations, six classrooms, fifteen individual faculty offices and two double faculty offices, two secretarial office suites, an equipment and supply room, four student locker rooms and two faculty locker rooms.

The nine indoor activity teaching stations include three gymnasium areas, a gymnastics room, a wrestling room, an indoor track, a weight training center, a golf or baseball hitting area, and a swimming pool.

The six classrooms include an exercise physiology lab, an athletic training lab, and two temporary classroom units located north of the permanent building.

Other facilities utilized are a privately-owned bowling alley and billiards room across the street from the building and a public golf course located 4 miles from campus.

Scheduling of the facility is jointly co-ordinated by the Department of Physical Education for Men, the Department of Intercollegiate Athletics for

Men, and the Department of Intramural Sports. Physical education has scheduling priority from 8:00 a.m.- 3:00 p.m.; athletics from 3:00 p.m.- 6:00 p.m.; and intramural sports from 6:00 p.m.- 10:00 p.m.

The co-operation between departments in scheduling of indoor facilities has been excellent. The facility is heavily scheduled and extensively used. The facility does provide adequate teaching stations to meet the curricular needs of the Department of Physical Education for Men. One additional teaching station, i.e. handball courts, would be a welcome addition to the complex. The demand for such an addition is great from both an instructional and a recreational point of view.

The existing facility does not, however, meet all of the needs for the Department of Intramural Sports. The facility does not provide courts to run enough intramural basketball leagues, and there is virtually no time during the winter when the Arena is available for free play by students.

A co-operative effort between the Departments of Intercollegiate Athletics, Intramurals, and Physical Education for Men has adequately equipped the facility to meet curricular needs in physical education.

The weight training facility, the gymnastics room, the wrestling room, and the athletic training room are among the best equipped facilities of their kind at any university.

Four outdoor teaching stations are in proximity to the Men's Physical Education Building. These stations include six tennis courts, a hard surface running track, and two grass field areas.

The outdoor space assigned to physical education is extremely inadequate. The six tennis courts serve the men's and women's physical education programs, the intramural sports program, the men's and women's intercollegiate athletic teams, and the recreational needs of the students and faculty. The two grass field areas are inadequate to meet the demands of the intramural and recreational programs in field games such as softball.

Strengths and areas for improvement. In assessing the strengths and weaknesses it is evident that the department has met the needs of its students and the people of Indiana during the past decade. However, the challenges of the future loom large on the horizon. If the department is to continue its enviable record of the past, it must project toward future needs of its students. New programs must be developed outside of teacher-education which will provide opportunities in the commercial areas of sport such as sports broadcasting, sports journalism, health club proprietorship, etc.

While quality must be maintained in current teacher-education programs in physical education, additional opportunities must be provided for specialization on the graduate level. Curriculum evaluation and innovation must be an ongoing process to insure the perpetuation of a quality product for a growing and changing profession.

The department must have flexibility in changing its general education offerings to meet the needs of every student at ISU. Traditional activities must be provided for different levels of ability.

To meet these challenges, the staff must be retrained and motivated toward innovation. Staff members will be asked to secure new skill competencies through in-service training. Staff meetings will need to center on exposure to new ideas in program and methodology. Flexibility and adaptability will be the watchword of the '70's.

Indoor facilities which presently meet curricular needs will need renovation to meet new curricular requirements. Activities such as handball, archery, tennis, etc. will need to be provided for in an additional indoor facility. Recreational needs will need to be met in this facility also.

Outdoor facilities such as additional tennis courts and fields for instruction in archery, softball, soccer, football, etc. will need to be provided in proximity to the physical education complex. Outdoor facilities are very inadequate at present.

Financial support for equipment and supplies will need to keep pace with inflation. New and different programs in the curriculum will necessitate new additional equipment.

Although the challenge is great, the goal is realistic. A talented faculty with administrative support can help the department maintain its proud tradition of excellence in physical education.

## THE DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

Purposes, goals and specific objectives. The Department of Physical Education for Women, which is a department of the School of Health, Physical Education, and Recreation, periodically examines its goals and has developed the following philosophy which provides a basis upon which to operate.

The Department of Physical Education for Women at Indiana State University considers physical education to be an integral part of the educational program and the student to be the focus of attention.

The program provides experiences which will enable individuals to develop physically, mentally, morally, and socially.

From their experiences the students have opportunities to grow in appreciation of their own bodies and recognize the necessity of maintaining health and fitness; to strengthen their knowledge of human relations and their understanding of the rights of others; to acquire skills which may be utilized today and later as a recreational resource; and to develop into knowledgeable citizens as well as proficient teachers of physical education.

Students should be intelligent spectators as well as have acquired the job of enthusiastic participation. The worth of the individual is deemed to be of primary importance and all efforts are focused upon meeting individual needs and interests.

Professional personnel. The faculty of the department has nineteen members and is comprised of three professors, four associate professors, five assistant professors, and seven instructors.

Eight members hold earned doctorate degrees from the graduate schools of New York University, Florida State, University of Iowa, Colorado State, and University of Missouri.

Every other faculty member holds, at least, a master's degree and two have all work completed toward a doctorate except the dissertation. A third person has begun work toward her degree and is seeking a leave of absence in order to complete her residency requirement. With the exception of one member, all other faculty have completed courses beyond their master's degree. Master's degrees represent Indiana University, Michigan State, Iowa University, Indiana State University, West Virginia University, McMurray College, Southern Illinois, and University of Missouri.

Although the responsibility for teaching is considered to be paramount by all faculty, members of the staff pursue a variety of other professional endeavors. A total of four books concerning physical education has been published by three different women. A professional record for gymnastic activities has been cut by another member and has been available for two years. Another member writes a regular column for athletic training for women in the official publication "Athletic Training." The dance instructor is serving as a consul-

tant to the Athletic Institute for preparation of instructional records.

Areas of interest serve to guide each faculty member into her particular field. One person has served as coach of women's U.S. gymnastic teams in international competition and accompanied the U.S. team to Russia this past year in that capacity. In professional organizations, members of the women's physical education department serve at local, state, and national level. One person is serving as a consultant for AAHPER in Washington, D.C., for Adapted Physical Education. A member of the department is Chairman of Publications of the official handbook for Sports for girls and women. Articles concerning technique of teaching have been published in the official guide by six of the women. They present workshops and clinics at state and district meetings.

One of the faculty received the Caleb Mills Distinguished Teacher award this past year.

All members strive to make a contribution to their profession and are interested in current trends.

Curricula. Department Curricula are described in the University Undergraduate Bulletin.

In addition to the certification patterns, the department also offers a specialization in:

Adapted Physical Education (27 hours)  
Athletic Training (24 hours)

These areas present an opportunity for in-depth study of specific areas.

At the present time the supply of women physical educators has surpassed the demand. Not all of the graduates are placed immediately. (A specialist in gymnastics or swimming has no problem.) The department (and the profession) is seeking additional channels of employment. For example, the field of sports casting for women is being explored.

Clientele. Students who utilize courses in the Department of Physical Education for Women:

Majors and minors in the department form the nucleus around which many courses are designed. The curriculum pattern was last reviewed and revised in 1972.

A two hour requirement in general education necessitates an instructional program in a variety of activities, from which the student may choose. Aquatics, individual and dual sports, and dance are scheduled in agreement with the philosophy that the activities should be utilized in later life as well as at the present time.

Elementary majors utilize a methods course in "Physical Education Activities for Elementary School." An average of ten such courses are taught each year.



Majors in theatre enroll in fencing and dance classes.

Music majors supplement their preparation in dance classes.

Students from all Schools in the University participate in a variety of programs offered by the department:

Intramurals (Many of the teams are structured around the Residence Hall groups.

Intercollegiate Women's Competitive Program (Competition in fourteen activities)

Special interest groups such as - Dance Club, Synchronized Swimming, Fencing Club, Majors Club, Delta Psi Kappa (National honorary)

Adjunct services for the University Athletic program:

Cheerleaders

Sparkettes (a drill team which appears with the band during both football and basketball season)

Supporting personnel, facilities and equipment. The department has the services of two secretaries and an equipment room supervisor. A student wages account enables additional employment of students as life guards, student secretaries, and assistants for building maintenance.

Graduate assistants are assigned various responsibilities in the department. Five women were allocated to the department in September. Due to inability to find qualified candidates, some campus departments did not use their quota and reassignments were made. In January, 1974 four additional graduate assistants were appointed. The students who have had experience teach some of the general education classes with the supervision of a regular faculty member. Others are assigned coaching responsibilities. Duty in the athletic training room is scheduled. The graduate assistants are also assigned to assist with research projects. Supervision of practice for some of the classes is also provided by members of the group.

The department is housed in its own building (old and tired, but still very serviceable). Facilities consist of three gymnasias, three classrooms, one all-purpose room and separate office space for all faculty members except two who share an office.

A pool in the Student Union Building is available for scheduling of activities as needed.

An outdoor playing area (5 blocks from the building) is assigned to the women. Trees in the field, though beautiful, are not conducive to freedom of movement for the out-fielders in softball. The hockey team utilizes the astroturf at the University Stadium for competition.

A battery of six tennis courts is shared by the men's and women's departments.

A commercial bowling alley is utilized for bowling classes.

Social dance classes are assigned to a ballroom in the Student-Union Building.

Strengths and areas for improvement. The strength of the department undoubtedly begins with the members of its faculty. Excellent academic preparation, professional zeal, and enthusiastic support of departmental projects are evidenced by members. A variety of educational backgrounds and institutions contribute to breadth and depth when proposed change is initiated.

Another factor which must be recognized is the strength of the curriculum within the department. The curriculum has not remained static; there has been constant review and change. Effort has been made to recognize trends within the profession. The need for a program for the atypical child is receiving evergrowing emphasis at state and national level. Recognizing the trend, in 1967, the department developed a Specialization in Adapted Physical Education which provided an inter-disciplinary approach. The program is partially funded by a Federal Grant which has been allocated since 1969. The last grant extends into 1976.

The growth of a women's intercollegiate competitive program has stimulated the need for Athletic Training. Although the men's program has been structured for a number of years, women have entered the field only recently. The department utilized a woman trainer and developed a training room in 1968. At the present time the program attracts students from over the United States.

Historically, graduates of the Department of Physical Education for Women have been prepared to be generalists. At the present time, there is need for specialists within the field. The specializations in Athletic Training and Adapted Physical Education meet some of the needs. Other areas which are emerging are: gymnastics, dance, swimming, coaching, research, track and field.

The department has proposed to develop a twelve hour concentration in each of these areas. Cutbacks in staff have served as deterrents to the proposal. A dance position was "frozen" in 1972 and one of the strongest swimming faculty is being released at the end of the current year due to Indiana State's financial exigency.

The need for providing pre-teaching experiences for the major-minor students is implemented by departmental planning. From the first major class in which she enrolls, the student receives instruction oriented for potential teachers. Teaching experiences to peers are provided within the class. Students receive teaching assignments to work with children in the Laboratory School. In 1974-75 students will enroll in a Practicum Course for one hour credit and work with students in the Vigo County School Corporation.

Opportunity for the students to gain experience in officiating athletic games is provided through an Officiating Club and requests are received from high schools within a 75 mile radius.

Intercollegiate competition is scheduled in fourteen different activities. The talented student has an opportunity to develop her ability in relation to her interest. Faculty members served as coaches with no additional remuneration. Last year, and during the current year, the Dean of the School and the departmental chairman structured a schedule for released time for coaches. The plan is being implemented as rapidly as possible but is handicapped by lack of personnel. The expanding program requires increased time. Reduced student enrollment (not a happy situation, but helpful in this case) should better enable scheduling of adequate released time.

The instructor-pupil ratio is small enough for effective teaching. The men's and women's department schedule duplicate sections of classes. Some sections are coeducational. The practice of duplicate classes is defensible at the present time because the enrollment within the School of Health, Physical Education, and Recreation is sufficient to fill all sections. If enrollment continues to drop, present planning will need to be re-examined.

Although the facilities for the women's department are old, the amount of instructional space is far superior to that of any women's programs. A lack of adequate outdoor space is a limiting factor for development of outdoor activities.

The department has been able to maintain active contact with the alumnae. An annual newsletter is sent to members of graduating classes from 1973 back to 1921. Former graduates are still the best means of recruitment.

Members of the department make numerous contributions to the department, to the student and to the profession. There is, however, a lack of research within the department. Perhaps other interests and pressures contribute to the situation. A teaching oriented person usually is not research minded.

A standard of evaluation at Indiana State is the number of student credit hours produced. The department has a problem concerning the standard. Many of the classes are activity classes which meet two or three hours a week and receive one credit hour. Some of the theory classes meet three hours and receive two hours credit. Members of the faculty are involved in actual teaching of classes for the number of times a class is scheduled. For example, in the English Department, a class of 30 which meets three times a week will produce 90 student credit hours while this department is considered to have generated 30. Application of the same standard on an overall campus basis doesn't seem to provide any adjustment for an atypical situation.

An institution, a program, or a department is no stronger than its component parts. The instructor is the key person in a program. Adequate facilities, supplies, and equipment will enable the instructional program to best meet the needs of students. Classes should be of proper size in order to ensure effective teaching. Recognition must be given to changing trends. The program must be evaluated and adjusted in relation to current needs. Research should contribute to better understanding of the needs of students and effectiveness of teaching.

The Department of Physical Education for Women believes that the quality of graduating students supports the above statements.

## THE DEPARTMENT OF RECREATION

Purposes, goals, and specific objectives. The Department of Recreation was established in September, 1966, within the School of Health, Physical Education, and Recreation. Faculty consisted of the chairman and one faculty member. Since September, 1968, three faculty members have been added: two in 1968 and one in 1971.

The primary objective of the department is to offer quality education in the vocational-professional preparation for administering, planning, organizing and directing leisure programs in a variety of governmental and nongovernmental agencies. The bachelor's degree curriculum provides a broad, integrated base for a wide range of vocational opportunities in the leisure, park and recreation fields - public, private, religious, educational, industrial, outdoor recreation and camping, hospitals and institutions, nursing homes, rehabilitation agencies and special residential schools and training centers. At the graduate level (masters only) the program is directed toward intensive preparation in two areas: namely, public recreation and therapeutic recreation. However, attention is also given to outdoor recreation and camping. The department offers a minor at both levels in addition to elective courses for students enrolled in other university programs.

Professional personnel. Faculty consists of one professor (chairman), three assistant professors, and an instructor (one-year appointment). The department uses the services of three graduate assistants. Graduate degree preparation includes two doctorates representing the graduate schools of Teachers College, Columbia University, and New York State College at Syracuse. One faculty member is on leave completing his doctoral degree at the University of Utah. Other faculty preparation, at the master's level, include the University of Minnesota, Indiana University, and the University of Utah.

The chairman of the department has an international reputation in the professional field of therapeutic recreation. He is a past-president and a Distinguished Fellow of the National Therapeutic Recreation Society and presently serves as Executive Secretary, Indiana Park and Recreation Association. In addition, he serves as an Associate Editor, Journal of Leisure Research, and member, National Recreation and Park Association Board. At present, he serves as consultant to many national and state professional and voluntary health organizations as well as being a consultant and serving outside the United States with the World Health Organization. He has published over forty articles and one book and is in the process of other publications.

Curricula. The department through the university offers four degrees: two at the baccalaureate level (B.S. and B.A.) with a major in recreation and two at the master's level (M.S. and M.A.) with a major in recreation or a major in recreation with a concentration in therapeutic recreation. A concentration in therapeutic recreation is unique since not more than a dozen colleges or universities in the United States offer such.

The undergraduate program is also unique in that it explores basic concepts concerning leisure with recreation majors rather than to simply expose students to a series of courses in parks and recreation in the traditional manner. The professional recreation core within the fifty-seven semester hour major consists of five five-hour time blocks and one six-hour time block. These study blocks begin in the first semester of the sophomore year and end with completion of the first semester of the senior year. They also include one summer between the junior and senior year or following the senior year of academic study.

Clientele. In general, students served in this program are represented from the State of Indiana and surrounding states. However, a significant number come from the states of New York and New Jersey and majors concentrating in therapeutic recreation are from all parts of the United States. About equal representation is found in sex, family income, and social habits.

Until this year little problem has been experienced in the placement of students following graduation at either level. While the problem is not acute, it does appear that communities are not developing recreation positions or filling vacancies as quickly as they have in the past. In addition, students from this University compete with students from two other state universities for public recreation positions. At the time the department was established, it had the smallest enrollment among the three universities. Today, it has the largest total enrollment of the three, according to a AAHPER survey completed in 1972. On the other hand, therapeutic recreation majors are not finding the minor difficulty faced by public recreation majors in obtaining employment. To some degree, the demand is greater than the supply for this department. Nearly every administrative and supervisory position and many leader level positions in rehabilitation settings in Indiana are occupied by students graduated from this therapeutic recreation program. This is now beginning to occur in the State of Ohio.

Present enrollment in the department is indicative of the interest in recreation. Undergraduate major students number 206, while over 80 full and part-time students are enrolled in the master's degree program. This is a slight decrease from a total high of 228 undergraduate students in August, 1970, but an increase in graduate students. In general, growth of the department has exceeded the University enrollment.

A survey of graduates of the program conducted in the spring of 1970 showed about 73% of graduates were actively employed as professionals in recreation, and, of these, 52% were employed in Indiana. At that time also, over 15% were doing graduate work. The department is presently in the process of completing a similar study.

Supporting personnel, facilities, and equipment. Since 1967, the department has operated and maintained a seventy-acre field campus including seven lakes for year-round instructional purposes in outdoor leisure, recreational and educational activities, and studies. The facility includes a large sheltered building used specifically for instruction and storage of supplies

and equipment. Two small buildings are used for additional storage of maintenance and water equipment. A maintenance man is employed year round and resides on the campus. In 1968, the Department of Life Sciences built a small field laboratory on the campus for education and research purposes.

The facility is also used for practical outdoor experiences involving the students in conjunction with primary and secondary schools in and outside of Terre Haute, and other agencies. Also, various Terre Haute schools and University groups, under department supervision, have used the facility on a limited basis for educational purposes. Lastly, the facility has been used by faculty, personnel, and students during the summer months for their own personal leisure as part of the University Summer Activities Program.

Department strengths and areas for improvement. Leisure and recreation as a fundamental force is receiving greater emphasis each year and continues to merit serious consideration on all levels of society. The inception and rapid development of the department came about as a result of the recognition of this dynamic movement. Large amounts of leisure time are available for the majority of citizens and there is ample evidence to indicate that much of this free time is not properly used. Many pressing social problems reflect the unwise use of leisure time.

Institutions of higher learning have failed to provide sufficient leadership in education for leisure. Universities providing larger, more pertinent education for leisure must accept greater responsibility for providing improved programs, so that all college students will become aware of the significance of leisure in America.

An urgent need exists for providing courses which will interpret the leisure problem in America. National organizations indicate critical shortages in all areas of leadership in recreation and leisure. Education for leisure living is indispensable in America.

However, additional faculty is needed if continued growth and quality education is to be achieved in serving the needs of students, especially graduate students. While the University economic problems are understood, there appears to be no recognition of the fact that enrollment in this department has increased over the years and that faculty is responsible for teaching all courses which amounts to 12 or more credit hours per semester per faculty member. Also, the increase in graduate students and a desire to revise the graduate curriculum to reflect national trends requires additional faculty. It appears, unfortunately, that requests for new and replacement faculty is yet to be fully understood and recognized.

Moreover, additional financial assistance seems necessary to maintain, supply and equip the University field campus for adequate instructional purposes. Presently, as a result of insufficient funding, this campus is slowly deteriorating to the extent that its value for instructional purposes will be questionable within a few short years.

## THE SCHOOL OF NURSING

Purposes, goals, and specific objectives. The School of Nursing is a new basic baccalaureate program in nursing which prepares the student for beginning professional nurse practice and licensure as a Registered Nurse. It provides the foundation for graduate study in specialized clinical areas, teaching, and administration in nursing.

The first class of eight to graduate was in 1967, with a total in May, 1974 of 42.

The School is approved by the Indiana State Board of Nurses' Registration and Nursing Education, and was accredited by the National League for Nursing in 1969 for a period of eight years.

In January, 1970, the Board of Trustees created a department of continuing education with a full-time nurse as director. The philosophy of the department is:

"We believe that nursing education is a continuous process in which there is a special responsibility to assist learners to undertake a commitment to lifelong learning in the arts and sciences of their profession. Even though the primary responsibility for maintaining competency in nursing practice must be assumed by the individual, the School of Nursing has a responsibility for the lifelong growth of professional learning, to assist nurses to develop and improve their practice and to exercise leadership in effecting changes in health delivery services. Emphasis of continuing education should be placed on opportunities for acquiring knowledge, skills, values, activities, and habits of mind which will move the learner toward self-actualization that is essential for the improved nursing practice and career satisfaction."

Fifteen non-credit courses have been offered to nurses in this community. The director is a member of the Indiana Statewide Plan for Continuing Education in Nursing which proposes the establishment of ten regional centers for continuing education in nursing. The project focuses on the effective and efficient use of Indiana's higher educational resources to provide quality voluntary continuing education activities for Indiana nurses at a regional level.

Curricula. The School of Nursing has a basic baccalaureate program which also admits registered nurses from diploma and associate degree programs. The statement of the philosophy, purposes, and objectives of the School of Nursing was devised by the faculty in 1964, revised in 1967, and again in 1973. The current statement follows:

The faculty of the School of Nursing endorses the philosophy and purposes of Indiana State University in the preparation of students who, upon completion of the curriculum, have a liberal education and are technically and/or professionally competent.



The faculty believes that the individual's potential and changing aspirations are best achieved through a program providing for vertical mobility. The lower division of this program is both preparatory for technical nursing and foundational for professional nursing. Articulation to the upper division provides for a continuous and sequential educational process of career mobility based on the learner's ability and interest. The upper division of this program is both preparatory for professional nursing and foundational for graduate study.

The faculty believes that learning is a result of an interaction between the individual and the environment which effects a behavioral change. The purpose of the educational process is to facilitate the development of each individual to his/her maximum potential. This process assists the student to develop an understanding of self as an individual and his/her relationship with society and the environment.

Nursing is an analytical, expressive process which assists man to reach and maintain his/her optimum level of health. It occurs when nursing intervention is planned, implemented, evaluated and modified in order to mitigate identifiable potential or real health problems of an individual or society.

Nursing education utilizes basic principles from the natural sciences, behavioral sciences, social sciences, and the humanities in evolving a theoretical frame of reference for nursing practice. Learning experiences based on the knowledge and application of these principles provide the opportunity for the development of a nurse who is creative in adapting to technological and societal changes.

The faculty promotes the learning process by functioning as a resource to facilitate and encourage intellectual stimulation and critical thinking. Hence, within a climate of mutual respect, students and faculty share in a cooperative enterprise of inquiry, learning and teaching.

The faculty recognizes that continuing education is an essential force in developing and maintaining competencies of the individual and the practitioner in the health care delivery system.

The program is designed to prepare nurse practitioners who demonstrate the attitudes, skills, knowledge, and understanding necessary for the practice of nursing in a changing society. This practitioner cooperates with members of the health team and consumers of health care in identifying and solving health problems of the individual, groups and society. The practitioner is prepared to think critically, communicate effectively, make appropriate judgements, and exercise self-direction. This nurse practitioner is prepared to be a contributing member of society seeking self-fulfillment through intellectual curiosity and commitment to continuing education.

The curriculum reflects the philosophy and purposes of the University and the School of Nursing. The bulk of the nursing courses are in the junior and senior years on the senior college level. Courses in the first two years are general education and courses which form the basis for the nursing major. General education courses are shared with students in other majors.

### Unit organization

The School of Nursing is administered by a dean who is directly responsible to the Vice President for Academic Affairs for areas pertaining to faculty and related academic matters. An assistant dean reports to the dean in the School of Nursing. Communications are kept open through weekly meetings of Deans, University Bulletins, memoranda, and availability for appointment and telephone conversations. Communications with other vice presidents are initiated and carried out directly by the dean.

There are no departments within the undergraduate program, therefore, all faculty are responsible to the dean. The director of continuing education in nursing also reports directly to the dean.

Members of the School of Nursing faculty are represented on committees within the agencies which serve as clinical laboratories for students' experiences as well as other agencies providing health care. There is a lay advisory committee to the director of continuing education in nursing.

School of Nursing faculty are serving on the following University committees: Curriculum and Academic Affairs, Financial Exigency, Faculty Dismissal Hearing Committee, Student Court, Academic Planning, Admissions, and Extended Services.

Professional personnel. Faculty include: 0 professors; 2 associate professors; 10 assistant professors; 3 instructors; and 15 teaching assistants.

The one doctorate is from Indiana University; Master's degrees represent the following universities: 2 Indiana University; 2 Teacher's College, Columbia; 2 University of California, San Francisco; 1 University of Chicago; 1 Ohio State University; 1 Yale University; 1 University of Cincinnati; 1 Loyola; 1 Marquette; 1 Washington; 1 Wayne State. All teaching assistants have a baccalaureate degree.

### Faculty organization

The School of Nursing has an approved Constitution which serves as a guide for faculty government within the School of Nursing, but within the framework of the University Faculty Government. The School of Nursing has a Council, Executive Committee, and three standing committees - curriculum, faculty affairs, and student affairs. Most committees meet weekly and a few meet monthly. These meetings are the major means of communication between the dean and the faculty and among faculty. Recommendations from these committees go to the Executive Committee of the Nursing Faculty Council and then to the Nursing Council.

Supporting personnel, facilities, and equipment. Supporting personnel include three administrative assistants and two secretaries. There is an administrative assistant in charge of the Clinical Education facility with responsibility for course materials for six faculty. There are two administrative assistants assigned in the Dean's office and two secretaries assigned to faculty course materials and faculty government documents.

In September, 1969, the new School of Nursing Clinical Education Building, adjacent to Union Hospital, was opened. This building provides seminar rooms, classrooms, locker rooms, an auditorium, a reference reading room, and lounges needed by the faculty and students when at Union Hospital for clinical practice. A new hospital building went into operation at Union Hospital in 1971. The University's new School of Nursing building, constructed on the University's main campus, was opened for use in April, 1971. This building contains offices for the administration and faculty of the School of Nursing. There are seminar rooms and classrooms on each floor. On the second floor, a 32 cubical audio-tutorial laboratory, a demonstration classroom, and a practice laboratory make it possible for students to move ahead in their sophomore nursing courses at their own rate of speed. There are five large classrooms on the main floor. All are equipped for color closed circuit television and are flexible in arrangement. Audio-visual equipment and materials are used to supplement instruction. There are two lounges, one for students and one for faculty. Reading materials are available in each.

Other facilities which are used for student learning experiences besides Union Hospital include the new Katherine Hamilton Mental Health Center located adjacent to Union Hospital, the Veterans Administration Hospital at Danville, Illinois, and Meadows Manor Convalescent and Rehabilitation Center, the Associated Physicians Clinic, St. Anthony Hospital, the Visiting Nurse Association, Vigo County Health Department, Schools and Physicians' offices, all located in Terre Haute.

The School of Nursing maintains an audio-visual media program at building level in cooperation with Indiana State University Audio-Visual Center. As such, its primary purpose is to facilitate the use of audio-visual services, materials, equipment, and facilities by the faculty of the School of Nursing. The School of Nursing has purchased many of the software and hardware items stored within the School of Nursing building. Other software and hardware items were purchased by the University and are controlled by the Audio-Visual Center. All audio-visual material is under the control of the Audio-Visual Center, although some is housed at the School of Nursing.

Facilities to implement individualized study include a film preview room, independent study carrels, student reading room, laboratory for practice of manual skills, demonstration classroom, and an auditorium equipped for multi-media presentations. Eight additional classrooms are suitably equipped to present media of all types.

The Clinical Education Building contains a multi-media auditorium, three study carrels situated in the reading room, and two classrooms equipped for media presentation. Funds for both buildings came from USPHS under the Nurse Training Act. of 1964, construction grants.

Clientele. Nursing students meet the same entrance requirements as other students in the University and would probably have the same characteristics. The only additional requirements in the School of Nursing is that the students must submit a satisfactory health report and must have had algebra or an equivalent.

Retention policies are determined by the Nursing Faculty and are above the University policies due to the nature of the professional practice of nursing and the availability of resources, both clinical and faculty.

Graduates of the program do not have difficulty in securing positions. The University Placement Office serves to disseminate job information but does very little for placement of nurses in positions.

On a recent questionnaire, 47 felt that their preparation was adequate, while 6 felt it inadequate.

Registered nurses receive credit by examination for proper placement in the program.

Strengths and areas for improvement. The School of Nursing seems to be a firmly established school within the University.

The School of Nursing has had tremendous growth in enrollment since its founding in 1963. Student enrollments have increased 800%. The two new buildings have added necessary facilities to achieve the Nursing School's goals and objectives. An additional service was added in 1970 with the creation of a department of continuing education which serves the learning needs of nurses in Region 7

A one year Planning Grant for Curriculum Development was received from the federal government in 1972. A revised curriculum has been developed by the faculty, received approval from Faculty Government, Board of Trustees and awaits consideration by the Commission of Higher Education.

It is anticipated that a graduate program with a Master's Degree can be established within the next few years.

#### Evidence of Achieving the Objectives

1. Adequate number of applicants so that selection can be made from regular University students.
2. Graduates pass State Boards - 6 nurses have failed total of 8 areas on the exam.
3. Graduates find jobs easily.
4. Graduates go on to Graduate School.
5. Graduates hold leadership positions.
6. Eight registered nurses from associate degree and diploma programs apply, finish, and obtain leadership positions.
7. Thirty-nine registered nurses from associate degree and diploma programs are currently enrolled.

8. Faculty continue their education.
9. Periodic changes made in curriculum based upon continuing assessment of professional trends so that future needs can be defined.
10. Opportunity for evaluation of instruction's effectiveness and achievement is continuous throughout the four years.
11. Periodic evaluation of program through follow-up studies is planned.

#### Strengths

1. Increasing number of students.
2. Open admission.
3. Cooperation from clinical agencies.
4. Interest among faculty for formal continuing education.
5. Adequate book budget.
6. Positive feedback from graduates.
7. Administrative involvement.
8. NLN accreditation.
9. New facilities - School of Nursing building and Clinical Education building.
10. Available job opportunities for graduates.
11. Reflected improvement of health care - locally, regionally, and nationally.
12. Planning for innovative curriculum.
13. Supportive campus and inter-campus services, i.e., T.V., A.V., etc.
14. Faculty interest and involvement in community projects/service.
15. Opportunity for student involvement in faculty government.
16. Opportunity for faculty to be involved in University faculty government.

#### Areas for improvement.

1. Lack of sufficient and qualified faculty.
2. Lack of clinical resources for number of students.
3. No remedial program.
4. Very limited time and money for faculty inservice - formal.
5. Lack of true research.
6. Lack of time for publication.
7. Lack of time for student involvement in school and university activities.
8. Exigency - financial.
9. Limited interdisciplinary experiences.
10. Lack of consumer input (client of health care).

The Dean of the School of Nursing describes the following special advantages enjoyed by the School. In several ways, these overlap those listed above which are identified from a faculty point of view.

1. Excellent teaching facilities.
  - a. A Clinical Education Building, adjacent to a new medical and Community Mental Health Center, was opened in 1969. Seminar rooms, classrooms, teaching and demonstration facilities and

- student lounge and study facilities, as well as, an auditorium seating 154, makes this building an excellent facility not only for the School of Nursing but for other educational programs by the University and Health related groups.
- b. The four story School of Nursing Building on campus opened in 1971. Faculty office space, classrooms and small group seminar rooms are equipped with color television monitors. There are 32 individualized study carrels equipped to utilize slides, cassette tapes, filmstrips and teaching machines. Across from this facility is a laboratory which may be used for individual or group practice and evaluation. It is equipped with realia. There is also a student reading and study room, a film preview room and a demonstration classroom.
  - c. The audio-visual facilities are quite adequate for support for practically any curriculum design. This has fostered the development of an audio-tutorial approach to help individualize many areas of advanced learning and to allow students to advance at their own rate of learning as far as possible.
  - d. Good relationships have been established with many nearby health care facilities. Contractual agreements have been set up to govern these relationships. The students are at all times under the direction, instruction and evaluation of University School of Nursing faculty or their assistants.
2. The faculty has set up its own internal organization and has a Faculty Council (including an Executive Committee) and other necessary committees with major responsibility in the field of curriculum, student and faculty affairs, and advisory responsibilities in setting up school policies. These committees meet regularly and are a major means of formal communication between the administration and the faculty.
  3. The faculty of the school are regular members of the University faculty with representation on the All-University Senate and on University committees, both appointed by the Faculty Senate and also those appointed by the University administration.
  4. The faculty has worked weekly, for over two years, on the development of a revised baccalaureate curriculum with the potential for a student to exit at the completion of all lower division course requirements and accept an Associate degree and try to qualify as a Registered Nurse by taking the State Board Examinations. Such students could come back into this type of integrated curriculum and carry out upper division requirements in order to qualify as a professional baccalaureate graduate. About one half of the major in nursing would be on the lower division level with the remainder being upper division in scope. This would also allow for some electives in nursing on the senior level.
  5. Registered Nurse graduates of hospital diploma schools and of existing Associate degree programs are now enrolled in the School of Nursing preparing to complete their B.S. degree with an upper division major in nursing.
  6. The Continuing Education Department of the School has made a good

start in trying to meet immediate needs of nurses in this Region of the State and that of several counties in Illinois.

Additionally, study and attention by University and Nursing School administrators must include the following.

1. The major problem is in finding well prepared faculty. There needs to be at least eight more fully prepared faculty positions filled.
2. Students are being cared for by over worked faculty supplemented by Teaching Assistants (Registered Nurses with baccalaureate degrees and some experience). However, the ratio of Teaching Assistants to regularly prepared faculty is too high.
3. At least two full time secretaries need to be allocated to this growing department. These two vital positions are now being filled by two persons supported by Nursing Capitation Grant Funds. Since this money may not be available much longer it is important that these be made regular positions with costs for salaries assumed by the University.
4. The faculty of the School of Nursing must attend more workshops and conventions that would usually be needed because of the exploding nature of knowledge in this field and the fast changing role of the nurse in the USA Health Care Systems. Properly prepared Nurse Clinicians or Family Nurse Practitioners will need to be employed on the faculty and will also need about one day a week free to practice, in order to keep their own skills up and serve as role models to students and other faculty who are not yet prepared in this way.

## THE SCHOOL OF TECHNOLOGY

Historical background. The School of Technology had its beginning at Indiana State University in 1905, when the institution was known as Indiana State Normal School and a department of manual training was established. By the second year, the operation had expanded into four classrooms and was soon established as a major department of the school.

Progress has continued through the years and has been marked by the design and construction of a special building to house the programs, by the subsequent remodeling and expansion of the building, and by the acquisition and utilization of three additional buildings or annexes.

The School of Technology has shared in and contributed to the changes which moved the institution and its departments from single to multi-educational purposes. The changes were recognized in the institution by name changes which progressed from Indiana State Normal School, to Indiana State Teachers College, to Indiana State College, and to Indiana State University. Similar changes marked the progress of the department from Manual Training, to Industrial Arts, to Industrial Arts - Trades and Industries, to Industrial Education, to Division of Industrial Education, and to the present School of Technology.

The School of Technology provides students with the educational environment essential for the translation of the common body of content derived from the industrial technological segment of society. The educational goals are to provide experiences which develop awareness, understanding and competencies regarding industrial tools, materials, processes, and related services.

The degree programs which emanate from the course offerings prepare professional teachers, instructors, supervisors, managers, pilots, and technologists for careers in schools, industries and businesses. The graduate should be prepared such that he possesses the skills and knowledge essential to his success as a contributing member of his chosen profession.

Selected courses from within the curricular offerings serve persons seeking general information as well as those who seek specific skills with respect to the industrial-technological segment of society.

A concomitant mission of the School is the continuing development of the faculty with respect to expertise in their areas of instruction. The School supports individual and cooperative research, as well as cooperative liaison with industry, as means to this end.

Educational programs of the School of Technology were included in the 1973-74 NCATE accreditation and in the 1973-74 State Department of Public Instruction Certification accreditation. Professional Technology programs were accredited in 1974-75 by the National Association of Industrial Technology.



### Organization of the School

- A. The Dean of the School of Technology, as executive officer, is responsible for administration and operation of the School. The Dean is assisted in administration by an Assistant Dean and by an Executive Committee which includes department chairmen, the Assistant Dean, and a representative of the School faculty government.
- B. Operations of the School are organized into five departments including Aerospace Technology, Industrial Technology, Industrial Professional Technology, Industrial Arts Education, and Vocational-Technical Education. The Industrial Technology Department functions as a service unit offering the laboratory instruction for other departments.
- C. The Vocational-Technical Services Center operates within the School of Technology but is the unifying center for several vocational education programs of the University. The Center director is the University's contracting officer with the State Board for Vocational-Technical Education and the Vocational Division of the State Department of Public Instruction, and coordinates programs of Business Education, Home Economics, Trade and Industrial Education, and Health Occupations. The Center also operates the Vocational Instructional Materials Center and is responsible for in-service teacher education in Indiana State University's region.
- D. Faculty Committees: Administratively appointed faculty committees include the Library Resources Committee, the "Communicator" Publication Committee, and the Computer Utilization Committee. Faculty Government Standing Committees include Academic Affairs, Faculty Affairs, Student Affairs, and External Affairs

### Curricula.

- A. Undergraduate: Undergraduate programs are designed to prepare individuals for professional careers in industry and education. Associate degree programs are offered in electronics and design with four specialization options. Baccalaureate degree programs for preparation of teachers include Industrial Arts and Vocational-Trade and Industrial Education. Baccalaureate degree programs for preparation of technologists include Automotive Technology, Aerospace Flight, Airport Administration, General Industrial Supervision, General Industrial Technician, Manufacturing Electronics, Manufacturing Design, Manufacturing Supervision, Packaging Technology, and Printing Management.
- B. Graduate: Graduate programs are designed for individual advancement and further professionalization of careers in education and industry. Masters degrees are offered in Industrial Arts, Vocational-Technical Education, and Industrial Professional Technology. The Departments of Industrial Arts Education and Vocational-Technical Education offer advanced graduate study leading to supervisory and administrative certification and offer doctoral degrees in cooperation with the School of Education and with Indiana University.

Supporting personnel, facilities, and equipment. The School is staffed with 36 full time faculty members and 26, or 72 percent, hold terminal degrees. Teaching loads are 12 semester hours per faculty with reductions of 2 to 3 semester hours for laboratory coordination responsibilities. Laboratory instruction provides 2 contact hours for each semester hour.

Vocational-Technical Department services are funded through contracts with the State Board for Vocational Education. Separate contracts include pre-service teacher education, in-service teacher training, the Instructional Resource Center, Professional Personnel Development, and a consortium program for leadership development.

Services and Facilities: Services to the educational and industrial agencies of the University's service region include conferences, workshops, consulting, regular courses, special courses, and academic programs. Extensive evening offerings of technical subjects provide in-service growth and advancement for regularly employed persons.

Programs have expanded into three annexed facilities which house laboratories, classrooms, and offices. Equipment is well maintained and annually updated to assure excellence for learning environments.

Department strengths and areas for improvement. Major strengths in faculty qualifications and in instructional equipment are welcomed but the opportunity to build these strengths emanate from the relatively large number of students attracted to programs. Faculty are selected on the basis of sound occupational experience as well as for their academic preparation and the occupational experience is a major strength for technology instruction. Research effort and contribution is not as strong as it should be. The buildings are quite old and the annexed facilities have been adapted to needs. The scatter of programs and faculty in annexed buildings add to communication problems. Women and minority groups have not effectively been attracted in relation to the opportunities which exist and follow-up communication with alumni could be improved.

THE DEPARTMENT OF AEROSPACE TECHNOLOGY

Purposes, goals, and specific objectives. The mission of the Aerospace Technology Department is the education of professional technologist and managers of the Aviation Industry. The majority of the majors in the department are preparing for professional flight careers. An Aviation Administration major was approved by the Indiana Commission on Higher Education in July, 1973. Additional programs of aircraft and powerplant technician, air traffic control and avionics are included in the University Academic Master Plan.

The mission of the department is accomplished through University and community resources. The general education, academic aerospace preparation, and opportunities for a minor, or elective courses; are provided by the University. The flight courses are provided by two Federal Aviation Administration (FAA) approved Flight Schools at the two local airports.

Professional personnel. The faculty consists of one Associate Professor, and two Assistant Professors. Faculty graduate degree preparation includes two doctorates representing the graduate schools of Florida State University and Ohio State University. One faculty member holds a Masters Degree in Industrial Education from Purdue University, with additional work toward the Ph.D. at that institution.

The regular faculty members are all FAA certified Commercial Pilots with Instrument, Multi-engine, and Flight Instructor ratings. The Instrument Flight Instructor rating is also held by faculty members. All faculty members are FAA certified Ground Instructors.

Aviation experience of the faculty is extensive and diversified. Experience includes - - military aviation administration and management, flight instruction, aviation transportation, and aviation education at military schools and universities.

Curricula. Two baccalaureate degree programs are offered by the Department of Aerospace Technology.

The professional flight major was approved in 1968. The curriculum includes fifty semester hours of general education, fifty semester hours in the major, and twenty-four hours for a minor or general electives. The program is unique in that only eight institutions in the nation offered the bachelors degree in professional flight in 1969. Fifteen institutions currently offer bachelor degrees in flight programs. The professional flight major includes FAA certification as a commercial pilot with instrument, multi-engine, and flight instructor, airplane ratings.

The aviation administration major was approved by the Indiana Commission for Higher Education in July, 1973. The curriculum contains fifty semester hours of general education, twenty-five hours in aviation administration, twenty-five hours of flight related courses. The program includes FAA certification as a commercial pilot with instrument rating.

The general flight minor consists of twenty-three semester hours in the Aerospace Department. The minor includes FAA certification as a commercial pilot with the instrument rating.

Clientele. The number of majors in the professional flight program has stabilized at approximately one hundred. The aviation administration major was approved in July, 1973, and is expected to attract approximately eighty majors. A majority of the students served are from the State of Indiana; however, Illinois, Kentucky, and Ohio are represented. Transfer students from Vincennes University and Miami-Dade Junior College have received bachelor degrees in aerospace technology at Indiana State University. Approximately 89 percent of the students majoring in the department are currently from Indiana. Minority groups and foreign students are also represented among the majors in the department.

Placement of graduates has been excellent in view of the highly competitive career field and energy crisis in the Industry. Graduates are currently employed as flight instructors, charter and executive pilots, commercial airline pilots, and many have entered the military services as career military pilots and air crew members.

Supporting personnel, facilities, and equipment. In addition to the normal support provided by the University, the department requires additional support for the flight courses.

The flight courses related to both the professional flight major, aviation administration major, and general flight minor are taught by two FAA approved Flight Schools. The instruction is provided under an annual "Contract to provide flight training" approved by the University. The contract is administered by the department chairman with a faculty member assigned to each airport to supervise the flight instruction. A majority of the flight instructors employed by the associated flight schools are graduates of the Indiana State University Professional Flight program.

The supporting facilities consist of two modern, well-equipped airports. Both airports have two or more hard surface runways, lighting facilities, and published instrument approaches for all weather operation. The airports consist of a controlled airport and a non-controlled airport to afford the student the experience required for FAA certification.

The two flight contractors are equipped with late model, well-equipped aircraft and continually update their fleet.

Strengths and areas for improvement. The department's major strengths are the support of the community, administration, quality of graduates, and economy of the program. The municipal Board of Aviation Commissioners has reserved a site on the Hulman Field Municipal Airport for future development of University airport facilities. The ISU administration and Board of Trustees have approved the construction of hangar and ramp facilities and these facilities have been placed in the University Building Plan. The

quality of the student is greatly enhanced by the requirement that the student obtain FAA certification as well as meet University standards for graduation. The cost of the program, both to ISU and the student, is very economical when compared with other similar programs. The student pays for the flight instruction at the contract cost to the University, the rates for flight instruction are lower than average due to the volume, and the University provides simulator flight time at no cost to the student.

Areas for improvement include funding, lack of supervision of the flight instruction, turnover of flight instructor personnel, and non-ownership of aircraft. Although airport facilities are included in the building plan, the severe funding problems of the University have delayed the development of these facilities. Although two faculty members are assigned one-fourth of their instructional responsibilities as supervisors of flight instruction at the airports, the requirements of teaching academic classes, counseling and participation on committees, limits the supervision process. The flight instructors at the two flight schools undergo a rapid turnover restricting the continuity of instruction and experience level of flight instructors. Although this reflects the quality and demand for ISU Aerospace graduates, it results in a weakness in the program. The non-ownership of aircraft severely limits the proficiency of the aerospace faculty and the development of aviation oriented research projects.

THE DEPARTMENT OF INDUSTRIAL ARTS EDUCATION

Purposes, goals, and specific objectives. The Department of Industrial Arts Education prepares teachers and administrative personnel for secondary, post-secondary, college and university instructional programs that operate in this significant area of American education. The great majority of the graduates prepare for and enter the teaching profession in the secondary schools.

The department also provides instructional services to programs for the preparation of elementary teachers and manual arts therapists.

While the department must operate within the framework of the certification law of the State (a framework that is somewhat outdated for IAE curriculum area), there still exist options for action so that progress (or recession) can result. The possibilities for this curriculum area in the lives of secondary youth are far greater than have yet been realized in the great share of the classroom practice and even greater than most commonly accepted theory expresses. These possibilities are not excluded by the generalized definition, which the department holds, that industrial arts education is to be concerned with the analytical and evaluative study of industry and its associated second-order effects. A major problem of the department is reconciling the pressures to maintain the status quo, especially in the area of subject matter, with the requirements for updating programs and preparing for the future. A major purpose of the department is continuing effort to resolve this dilemma at the teacher-preparation level as well as in the schools in which ISU graduates will teach.

The study of industry and its associated technique and technology, then, is the source of the learning content at the teacher-preparation level as well as in the public schools. To further detail the objectives of the area is but to delineate the uses to which the resultant learnings may be put by the learner. The multitude of such uses cannot be predicted. However, certain categories of uses may be cited as examples:

- (a) Increased awareness and understanding as a citizen of the industrial/technological forces that shape his environment and exercise control over his fortunes and destiny.
- (b) Important implications for occupational guidance and as a base for possible future development into occupational competency.
- (c) The avocational uses to which introductory technical knowledge and manipulative skills may be applied.

The department is also continually concerned with improving the ability of its graduate to teach and perform the other tasks of his employment. This concern lies not only in the area of teaching method but, in the relatively new and evolving curriculum area of industrial arts education, this concern also extends to philosophical considerations and matters of curriculum change and development.

Professional personnel. Seven of the eight faculty members of the department hold the doctorate degree from seven different universities: University of California, University of Illinois, Indiana University, State University of Iowa, The Ohio State University, University of Minnesota, and Purdue University. A variety of institutions are represented in acquisition of lower degrees. Five of the seven doctorates have been earned within the last seven years.

This group of professors is extremely active not only in discharging their normal teaching duties, but also in school and University affairs outside of the department, in the affairs of their professional organizations at all levels, and in contributions to the development of the profession and its literature via conference program participation and in published writings.

Curricula. The undergraduate teacher education program results in the baccalaureate degree and in meeting the state requirements for the provisional teaching certificate. While there are three distinct programs (40-hour teaching major, 52-hour teaching major, and 24-hour teaching minor), the two shorter programs are but selected portions of the 52-hour major. The three are authorized by certification law.

A program to qualify as a manual arts therapist is also available to the industrial arts teaching major through a program of courses plus an internship with a Veterans Administration hospital.

Clientele. There are about 350 majors in the department. This is a reduction from a peak of approximately 500. Most of these students come directly from the high schools of Indiana. The number of students classified as transfer students appears to be increasing. Transfer students from Vincennes University and from other accredited 2-year institutions from other states enter these programs to complete the last two years of a pre-planned 4-year sequence, or they enter ISU programs because they have now determined that of which they are capable (financially or otherwise) and they become interested in completing the baccalaureate program. Transfer students from other curriculum areas and disciplines from within the University change for a number of reasons. One of these may be the availability of industrial arts teaching positions in the public schools. Some of these changes in vocational objective take place at the post-graduate level.

Graduates have experienced little difficulty in getting teaching positions. The shortage is not as acute as formerly, but at the beginning of the 1973-74 school year there were 60 to 70 secondary school industrial arts positions unfilled. Even at midyear there remained approximately 20 such unfilled positions.

Resources and provisions for follow-up contacts with graduates are somewhat limited. Most of those who enter and remain in teaching in Indiana schools return to Indiana State for the fifth year of study, a requirement for professional certification. Thus some contact is made during the early years of the graduate's career. Contacts through the school publication, The Communicator, also have value but cannot replace the face-to-face visit in the graduate's school.

Feedback relative to the success and deficiencies of graduates reached the department by a number of avenues, mostly informal. Nevertheless, this feedback has frequently been the subject of departmental discussions with resulting corrective measures.

A recent doctoral dissertation by Dr. W. Wold (departmental faculty member) sought to evaluate the Industrial Arts Teacher Education Program for a 10-year period immediately prior to 1970. This will continue to have value for evaluation and refinement activities.

Supporting personnel, facilities, and equipment. The department depends upon the Department of Industrial Technology for laboratory courses in the technical subject matter. This arrangement has been in effect since 1968 when the School was organized. The quality of the laboratories and associated faculty is a major strength of the departmental programs.

Since 1966 a simulated manufacturing enterprise has been in operation within the School of Technology. For industrial arts teacher preparation it has introduced opportunities to study operational industry in many of a wide variety of aspects existing in that socio-economic institution. In addition to formal industrial knowledge, the industrial enterprise has enabled potential teachers to learn about and practice industrial managerial skills which are so similar to those needed by the teacher in his management activities.

Micro-teaching is a valuable element in the methods classes. Video tape recording equipment is used to give audible and visible feedback to students who have prepared and made teaching presentation to groups of their peers. Critique sessions follow.

Faculty members in the Industrial Arts Department, as well as in the Industrial Technology Department, consider very adequate the library holdings dealing with professional and technical subject matter. There have been no rejections of book purchase requests suggested to the Cunningham Memorial Library for use in industrial arts education. Budgets seem adequate. Other library resources are available for on-the-spot use in the various laboratories.

Strengths and areas for concern. The department accepts the responsibility for the development, refinement, revision, and overall supervision of the teacher-education program (as well as for the quality of the ultimate product), but it exists in the School of Technology as one of five departments. This is a source of both strengths and weaknesses. The value of the resources which a large School of Technology provides is obvious. Most of the technical laboratory instruction is provided by the Industrial Technology Department, a department that has no majors but exists to serve the technical course needs of the other departments. The resulting intermix of different kinds of majors within a single course provides for reciprocated benefits in a way that is mutually beneficial for both teaching and non-teaching majors. At the same time an inherent weakness exists in that a shared laboratory precludes the tailoring of course content to the exact requirements of the teaching major. As a corollary, the department's abil-



ity to discharge its responsibility is in some degree restricted. Reorganization discussions currently underway within the School may result in a remedy for this and a number of other organizational problems.

A strong, well-prepared, dedicated Industrial Arts faculty; a large School of Technology with competent technical faculty and well equipped laboratories; a long tradition of teacher preparation not only in the department but also in the University with School of Education possessing a national reputation; a good library with adequate holdings in the categories of industry, technology, and education -- these are the major strengths. Within this strong framework there continues to remain room for refinements, innovation, and change to increase the probability that each graduate will perform adequately as a beginning teacher but will also possess and exhibit the potential for growth and improvement. There is no real measure of this post-graduate performance. Data from numerous sources is available but no systematic input to the departmental evaluation process. A great deal is known about entering freshmen students via a continuing freshmen study; a similar follow-up study is also needed.

THE DEPARTMENT OF INDUSTRIAL PROFESSIONAL TECHNOLOGY

Purposes, goals, and specific objectives. The mission of the Industrial Professional Technology Department, established in 1968, is the development of technically qualified, professional personnel for creative careers in industrial enterprises. In respect to educational purposes, goals and objectives, the department's curriculums are designed to prepare broadly trained and educated technologists, supervisors, and managers able to work effectively with people in a technical environment.

Professional personnel. The faculty of the department is comprised of four regular faculty positions. One of these positions is currently occupied on a half-time basis by the Chairman of the Industrial Technology Department, who is also serving as Acting Chairman of this department. Of the three regular faculty members, one is a professor with a doctoral degree from Indiana University and two are Associate Professors, one of whom also earned his doctorate at Indiana University. One faculty member held management positions for nineteen years in industry, the last one as manufacturing manager of the local division of J. I. Case Company before joining the faculty four years ago. He continues to serve industrial organizations as consultant. A second faculty member held product and process engineering positions in a number of companies for seventeen years, the last one as project engineer for FMC Corporation before joining the faculty in 1966. He also has done consulting work for industrial organizations. The third faculty member, whose expertise is in graphic arts, has both owned his own printing company and worked in various positions in the printing industry.

Professional organizations in which faculty members are active include the American Institute of Industrial Engineers, Industrial Management Society, National Association of Industrial Technology, National Association of Industrial Teacher Educators, American Vocational Association, Indiana Industrial Education Association, National Association of Industrial Technology, and Phi Delta Kappa. Two faculty members are Certified Manufacturing Engineers.

Curricula. Six undergraduate bachelor of science and one graduate master of science degree programs are offered in the department. Baccalaureate degree programs in which students may major are automotive technology, manufacturing design, manufacturing electronics, manufacturing supervision, printing management, and packaging technology.

The department's curricular programs are among few such programs in the nation in respect to the integration of lecture and laboratory activities in its technology courses. All technology classes meet two hours per class session for each credit hour of the course. This schedule makes possible much closer and more direct relationship between lectures and laboratory assignments.

Each of the department's curricular programs was initiated and continues to be reviewed and evaluated in consultation with industrial representatives with expertise in the curriculum's technology.

The department's newest curricular program, packaging technology, instigated at the request of professional associations and industries in the packaging field, is one of less than ten such programs offered in the nation.

Clientele. Characteristics of the department's student population is essentially the same as the characteristics of the general student population of the University.

Enrollments on the department's six major curriculums are as follows:

Automotive Technology - 57; Manufacturing Design - 55; Manufacturing Electronics - 79; Manufacturing Supervision - 71; Packaging Technology (only established in the fall of the current academic year) - 3; and Printing Management - 50.

Since the students who enrolled on the department's curriculums when they were initiated in 1968-69 were only graduated in 1972, exhaustive studies of job placement, job titles, job descriptions, etc., have not been undertaken. At least partial information concerning initial job placement is provided by the University's Placement Bureau during the fall semester each year for the preceding year's graduates. Out of 72 graduates in 1972, 31 were placed in in-state and 19 in out-of-state industries. Four graduates continued their education, 10 were in military service, 3 were still available for placement and the Bureau had no information about 5 of the graduates. The Bureau has not yet issued its 1973 report at the time this is written.

Supporting personnel, facilities, and equipment. Four secretarial and clerical staff members in the School's Central Office provide secretarial and clerical work for the department. One of the secretaries is assigned full-time responsibilities for student records, including graduation checkouts. Since all of the technical courses required on departmental majors are taught in the Industrial Technology Department, no special facilities or equipment are necessary for the department's instruction.

Strengths and areas for improvement. A major strength of the department is the high degree of competency of the faculty, both pedagogically and in the respective technological areas in which they teach. The major area for improvement of the department is related to the organization of the School in which, although the department has responsibility for six Technology curriculums, it does not have faculty with expertise in each of those technologies. The rationale for this organization was that the department would share this responsibility with the Industrial Technology Department, in which there are faculty members with such expertise. The faculty of both departments have devoted much time during the current year to a proposal for reorganization which would overcome this area for improvement.

## THE DEPARTMENT OF INDUSTRIAL TECHNOLOGY

Purposes, goals, and specific objectives. The mission of the Industrial Technology Department, established in 1968, is to provide a service function to other departments of the School of Technology and to the University. The department provides the technical environment, enterprises, and resources for developing personnel for professional, technological-related positions in industry and education. The reservoir of technical resources is available for consulting and development of industry and education of the region.

Education purposes, goals, and objectives of the department may be expressed in terms of providing learning opportunities to develop the student's awareness, understanding and competencies in the use of industrial systems, tools, materials, and processes.

Professional personnel. The eighteen member faculty consists of three professors, seven associate professors and eight assistant professors. Faculty graduate degrees include eleven doctorates representing the graduate schools of Arizona State University, University of Maryland, University of Missouri, Southern Illinois University and Indiana University. Two faculty members will complete course work this year required on their doctoral programs at the University of Cincinnati and Indiana University. The remaining five faculty members have each completed work beyond the master's degree.

Sixteen faculty members have had from several months to seventeen years of industrial experience and/or consulting work with industry. The majority of the faculty have had one or more books or articles published in recent years, the latter in such publications as Industrial Engineering, Industrial Arts, and Vocational Education Journal, School Shop, and Technician Education Guidelines. The majority of the faculty are also active participants in such professional organizations as the: American Council of Industrial Arts Education, American Council on Industrial Arts Teacher Education, American and Indiana Industrial Education Associations, American and Indiana Vocational Associations, American Institute of Industrial Engineers, American Society of Metals, Graphic Arts Technical Foundation, International Graphic Arts Council, National Association of Industrial Teacher Educators, National Association of Industrial Technology, Phi Delta Kappa, and the Society of Manufacturing Engineers.

This participation has included holding the office of president of two of these organizations on the state level and one on the national level.

Four faculty members are Certified Manufacturing Engineers and two hold Senior Memberships in the American Institute of Industrial Engineers.

Curricula. As previously noted, the department is a service department

to the other four departments of the School of Technology in which the curricula of the School are offered.

The characteristics of students served by the department do not differ to any appreciable extent, with the exception of their interests and aptitudes in industrial technology, from the characteristics of students generally in the University.

Supporting personnel, facilities, and equipment. Four secretarial and clerical staff members in the School's central office undertake much of the secretarial and clerical work for the department. Two additional secretaries serve the department in the annexed facilities.

A computer applications technologist is employed to serve the department's faculty and an electronics technologist is employed in the Electronics Technology Laboratory.

The department's six technology areas are served by laboratories located in the main Technology Building and three annexes. Classrooms and offices for instructors are contiguous to the laboratories. A total of thirteen laboratories ranging in size from 1200 square feet for drafting and design technology to 10,000 square feet for manufacturing technology serve the six areas. Equipment in each laboratory is as nearly comparable to equipment currently in use in industry as budget allocations to the department has made possible. Such equipment includes a chassis dynamometer in the automotive technology laboratories, a compugraphic purchased this year for the graphic arts laboratories, a mini-computer in the electronics technology laboratories, numerical control equipment and electrical discharge machine in the metals laboratories, and instron-tester in the packaging technology laboratories. Department equipment budgets of \$45,367 for the current year and \$58,201 and \$30,000 for each of the past two years reflect the department's and University's concern for adequately equipped laboratories.

Department strengths and areas for improvement. As a service department to the curricular departments of the School of Technology, the strength and areas for improvement of the department are necessarily a reflection of the strengths and areas for improvement of the other departments in such areas as the placement and success of graduates. A major strength of the department is reflected in its ability to plan, organize and provide the technical instruction essential to the curricular programs of the School during a period of growth in both the number of those programs and in enrollments. This ability reflects, in turn, another major strength, the high degree of competency of the faculty in both the pedagogical area and in each faculty member's respective technological area.

If the department has a major area for improvement, it exists in the facilities in which it operates. Two of the three annexes in which the department's laboratories are located are very old buildings and present problems,

particularly in respect to the kind of environment the department would like to provide in the laboratories. Simply operating a department in four separate buildings, one removed two city blocks from the others, creates a number of rather obvious problems. Such problems are not considered critical, however, and, on balance, department strengths are considered far to outweigh areas for improvement.

## THE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

Purposes, goals, and specific objectives. The Department of Vocational-Technical Education follows a teacher preparation pattern that has developed over the past fifty years. The specific content has been revised as conditions have changed. The staff is aware of developing trends and active in state and national organizations. They serve as change agents by being involved in local, state and national advisory and planning committees.

A unique feature of trades and industries teacher preparation has been the work experience requirement. Occupational experience has been one of the accepted ways to acquire the technical competencies and social experience needed by vocational and technical teachers. It is probable that an increasing number of vocational and technical teachers will come with formal technical preparation but occupational experience will continue to be an important component of teacher preparation programs. The B.S. degree is recommended as the minimum preparation for the full-time teacher with academic credit being granted for occupational experience and included as an integral part of the preparation.

At present, the largest number of departmental majors have completed their occupational experience prior to the professional portion of their program. The second largest group of students utilize the cooperative method to complete their professional training while acquiring the occupational experience. The smallest group of students complete their technical-professional background prior to gaining their occupational experience. The majority of vocational-technical majors meet conditional, provisional, professional, state certification standards. An increasing number do not choose to seek certification for secondary schools having decided to seek employment in post-secondary or industrial training positions. Many foreign students choose this option since it offers a flexible program to meet their specific needs. Often an internship is substituted for student teaching for those not seeking certification.

Basic to the philosophy of the department is that of in-service education and community involvement. Fifty percent of the industrial occupational teachers in Indiana receive their professional education by extension in the fields. Many occupational teachers and administrators are on extended contracts and must seek professional growth by extension.

The department encourages close student identity with the technologies during their teacher preparation phase and strong interdisciplinary experience during the supervisory, administrative, and advance degree phases of their development. A prime goal of the department is for quality programs serving the needs of teachers and administrators in both the public and private sectors.

Professional personnel. The faculty of the department has considerable and varied background in occupational experience, professional preparation, secondary and college training, and administrative experiences.

The faculty of nine members, consists of two professors, two associate professors, four assistant professors, and one instructor. Six of the nine professors have tenure, four have the doctorate, two are in or approaching the dissertation, and the remaining three have course work beyond the Master's Degree.

Schools of attendance include University of Illinois, Purdue, Michigan State, Southern Illinois University, Indiana University, University of Cincinnati, Indiana State University and others. The doctorates are from Michigan State, Indiana University, and Southern Illinois University.

Curricula. The Department of Vocational-Technical Education offers a total vocational teacher and administrative education program. The totality and breadth of the program is indicated by the many degree, certification, and specialized services being offered.

There is a forty-hour vocational major and a fifty-two-hour vocational major, each of which leads to the B.S. degree. In addition, a plan is offered whereby a student may enroll in a cooperative vocational-technical education program. This enables the applicant to obtain the required work experience as he is working toward the B.S. degree.

The post-graduate curricula encompasses the school services personnel certification programs for the vocational director, and the coordinator-supervisor. These post-graduate curricula will enable provisional and professional certification. The professional certification for a vocational director requires thirty semester hours beyond the M.S. degree.

The Vocational-Technical Department is recognized for its in-service teacher education program. The in-service staff presently consists of two and one-half positions within the Vocational-Technical Department working cooperatively with a one-fourth time position within the Department of Home Economics and one-fourth time position within the Business and Office Education Department. This in-service program includes clock-hour training for conditionally certified vocational instructors. The in-service staff also extends their services to include degree teachers and vocational administrative personnel. The in-service staff also lends their expertise to advisory committees and other school administration counseling.

A vital phase of the in-service work of the department is the extensive workshop program in Trade and Industrial occupations, Health Occupations and for instructors of disadvantaged students. All major occupational areas in the above vocational disciplines are covered by the workshop programs. Through the cooperation of business, industry and other institutions, it has been possible to provide excellent upgrading in the technology of the various occupational areas. These workshops have been functioning successfully for the past sixteen (16) years.

The total program of the department supports and is guided by the concept and philosophy that the various curricula should be made up of courses



which provide the competencies needed to succeed as a teacher, supervisor, or vocational administrator. These courses, determined through an exhaustive analysis of vocational personnel needs, are continually being revised and updated to meet the every-changing concepts in Vocational-Technical education.

Clientele. The Department of Vocational-Technical Education primarily serves students interested in or engaged in vocational education programs and services. While the field of activity is restricted to vocational education, many varied interests and types of students are recipients of the department's services. There are three general categories into which the clientele can be divided: classroom teachers, supervisors and administrators for educational, instructional, government agencies, and business and industry. The activities are of an undergraduate, graduate, advanced graduate, and in-service upgrading nature.

Students availing themselves of the department's services generally have backgrounds in business and industry where they obtain occupational competency as a base for their entry into vocational education teaching activities. As a result, the type of students in Vocational Education are more mature and have a definite purpose for pursuing university studies. Provision is also made through the co-op program for students to gain occupational experience as they pursue their studies. Through this arrangement many students are afforded the opportunity of earning while learning and thus meeting expenses incurred while attending the University.

In addition to the campus-related student, many of the clientele are located in various cities and school systems throughout Indiana. A prime service to these students is the providing of activities which help them upgrade their skills in the field of Vocational Education. Examples of such activities are: workshops, seminars, formal course work held away from the main campus, individual consultation, placement and follow up.

Supporting personnel, facilities, and equipment. In considering supporting personnel there seems to be at least two significant categories of persons who contribute to the teacher education function. The first and most obvious are those who are housed within the department and provide support directly to the professional staff. This group includes: 2 allotted secretarial positions, 2 special project secretarial positions, 1 media material technician, 14 student assistants, and 1 professional counselor specialist.

Other university service departments and functions which provide support are:

Audio Visual Center - a total media support center.

Learning Center - Special instructions for developmental or remedial work.

Cooperative Program - Provides liaison and supervision of some students who have chosen to gain technical competencies through an organized cooperative program.

Supervised Teaching - This experience is supervised and arranged jointly

by the Department and Division of Secondary Student Teaching. This dual role is considered to be an effective and defensible approach because it provides an opportunity for the students to be in contact with secondary education experience, with professional staff from the area of general secondary teaching and professional staff from the specific area of their certification.

School of Technology - The position of the department within the organization of the School of Technology affords a degree of reciprocity with other departments. The Industrial Technical Department provides technical content courses which are sometimes advisable to complement any individual student. In such instances the courses are "remedial" or are used to assure the technical competency of teachers.

Library - The main library on campus has offered leadership in the support of the department and major.

Certification and Placement - Strong support in the form of detailed work is provided by these offices. Certification and placement are major contributions.

Extended Services - Approximately 75 percent of the departmental enrollment is in off-campus credit and non-credit classes and activities.

Workshops, conferences, and other similar activities also require coordination through Extended Services. This office contributes significantly to the overall operation by providing structure for announcement, scheduling, administrative details, which are necessary for off-campus activity. In addition, there are library facilities made available through Extended Services to support classes and other activities scheduled through that office.

Physical Facilities and Equipment - Office space is provided each professional staff with a general office area to provide secretarial support.

Curriculum Lab and Reference Storage - This facility is organized to give technical advancement, reproduce, disseminate and store various curricular materials for departmental and outside contract needs. Included are: equipped darkroom - general photo and graphics use, process camera, platemaker, headliner, Itek Photo direct platemaker, Friden - Justewriter not for 27/types of composition, composition equipment, three offset duplicators (11 x 17 capacity), paper cutter, binder equipment - folder, collator, stitcher, drill, etc., cameras - for slide preparation and other larger format cameras for photographic copy, movie equipment (8mm is also available), video equipment - two full sets of equipment with necessary accessories are available.

Strengths and areas for improvement. The department has a long history of success in preparing teachers, supervisors, directors, administrators, and teacher educators for a wide variety of programs and institutions including private, industrial, secondary, technical, community and senior colleges.

The programs of the department serve all levels from the trades through the advance degree. The size and quality of the program has gained its respect throughout the nation.

1. The staff is well prepared academically with both teaching and occupational experience. The basic approach is one of service to the student by utilizing a team effort.

2. The department enjoys firm support from its alumni and funding agencies.
3. The programs have had a necessary base in the technology with a strong professional component.
4. A forceful program has been made available in the field, meeting the unique needs of the occupational educator.
5. The staff provides leadership and cooperates in the interdisciplinary offerings of the Professional Development Center for Vocational Education, which is located at Indiana State University.
6. The department is a member of a statewide consortium of State Universities into an EPDA project titled "Indiana Leadership Development Consortium for Practicing Administrative Personnel."
7. The continued involvement with the local programs and the personal contact and rapport of the staff members is of help in the field.

While the following departmental concerns may not be unique, they could nevertheless affect program quality and vitality.

1. The strongest influence on the programs continues to be the secondary area although the department has long been involved in the preparation of teachers for a much broader spectrum.
2. The staff operates throughout the southern region of the state as a regular part of their assignment. There seldom has been an adjustment in the credit hour load requirement for distance traveled or driving time. This often results in a serious faculty overload and a reduction in time for needed professional activity.
3. The uniqueness of the clientele is such that much of the work needs to be offered in the field. Field classes taught by regular members of the department serve students who have more than average life experience qualifications. This system has resulted in high quality instruction.
4. The student, due to university regulations, is limited in the amount of course work which he can take under these field conditions for his degree of certification program. This requirement severely limits the ability of the department to be creative and meaningful in meeting the needs of the many specialized individuals and groups in the trades, industrial, and technical family.
5. The department needs to formalize its programs for Community College, technical teachers, training directors, and teacher training personnel. While there is evidence of success in these areas, the visibility is poor and lacks promotional drive.
6. Indiana State University is the only University in Indiana which has the experience and ability to offer advance study in a truly occupational interdisciplinary climate. Each of the vocational services at Indiana State have built strong staffs and programs at the graduate and undergraduate level. A positive approach should be taken to meet the needs for providing occupational leaders with knowledge and experience in a total interdisciplinary vocational-occupational program at the advance level.

SPECIAL INTERDISCIPLINARY PROGRAMS

Descriptions of the following programs, because of their interdisciplinary nature, are placed at the end of the section concerning undergraduate curricula.

The Urban-Regional Studies program offers curricula at both the undergraduate and the graduate levels.

AFRO-AMERICAN STUDIES PROGRAM

Afro-American Studies designates a body of knowledge focusing upon the experience of black people in the United States without neglecting their African heritage. The program is open to every student.

Indiana State University is committed seriously to the presentation and development of Afro-American Studies on her campus. The University's Cunningham Memorial Library has a more than adequate number of volumes concerned with Afro-American culture and more titles are being added constantly. In addition, the Library, the Audio-Visual Center, and various academic departments have growing collections of multi-media materials such as recording tapes, records, films, and slides concerning various aspects of the black experience ranging from anthropology to speech and from art to sociology. Further, the University is fortunate in having a vital and active Black Student Union and a newly established Afro-American Cultural Center. These, as well as the ISU Afro-American Studies program, are integral parts of the University.

Indiana State University offers a Bachelor of Science degree in Afro-American Studies. The program provides a major or minor in Afro-American Studies with emphasis upon Afro-American history, literature, or art/music/humanities, or a major with emphasis upon social work, community development and understanding of interracial problems in general. Because the program provides the option of a double major, students have the opportunity to elect a specialty in a second area thereby enhancing their marketable skills. Afro-American Studies can develop employment prospects in such fields as: teaching, business, social work, guidance and counseling, community recreation, journalism, law, medicine, and other professions with government agencies, politics, urban renewal agencies, home economics, and public relations.

A description of the degree requirements and courses offered is available in the Undergraduate Bulletin.

AMERICAN STUDIES PROGRAM

The program in American Studies is designed to offer the widest possible flexibility in the programs of study in American civilization. The interdisciplinary nature of the program is indicated by its governing committee representing several departments of the College of Arts and Sciences. Interdisciplinary courses have been designed by the Committee on American Studies and are offered through the Program in American Studies.

A description of degree requirements and courses offered is available in the Undergraduate Bulletin.

LATIN AMERICAN STUDIES PROGRAM

Students earn regular baccalaureate degrees in one of five established disciplines--anthropology, foreign languages, geography, history, and political science--and, if they complete courses prescribed under the Area Concentration in Latin American Area Studies described in the Undergraduate Bulletin with a "B" average or better, they will be awarded a designation in Latin American Area Studies.

The main purpose of the program is to provide a broad, interdisciplinary training in Latin American society and culture. The program is structured so students may develop an "area consciousness" and prepare for teaching, research, work in government, journalism, or business.

A description of degree requirements and courses offered is available in the Undergraduate Bulletin.

OFFICE OF INTERNATIONAL STUDIES

The Office of International Studies serves as a coordination point for University activities related to the study of cultures other than in the United States. This includes curricula and faculty development as well as overseas study for student and overseas assignments for faculty. The program administered by the Office is interdisciplinary.

The Office serves as the Secretariat for the twenty-four member Indiana Consortium for International Programs. ICIP has received several public and private grants which were administered both programmatically and financially by Indiana State University. These include summer seminars to India in 1972 and to Egypt in 1974. Curricula consultants were in residence at Indiana State in 1971-72 and in 1972-73. The latter were from India and Lebanon respectively and were available to ICIP institutions working out of the Indiana State University Office of International Studies.

The Office is staffed by the director and one secretary.



SPECIAL GENERAL EDUCATION PROGRAM

A special General Education program is offered each year to a limited number of randomly selected freshmen. The course of study is interdisciplinary with an emphasis on the relationship of liberal studies to professional specialization.

During the freshman year, the students register for two five-semester hour courses each term. "Ways of Communicating" replaces freshman English and speech. "Ways of Knowing" stresses problem fields of knowledge. During the sophomore year, continuing students register for an interdisciplinary and team-taught course centering on the topic of "The United States in the 20th Century."

The program is based on the assumption that general studies should extend through the four years of college and should be related to a student's major interest. Consequently, individuals in University Studies during their junior and senior years elect four five-hour seminars on such themes as "Man and Technology" and "Man and His Environment."

The total program replaces the General Education requirements; a description of courses offered may be found in the Undergraduate Bulletin.

University Studies is under constant review in accord with its underlying philosophy that individuals differ in background, abilities, and aptitude and that they learn at different rates.

THE CENTER FOR URBAN-REGIONAL STUDIES

Purposes, goals, and specific objectives. The Center for Urban-Regional Studies was established in 1972 by action of the Board of Trustees to develop an academic program in Urban-Regional Studies. This facet of the Center's program is to be supported by research in community problems and a communities service program. The latter two activities of the Center are intended as supportive of a viable academic experience enabling students to have contact with the "real" world of urban and regional development.

The impact of man on his cultural and physical environment has mandated renewed interests and effort to achieve, through planning, a more compatible occupancy and use of the landscape. This attention to planned development has created a demand for physical planners and for academically trained specialists who can work together in effecting more adequate adjustment of occupancy patterns to the capability of the resource base. It is the purpose of the academic program of this Center to afford the opportunity for students interested in specific subject matter areas to also pursue a training and experience program which will enable them to work with and as planners. The academic programs of the Center include an undergraduate program leading to the degree Bachelor of Science in Urban-Regional Studies. The Center has established cooperative programs with twelve departments located in three schools of the University. Students majoring in Urban-Regional Studies may obtain a concentration of courses in one of the following subject matter areas:

College of Arts and Sciences: criminology, economics, geography, history, political science, and sociology.

School of Health, Physical Education, and Recreation: health and safety and recreation.

School of Business: business administration, business management, finance, and marketing.

The internship requirement, twelve semester hours in the baccalaureate program, six semester hours in the graduate program, is a vital part of the academic training. The Center has cooperative agreements with planning agencies and planning firms working at all levels of government to provide full time employment within semester time blocks to enable students in these programs to obtain experience in active planning operations prior to completion of the degree requirements.

Supporting personnel, facilities, and equipment. The staff employed in the Center is an administrative unit, the director and the secretary. The teaching staff, supervisory personnel for student research and the intern program, and research staff are drawn from the cooperating departments. Both graduate and undergraduate courses are team teaching efforts of uniquely qualified faculty, those who have had experience in planning.

Clientele. Since the program has only recently become operative, it is difficult to identify areas or segments of the student body from which students

will come to the program. Of the fourteen graduate students presently enrolled in the program five are now employed full time and are participating as part-time students; one is an employee of the Soil Conservation Service, two are employed in Planning Commission Offices, and two are employed by Urban-Redevelopment Agencies. Academic interests represented in the graduate group include three majoring in Economics, two in Sociology, three in Recreation, and six in Geography.

The undergraduate program was initiated in January 1974, second semester of the 1973-74 academic year. Of the eleven presently enrolled, four are freshman, five are sophomores, and two students are starting their junior year.

Professional personnel. Teaching staff and faculty engaged in research are drawn from the participating departments and the facilities of these departments are available to and are being used by students and faculty in the program. The Center has acquired a working library of 400 titles at this time most of which are planning and research reports which have been prepared by planning organizations. Through a federal grant supplementing a library allotment the University Libraries are developing a considerable listing of volumes devoted to community service, community problems, and community problems research. Separate library units, department libraries and the science library are available holding specialized publications in specific fields and several hundred volumes of planning agency and planning firm reports.

Department strengths and areas for improvement. Strength lies in the development of professionals trained in academic disciplines with an adequate background in planning methods and techniques. The curricular offerings were developed in consultation with a committee of the American Institute of Planners. The need for specialists, economists, recreationists, geographers, sociologists, criminologists, etc. who can work with planners and who can do planning in their areas of specialization and adapt their work to the framework of the comprehensive plan are lacking in the present structure of planning personnel. This Center is providing the training for which there is a demand.

A need exists for the development of a truly interdisciplinary team teaching effort. Greater administrative support and more adequate recognition of the faculty time and effort required in formulating an effective teaching team is needed; this will develop but the few months of experience in this effort has served more to identify deficiencies than capabilities.

SECTION VI  
ACADEMIC UNITS - GRADUATE

This section is developed for the purpose of describing the School of Graduate Studies and the graduate program at Indiana State University. Additional information is included for the academic departments which offer the doctorate.

By demonstrating that the experience accrued by the University in successfully directing doctoral students through program completion as the culmination of carefully planned and developed curricular patterns, it is the function of this section to establish the basis for the University request to North Central for final accreditation at the doctoral level.

## GRADUATE PROGRAMS

### A. Organization and Administration of Graduate Programs

The School of Graduate Studies. The School of Graduate Studies is the administrative unit of the University which is responsible for all aspects of graduate study. Admission to programs or to course enrollment, appointment of doctoral committees and master's thesis committees, admission to candidacy, certification of results of research tools proficiency tests, certification of results of preliminary examinations, certification of completion of degree requirements, approval of graduate courses, standards for and approval of members of the graduate faculty--these are illustrative responsibilities.

Prior to February 1, 1965, virtually all advising of graduate students was done in the Office of the School of Graduate Studies by the dean and assistant dean. Gradually, the advising function has been delegated to the individual departments. At present, there is no substantive advising in the Graduate Office of graduate students who have been admitted to graduate programs. As a matter of fact, there has been an intentional shifting of a great deal of the responsibility for graduate programs to the departments.

Prior to February 1, 1965, the dean of the School of Graduate Studies was also the graduate teacher certification officer. As such, he advised students as to programs leading to appropriate Indiana certification, recommended graduate students for all professional teacher, school services personnel, and administrative certificates, and processed all applications for these certificates. As of February 1, 1965, this function was taken over by the School of Education, which is the official teacher education agency of the University.

The Graduate Council. Policies and regulations which govern graduate work are made by the Graduate Council and approved by the Faculty Senate. Policies and regulations involving salaries or stipends and new programs must also be approved by the Indiana State University Board of Trustees. New programs must also be approved by the Commission for Higher Education for the State of Indiana.

The Graduate Council is composed of nine members of the graduate faculty appointed by the Faculty Senate and two graduate students appointed by the Graduate Student Association. The Vice President for Academic Affairs, the deans of the college and of the schools in which graduate programs are offered, the dean and the assistant dean of the School of Graduate Studies are ex-officio members. The usual pattern for meetings is one every two weeks during the academic year and on call during the summer sessions.

Preliminary consideration and study of most facets of the work of the Graduate Council are accomplished by the five committees appointed by the Council: the Executive Committee, the Graduate Faculty Committee, the Publications Committee, the Program Development Committee, and the Assistantships and Fellowships Committee. While it is possible for the Council to take initial action on any matter coming to it, the usual procedure is for the matter to be referred to one of its committees. The report is then made by the committee to the Council. Council

action, then, where appropriate, is reviewed, approved, disapproved, or returned to the Council for further consideration, by the Executive Committee of the Faculty Senate, the Faculty Senate, the President, the Board of Trustees, and/or the Indiana Commission for Higher Education. "Where appropriate" should be given emphasis. For example, only new degree program proposals would go through all the steps shown above.

Committees of the Graduate Council. Committee membership ranges from four to eleven members of the graduate faculty and two graduate students, all having equal votes. The dean and assistant dean of the School of Graduate Studies are ex-officio members of all committees. The Executive Committee of the Graduate Council is the major appeals committee. Requests from students, faculty, or administration for exceptions to policies or regulations come to this committee. Decisions in this area by the committee are final unless appealed. The Graduate Council is the next appeal body, and thereafter the appeals procedures of the University are available.

The Graduate Council also refers to the Executive Committee matters of general graduate concern.

The Graduate Faculty Committee. Criteria for membership in the graduate faculty are recommended to the Graduate Council by this committee. It, or its ad hoc subcommittees, have reviewed and acted on cases referred to them by the dean. Beginning with the 1974-75 academic year, all new applications for membership in the graduate faculty will go to the committee for confirmation.

The Publications Committee. All publications of the School of Graduate Studies, mainly the Graduate Bulletin, are edited by this committee.

The Program Development Committee. New programs, degree or other, and changes in existing programs originate in the individual departments. Upon departmental approval, programs proposals are referred to the Academic Planning Council for review and approval. Then these are submitted to the Program Development Committee for study and review. Hearings involving the originating department and any other interested persons are held. The committee may refer the proposal to the Graduate Council recommending approval or disapproval. Or, it may refer the proposal back to the department with suggestions for revision, and return to the Committee. If a program is projected for future introduction, it may be referred to the Academic Planning Council for consideration as a part of long-range academic planning before it is considered by the Program Development Committee.

The Assistantships and Fellowships Committee. Recommendations for changes in assistantship and fellowship policies come through this committee to the Graduate Council. Questions relating to assistantships and fellowships coming to the Council are referred to the committee for study and recommendation. A thorough, in-depth study of all aspects of assistantships and fellowships has not been made since 1969. During the 1974-75 year the committee will be asked to make such an organized study.

The Graduate Faculty. When the Normal School Board of Trustees approved the granting of the Master of Arts in Education Degree in 1927, authority was granted

to the President to organize a graduate faculty. However, it was not until the Spring of 1962 that rules and regulations pertaining to the selection and qualifications of the Graduate Faculty were developed by the Graduate Council and approved by the Faculty Council.

Until the 1972-1973 academic year virtually all holders of doctoral degrees were members of the graduate faculty. Non-doctoral holders recommended by the appropriate department chairman, college or school dean, and the dean of the School of Graduate Studies held membership in the supplementary graduate faculty. Any department could go beyond the basic requirements, and the Department of Life Sciences did so.

In 1972-73 the Graduate Faculty Committee recommended new criteria for graduate faculty membership and a change from supplementary graduate faculty to provisional graduate faculty. The new criteria were adopted by the Graduate Council and approved by the Faculty Senate, with the provision that:

All Graduate Faculty appointments as of the First Summer Term, 1972, were made under the /new/ standards. All members of the Graduate Faculty prior to the First Summer Term, 1972, will be subject to these /new/ standards no later than the First Semester, 1974-1975.

A faculty member may be appointed to the Provisional Graduate Faculty, to teach specified graduate courses, only if no qualified Regular Graduate Faculty member is available to teach them. An appointment made at any time during an academic year, or during the summer session following, shall terminate with the close of the summer session.  
Such an appointment may be made only three times.

Standards for membership are shown on the application forms; a copy of the form is provided on subsequent pages.

It might be pointed out that under the new criteria, provision is made for membership in the graduate faculty of people who have earned degrees considered to be terminal, and/or who have "made major contributions to their fields." Several faculty members of the Department of Art have qualified for graduate faculty membership under the new criteria.

Members of the graduate faculty may chair doctor's and master's committees, teach graduate courses, and serve on the Graduate Council and its committees. Members of the provisional graduate faculty may serve on master's committees (but not chair them) and teach specific graduate and combination graduate-undergraduate courses.

The dean of the School of Graduate Studies has been given the prerogative of approving adjunct teachers of graduate courses for a semester or a year.

## B. Programs of Study

Indiana State University offers the following degree programs: Master of Arts, Master of Science, Master of Arts in Education, Master of Science in Education, Master of Business Administration, Master of Library Science, Educational Specialist, Doctor of Education (with the Indiana University School of Education), and the Doctor of Philosophy. The various curricula and areas of specialization are described in the Graduate Bulletin.

Master's Degrees. On August 23, 1927, the Indiana State Normal School Board granted authority to the President to organize a Graduate Committee, to establish a Graduate Faculty, and approved the granting of the Master of Arts in Education and the Master of Science in Education degrees. In September of that year, the Dean of the School was appointed by the President to act as the Executive Officer of the Graduate Committee.

The Committee proceeded to establish standards for graduate study and curricula for superintendents, supervisors, elementary and high school principals. The first graduate bulletin--Announcement, Graduate School, Administrative Licenses First Grade, Second Grade (available to the members of the team) was issued as of December, 1927. By the Mid-Spring Term of 1928 courses were organized in the Departments of Education, English, Social Studies, and Science. The first master's degrees were awarded on June 14, 1929, to five students.

In 1946, the State Teacher Training and Licensing Commission made it necessary for elementary and secondary school teachers to obtain the master's degree within their first ten years of teaching experience. This was a major influence in the expansion of graduate offerings and resulted in a large enrollment increase.

As of September 1, 1963, the State Teacher Training and Licensing Commission reduced the time of teachers to obtain the master's degree to five years. This further increased enrollments and also reduced the average age of master's degree candidates on the teaching programs.

Gradually, as departments developed faculty, library, and laboratory resources, disciplinary (departmental) master's degrees began to be offered. These programs are designed especially to provide opportunity for students to pursue advanced study and research in specific disciplines, either as preparation for doctoral study or as terminal degrees. Such programs also meet professional teacher certification requirements in the State of Indiana, provided provisional certification based on undergraduate work is held.

Certain professional degrees have also been developed: Master of Business Administration, Master of Library Science, Master of Science in Clinical Psychology, and Master of Arts and Master of Science in Education. The latter two degrees are designed for those who desire to specialize in certain areas of professional education preparation at the graduate level. They are particularly designed to provide a means of certification in Indiana for those seeking administrative and school services personnel certificates. They also meet the needs of out-of-state students.



At this time, two additional professional degree programs have been developed, approved through the regular University channels, and are now before the Commission for Higher Education of the State of Indiana for approval: the Master of International Relations (Department of Political Science), and the Master of Fine Arts (Department of Art).

In 1973, approval through regular University channels was given to a revision of the Elementary School Teacher Curriculum leading to the master's degree.

In summary, Indiana State University offers the following master's degree curricula: Elementary School Teacher, Secondary School Teacher, Departmental, Education, Business Administration, and Library Science. All programs are shown under Code Numbers for Curricula provided with Application for Admission forms (included in the supplementary materials being sent to team members).

The number of degrees awarded from 1969 through 1973 is:

<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
707	886	836	898	1069

It should be noted that "non-teachers" receiving master's degrees increased from 82 in 1969 to 226 in 1973. It also should be noted that the trend for "teachers" is definitely toward Departmental rather than Secondary School Teacher Curricula.

#### The Joint Doctor of Education Degree/with the Indiana University School of Education

Indiana State established a second year of organized graduate study in 1947, when the State Teacher Training and Licensing Commission increased the requirements for the Superintendent's Certificate to 60 semester hours (including the master's degree) of graduate credit. In 1949, the advanced work was expanded to provide for a new state requirement of 60 semester hours of graduate credit for a First Grade Elementary and Secondary School Principal's Certificate.

With the establishment of courses to meet these new certification patterns, in 1948 Indiana State University entered into an agreement with the School of Education, Indiana University, for a joint program leading to the Doctor of Education Degree. In this program, a student is allowed to complete two full years of graduate study at Indiana State, with the final year of residence being at Indiana University, Bloomington. This program continues to exist, but no student has been admitted to it since Indiana State University began its own doctoral programs.

The Educational Specialist Degree. After eleven years of offering graduate study at the second-year level, in 1958 the faculty of Indiana State University and the Indiana State Teachers College Board approved the program for the Advanced Degree in Education (changed in 1972 to the Educational Specialist Degree). The first students were graduated in 1959.

The Educational Specialist Degree is a practitioner's degree with the

objective of developing those skills and competencies which will make the student a more effective teacher, administrator, or professional service person in school situations.

The programs leading to the Educational Specialist Degree were fully accredited by the North Central Association of Colleges and Secondary Schools in 1963, and by the National Council for Accreditation of Teacher Education most recently in 1974.

While still not a large program, interest in it seems to be increasing, particularly with those persons majoring in school administration.

The Doctor of Philosophy Degree. In the Fall of 1959, the Graduate Committee authorized the appointment of a special committee (Doctoral Study Committee) to determine whether and in what fields the need for doctor's degree level graduate study existed, and the resources of Indiana State University (then Indiana State College) to offer doctor's degrees in these fields.

As had been true in the establishment of previous graduate programs, Indiana State University moved cautiously, carefully, and with deliberation in its consideration of doctoral programs. The Doctoral Study Committee met regularly during the 1959-60 and 1960-61 school years under the leadership of Dr. Elmer Clark, Dean of the School of Graduate Studies, and Dr. William Engbretson, Dean of the School of Education.

As a result of its deliberations, three areas were suggested as those toward which work should proceed for initiation of doctoral programs: elementary education, guidance and psychological services, and life sciences.

At the request of the Committee, Dr. Robert Downs, University of Illinois, made a comprehensive evaluation of the library (this, also in connection with the preparation of the institutional self-study done in connection with the request for accreditation by the North Central Association of the Ed.S. (then Ed.A.) degree). The Downs Report indicated that the library holdings in education and psychology were, in fact, adequate not only for the Ed.A. degree but also for the doctorate. The Report also indicated that in the life sciences considerable additional library holdings were needed, particularly in journals. The library building itself was known to be much too small even for undergraduate purposes and non-expandable for doctoral purposes. As is shown elsewhere in this report, a new library building has been occupied and substantial additions to collections have been made.

The services of Dr. Sam Gates, then Dean of the Graduate School at Colorado State College, Greeley, were obtained as the North Central Consultant in the overall development of the doctoral programs and the programs in education in particular. Dr. Richard U. Byerrum, Dean of the College of Natural Sciences, Michigan State University, was retained as consultant in life sciences.

In April, 1965, a request was made to the North Central Association for preliminary accreditation of doctoral programs in elementary education, guidance and psychological services, and life sciences. On June 22-July 2, 1965, a North Central Committee, chaired by Dr. Richard Doney, Assistant Dean, Arts and Sciences,

Northwestern University, made an on-sight visit to Indiana State University. (Their report is available to the visiting team.)

At the summer, 1965, meeting of the Executive Committee, the proposed programs in elementary education and in guidance and psychological services were given preliminary accreditation. The proposed program in life sciences was not granted preliminary accreditation.

Two years later, having taken the report of the 1965 visiting committee as a basis for improvement, preliminary accreditation was granted the program in life sciences.

Working closely with Dean Lawrence Sommers of Michigan State University as North Central Consultant, the Department of Geography developed a doctoral program which was submitted to the North Central Association for preliminary accreditation in 1966. The request was not approved. The Department then brought in as a visiting professor and chairman of the departmental graduate committee Dr. J. Sullivan Gibson, who had directed many doctoral dissertations in geography as a member of the staff of the University of North Carolina at Chapel Hill. Dean Sommers continued as consultant. A second request for preliminary accreditation was submitted in September, 1967, and approved in 1968.

Two additional programs in education--secondary education and educational administration--were submitted for preliminary accreditation in the Fall of 1967. Dr. Maurice Seay, Michigan State University, had been retained as North Central Consultant. One of the major considerations in proposing these two new programs was the fact that a common core of courses for all doctoral programs in education had been worked out. Thus, the addition of the new programs would strengthen those already approved. The programs were granted preliminary accreditation by the North Central Association in 1968.

No new Ph.D. degree programs are in the immediate planning stages. However, the Graduate Council in 1971 set up the guidelines within which Doctor of Arts degree programs could be proposed. The Department of History did propose a Doctor of Arts program, which was approved through all institutional steps and sent to the Indiana Commission for Higher Education on May 15, 1974. The Commission had not acted on the proposal at the time of this writing. (Both the Guidelines and the Department of History proposal are available to the visiting team.)

Non-Degree Programs and Non-Program Enrollments. A variety of non-degree programs and opportunities for non-degree study are provided. Most of the non-degree programs are in support of one or more teacher, school services personnel, or administrative or supervisory certificate programs.

Opportunities are also provided for persons holding undergraduate degrees to take graduate courses for personal enrichment or for transfer to other institutions.

### C. Admissions Procedures and Statistics

Basic admission requirements are set by the Graduate Council for all degree programs, non-degree programs, and non-degree-non-program enrollments. Any department may propose more stringent requirements, and, if approved by the Graduate Council, operates on those criteria. Certain departments have had more selective requirements for degree programs approved.

Both School of Graduate Studies and departmental standards and procedures for admission currently in effect, except for the Master of Library Science degree, are shown in the Graduate Bulletin, 1973-75. Changes in the admissions policies for the Master of Library Science degree were approved during the 1973-74 year, and are available to the visiting team.

#### Master's Degrees

Regular admission standards for master's degree programs include (1) graduation with a bachelor's degree from an institution accredited by the North Central Association or a comparable accrediting association; (2) a minimum grade point average of 3.00 in all graduate courses taken at all schools attended; (3) adequate mental and physical health; (4) an undergraduate record which has no deficiencies in the area of study chosen for the master's degree program; (5) satisfactory scores on any tests required by the department; and (6) meet departmental requirements.

"The only exception to principle two, above, is found in the doctoral programs: there is no substitute for nor equivalency of high attainment on the written and oral examinations required both by the School of Graduate Studies and by the various departments; there is no substitute for nor equivalency of demonstrated ability to initiate and carry through individual research and to report it adequately in a dissertation." (Graduate Bulletin, 1973-1975, pp. 16-17)

The NCA visiting team in 1965 indicated that admissions to graduate work for master's degrees had been and was relatively non-selective, especially for teachers--who are required by Indiana teacher certification standards to obtain the master's degree within five years of receipt of the provisional teacher certificate. This, of course, was true then and it is still true to a considerable extent today. However, many of the departmental master's degree programs are much more selective. (Teachers who qualify may also be admitted to these programs; teacher certification requirements are met in both the departmental and secondary school teacher curricula.)

The M.A. and M.S. in Education degree programs have built into them certain selective measures. The following statements from the Graduate Bulletin, 1973-1975, pp. 225-226, apply to all programs except for those with majors in School Administration:

1. Graduation from an accredited college or university.
2. Undergraduate grade point average of 2.50 or above on a four-point scale.

3. Total score of 900 or above on the Aptitude Tests of the Graduate Record Examinations.
  4. An index of 3.25 on all graduate work attempted.
  5. Four satisfactory recommendations, and interviews as required.
- All five of the above standards must be met if a student is to be admitted initially to such a program. NONE MAY BE OBTAINED.

For the M.A. and M.S. in Education degrees with majors in School Administration the following statements apply:

Admission to the program leading to the M.S. in Education may be granted if the following conditions have been met:

1. Graduation from an accredited college or university with a bachelor's degree in teacher education in elementary teaching or secondary teaching, whichever is appropriate to the administrative certificate sought.
2. Satisfactory letters from four persons who can recommend the student from an academic or professional standpoint.

Either:

3. A minimum undergraduate grade point average of 2.50.
4. A total score of 900 on the Aptitude Tests of the Graduate Record Examination.

Or:

3. Two years of successful teaching experience as attested by the principal, supervisor, or superintendent under whom the service occurred.
4. A minimum grade point average of 3.25 on at least 12 semester hours of graduate work.

All admission materials are to be sent to the Director of Graduate Certification and Advisement, School of Education.

An applicant for admission to Elementary School Teacher and Secondary School Teacher curricula must be qualified to hold a valid teacher certificate. Unconditional admission to the M.B.A. program requires satisfactory ATGSB scores combination with appropriate quality of undergraduate work.

Applications for master's degree programs (except for the M.A. and M.S. in Education, and the programs in the departments of Life Sciences and Geography) come initially to the School of Graduate Studies. When the application credentials are complete and if the basic admissions criteria for the School of Graduate Studies have been met, the credentials are sent to the appropriate departments for action. Upon return with favorable admission recommendation, admission is granted by the School of Graduate Studies.

In the case of the exceptions noted above, initial screening is done in the departments; recommendations for admission are sent to the School of Graduate Studies. If there is a question by the School of Graduate Studies about qualification for admission, the decision to admit or not to admit is made through conference with the department.

Educational Specialist Degree. Recognized as a professional degree falling between the master's degree and the doctor's degree, the Graduate Council and the School of Graduate Studies has delegated considerable latitude to the School of Education in all aspects of the degree.

Standards for admission have been arranged to be between those for the usual master's degrees and doctor's degrees. Application is made to the Assistant Dean for Graduate Studies, School of Education. All application credentials are collected by his office and are acted upon by School of Education admission committees. The recommendations for admission are usually honored by the dean or assistant dean of the School of Graduate Studies. However, the Dean of the School of Graduate Studies or the Assistant Dean has the prerogative of referring any recommendation for admission to the Executive Committee of the Graduate Council, whose decision is binding.

Specific admission standards except for the program in School Administration, administered as indicated above, are briefly: (1) master's degree from accredited school; (2) graduate work and experience in line with student's objectives; (3) undergraduate grade point average of 2.50 or above; (4) graduate grade point average of 3.25 or above; (5) no deficiencies in area chosen for study; and (6) minimum average score of 450 on the Aptitude Tests of the GRE.

For the School Administration program:

1. Completion of the requirements for the provisional certificate for either the Elementary Administration and Supervision or the Secondary Administration and Supervision with a grade point average of 3.25 or more on all graduate work undertaken.
2. Satisfactory letters from four persons who can recommend the student from an academic or a professional standpoint.
3. Either: A total score of 900 on the aptitude tests of the Graduate Record Examination or three years of successful administrative experience as attested by the superintendent or supervisor under whom such service occurred.

All admission materials are to be sent to the Director of Graduate Certification and Advisement, School of Education.

Doctor of Philosophy Degree. The School of Graduate Studies, the School of Education, and the Departments of Life Sciences and Geography recognized even in the planning stages for doctoral programs that the determination of admission to programs at this level had to be much more selective than at lower levels. They also recognized that predicting success was much more difficult at this level.

There was, as the 1965 Visiting Team accurately noted, "uneasiness" that the standards for admission might be set too low or too high. Some "uneasiness" is likely always to remain. However, the departments and the School of Graduate Studies have tried to keep in mind as a sort of guiding principle two paragraphs in the report of the 1965 Visiting Team:

At this point there is no basis for uneasiness. On July 1, 1965, thirteen applicants had been admitted to study for the doctorate . . . . Thanks to a workable admissions procedure and efficient screening--both of which speak well for the cooperation between the Graduate School and the interested departments--the students admitted to advanced study appear to be well qualified, able, and motivated.

(N.B. The visitors felt that stated entrance requirements, particularly with reference to grade point averages, were rather high and apparently rigid and might indeed be discouraging to prospective students who could readily find more to attract them to other institutions. They were assured, however, that general agreement among all interested agencies, primarily the Dean of the Graduate School and the departments, would allow requirements to be interpreted as occasion might demand).

Early in the life of the programs, the Executive Committee of the Graduate Council, the final screening committee for admissions, delegated to departmental admissions committees the screening prerogative. Since that time, only those recommended admissions about which the graduate dean has serious question, go to the Executive Committee for decision--in fact, exercising the committee's appeal function. The student and any of the departmental faculty may appear before the Executive Committee.

Data on all students at the time of admission to April, 1974, are shown below. Detailed admissions data on each student at the time of admission to each program from its inception to April, 1974, are furnished as a separate document.

Program	Tot. No. Admitted	No. ISU Ugr. Deg	No. ISU Mast. Deg	No. ISU Both Deg	Av. GRE V	Scores Q	Av. Ugr. Index	Av. Gr. Index
Elem. Ed	32	23	25	22	500	505	3.03	3.70
Gui & Psy Serv.	121	31	56	24	530	503	2.91	3.66
Sec. Ed	36	11	20	10	505	487	3.04	3.68
Ed Adm.	42	24	33	23	494	550	2.82	3.68
Life Sci.	48	3	11	2	529	584	2.86	3.58
Geog.	40	0	13	0	498	512	2.78	3.62

Briefly, general School of Graduate Studies requirements for admission to the doctoral programs are: (1) meet all General Graduate Regulations and be eligible for Regular Admission status (same as for admission at master's degree level); (2) submit minimum average score of 500 on the Aptitude Tests of the GRE; (3) have a grade point average of 3.00 or above on all graduate work attempted; (4) present at least 5 names of persons from whom recommendations can be obtained; and (5) meet all departmental requirements. Again, multiple criteria are used and applied with considered flexibility.

#### D. Graduate Degree Requirements

The School of Graduate Studies and departmental requirements for graduate degrees are given in detail in the Graduate Bulletin. They are briefly summarized below.

Master's Degrees. The School of Graduate Studies has seven basic requirements for master's degrees: (1) completion of a minimum of 32 semester hours of graduate course work; (2) an average grade of "B" on all graduate course work attempted; (3) a minimum of 16 semester hours in a major area or eight semester hours in each of two teaching areas for the Secondary School Teacher Curricula; (4) a minimum of 18 semester hours in a major area for the Departmental Curricula; a minimum of six semester hours outside the major department (the six required hours in professional education courses on the Secondary School Teacher Curriculum meet this requirement); (5) experience in research; (6) completion of the degree within five years; and (7) completion of a minimum of 17 semester hours on the Terre Haute Campus.

Certain Departmental Curricula have requirements in addition to those of the School of Graduate Studies. For example, the M.A. degree in Life Sciences requires a thesis (six hours of credit) with its attendant oral defense; the M.S. degree requires a broader oral and/or written examination. The M.A. degree in Geography requires a thesis and demonstration of proficiency in a collateral tool of mathematics, statistics, computer programming, or foreign language. The M.A. in Foreign Languages requires a reading knowledge of a second language and a comprehensive examination. The M.B.A. may require up to a maximum of 54 semester hours of course work and does require a comprehensive written examination. Other specific requirements are given in the Graduate Bulletin.

Educational Specialist Degree. Requirements for the Specialist degree include: (1) a minimum of 62 semester hours of graduate study beyond the bachelor's degree; (2) average grade point average of 3.25 on all graduate work attempted; (3) a minimum of 20 semester hours beyond the master's degree on the Indiana State University Terre Haute Campus; (4) enrollment as a full-time student for one semester or two consecutive summer terms, in addition to any residence accomplished at the master's degree level; and (5) satisfactory completion of a thesis or a field research project for six hours of credit.

Doctor of Philosophy Degree. "The Doctor of Philosophy Degree is conferred only upon those students who have completed, with high distinction, a period of intensive study in a selected field. Candidates must have gained a thorough knowledge of the materials in the field, mastered the method of advanced study, and demonstrated this mastery through a dissertation. The dissertation must be the result of original research which makes a contribution to knowledge in the field. There is no equivalency for this power of independent investigation and the proof of its possession.

"While it is true that grades above those earned by the average person in graduate school should be maintained by the doctoral student, the Doctor of Philosophy Degree is not granted on the basis of a mere collection of credits in prescribed courses. Multiple criteria are used for admission to the



program, continuance in the program, admission to candidacy, and graduation. Examinations in the chosen field may be required by the Department initially and at any point in the student's progress toward the degree, in addition to those required by the School of Graduate Studies. High attainment on these examinations and superior ability to carry through independent research and report it ably in a dissertation are absolute prerequisites to the awarding of the degree.

"Formal registration for a minimum of the equivalent of three academic years (six semesters) of graduate study and research beyond the bachelor's degree is required." (Graduate Bulletin, p. 31)

Specifics in brief: (1) a minimum of 65 semester hours of graduate course work, exclusive of the dissertation (72 hours in the Education doctorates); (2) minimum grade point average of 3.00 on all graduate work attempted (3.25 in Geography, and 3.50 in Education); (3) pass proficiency examinations in two research tools (foreign languages; or foreign language and statistics, computer science, historiography, or other tool; or two research tools other than languages); (4) pass preliminary comprehensive written and oral examinations; (5) do appropriate research and report it adequately in a dissertation (no semester hours of credit); and (6) spend a minimum of two consecutive semesters in residence on the Terre Haute campus as a full-time student (summer sessions do not meet this requirement).

Certain core course work is required on each of the programs and the total must constitute an organized program. Within these limits, however, great care is taken to adapt the program to the individual needs of the student.

#### E. Other

Assistantships and Fellowships. For the academic years 1972-73 and 1973-74 the University budgeted \$700,000 each year for graduate assistantships and fellowships; for the academic year 1974-75, the total budgeted was \$730,000.

Allocation of these funds by college and schools was as follows:

	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
College of Arts and Sciences	\$416,700	\$390,000	\$420,000*
School of Business	36,800	44,100	44,100
School of Education	180,900	194,100	194,100
School of HPER	36,000	44,100	44,100
School of Technology	<u>29,600</u>	<u>27,700</u>	<u>27,700</u>
Total	\$700,000	\$700,000	\$730,000

\*In 1974-75, an additional amount of \$20,000 was specifically earmarked for doctoral fellowships in the Department of Life Sciences; an additional amount of \$10,000 was specifically earmarked for doctoral fellowships in the Department of Geography.

Assistant Dean Mary Ann Carroll, at the direction of the Graduate Council, prepares each year a summary of assistantship-fellowship allocations, expenditures for each student supported, and pertinent scholastic information about each student. Copies of these summaries will be available to the visiting team.

It might be noted here that the School of Education with four doctoral programs, received an allocation for 1974-75 of \$194,100; Life Sciences with a doctoral program was allotted \$84,300, and Geography \$68,400.

Policies under which appointments are made, duties students are expected to perform, and stipends are adopted by the Graduate Council and must be approved by faculty government, the President, and the Board of Trustees. Appointments are made by the respective departments, with the approval of the appropriate academic dean and the Vice President for Academic Affairs.

It might be noted here that current academic year stipends are as follows:

Graduate Assistants:	\$1,800 - \$2,300
University Fellows, Level 1:	2,200 - 2,500
University Fellows, Level 2:	2,600 - 3,000
University Fellows, Level 3:	3,100 - 3,500

In addition to the stipends, all contingency fees and out-of-state tuition charges are waived for assistants and fellows. They pay only the Student Services Fee and the Building Facilities Fee.

While the NDEA Title IV Fellowships were available, Indiana State received a small number of awards each year. Not offering doctoral degrees until the 1965-66 year, the University never participated heavily in the program.

DOCTORAL DEGREE PROGRAMS OFFERED  
BY THE SCHOOL OF EDUCATION

This report was prepared by the Assistant Dean for Graduate Studies of the School of Education in consultation with the departments of the School of Education.

Purposes of the Graduate Programs in Education.

1. To offer opportunities for continued growth in the student's area of specialization by reinforcing and extending his exposure to subject content in the area and related content from supportive academic areas.
2. To provide for study of fundamental problems in the education profession and the teaching-learning situation.
3. To provide for strengthening the student's understanding of the role of the public school in society and broadening his understandings and skills pertinent to interpersonal relationships which exist within the school's framework.
4. To offer opportunities for broadening the student's abilities in locating, interpreting, using, and conducting educational research. The scope and depth of the student's development in this area are determined by the student's interests and professional requirements which are reflected by the student's chosen program and degree.
5. To allow the student to explore new fields, extending his educational background as a basis for continuing personal and professional growth.
6. To assist students when appropriate in meeting requirements for teaching, administrative, and supervisory certification as prescribed for specific public school positions by the State Department of Public Instruction.

Graduate Programs Offered by the School of Education. As of September 1, 1974, the following master's degree programs are offered in the School of Education:

Elementary School Teaching  
 Secondary School Teaching  
 Junior High School Teaching  
 Departmental in Educational Psychology  
 Departmental in Special Education  
 Agency Counseling  
 Student Personnel Services in Higher Education  
 Educational Media  
 Master of Science and Master of Arts in Education

Majors are offered in Elementary School Administration, Secondary School Administration, Elementary Education, Guidance and Counseling, Mental Retardation, Reading Instruction, School Psychometry, Secondary Education, Special Education (Audiology), Special Education (Emotional Disabilities and Learning Disabilities), Special Education (Director), and Speech Pathology.

In addition, programs are available whereby post-master's degree students may become certified in one or more of the following School Service Personnel areas:

Audio-Visual Supervisor  
 Director of Guidance (Requires Ed.S. degree)  
 Reading Specialist  
 School Counselor  
 School Psychometrist  
 General Supervisor and Curriculum Specialist (Requires Ed.S. degree)  
 Elementary School Administration and Supervision  
 Secondary School Administration and Supervision  
 School Superintendent

The Ed.S. (6th year) degree is offered in the following areas:

Elementary Education  
 School Supervision and Curriculum  
 Guidance  
 School Administration  
 School Psychology  
 Secondary Education

Ph.D. degrees are offered in the following areas:

Educational Administration  
 Elementary Education  
 Guidance and Psychological Services  
 Secondary Education

Descriptions of these programs (except for the Ph.D. discussed in a following section) are to be found in the departmental sections of this section and in the current Graduate Bulletin.

Graduate Faculty of the School of Education. The graduate faculty of the School of Education is composed of those members of the faculty who have been approved by the School of Graduate Studies as having the education and experience which is required to teach graduate classes, to serve as advisers or committee members for students who are pursuing graduate work, and to participate in graduate program development.

During the 1974-75 academic year, one-hundred two staff members serve as graduate faculty; however, sixteen of these are administrators of the University who hold rank in the School of Education and who are not directly responsible for classes and other activities within the School.

The following presents the distribution of graduate faculty in the School of Education according to area of specialization:

Administrators, School of Education	5
Educational Administration	8
Educational Psychology	7
Elementary Education	21
Foundations of Education	4
Guidance and Counseling	6

Educational Media	4
Secondary Education	22
Special Education and School Psychology	9

Thirty-eight of these members of the graduate faculty hold the rank of professor; thirty-six, associate professor; twenty-eight, assistant professor.

To be a member of the graduate faculty a doctoral degree is required. Thirty-five earned the doctorate from Indiana University, eleven from the University of Illinois, eight from the University of Wisconsin, and six from Purdue University and Ball State University. No more than four others hold the doctorate from any single university. Altogether thirty-six institutions are represented as the doctoral granting universities of the faculty of the School of Education.

The graduate faculty of the School of Education is active in research and publication. This is evidenced by The Report of Faculty Publications for 1972-73 which listed 339 entries for the University as a whole; 106 of these were from the School of Education. Forty-nine persons from the School have publications listed. Of these three were books, 22 were chapters in books, seven were pamphlets or monographs, nine were book reviews, 51 were expository articles for periodicals, and nine were research reports. Of the book reviews, articles, and research reports 31 were published in national outlets.

At this writing data are not available for the School of Education for 1973-74; but one department, Graduate Education, can report that five books were published which were authored or co-authored by staff members, twenty-two articles were published in professional periodicals; and six reports or research were published. In addition, five papers were read at national conventions. Two faculty members engaged in post-doctoral study, and there were seven research projects underway, two of which were supported by grants. Members of the department were engaged in seven long-term service projects in cooperation with public schools and community agencies. Not included in these data are many individual consultations, speeches, and contributions to state and national committees and commissions.

Ph.D. Programs Offered by the School of Education. The doctoral programs are designed to enable the superior student to become a competent leader in his profession. They provide each student with opportunities for sound instruction, independent study, supervised field work, professional project work, and research. Each program is characterized by individualized attention and planning, and is based on a close working relationship with the faculty and with other students. The specific program for each student reflects his experience, needs, interests, and goals. It is planned jointly by the student, his adviser, and his doctoral committee.

All four doctoral programs have the same basic requirements. These are:

1. a minimum of 72 semester hours of graduate work beyond the bachelor's degree; at least 30 hours must be earned in residence at Indiana State University;

2. satisfactory performance on examinations demonstrating proficiency in at least two research tools (chosen from foreign languages, statistics, computer science, or others named by the student's committee;
3. two consecutive semesters of full-time residence study with a graduate course load of not less than nine hours each semester;
4. successful performance on written and oral preliminary examinations;
5. the writing of a doctoral dissertation resulting from original research which makes a contribution to knowledge in the field.

The four Doctor of Philosophy degrees offered by the School of Education are in:

Educational Administration. This degree program is designed to prepare persons for leadership roles in education administration. This program is concerned primarily with preparation for administrative positions. These positions include: (1) administrative positions in public schools and organizations associated with public schools (local, state, and national); (2) administrative positions in colleges and universities; (3) teaching and research positions in colleges and universities; and (4) positions associated with industry or government requiring competencies relevant to educational administration and research.

Elementary Education. This degree program is designed to help prepare selected persons for leadership roles in elementary education. It is concerned primarily with preparation for positions in colleges and universities offering programs of teacher education and positions of leadership in public schools.

Each doctoral candidate must develop an area of specialization. Special emphasis will be placed on the selection of a field most appropriate to the student's needs. Areas in which the student may specialize include Reading and Language Arts, Social Studies, Early Childhood Education, Science, Mathematics, and Special Education.

This portion of the program is not limited to offerings available in the School of Education. Where feasible, at least one half of the student's work will be done in the subject field or fields directly related to his area of specialization. The hours may be accrued through formal course completion and independent study and research, seminars, practicums, internships, or other such direct, supervised experiences.

Guidance and Psychological Services. This degree program is designed to prepare selected persons for positions of leadership in research, teaching, counseling, pupil personnel services, and school psychology. Specialization opportunities are offered by the program in each of the following areas: (1) school guidance and counseling, (2) school psychology, and (3) student personnel work in higher education.

Those students electing to specialize in school guidance and counseling will be prepared to assume roles in college teaching, pupil personnel services, and counseling in schools. The school psychologists specialization

prepares the student for college teaching, director psychological services in large school systems and other positions which involve the application of psychology to school situations.

In addition to college teaching, students electing to specialize in student personnel work in higher education are prepared to assume roles in student personnel work and student personnel administration in colleges and universities.

Secondary Education. This degree is designed to prepare selected persons for positions of leadership and research in public schools, colleges and universities, and governmental agencies.

Students may choose to specialize in the general field of secondary curriculum and instruction or may choose to study the application of secondary education to an academic or specified discipline. At present the areas of business education and industrial arts education are approved as areas of specialization.

Descriptions of each of these programs are to be found in the current Graduate Bulletin.

Admission to and Retention in Doctoral Programs Offered by the School of Education. In order to be admitted to a doctoral program in the School of Education the student must:

1. Attain a minimum average score of 500 on the Aptitude Tests of the Graduate Record Examinations.
2. Have a grade-point average of 2.50 or above on all undergraduate work attempted.
3. Have a grade-point average of 3.50 or above on all graduate work attempted.
4. Present five letters of recommendation.
5. Appear before the Admissions Committee for a personal interview except under unusual circumstances.

Admissions credentials are presented to an Admissions Committee composed of faculty members in the area of the doctorate. The committee may waive one of the requirements if it feels other evidence supports recommending admission. Recommendations of the committee are forwarded to the Dean of the School of Graduate Studies who then admits the student to the program.

Since the inception of the doctoral programs in the School of Education, a total of 454 students have applied for the program. Of these 80 failed to complete their admission credentials, 15 withdrew their applications, and 17 were advised that their credentials were such as to make consideration by committee a futile procedure. Thirty-three of the applicants are now under consideration.

Of the remaining 309 who went before the admission committees 63 were denied admission and 20 were admitted but did not matriculate.

A total of 226 have thus been in pursuit of the programs. Their disposition is as follows:

Now in pursuit of degree	102
Completed degree	77
Removed from the program	6
Discontinued for lack of progress	29
Removed self from program	12

Students admitted to the program had an average undergraduate grade point average of 3.06; an average graduate grade point average of 3.63; and an average GRE score of 502.78.

Upon admission to the program the student is assigned to an adviser who plans with him the initial portion of his program and aids in the selection of his five-man committee which will serve as his advisory group throughout the rest of his program. The committee meets with the student periodically to plan subsequent stages of this program, to conduct his preliminary examination, to help in the planning of his research and to approve his dissertation proposal, to approve his dissertation, and to administer the final oral examination.

Further advisement and counseling are rendered through less formal structures. Doctoral students are encouraged to seek a fellowship during their period of residency. Thirty such fellowships have been granted for the current year. Through working with a professor on his classes and research, the student has the opportunity to receive advice, guidance, and inspiration.

A newsletter is issued periodically by the Assistant Dean for Graduate Studies of the School of Education which keeps students abreast of deadlines, policies, and procedures; and occasional meetings of doctoral students are held to clear the air of misunderstandings and student gripes.

A Graduate Student Colloquium meets approximately every two weeks. Professors or resource persons from other campuses make presentations and conduct discussions.

In addition to these school-wide means of developing further rapport between doctoral students and faculty; the staffs for each of the doctoral programs meet with the students in these programs on a regular basis for discussions and motivation.

#### Instructional Resources for Graduate Programs.

Library Facilities and Collections are not separated from the regular collections and facilities for graduate students. The new library building has eighty-four carrels for assignment to graduate students. Library appropriations to the various departments are based, in part, on graduate enrollments.

The Laboratory School of Indiana State University is a kindergarten through grade 12 institution which serves a defined attendance area and accepts a



limited number of students from the other attendance areas of the Vigo County School System. It has an enrollment of 775 and a teaching staff of 54. At present, the Laboratory School's contribution is primarily in the area of pre-student-teaching laboratory experiences for undergraduates. It is, however, available for graduate students for use as a center for observation, practicums, and research.

The Teaching Materials Center, located in the Library, provides resources for those students studying in curriculum, instruction, and related areas. Major holdings include a textbook collection, files of curriculum guides and courses of study, and resource units as well as supplementary materials.

The Computer Center of the University provides opportunity for students to treat data derived from graduate student research. The Center is equipped with an IBM 360-50 with all required associated hardware and has a staff of 31. The Center is run on an open-shop, no-cost basis. Student work is given the same priority as faculty or administrative work orders.

The Porter Evaluation Center and the Speech and Hearing Clinic are run in conjunction with the Department of Special Education. They both serve as centers for diagnosis and treatment in their respective areas. Graduate students use the clinics for observations and participation as part of their laboratories and courses.

The Reading Center, the Mathematics Education Center, and the Social Studies Center are newly created material laboratories for students in elementary education. These centers are used by graduate students in the development of curriculum and instruction projects.

The Center for Educational Research is a service agency designed to assist faculty and students who are conducting or proposing research in education. The Center provides consultation on design and analysis of educational experiments, obtaining measurement instruments, interpreting existing research, and computer usage. The Center makes available calculators, research periodicals, and grant information.

The Curriculum Research and Development Center works with public school systems in aiding, encouraging, and cooperating in curriculum development projects. Graduate students are sometimes given responsibility in these projects. In addition, the Center provides information regarding curriculum and curriculum research and aids faculty members and students engaged in curriculum research.

Graduate Student Study Stations are provided for doctoral students in Jamison Hall. There are 18 such stations which are allotted to doctoral students for their personal study space.

The Counseling Laboratory is located in Jamison Hall. It is equipped with one-way glass observation booths and audio and television taping equipment. Students utilize this facility for practicum and supervision of practicum courses.

Bureau of School Services. The Bureau of School Services functions as a centralized agency for consultation and services to school districts and school personnel in the general field of educational administration, and as a practical experience laboratory for graduate students in educational administration. University faculty and staff serve the Bureau as consultants in specialized areas. Graduate students in educational administration use materials and information from the Bureau in conducting research activities and participate in the execution of some of the Bureau's programs and services.

DOCTORAL DEGREE PROGRAMS OFFERED  
BY THE DEPARTMENT OF GEOGRAPHY

The report prepared here is the product of the several members of the staff of the Department of Geography and Geology. Their purpose was to review and define the status of the graduate work in the department particularly related to the M.A. degree in geography initiated in 1963 and the Ph.D. program approved under preliminary accreditation in 1968.

The programs have developed under the departmental guidance through several committees and, in particular, the Graduate Committee of the Department. Attention should be called to the less obvious, but perhaps strengthening elements of all holding the Ph.D., except one. Furthermore, through careful selection, the staff now represents a broad spectrum of schools in their training. Likewise, there has been an attempt to draw graduate students from a wide range of undergraduate schools. Since the department admits only students with an M.A. to the Ph.D. program and such students must have completed the thesis, there is a further cosmopolitan interest quality to the Ph.D. group. The department does not grant more than two degrees to any one individual.

All graduate students are screened through the departmental committee and recommendations for admission are made to the Dean of School of Graduate Studies. The department supports and adheres to the admission requirements of the School of Graduate Studies. Current admission standards are published in the University Graduate Bulletin.

A copy of the curricula for each of the three M.A. programs and the Ph.D. is available in the Graduate Bulletin. No basic changes have been made since preliminary accreditation in 1968.

The Staff. Detailed vitae of the staff currently associated with the department and actively engaged in participation in the graduate education provided by the department will be available to the visiting team. Vitae of ancillary participants is not included, but strong support is found in the areas of life sciences, computer science, educational statistics, economics, history, and political science. Special mention should be made of the exceptionally fine and abundant support given to the department by the Computer Center and its director, Dr. Douglas Smith. From conversations with other geographers across the country, the department is aware of unusual support from the University computer staff.

In reviewing the vitae of the several staff members, attention is called to the large output by staff in the fields of remote sensing, applied land use, urban development, environmental studies, historical geography, demography, and edaphology. Essentially these are relatively new fields of development in the department that are being carried on along with the earlier work in climatology, geomorphology, economic geography and location theory.

Graduate Programs: Aims and Objectives. Given the diversity of programs open to departmental graduate students, this summary of program aims and objectives is necessarily developed in terms of specific programs. The most explicit are the M.A. and the M.S. programs open to students in the Secondary School Teacher Curriculum with specializations in Earth Science or Geography. These degrees are designed to meet the teacher certification requirements of the State of Indiana.

The Master of Arts in Geology is a professional degree which is designed to prepare the student for employment with industries and government surveys and for entrance into Ph.D. programs elsewhere. Although industrial demand for geologists has traditionally been cyclical, the current energy problems would seem to presage a strong long-term industrial demand for geologists with graduate training of the type provided in the master's program.

The Master of Arts degree in Geography is also a professional degree; the demand for professional geographers in industry and government has grown steadily and the geography M.A. with an option in Urban-Regional Studies reflects this demand. Students electing this specialized program will, in addition to completing the required core courses in geography, develop skills necessary to function as land use specialists and urban-regional planners in either public or private planning agencies.

For students intending to continue into a doctoral program and those not wishing to pursue the Urban-Regional Studies option at the Master's level, a more traditional M.A. program in geography is available. A core of courses in quantitative geography, geographic thought, field techniques, and cartography expose the student to the basic skills and viewpoints of his profession. In addition, elective course work in geography and related fields as well as development of a thesis provide the opportunity for substantial professional development. Students completing graduate study with this type of geography master's degree vary widely in their developed skills and interests. Career opportunities in teaching, diverse areas of government service, and industry (as well as planning) have traditionally been available to such students and the program is designed to accommodate students with varied career interests.

The program can also provide the necessary background for admission to the appropriate doctoral program in geography. For students with the interest and the apparent ability to pursue a doctoral program, the M.A. serves to provide exposure to graduate training in a variety of course experiences in geography, and to develop research experience (through the thesis) in his major topical interest.

The doctoral program in geography is necessarily distinct in its aims and objectives. Since the Ph.D. is one of the highest earned degrees available at American universities, the professional development required of the student extends beyond that for the Master's level. The product of the program necessarily must have a mastery of the research techniques of his profession, a careful fundamental preparation in the major systematic fields of geography, and both knowledge in depth in a major systematic interest in geography, as well demonstrated research ability in his specific area of specialization. Thus, in the doctoral program, particular emphasis must be placed on preparing the graduate student to work independently and creatively in research using current methodology. The objective of the program is to produce graduates who are both competitive with the products of established doctoral programs elsewhere in the United States and are able to make worthwhile contributions to the total advancement of geographic scholarship.

Since the department faculty believes knowledge in depth is fundamental to such scholarship, the program involves specialization in one of two systematic fields in geography (in physical or economic geography). Students thus work in either physical or economic geography and, after completing a series of courses in their general field of interest, would develop research competency in a specific area. The graduate of the program would expect to have a diverse post

master's level background in either physical or economic geography and a developed research ability in a more limited specialization.

Although the students who have completed the departmental doctoral program to date have all found academic positions, several others at the point of degree candidacy have opted to accept positions in government and planning. Thus, while the aims and objectives of the doctoral program are necessarily described in academic terms, employment opportunities are not limited to academic positions. The topical specialization of course work completed and research abilities developed have been advantageous to students seeking employment in other sectors--an important secondary program advantage in times when academic employment opportunities are relatively limited.

Admission to the Programs. At the Master's level, students are expected minimally to have a 3.0 undergraduate average (B grade or better) and acceptable letters of recommendation. For admission to the doctoral programs, students should also have at least a 3.25 graduate average and an average score of 500 or more on the verbal and quantitative aptitude tests of the Graduate Record Examination.

Completed applications are submitted to a department admissions committee for review and recommendations. Each is evaluated on the basis of transcripts, comments by referees, and GRE scores. Exceptions to the stated requirements are at times recommended when the prospective student show apparent capacity to work successfully in his prospective degree program.

Procedures for Advising Graduate Students. Advisement for the first semester of residence is done by the department chairman. The student is subsequently advised by a faculty member assigned to each graduate program (one each for the earth science, geology, geography masters, economic geography doctoral, and physical geography doctoral programs). These faculty members serve as the student's advisor until the student identifies the area within which he proposes to develop a thesis or dissertation. A permanent advisor is then selected whose interests most closely parallel those of the student.

The department chairman, in consultation with the advisor and the graduate student, then appoints a full committee for the individual student (subject to approval by the Dean of the School of Graduate Studies). The committees administer the appropriate exams, review research proposals (thesis or dissertation), and approve the course program of the student.

For doctoral students, a diagnostic examination is given during the first semester of residence. Its purpose is to identify both strengths and weaknesses in the student's background and to provide a basis for effective advisement of the individual. The examination normally involves two days of written examinations covering the field of geography and an oral examination which allows both the student and the examining committee to explore apparent problem areas.

The Visiting Scientist Program. The enrichment of the program for the graduate students is supported by two programs. The first is locally called "The Brown Bag," because it occurs at noon once a week when students and staff are able to meet and discuss problems of interest. Generally, a student or staff member contributes a brief report which is subsequently discussed. Several times a year

other departments on the campus provide a speaker. The programs are arranged by the local G.T.U. group and a few speakers are from outside the department.

The Visiting Scientist program is of greater importance and brings to the campus geographers and geologists of the nation with an occasional representative from other fields, such as anthropology and agriculture.

The list of past visitors will be provided for the visiting team; since 1968-69, fifty-three visiting scientists have been on campus. Each visitor generally gives one technical talk and a general lecture for the University and the Community. Attendance averages sixty, but on occasion has attracted several hundred.

#### Graduate Enrollment.

FULL-TIME RESIDENT STUDENTS  
DEPARTMENT OF GEOGRAPHY-GEOLOGY  
INDIANA STATE UNIVERSITY

	FALL 1971	FALL 1972	FALL 1973	FALL 1974
Graduate Students - Masters				
Geography, Geology, Earth Science	16	19	30	26
Doctoral Students - Geography	12	9	8	11
TOTAL	28	28	38	39

Special Features of Program. The department has several new features which were not available when the doctoral program was established in 1968. Each will be described in detail.

Remote Sensing Program. After a period of several semesters of cooperative work with the LARS (Laboratory for Remote Sensing) Project at Purdue Unit, the department will have in operation, beginning with the 1974-1975 academic year, a terminal from the Laboratory at Purdue that will facilitate selected data accumulating from ERTS Satellite A and B (when it is lofted). Several graduate students in geography have had training at Purdue on the satellite program, and one staff member has received training and also been on the staff at Purdue on a part-time basis. The ISU group has usually represented the field of geography in the multi-science team at LARS. One graduate student completed his Ph.D. in Economic Geography with the use of ERTS data for his dissertation. A few graduate students have carried out extensive studies using multi-spectral data. One student, following completion of the M.A., worked for LARS for six months, and following six months in the Netherlands (Delft) in photo imagery work, will return to the ISU Ph.D. program.

The Urban Regional Studies Center. The developing graduate programs in the University rapidly brought into focus, beginning in 1969, the concurrent and overlapping interests in urban regional affairs. The common procedures in operation to provide information on new courses revealed that several departments wanted to offer work that would help students become urban government workers. Thus, a number of academic departments contributed to the development of the Urban Regional Center. Under the direction of Dr. Byron K. Barton, and through the development of a core of seminars, the Center coordinates interest in urban affairs for the several departments which contribute faculty and students. The scope of the program is to provide the student in each department with an understanding of urban problems in other fields. In recognition that no singular field can solve all urban problems, the Center brings a broadly educated individual to the urban field. Perhaps more important is the internship program conducted through the Center, with students given the opportunity to work in some center of government or planning agency. At the time of preparation of this report, between 10 and 20 students are associated with the Center. The program at the Center has been approved by the Indiana Commission for Higher Education.

The T. L. G. G. Program. The Association of American Geographers at the time of preparing this report had designated the Department a center for interest in providing some teacher training and experience to Ph.D. students. This program is offered in conjunction with the Science Teaching Center and is team taught with the Center's staff. The students will receive carefully structured instruction in teaching theory, monitored TV teaching, classroom experience, and finally testing technique and success measuring devices. With the long and fine reputation in teacher education at ISU, there should be no reason why success cannot be achieved with this proposed work. An outline of the work will be provided for the visiting team.

Honors and Awards and Special Grants. In 1970, the West Lakes Division of the Association of American Geographers met at Dekalb, Illinois. The session set aside for graduate student papers was evaluated by a committee of geographers and the top ranking geography paper for the session was presented by Carl Dinga, one of the ISU graduate students.

No papers were presented in 1971, but in 1972 at the organization meeting in St. Louis, awards were given to students with the best M.A. and the best Ph.D. paper. Two ISU students were chosen; Joseph Gardner for the top Ph.D. and William Todd for the Master's papers. Joseph Gardner completed his Ph.D. degree in 1973, and William Todd will return to the campus from graduate work in the Netherlands (June 1, 1974) to continue work in the Ph.D. program.

Harlen Ainscough received two grants, one from the Indiana Academy of Science and the other from the Association of Petroleum Geologists to support research on his research program in coal. John Gjerde received \$600 toward research on changing land values in the Matanuska Valley. Neil Weber received financial support from the Museum of Northern Arizona near Flagstaff to complete his dissertation.

Departmental Publication. The department publishes periodically professional papers. These are distributed and exchanged world wide. Several national indexes list the "Professional Paper." The foreword of each issue explains the goals and purpose.

"These Professional Papers, published by the Department of Geography and Geology, Indiana State University, represent the varied research interests of the Department staff. Issued intermittently, this publication is an outlet for research reports, varied in nature, primarily in the fields of geography and geology. When available, manuscripts, geographic or geologic in reference, prepared by faculty in related disciplines at Indiana State University, will be included. Thus, these Papers will represent the full range of academic resources available to undergraduate and graduate students in this Department."

Physical Resources. The primary physical resources of the department fall into three categories: reference material; equipment; and space.

### 1. The Field

The department maintains three Volkswagon minibuses which are used for local as well as extended geography, earth science, or geology field trips, and for field research studies. Available for field use are plane tables and telescopic alidades, hand levels, Brunton Compasses and several 35mm cameras. An Askania magnetometer and a LoCoste-Romberg gravimeter are used for instruction and geophysical research.

In cooperation with Indiana University, the Department operates a summer field camp in the Rocky Mountains of Montana. Students may elect either a six- or an eight-week field course.

### 2. Geology Laboratories

A wide variety of instruments which are used by students and faculty for research and instruction is available in the departmental space assigned. Particularly noteworthy are the following:

- a. Two X-ray diffraction machines
- b. Rock saws and thin-section equipment
- c. Binocular microscopes
- d. Petrographic microscopes
- e. A 6 ft. x 20 ft. adjustable-slope stream table

### 3. Reference Material

The department's map library is a U.S. Geological Survey topographic map repository; it houses approximately 240,000 maps of the United States and foreign countries. In addition to the University and Science libraries, the graduate student has access to the departmental reading room in which are available numerous reference volumes and full sets of professional journals donated by and on loan from faculty members. The Science Library in the Science Building, constitutes the main source of reference material.



#### 4. Audio-Visual

The department has an excellent collection of 16mm sound movies for classroom use, and an outstanding collection of 35mm color slides. The lecture rooms are equipped with beaded screens, and projectors are always available. The department has its own fully equipped darkroom and copy equipment; the department can make slides of maps, mosaics, and the like, and is also able to duplicate slides. The departmental slide collection included copies of many of its staff members over a period of several years and in all parts of the world.

#### 5. Cartography

The departmental cartography laboratory is fully equipped for map construction and reproduction. Its facilities are used not only for undergraduate and graduate instruction, but also for the preparation of illustrations for papers to be presented at technical meetings and to be published in professional journals. One such journal, incidentally, is the department's own publication, "Professional Papers."

#### 6. Air Photos and Other Remote Sensing Media

The department has a large and extremely comprehensive air photo collection, devoted principally to geologic subject matter. In addition, it is building a collection of satellite imagery (e.g. ERTS-1). Available to the student are several introductory and advanced courses in photogeology, photo-interpretation, and "remote sensing."

Also available are numerous pocket stereoscopes, several mirror stereoscopes, and two Gordon stereoscopes designed to permit the simultaneous stereoscopic examinations of a single stereo pair. In addition, the department's Kelsh Plotter is used for instruction and for the construction of large-scale maps.

Programs. Detailed statements of programs leading to the master's and doctor's degrees are found in the Graduate Bulletin, 1973-1975, pp. 87-96.

DOCTORAL DEGREE PROGRAMS OFFERED  
BY THE DEPARTMENT OF LIFE SCIENCES

The Department of Life Sciences section of this Self-Study covering baccalaureate and masters programs is also applicable, in many of its sections, to the doctoral (Ph.D.) program in the department since an intimate relationship exists in the philosophy, programs, faculty and supporting personnel, students, facilities and equipment, and budget of all departmental programs. Many of the other programs listed elsewhere in the Self-Study have benefited directly as a result of the doctoral program, specifically because of the University's recognition of the Ph.D. as the highest academic degree and the effort made both by the department and the University to achieve excellence in this program.

Indiana State University has awarded the master's degree in Education, with majors and minors in specific academic areas, since 1929. The Department of Life Sciences has been actively engaged in preparing students for a departmental Master's Degree since 1961. For approximately five years the department prepared and formulated a program to offer the Ph.D. degree to be started in 1967. During the period of initiation of the program the university and the department were aided in their endeavors by several consultants which included Dr. Richard Byerrum, Dr. Paul Silverman, Dr. Lindsay M. Black, Dr. E. Peter Geiduschek and Dr. Max A. Lauffer. The visit of Drs. Black, Geiduschek and Lauffer and their report coincided with a period in the history of the department when administrative changes were taking place. During this period the development of the program was somewhat hampered by departmental changes but progress was made in developing the Ph.D. program.

In the summer of 1970 the present chairman joined the department, with one of his principal missions the development of the department's doctoral program. In order to implement this development, the University very generously committed financial resources and reaffirmed its philosophical commitments to make the changes necessary in the department to build a doctoral program of the highest quality possible. Under the guidance of the present chairman several research-oriented faculty members, some at the full professor level, were hired by 1972. In addition, one Associate Dean of the College of Arts and Sciences was appointed and given academic rank in the department. Coincidental with these personnel additions to bolster the program, Indiana State University was designated as one of the seven centers in the state to teach Basic Medical Sciences as part of the Indiana University School of Medicine. To implement the Medical Education program additional faculty had to be hired and hold joint appointments in the Department of Life Sciences and membership on the Graduate Faculty at Indiana State University. It should be pointed out that the faculty with appointments primarily in the Department of Life Sciences are housed in the Science Building and the faculty with appointments primarily in the Terre Haute Center for Medical Education are housed in an adjacent building, Holmsted Hall. There is a high degree of interaction in certain scientific and teaching areas between these programs in the area of graduate education. Thus the doctoral program has been considerably strengthened by the Terre Haute Center for Medical Education.

In order to attract to the department senior faculty of the calibre who would initiate active research programs involving graduate students at the doctoral level, extensive remodeling of departmental space was undertaken. A careful study

of space utilization allowed the remodeling of space previously used for undergraduate teaching and other purposes into modern, well-equipped laboratories without sacrifice to the existing undergraduate teaching program. Remodeling, equipping and establishment of these new faculty members was part of the university's commitment to support of the doctoral program.

The research-oriented faculty added since 1970 have been able to obtain, on a competitive basis, several sizeable research grants from such agencies as the National Institutes of Health, Office of Naval Research, American Medical Association, National Science Foundation, Eagles' Max Baer Heart Fund, Monsanto Company, etc. This grant support has had a significant role in strengthening the doctoral program in several ways which include stipend support for students, additional research supplies and equipment, and an environment conducive to the conduct of high quality research applicable to doctoral dissertations.

The addition of graduate research faculty, improved facilities, and research grant support has had a pronounced beneficial effect on several other faculty members who were in the department before these changes occurred. For these faculty there has been generated an improved teaching-research relationship, submission of research grant proposals, greater research productivity and more involvement with graduate students both as major advisors and as member of thesis and dissertation committees. Thus, these changes appear to have allowed certain faculty members previously in the department to more fully develop their potential in the area of graduate education.

With the changes described previously in this Self-Study, the department has been receiving applications from students for graduate programs including the doctoral program with credentials of much higher quality than existed several years ago. With continued university support of graduate stipends (Graduate Assistantships and University Fellowships) each year has brought an increase in the quality of the students accepted and of in graduate students on doctoral programs. To date, doctoral students who have completed degrees, although limited in number, have been competitive for positions and with the increase in the quality of these students and faculty the department is confident that these students will remain competitive for the positions which they seek.

Throughout the period from 1970 when the present chairman joined the department, the department has had several persons who have served either in an official role as consultants or have served as unofficial consultants. The advise of many persons who served as seminar speakers has been sought and obtained on an unofficial basis. There have also been consulting visits from Dr. Charles A. Leone, Vice Provost for Research and Graduate Studies at Bowling Green State University (Bowling Green, Ohio), Dr. L. E. Roth, Director, Division of Biology, Kansas State University (Manhattan, Kansas) and from Dr. Teru Hayashi, Professor and Chairman, Department of Biology, Illinois Institute of Technology (Chicago, Illinois). Dr. Hayashi was serving as a North Central Association consultant. The reports of all of these consultants, along with the previously cited report of Drs. Black, Geiduschek, and Lauffer, will be made available to the evaluation team. The accumulated consultants' reports have encouraged the department and the university that the Ph.D. program has developed significantly and is now sound. The advise of these consultants has also been most useful in helping plan future development and directions for the program.

## Program.

### A. Admission

The department follows the general University Requirements for admission to the Ph.D. program which are as follows:

1. Meet all General Graduate Regulations and be eligible for Regular Admission status.
2. Complete an Application for Admission form provided by the School of Graduate Studies.
3. Attain a minimum average score of 500 on the Aptitude Tests and, if required, the Advanced Test of the GRE appropriate to the student's chosen field of study.
4. Have a grade point average of 3.00 or above on all graduate work.
5. Present the names of five persons who know the prospective student in a personal, and/or academic, and/or professional capacity.

In addition, the Department of Life Sciences has the following specific requirements for admission:

1. An overall undergraduate index of 3.0 or above on a 4.0 scale.
2. A minimum graduate index of 3.0 for students entering with advanced standing.
3. Satisfactory references.
4. A personal interview may be required.

#### B. Proficiency Examination

On entering the department each student's proficiency in basic areas of biology will be determined by an examination. The orientation examination covers the areas of developmental biology, ecology, evolution, genetics, microbiology, physiology, and taxonomy. The examination was developed by a faculty committee to determine the student's knowledge of basic concepts, rather than specific facts. This examination, therefore, does not attempt to determine a student's depth of knowledge in any area. Deficiency in any of the areas will be considered by the student's committee.

#### C. Committee

Each entering graduate will be counseled by the chairman, or a temporary advisor appointed by the chairman, until the student chooses an area and a committee for his research. The student's program is developed to a large extent on the basis of his background and scientific interests. It is the philosophy of the department to treat doctoral students as professionals and to begin their involvement in research as soon as is practical. While students may begin in a particular laboratory they are not required or necessarily expected to remain in that laboratory. To aid the student in becoming acquainted with the total research activities of the department he is expected to attend departmental and area seminars as well as meet with faculty members. Students are strongly urged to obtain a broad technical background.

An area for the major and minor, as well as further requirement which may be appropriate such as tool skills, will be determined by the student's

committee. Selection of the major professor and committee should be done no later than the end of the first academic year.

#### D. Teaching

Each candidate for a doctoral degree must participate, or have participated, in the teaching program of the department for at least two semesters or one semester and a full summer session. Most of the graduate students participate by serving as teaching assistants. Many have had assistantships or fellowships, and others have been paid on an hourly basis. The faculty and graduate students are in general agreement that this is a valuable part of their educational program. Not only does it give them college teaching experience, an area into which most will go, but it also helps to review and integrate their knowledge in basic areas of biology. The amount of time spent in teaching beyond the required minimum by persons other than those on teaching assistantships or fellowships is determined largely by their previous experience, demonstrated capabilities, and desire. The teaching experience is directed by faculty members.

In addition to actual classroom experience, each Ph.D. candidate is required to take one of two courses in college teaching. One of these, "The Teaching of Science in College and Universities," is offered by the Division of Science Education. The other course is a seminar (LS610) conducted by members of the Life Sciences faculty and deals with problems and requirements of college teachers, including reviews and discussions of teaching as performed by the teaching assistants.

#### E. Student Financial Support

Indiana State University offers, through the Department of Life Sciences, a number of Graduate Assistantships and Fellowships. A graduate student holding an appointment does part-time, supervised teaching.

To be eligible for consideration, a student must be admitted on a degree program at Indiana State University, must hold a minimum over-all undergraduate grade point average of 2.75 (on a 4 point scale), must have submitted satisfactory scores from the Graduate Record Examination, and must comply with University academic standards.

Stipends are awarded for the academic year with provisions for summer stipends as well. All fees, except the Student Service Fee and the Building Facilities Fees are waived for Assistants and Fellows. The following schedule of stipends is followed by the Department of Life Sciences in recommending appointments. All awards are granted on a competitive basis. A highly qualified student is awarded the maximum stipend in the level for which the student is eligible.

##### 1. Graduate Assistantships:

Stipend: \$1800 to \$2300; \$250 per summer session.

This appointment is open to students on Master's programs who have less than 16 hours of graduate credit.

## 2. University Fellowships:

Fellow I Stipend: \$2200 to \$2500; \$300 per summer session.

This appointment is open to students who have obtained at least 16 hours of graduate credit in their major field, and to students on Ph.D. programs. Generally, this appointment is awarded to second year Master's candidates.

Fellow II Stipend: \$2600 to \$3000; \$350 per summer session.

This appointment is open to students who have obtained at least 32 hours of graduate credit, and to students on Ph.D. programs.

Fellow III Stipend: \$3100 to \$3500; \$400 per summer session.

This appointment is open to well-qualified students who have been admitted to the Ph.D. program.

## 3. Research Assistantships:

Stipend: \$2100 to \$3500; \$300-\$400 per summer session.

The appointments are awarded from individual research grants.

## Facilities.

The Department of Life Sciences is housed in a modern building completed in 1967 on the campus of Indiana State University. In addition to the usual facilities common to most academic institutions, there are complete facilities for animals, radioisotopic experiments, controlled temperature, humidity, and light experimentation, and media preparation. The department contains colorimeters, a recording spectrophotometer, a liquid scintillation counter, several centrifuges including a preparative ultracentrifuge, autoclaves, photographic darkrooms, and a fully equipped electron microscope laboratory.

In addition to the individual research laboratories of several members of the faculty there are a number of larger specialized research laboratories in the department. These laboratories are sufficiently equipped to provide a doctoral student considerable latitude in choice of techniques with which to approach his dissertation research. Following are some examples:

### Immunology:

The laboratory has a good nucleus of equipment, including the following: a variety of centrifuges, Sorvall RC-2B and RC-3, Beckman Spinco L2-65B and table models, spectrophotometers, Beckman Model DB and B&L Spectronic 20, microscope equipment, Wild-Heerbrugg M-20 research microscope (complete with phase contrast and fluorescence optics and accessories and photographic attachments), laminar flow hood and sterile room together with CO<sub>2</sub> tissue culture incubator, Gelman immunoelectrophoresis and acrylamide gel electrophoresis apparatus and power supply, routine items including pH meter, water baths, serological microtitration equipment, dissection microscope, and electronic plaque counters.

### Microbiology:

The research facilities include a research laboratory of approximately 1,200 sq. ft. completely equipped with such as: refrigerated high speed centrifuge, spectrophotometers including a Gilford 2000 recording spectrophotometer, a Packard gamma counting system, analytical and torsion balances, water baths, incubators, ovens, refrigerators and freezers. In general the laboratory contains all of the usual facilities and equipment of a well equipped microbiology-biochemistry-immunology laboratory.

### Neurophysiology:

A research laboratory containing the following equipment in conjunction with a Faraday-shielded room for bioelectric recording, Frederick Haer stimulators, Tektronix D11 oscilloscopes, Polaroid recording cameras, Tektronix 122 preamplifiers, spinal cord investigation frames, Kopf stereotaxic head holders and hydraulic stopping microdrives, and magnetic tape recorders. In addition, the laboratory has artificial respirators, full surgical equipment, and anesthesia facilities. A second adjacent laboratory is similarly equipped with the addition that its Faraday-shielded room is sound and lightproof. Grass PS-2 photo stimulators, and a Northern NS-550 computer are available. A third connecting room has facilities for histology, microelectrode preparation, and minor electronic repair.

### Parasitology:

Research facilities include a completely equipped research laboratory of approximately 1,600 square feet and ancillary facilities such as an isolated room for infected animals, an environmental room (temperature, humidity, light control) for triatomid rearing, regular animal facilities, and cold rooms. The laboratory is equipped with Precision and Hotpack 27°C incubators, a Precision CO<sub>2</sub> incubator, refrigerators, freezers, serological and shaker water baths, a Sartorius balance, Orion pH meter, Biosonik BP IV, Isco Model UV fraction collector, Protovolt Densitometer, Cell-O-Scope particle sizing and counting system, Gilford Model 2400 S Spectrophotometer with rapid transfer and linear transport attachments, a Beckman Model 70 Spectrophotometer, a Beckman Model 2000 Scintillation Counter, a buchler constant current-voltage power supply and equipment for acrylamide gel, starch, and cellulose acetate electrophoresis, a Sorvall RC-2B centrifuge, a phase contrast microscope with camera and metering system, and a Monroe electronic calculator.

### Virology and Tissue Culture:

A main laboratory of approximately 1,200 sq. ft. is equipped for research work including balances, pH meter, refrigerated laboratory centrifuge, a gradient former, chromatography equipment, water baths, egg incubator, ovens, supplies and student study areas. Space is available for media preparation and storage and the appropriate equipment for this purpose is available, such as sterile filtering equipment, an autoclave, refrigerators, a freezer and a -85°C freezer. An adjacent transfer room equipped with ultraviolet lights and individual transfer hoods is completely

equipped for various types of tissue culture. These include a walk-in 370 Hotpack incubator, a table top CO<sub>2</sub> incubator, and an inverted microscope. Cultures may be grown in dishes, in stirred jars, or in roller bottles.

#### Plant Physiology:

The laboratory was renovated in 1972 and consists of a chemical laboratory, a culture room, a sterile transfer room, and a connected office with space for microscope equipment. Specific facilities include the following: dual column gas chromatograph with flame ionization detector and integrating recorder, two plant growth chambers each with 12 sq. ft. tray area and programmed lighting, temperature and humidity, Zeiss PMQ11 spectrophotometer, Coleman nitrogen analyzer, anaerobic glove box, laminar-flow sterile work station, two tissue culture incubators with programmed temperature and lighting, analytical balance, pH meter, autoclave, fume hood, glass still, two gyrotory shakers, 1 single platform, 1 triple tier, vacuum pump, clinical centrifuge, colorimeter, drying oven, inverted phase contrast microscope with photographic accessories, refrigerator, freezer, glassware necessary for tissue culture work, and a supply of basic chemicals.

#### Ecology and Taxonomy:

Indiana State University is strategically located for ecological teaching and research because it is in the prairie-hardwood forest transition area typical of western Indiana and eastern Illinois. In addition, the Wabash River adds to the diversity of ecological conditions and is within easy access to the University. A number of wooded, oldfield, cultivated, and pastured areas are open and accessible for teaching and research. The great number of strip-mines present in the vicinity of the University make the area a favorable location to study the effects of extensive disturbance of ecosystems. Aquatic habitats are present in both the Wabash and its several tributaries, some relatively unpolluted and others with varying degrees of pollution. Many ponds and small lakes are present within a short radius of the campus. Prairie remnants may be found within 50 miles or less.

Specific areas at the disposal of the University include:

- a. A richly vegetated 78-acre tract 15 miles northeast of the campus. This area has several successional stages, from abandoned field to little disturbed second growth mixed hardwood forest. This area is leased by the University exclusively for field studies;
- b. An 86-acre abandoned strip-mined area located 20 miles east of the campus is owned by the University. Some plantings on the spoilbanks have been made, but in general the area has been allowed to revegetate naturally. This area includes several various-sized lakes. A field laboratory building and space for equipment storage is available;
- c. In 1968, Indiana State University purchased a 28.4-acre area located 5 miles northeast of the campus for use as a field station by the Life Sciences Department. Permanent and temporary ponds and varied terrestrial conditions there have led to a highly diverse flora and fauna.



In 1967 the area was bulldozed nearly bare. Ecosystem studies which began before the tract was disturbed are being continued. Such investigations enable students to examine successional development in a situation where the timing and history of events are relatively well known.

- d. Wabash College owns a 180-acre biological station about 35 miles northwest of the Indiana State campus. This area contains a virgin stand of beech-maple forest and a relict stand of hemlock forest. Indiana State University is welcome to use this area for teaching and research purposes.

ilty.

There are 30 full-time faculty members in the Life Sciences Department. There are four other faculty that are joint-appointed from the Terre Haute Center Medical Education of Indiana University. Of these 34 members of the faculty, 10 are members of the Life Sciences Department Graduate Research Faculty. Graduate Research Faculty designation is limited to faculty members who:

- A. Meet the requirements for either Graduate Faculty or Provisional Graduate Faculty as specified by the School of Graduate Studies.
- B. Are on permanent appointments in Life Sciences at the Assistant Professor or higher ranks.
- C. Hold an earned doctorate (Ph.D., M.D., or D.Sci., or equivalent degree).
- D. Have an on-going research program as evidenced by a full-length scientific paper in a fully-referred journal at least every three years, or
- E. Are able to provide other evidence of research productivity.

Ordinarily M.A. thesis or Ph.D. dissertation committees will consist of members of the Life Sciences Graduate Research Faculty. However, faculty with particular expertise from I.S.U. or other institutions may be invited to serve as additional members of such committees.

A detailed review of the qualifications of each faculty member will be available to the visiting team.

SECTION VII  
INSTRUCTIONAL SERVICES

The instructional services areas are those agencies which provide a cohesion to the total educational processes of the University; they are integral parts of the learning environment.

Because of their total institutional nature, they are included as a separate part of the Self-Study Report.

THE CUNNINGHAM MEMORIAL LIBRARY

Historical perspective. The history of the Library spans a century, beginning in 1873 when a benefactor gave \$4000 for the purchase of library books and the State appropriated \$500 for this purpose and ending in the present with a book budget in excess of \$350,000. The first collection was housed in the President's Office. The present new library, consisting of five levels encompasses some 180,000 square feet of floor space and provides 1600 study seats, is, in the opinion of Dr. Keyes D. Metcalf, noted library building consultant, "one of the best university libraries that has been built in recent years". The collection grew from 5000 cataloged volumes in 1890 to over 600,000 volumes currently.

Other historical highlights include the building of a separate library facility in 1909 containing 50,000 volumes and providing space for 100,000 volumes. The staff of five included the director. In 1957 a new wing was added with a capacity of 150,000 volumes.

The last decade has been the period of greatest growth, reflecting the development of the University itself with its burgeoning student enrollments, rapid expansion of graduate and undergraduate programs and the broadening of its role and mission to that of an "emerging university". The Cunningham Memorial Library has become one of the "new research libraries" which serve the emerging universities. The surge in acquisition rates to provide breadth and depth in collections undergirding proliferating programs; concurrent expansion of staff requiring increasingly complex forms of organization; and the introduction of a variety of new services and the refinement of older ones to meet the demands of a clientele growing both in numbers and sophistication--all these activities are perhaps typical of the new research libraries.

The culmination for the library program came with the opening of the new building in January, 1973, providing not only an excellent environment for study and research but efficient work space for the library staff which now numbers 78 full time persons. The new facility has also made it possible for the Library to continue the development and refinement of its automated systems in coping with the immediate problems of growth. It has been a pioneering leader in library automation throughout the State, providing the impetus and guidance in two State projects: COBICIL, acronym for Cooperative Bibliographic Center for Indiana Libraries, studied the feasibility of developing such a center; InCOLSA, Indiana Cooperative Library Services Authority is the established center itself, the direct result of the COBICIL study, financed by federal funds through the State Library. Indiana State University's Head of Library Systems is the President of the new organization.

Another major cooperative concept was initiated by the former Director of Indiana State University Libraries. It is the State University Libraries Cooperative Project, now in its fifth successful year, which provides the framework for cooperative ventures and services between the libraries of Indiana University, Purdue University, Ball State University, and Indiana State University.

Purposes, goals, and specific objectives. The objectives of the Cunningham Memorial Library are based on those of the University itself. The Library serves the entire academic community and must be sensitive to all current and future demands related to the goals of an emerging university. Central among these objectives are the following:

1. To implement the instructional programs of the institution by continually evaluating needs and maintaining collections closely oriented to instructional and research requirements.
2. To provide the proper environment for research and study and to assist students and faculty in utilizing resources of the library.
3. To serve as a community and state resource and to cooperate with other libraries in the community, state, and nation.

Indiana State University is a multi-purpose institution whose forty academic departments are organized into five professional Schools, a College of Arts and Sciences, and a School of Graduate Studies which offer ninety-two undergraduate majors, the Masters degree in sixty-six fields and the Doctor of Philosophy in six. The Library is committed to these instructional programs and supports them.

To accomplish this the Library assists in collection development and provides services to students and faculty.

#### Collection Development

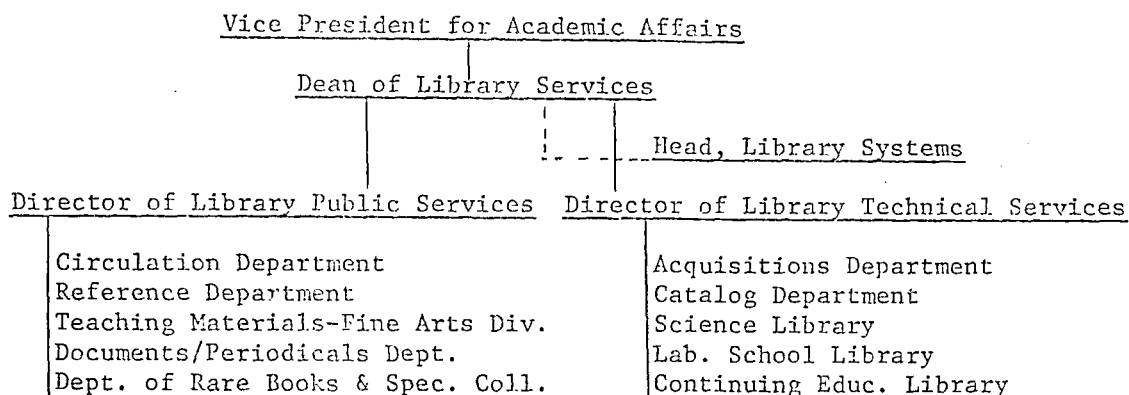
The Library relies on the faculty of the schools and departments to evaluate the collections and recommend purchases. Schools and departments have book budgets allocated to them. Each department has a library representative--either the chairman or someone designated by him. Requests authorized by the library are ordered as long as allocated departmental budget funds are available. The departmental library representative consults with faculty concerning selection and encourages them to participate in the collection of materials. Requests authorized by departmental representatives are reviewed by the Director of Library Public Services and the Dean and then they are forwarded to the Acquisitions Department which processes the orders. Departmental requests are ordered as long as allocated departmental funds are available. Departments are notified that their requests have been met in two ways: a monthly computer print-out which lists those items currently on order by the department; after a book is received and processed the person recommending it receives a notification that the book is now in the collection and is available. Departmental accounts are maintained by the library computer system. A monthly statement indicating status of budget is sent to each departmental representative.

In addition to the above, subject specialists in the Reference Department and a general bibliographer continually evaluate and appraise the collections by utilizing standard bibliographies. They examine

collections on the undergraduate and graduate levels and they consult with departments on collection development and serve as liaison with departments in providing specialized services to them. Standard bibliographic lists are checked for retrospective purchases which are supported by general library budgetary funds. Specialized reference works and indexes for the Reference Department and materials for the listening Center and Teaching Materials-Fine Arts Division are purchased from general funds, as are general journal subscriptions and those interdisciplinary in nature. The Library also supports from general funds the Browsing Room Collection, United Nations' publications and certain microform series. It is a designated depository for U.S. Government documents.

### Unit Organization

The Library is organized as follows:



Department heads are in charge of the departments and they report to respective directors as indicated above. There are regular meetings of department heads with deans and directors. Departments schedule necessary meetings of their staffs and directors work directly with departments. The Dean and directors are members of the Dean's Council and the Dean is an ad hoc member of the university academic committees. Librarians have faculty status and participate in university faculty government. Two representatives are elected to the University Faculty Senate and other library faculty are represented on university-wide committees.

### Faculty and Staff

All librarians have faculty status and participate in all university committees as indicated above. The Library is authorized 36 faculty positions. At present there are three unfilled allocations and the Dean's position is vacant pending a nation-wide search to fill it.

There are 46 secretarial-clerical positions.

As a constituent academic units, the Library has its own elected faculty government and constitution under which it operates.

Supporting personnel, facilities, and equipment. The new building, opened for services in January, 1973, offers excellent facilities for study, research, and recreational reading and listening. Specific details on floor space, seating, and special features will be provided to evaluators.

Among its important services to its users the Library issues guides and newsletters in which it informs the university community of its collections and services. The general Guide to the Cunningham Memorial Library is available in all library departments and gives basic information on collections, locations, and services to all users.

To conserve space the following services will be listed with references made to the appropriate exhibits available.

1. Librarians give lectures on reference and bibliography to classes at request of instructors, orientation tours of building and special areas, issue reading lists, guides to library and collections, bibliographies and organize displays.
2. Subject specialists are available for collection development and specialized reference services.
3. New automated circulation system.
4. Cooperative ventures which supplement and extend the resources of the on-campus library.
5. Browsing Room Collection.
6. New acquisitions on display for review.
7. Recently acquired books immediately available for use shortly after receipt in a designated "In Process Area".
8. Selected Dissimination of Information program (SDI) issued to academic departments as an effective aid in book selection.
9. Dial Access Listening Center.
10. Photocopy service.
11. Interlibrary loan.
12. Teaching Materials and Fine Arts Division.
13. Documents and periodicals services.
14. Rare Books and Special Collections.
15. Circulation and reserve.
16. Library automation.
17. Faculty studies.
18. Graduate carrels.
19. Conference rooms.

Strengths and areas for improvement. The new building is the most dramatic feature for the improvement of library service on all levels, particularly when one contrasts it with the old, over crowded facility. Besides being an attractive, well-organized study center for students and faculty, it provides a pleasant environment for staff. Carefully planned work flow patterns expedite the receipt and processing of materials. The new Library also

mandated reorganization of some departments leading to more efficiency and functional relationships were exploited for better service.

Most noteworthy strengths are the following:

1. The consistent, logical development of the automated systems which promote efficient utilization of staff in acquisitions, circulation, and the processing of materials. Automation also has benefits for the users of the library. The circulation transactions are handled with dispatch because the patron no longer has to fill out the required forms for each book. The SDI program has proved itself as a valuable aid in the selection of current materials. New books are made available for use to the public soon after receipt through a computerized listing.
2. Cooperative efforts, notably the State Universities Cooperative Library Project, and membership in the Center for Research Libraries, collections and makes these resources available to faculty and students on a demand basis through expedited interlibrary loan. Such pooling and sharing of resources result in appreciable savings.
3. Active participation in the new InCOLSA operation will lead to further savings in the processing of books. Computerized bibliographic data on the holdings of the libraries throughout the State will promote more effective interlibrary loan exchanges.
4. The Listening Center, as an instructional and recreational facility, adds another dimension for library service.

As with many other similar institutions, Indiana State University has been operating under severe financial restraints over the past several years. University wide budgetary and staff reductions naturally have had their effects on the Library. Through improved efficiency and active participation in the on-going cooperative programs to share resources (a national trend), the Library should be able to respond to this crisis in a positive fashion. Given its proper share of financial support, it will not only maintain its present effective programs but will also continually refine and improve them.

## CONSTITUTION OF THE LIBRARY FACULTY OF INDIANA STATE UNIVERSITY

## Preamble

The purpose of this Constitution is to set forth the role that the Library Faculty shall have in establishing the goals and philosophy of Indiana State University Library, and in formulating and implementing the policies of the Library.

Article I. The Library Faculty

Section 1. The authority of the University Library Faculty is established by the Constitution of the Faculty of Indiana State University under Article III, Section 1, Group I, Paragraph 2, and Article VIII, Sections 1, 2, and 3.

Section 2. Definition. All appointees holding professional librarian rank shall constitute the faculty of the Indiana State University Library.

Section 3. Voting members. All members of the Library Faculty as defined in Article I, Section 2, excepting emeritus, visiting, adjunct, part-time, temporary, or acting faculty members, shall be voting members of the Library Faculty.

Section 4. Regular meetings. The Library Faculty shall hold two regular meetings during each academic year. The first meeting shall be held during the first six weeks of the academic year, at which the Dean of Library Services shall report to the Library Faculty. The second meeting shall be held during the month of May, at which the Library Faculty Assembly and its committees shall report on their activities for the academic year. The Dean of Library Services, or his designate, shall preside at all meetings of the Library Faculty.

Section 5. Other meetings. Other meetings of the Library Faculty may be called by the Library Faculty Assembly, or a meeting must be called by the Secretary of the Library Faculty Assembly on petition of 10 percent of the voting members of the Library Faculty.

Meetings of the Library Faculty shall be announced by the Secretary of the Library Faculty Assembly at least one week in advance, except in emergencies.

One-third of the voting members of the Library Faculty shall constitute a quorum.

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Assembly in all cases to which they are



applicable and in which they are not inconsistent with this Constitution, the Constitution of the Faculty of Indiana State University, and/or the Constitution of the State of Indiana.

Section 6. Library faculty veto. The Library Faculty shall have the power to veto any action of the Library Faculty Assembly. The procedure shall be in accord with article I, Section 5, or upon the request of a two-thirds majority of those present and voting, a ballot shall be prepared by the Secretary of the Library Faculty Assembly and mailed to each voting member. Ballots shall be returned to the Secretary within one week, and they will be counted and recorded by the Executive Committee of the Library Faculty Assembly.

## Article II. Legislative Responsibility of the Library Faculty

Section 1. Means of exercising responsibility. The legislative responsibility of the Library Faculty will normally be exercised by the Library Faculty Assembly and by the committees of that body. The faculty may, however, exercise its legislative responsibility directly in faculty meetings and votes as provided for in Article I, Sections 5 and 6.

Section 2. Primary authority. Subject to the limitations of Article I, Section 1, the Library Faculty shall have the responsibility to formulate and recommend policy governing:

1. Faculty conduct and discipline.
2. Faculty appointment, retention, tenure, and promotion.
3. The facilitation of research.
4. Freedom of expression and academic freedom.
5. Definition of service obligations to private or public agencies.
6. Development of library services and resources.
7. The necessary and proper implementation of the foregoing.

Section 3. Advisory authority. The Library Faculty is concerned with and should actively participate in decisions made on other matters which may affect the internal policies stated above in Section 2. Therefore, the Library Faculty shall have the responsibility to advise on matters of policy and decision, particularly those matters dealing with:

1. Selection and removal of the principal administrative officers and department heads.
2. Library budgets.
3. Faculty benefits, including salaries, insurance, retirement, and leaves of absence.
4. Development of physical facilities.

In the performance of this advisory function, it is necessary that the Library Faculty Assembly be apprised in advance of significant prospective action by the Dean of Library Services.

Article III. Structure of the Library Faculty Assembly.

Section 1. Memberships.

Group I. Faculty Representatives. Fifteen percent of the Library Faculty or a minimum of eight faculty members, numerically proportioned according to the ratio of the Public Services staff to the Technical Services staff, shall be elected at large.

Group II. Administration Representatives. The Dean, the Director of Library Public Services, and the Director of Library Technical Services shall hold speaking seats in the Library Faculty Assembly.

Group III. Nonprofessional Representatives. There shall be three speaking representatives elected by the classified full-time personnel.

Section 2. Eligibility and terms of membership. All persons who at the time of election are voting members of the Library Faculty, as defined above in Article I, Section 3, shall be eligible for election to the Library Faculty Assembly, except as provided below for reelection.

The term of office for elected faculty members shall be two years. Of the initial group of eight, four shall serve for one year, four for two years; the distinction shall be made by lot.

No elected faculty member may serve more than two two-year terms consecutively.

Section 3. Manner of election of library faculty representatives. A list of all eligible faculty members shall be published one month before the election. Those not wishing to be considered as candidates may send written notification to the Secretary of the Library Faculty Assembly. The remaining names shall constitute the list of candidates.

Nominations shall close no later than August 15; the election shall be held before the end of August in each year.

If two or more nominees have equal numbers of votes for the last seat or seats to be filled, the ties shall be resolved by lot.

A seat which becomes vacant before the end of the term of office because of death, resignation, leave of absence, or other cause shall be filled for the period of vacancy from the most recent list of nominees on which the vote of the Library Faculty has been held. This seat shall be offered to a nominee from the same division not currently a member of the Assembly who had the largest vote and so on successively until the seat is filled. No special election shall be held unless a petition for a special election is signed by one-fourth of the voting members of the Library Faculty.

Within one month after the final approval of this Constitution by the

Indiana State University Faculty Senate, the Library Senators shall call an organizational meeting and shall supervise the election of the Library Faculty Assembly. Thereafter, all aspects of the election process shall be the charge of the Assembly's Executive Committee. At the initial meeting of the Library Faculty Assembly, the Dean, or in his absence a Director, or a chairman pro tempore chosen at this meeting, shall preside at this meeting until the officers are chosen, upon which they shall take office forthwith.

Section 4. Officers of the library faculty assembly. The officers of the Library Faculty Assembly shall be Chairman, Vice-Chairman, Secretary, and Parliamentarian.

The officers shall serve for a term of one year, and may not serve more than two terms consecutively.

The officers shall be elected by the Library Faculty Assembly at the first meeting of the academic year, which shall be held as soon after September 1 as feasible.

Section 5. The executive committee of the library faculty assembly. The Executive Committee of the Library Faculty Assembly shall include the Chairman, the Vice-Chairman, and the Secretary of the Assembly. The Dean or his delegate shall be an ex-officio member.

Section 6. Library faculty senators. The duly elected Library Faculty Senator(s) shall be nonvoting members ex-officio of the Library Faculty Assembly and its Executive Committee and shall report pertinent University Faculty Senate actions to the Library Faculty and its organizations. A Library Faculty member may not serve simultaneous terms in both the Library Faculty Assembly and the University Faculty Senate.

#### Article IV. Operation of the Library Faculty Assembly.

Section 1. Meetings. The Library Faculty Assembly shall meet at least once each calendar month at a regularly scheduled place and time, provided there is an agenda.

Additional meetings may be called by the Chairman, by resolution of the Executive Committee, by a petition of any three members of the Assembly addressed to the Secretary of the Library Faculty Assembly, or at the request of the Dean or a Director to the Secretary. A meeting of the Library Faculty Assembly shall also be called to consider any specific agendum presented by five members of the Library Faculty. Notice of all meetings or cancellation thereof shall be published by the Secretary.

All meetings of the Library Faculty Assembly are open to University Faculty and invited guests. Executive Committee Meetings are also open except when the committee determines otherwise.

Section 2. Agenda and Minutes. Agenda shall be published by the Secretary sufficiently in advance of each meeting of the Library Faculty Assembly. These agenda shall be compiled by the Executive Committee.

Minutes of the Executive Committee and the Library Faculty Assembly shall be published and circulated to the Faculty after each meeting.

Section 3. Quorums. Two-thirds of the voting membership of the Library Faculty Assembly shall constitute a quorum.

Two-thirds of the membership of the Executive Committee shall constitute a quorum.

Two-thirds of the membership of a standing committee shall constitute a quorum.

Section 4. Majorities. A motion before the Assembly is passed when approved by a majority of those present and voting except in the following instances:

1. Proposed amendments to the Constitution require a two-thirds majority of those present and voting.
2. Proposed by-laws require a two-thirds majority (see below, Article VII); and
3. Decisions to bring a matter directly to the floor require a two-thirds majority (see below, Section 5).

A motion before the Executive Committee is passed when approved by a majority of those present and voting.

Section 5. Channels of legislative action. The normal route of legislative and advisory action is for an agenda to be considered successively by a standing committee of the Library Faculty Assembly and by the whole Assembly. At each of these stages of consideration, a decision to reject or alter an agenda shall be final unless a sponsor of the agenda appeals the decision to the next higher authority.

Exceptions to this normal routing are:

1. Resolutions without legislative significance may be considered by the Library Faculty Assembly at any time.
2. An agenda presented to the Library Faculty Assembly for action by five members of the Library Faculty may be considered directly.
3. The Library Faculty Assembly itself by a two-thirds majority of those present and voting may choose to bring any matter directly onto the floor.

#### Article V. Judicial Appeal.

Grievances. Any member of the Library Faculty may present grievances in writing to the Secretary of the Grievance Committee. Within one week the Committee shall determine whether the grievance is of such a nature

as to warrant a hearing. If it is determined that a hearing shall be held, the Grievance Committee shall examine the issue within one week with proper attention to due process and shall present immediately to the aggrieved party or parties the decision in writing which shall indicate the route of appeal.

#### Article VI. Committees of the Library Faculty.

Section 1. Standing Committees. The standing committees of the Library Faculty are created by the by-laws of this Constitution, which determine the size, composition, tenure, and duties of these committees. Standing committees are responsible to the Library Faculty through the Library Faculty Assembly. Meetings of the standing committees are open to the Library Faculty except when a committee determines otherwise.

Appointive members of the standing committees shall be selected and may be discharged by the Executive Committee and both such actions shall be confirmed by the Library Faculty Assembly. The membership of the standing committees should reflect the heterogeneous character of the Library Faculty. The members represent the Library Faculty, not the departments to which they belong, and no department is as such entitled to representation on a standing committee.

Section 2. Special committees. The Library Faculty Assembly may for special purposes and for determinate periods create special committees to investigate and make recommendations on any matter.

The Library Faculty Assembly may itself appoint or discharge members of such special committees, or it may delegate this responsibility to the Executive Committee.

#### Article VII. Amendments and by-laws.

Section 1. Amendments. This Constitution and/or by-laws may be amended as follows:

1. By preparation of a written statement of the proposed amendment signed by at least three members of the Assembly or five members of the Library Faculty; and
2. By presentation of that statement at a regular meeting of the Library Faculty Assembly and approval by two-thirds of those present and voting at the next regular meeting of the Assembly; and
3. By approval of that statement by the Library Faculty in the manner provided in Article I, Sections 5 and 6, and by the University Faculty Senate.
4. Amendments will become effective upon approval of the University Faculty Senate.

Section 2. By-laws. By-laws to this Constitution shall become effective when:

1. Initiated by the Library Faculty Assembly; and either

2. Approved by two-thirds of the voting members of the Library Faculty Assembly, or
3. Approved by a majority of those present and voting in the Library Faculty in the manner provided in Article I, Sections 5 and 6, and by the University Faculty Senate.
4. Amendments will become effective upon approval of the University Faculty Senate.

#### BY-LAWS

#### I. Standing Committees of the Library Faculty Assembly.

The standing committees of the Library Faculty Senate are the first echelon for conduct of almost all of the legislative business of the Library Faculty Assembly, both in the area of the primary authority of the Library Faculty and that of the advisory authority. The Grievance Committee shall serve as the judicial body for grievances arising within the Library.

The membership of all standing committees except the Grievance Committee is composed of faculty selected by the Executive Committee and confirmed by the Library Faculty Assembly, of administrators, and of full-time nonprofessionals. Administrative and full-time non-professional members shall participate in all privileges and duties of the committees, including the making and seconding of motions, but excluding the privilege of voting.

Each standing committee shall have no more than five faculty members, at least one of whom shall be a member of the Library Faculty Assembly, except the Grievance Committee. Terms of service for these faculty members shall begin with the academic year in September; appointments shall be announced within two weeks after officers are elected. Appointment or election to a standing committee shall normally be for a period of two years, with terms so staggered that approximately half of the membership shall carry over from one year to the next; reappointment or reelection to a committee is not precluded.

Each standing committee shall elect its own officers from among the faculty in its membership. Each committee shall meet at least once each month from September to August at a regularly scheduled time and place, which information shall be published as soon as the schedule is established. When there is no agenda for the committee to consider, the meeting may be cancelled by a written notice two days in advance by the committee chairman. Meetings shall be open to the Library Faculty except when a committee for particular reasons declares a meeting closed. Both agenda and (except for closed meetings) minutes shall be published at least to the membership of the Library Faculty Assembly, to library administrators, and to department heads. Each committee shall submit a written summary of its activities for the year at the May meeting of the Library Faculty.

The standing committees of the Library Faculty Assembly concern themselves with matters which are of significance to the Library as a whole: policies which apply to the entire institution, questions which arise between or which affect several of the constituent departments, and matters which, although arising within one department, have an influence upon the character and destiny of the Library.

Issues which pertain more narrowly only to individual departments will normally be dealt with by those subdivisions, unless appealed to the standing committee of the Library Faculty Assembly. However, these committees, like the Library Faculty and the Assembly from which they derive their powers, retain a right of review and recommendation in all matters within the primary and advisory authority of the Library Faculty.

## II. Administrative Affairs Committee.

### Membership

Faculty	- Three
Administrative	- The Dean or a Director
Full-time nonprofessionals	- One

### Duties:

The purpose of this committee shall be to keep apprised of administrative policies and procedures and to fulfill the advisory functions of the Library Faculty on such matters as:

1. The organization and reorganization of administrative services.
2. Selection and removal of principal administrative officers having library-wide responsibilities as well as the creation or abolition of such offices.
3. Library budgets.
4. Library collection development and physical facilities.
5. The Library calendar.
6. Registration and scheduling procedures.
7. Public relations.
8. Library publications.
9. Policy statements.

## III. Faculty Affairs Committee.

### Membership

Faculty	- Three, all tenured
Administrative	- The Dean or a Director

### Duties:

The Committee will formulate policies and procedures pertaining to the Library Faculty, particularly in these areas:

1. Appointment, retention, tenure, and retirement.
2. Promotion. The Committee shall devise criteria for promotion.
3. Leaves of absence.
4. Freedom of expression and academic freedom.
5. Faculty conduct and discipline.
6. Professional ethics.
7. Professional growth, travel, and meetings.
8. Research. The Committee shall encourage the development of research, recommend library research policies, study methods of making sources of research funds available, and facilitate research on library problems.
9. Faculty salaries and fringe benefit policies, which include devising a position classification system.

In addition, the Committee will supervise the election of the school (library) promotions committee.

#### IV. Grievance Committee.

##### Membership

##### Faculty

- Three tenured faculty members, elected by the Library Faculty. Members shall be elected concurrently with the Faculty Assembly each year.

##### Duties:

The Committee shall consider grievances within the Library in the manner described in Article V of the Constitution.



## THE ACADEMIC ADVISEMENT CENTER

Purposes, goals, and specific objectives. The Academic Advisement Center was set up in 1967 for the purpose of assisting freshmen in selecting academic goals, in choosing wisely the specific courses leading to the attainment of these goals, and in adjusting more easily to University academic standards. In addition, its functions served to acquaint students with procedures which would enable them to utilize more effectively the talents of faculty members in gathering information relating to major areas of interest.

The advisement unit accepted for academic advisement purposes all regular admitted entering freshmen. No entering freshman was to declare a major, but if he indicated a major interest or interests, he was counseled accordingly by advisors appointed by, and under the direction of, the Director of the Advisement Center.

Students selecting a major area of study during the freshman year were transferred out of the Advisement Center and to the appropriate school or department subsequent to registration for the second semester and prior to registration for the third semester. Upon such transfer, students were assigned advisors appointed by, and under the direction of, the dean of the accepting school or college.

Any student who did not select a major during the freshman year remained in the Center until a major area of study was selected.

The structure of the Center was altered in 1973, when the advisement of new freshmen declaring a major upon admission to the University was shifted to the professional school housing that specific major. This left the Academic Advisement Center with the responsibility of academic counseling for only the non-preference group and the majors in the College of Arts and Sciences, as well as students remaining from previous semesters. In addition, the professional staff was reduced from six members to two, and temporary assignments of faculty from academic departments in the College of Arts and Sciences were made to assist the remaining staff.

Strengths and areas for improvement. Strengths of a service of this type occur in the ability of the staff which is knowledgeable in all academic areas to assist the student in preparing for and selecting a major free from pressures which may arise in the departments. The staff is knowledgeable of student service areas for referral when problems exist, with procedures for transferring to other institutions, and with advisement of a student whose immediate academic need is to improve his grade point average so that he can continue in the University.

Concern develops out of, and can be grouped within, the situation of a staff too small to handle the large number of students assigned.

## THE AUDIO-VISUAL CENTER

Purposes, goals, and specific objectives. The Audio-Visual Center was established as a separate academic and administrative support unit in the fall of 1953. Its mission was to support and improve the quality of instruction in all academic areas by providing a wide range of educational media, services and resources designed to interface with the curriculum, faculty and students involved in the learning process. Appropriate supportive services are also provided to assist the University in relating to its various publics.

The growth of the Center's facilities, personnel, resources and services has tended to reflect the growth of the University during the past two decades with the most rapid growth occurring between 1963 and 1970. The professional staff of the Audio-Visual Center grew from one-half a person in 1953 to 16 full-time employees in 1970. Since 1970, the professional staff has decreased by 25 percent. The secretarial staff has increased from one to seven during the two decades. The use of student hourly workers has increased from approximately 600 hours per year in 1953 to 21,900 hours in 1973. The total operating budget in 1953 was less than \$20,000.00 but had increased to approximately \$400,000.00 in 1970 followed by a decrease to \$333,300.00 in 1973. The present capitalization of the Audio-Visual Center's instructional materials and media equipment is in excess of \$850,000.00.

The Director Emeritus, Mr. Russell P. McDougal, was not only successful in building a strong centralized facility and expanded campus-wide services but initiated many innovative curriculum-based instructional support systems such as the Language Laboratory, the Life Science Audiotutorial Laboratory, Educational Media Laboratory, Academic Enrichment and Learning Skills Center, Science Teaching Center, Laboratory School audiovisual services, and in Holmstedt Hall, the rear projection multi-media presentation facility for large group instruction. He was honored by State, Regional and National organizations for his pioneering efforts, leadership and years of outstanding service which brought acclaim to the Audio-Visual Center and the program at Indiana State University.

Although University retrenchment policies have forced reduction in personnel and budgets, the major thrust of the Audio-Visual Center program continues. As the Center has met the challenge of change, it has also experienced yearly increases in the basic services provided for utilization by the faculty and non-academic administrative units of the University.

Professional personnel. The Audio-Visual Center is headed by a Director who holds an advanced degree in curriculum and instruction with a minor in communications technology. His professional experience spans a period of 24 years, during which time he has been employed by commercial organizations and served on the staff of five distinguished universities. Completing the administrative unit is a bookkeeper and an administrative technical secretary.

The Audio-Visual Center is basically organized in two divisions, namely,

Instructional Production Services and Campus Services. The Instructional Production Services division is headed by a supervisor and consists of a photographic unit, a photo reproduction unit, a graphics unit and a motion picture production unit. Six and one-half full-time professionals comprise the division with the support of one clerical assistant plus graduate and student assistants. The Campus Services unit is a logistics support unit and supplies instructional materials and equipment for campus-wide utilization. The unit, headed by a supervisor, consists of film and materials booking unit, an equipment booking unit, an inventory control unit, a presentation services unit, the resource film library, an audio tape recording and duplicating unit and a repair and maintenance unit. Five and one-half full-time professionals comprise the division with the support of four clerical personnel, an occasional graduate assistant and numerous student assistants employed on an hourly basis.

The Audio-Visual Center has a competent staff of professionally trained and knowledgeable specialists. Half of the professional staff hold college degrees with the remainder trained in their respective fields or working on the completion of degrees. Eighty percent of the professional staff have served the Audio-Visual Center in excess of five years. The total tenure of services to the University is in excess of 83 years. The Audio-Visual Center's professional staff is active in state and national professional organizations and regularly contribute to civic programs and presentations.

Supporting personnel, facilities, and equipment. The Audio-Visual Center provides a wide range of educational media, services and resources for utilization by the faculty to improve the quality of instruction and to assist the non-academic units of the University to relate to their various publics.

The Center maintains an extensive inventory of instructional media production and presentation equipment which is readily accessible and available to the faculty for the effective mediation of instruction. Included in this inventory are cameras, projectors, audio tape recorders, record players, screens and equipment accessories, programmed learning and multi-media presentation equipment. Statistics reveal that the demands for and utilization of all types of equipment continues to escalate as faculty become more sophisticated in their use of instructional media.

The Audio-Visual Center maintains a collection of instructional materials including films, slides, transparencies, tape recordings, etc., which are augmented by the rental of films from outside sources. Since 1953 the collection of 16mm films had increased from 370 to 1,850 titles. These films are also available on a rental basis to schools, universities, institutions, industries, community organizations and individuals throughout the State of Indiana.

Instructional production services are provided which include photography, (both B&W and color), transparencies, slides, filmstrips, motion pictures, graphics, tape recordings and multi-media presentations, which are available upon request to meet specialized needs.

The Audio-Visual Center is responsible for the repair and maintenance of not only its inventory of equipment but provides similar services for instructional systems and movable media equipment owned by other academic units.

Basic services to the faculty for instructional purposes are provided free of charge. All services include the extensive use of student hourly workers who serve as projectionists, photographers, darkroom technicians, film inspectors, shipping clerks, graphic artists, repair technicians and clerical assistants.

The professional staff of the Audio-Visual Center is available for consultation regarding the selection, production and utilization of instructional materials, the operation of equipment, the diffusion of media developments and the design and implementation of instructional systems and facilities.

To assist the non-academic units of the University to relate to their various publics, the Audio-Visual Center provides a wide variety of services including photographic coverage of campus events, still and motion picture coverage of varsity athletics, production of multi-image slide presentations for orientation programs, motion picture and slide-tape presentations for recruiting and public information, as well as designing, producing and executing various types of exhibits. The Audio-Visual Center regularly provides professional and student assistants plus materials and equipment for a broad range of student activities.

Currently, the Audio-Visual Center occupies assigned space in the following buildings: Stalker Hall, Holmstedt Hall, 114 North 6th Street, and East Knisely. The Center's administrative office is located in the basement of Stalker Hall along with various units of the Campus Services division and the Instructional Production Services division. The facility in Holmstedt Hall houses the graphics unit and a rear screen projection and equipment staging area. The film resource library, along with the motion picture production unit, is housed at 114 North 6th Street. Space in the basement of East Knisely has been assigned for storage, and utilization of unfinished space in mechanical areas in the other three buildings provides additional storage.

Strengths and areas for improvement. The major concerns of the Audio-Visual Center are:

1. Lack of adequate space in a centralized location (with ground level accessibility) which would enable the Center to consolidate its operational units. Space should be sufficient to provide for future growth. The facility in Stalker Hall is inadequate, particularly in the Campus Services area. This inadequacy restricts growth in the program, the acquisition of instructional materials and equipment, their effective utilization and the productivity of personnel.
2. University retrenchment has decreased the professional staff by 25 percent, which obviously restricts the amount of services that can be provided. Lost positions should be restored to strengthen the centralized facility and provide depth. Additional personnel should be hired to allow for decentralization of services at the level of curriculum interface to meet the specialized needs of departments. An instructional development unit should be initiated which would also require additional

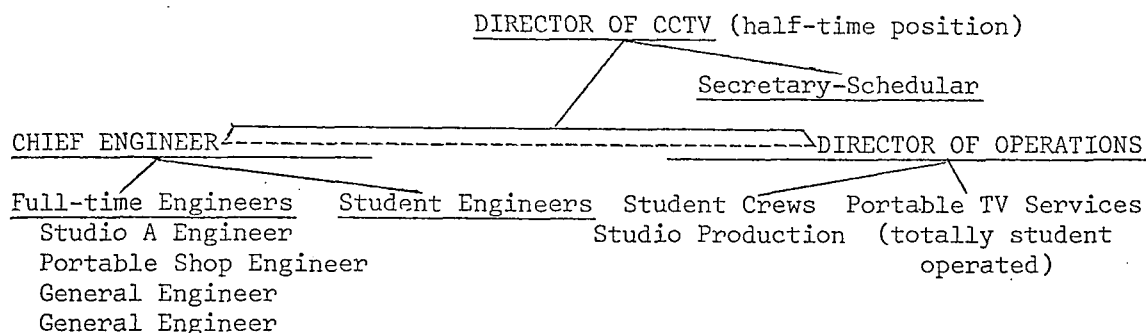
personnel. Secretarial positions should be upgraded to reflect the level of competency required for their respective positions. Additional secretarial positions should be allocated to support an expanded program.

3. Financial support must be increased to offset inflationary costs, to allow the Center to recapture its former status and to allow for its expansion. Budgetary support must include funds for the replacement of obsolete or worn out equipment as well as earmarked funds for more realistic growth of the materials collection including the purchase of 16mm films for utilization on campus.
4. Higher education during the decades ahead will experience significant changes in the utilization of learning resources. Effective utilization of communication media and instructional technology is not only the change but the agent for change. Thus, the Audio-Visual Center's program emphasis must be broadened to include extensive instructional development. The development of instructional systems and strategies must be incorporated at the point of program planning and curriculum design if the learning resources are to be appropriately utilized, effective, and integral to the process, and thus improve the quality of instruction.

## CLOSED CIRCUIT TELEVISION

Indiana State University has had television facilities on campus for 20 years beginning with television equipment being added to the radio studios in 1954. Courses taught by television were added to the curriculum in 1957. With increasing enrollments, Closed Circuit Television grew, and today, every student on the Indiana State University campus has taken at least one television course. Services include regularly scheduled television courses, portable recording and playback services in the classroom, as well as educational and public relations programs which are aired commercially.

### ORGANIZATION OF STAFF



Supporting personnel, facilities, and equipment. Closed Circuit Television has two completely equipped production studios, one black and white and one color; a portable equipment repair shop and scheduling facility; 50 portable video tape recorders; and access to a statewide television network.

The primary mission of Closed Circuit Television is to provide television facilities and equipment for faculty and staff use in the classrooms and in the dormitories. Five secondary missions include:

1. Repairing and maintaining electronic broadcasting equipment, audio equipment and film equipment for the entire campus.
2. Providing a laboratory facility for broadcasting majors and minors, allowing them to practice producing programs in a fully equipped TV studio.
3. Providing an interface with the statewide IHETS system; continuing distribution for medical education programs and exchanging of programs with other state universities and state institutions.
4. Providing studio facilities and TV equipment to faculty members for use in application for government grants and for production of grant materials.
5. Providing public relations support by sending educational programs to commercial TV stations and cable companies. This service includes Closed Circuit Television liaison with commercial broadcasters when faculty members want to use commercial programming or facilities.

Future plans include production of one credit hour general education courses that can be taken in short periods of time at the student's convenience.

Strengths and areas for improvement. The main strengths of Closed Circuit Television are its long history of success as a classroom teaching tool and its future possibilities as a method of providing courses for off-campus students in town. A second area which has great potential and is being widely used by the faculty is the portable TV service. Along with being an area of strength, it is also one of Closed Circuit Television's great weaknesses. This has been manned totally by student personnel for the past four years and for this reason has a changing staff every year. A second area of weakness is the financial impossibility of providing faculty members with as many video tape recorders as they would like to have.

## THE COOPERATIVE PROFESSIONAL PRACTICE PROGRAM

The Cooperative Professional Practice Program was instituted July 1, 1967, with the employment of a coordinator whose task was to review Cooperative Education nationally, to make recommendations as to its applicability to Indiana State University, to propose an appropriate Co-op Program and to implement that proposal when approved by the trustees. Such proposals were made and approved by the Board of Trustees during the 1967-78 school year. The first placement of co-op students in career-related work experiences took place during the Summer, 1968. An additional co-op coordinator position and secretarial billets were established during the 1968-69 school year. This staffing pattern continued until the Spring 1973 with modest program growth during that five-year period.

Professional personnel. During the Spring 1973 the second co-op coordinator position was abolished along with other campus-wide administrative reductions. An attempt was made at that time to provide equivalent co-op staffing through part-time utilization of teaching faculty within individual schools. This attempt was basically unsuccessful.

A grant proposal was submitted to the Office of Education during the Fall 1972 resulting in a \$20,000 grant award for the 1973-74 school year to plan a Co-op Consortium within the Academic Affairs Conference of Midwestern Universities. Although planning this consortium required 40 percent of the program director's time, the grant did permit the employment of a full-time co-op coordinator for Indiana State University's program. This resulted in a 1.6 FTE staffing of the Co-op Office. A \$55,000 grant the following year permitted continuing the second co-op coordinator position for an additional year. During this period the basic direction of the overall co-op program was restructured to make it more responsive both to needs of students and to the objectives of the University. "Parallel Co-op" was introduced as a new pattern for those students who wanted part-time career-related work experience. Procedures whereby the Co-op Program itself could be used as a recruiting tool, a fund-raising tool, and a public relations tool were developed and implemented. These innovations resulted in co-op participation doubling within a 12-month period. Grant proposals will continue to be submitted to both the Office of Education, HEW, and to private foundations. The co-op staff has been successful in bringing national visibility to Indiana State University and its Co-op Program through innovations in co-op methodology, and through active participation in the Cooperative Education Association.

Supporting personnel, facilities, and equipment. Services provided by the Co-op Office are primarily those of career counseling and of arranging career-related work experiences for students, and of assisting co-op employers in improving the cost effectiveness of their Co-op Programs. Administrative facilities consist of three rooms in the Conference Center. The most significant facilities, however, are those of co-op employers which literally extend the University classroom to include their facilities as laboratory extensions of the University.



Strengths and areas for improvement. The greatest strengths of Indiana State University's Co-op Program lie in its flexibility to meet the varying needs of students, the innovations that have been built in during the last 18 months, and the energies and abilities of its total staff. The national trend toward greater interest in career direction on the part of students, and the continual increase in needs for alternate methods of financing postsecondary education continue to strengthen all Co-op Programs.

The primary weakness of this program at present lies in its inability to meet the needs of large numbers of students in academic areas that are not now participating in the Co-op Program. This results completely from insufficient staffing to permit the extension of this experiential program to those new areas where co-op support is desired but not available. A secondary weakness exists in the fact that the second co-op coordinator's position is completely dependent on annual federal funding, much of which will terminate on June 30, 1976.

THE DIVISION OF CONTINUING EDUCATION AND EXTENDED SERVICES

The Division of Continuing Education and Extended Services had its beginning during the 1921-22 academic year and has been operated as an integral part of the University as a means of extending its resources to the people of the State of Indiana. Originally, it was established as the Division of Extended Services, with the present title being extended in 1972. Approximately 5500-6000 students are served by the Division each fiscal year.

Supporting personnel, facilities, and equipment. The Division of Continuing Education and Extended Services has a professional staff including a Director, 2 Assistant Directors, and a Librarian. In addition, there are 5 full-time secretaries and a number of student workers. Also, during the past year a graduate assistant has been assigned to the Division. The various program responsibilities are supervised by this staff. Services of the Division include:

1. Off-campus extension credit courses, undergraduate and graduate
2. Independent (Correspondence) Study credit courses, undergraduate
3. Library services for off-campus and independent study students
4. Evening-Saturday campus credit courses
5. Continuing Education non-credit courses, workshops, and seminars
6. Music education consultant service
7. Special programs, workshops, and short courses for school corporations, business and industry
8. Faculty Lecture Bureau
9. Houses the office responsible for coordinating the activities of:
  - a. The Indiana Council of Teachers of Mathematics
  - b. The Indiana Council of Teachers of English
  - c. The Indiana Council for the Social Studies
10. Coordination of instructional television courses offered over the Indiana Higher Education Telecommunications (IHETS) network.

Division facilities include a library for off-campus and independent study students and a general office area housed on the ground floor of the Conference Center at Indiana State University. The facilities are too small and not conducive to a productive working situation.

Strengths and areas for improvement for the Division of Continuing Education and Extended Services.

A. Strengths

1. The greatest strength of the Division of Continuing Education and Extended Services is its staff dedicated to the programs offered through the Division.
2. The programs of the Division including Independent Study by Correspondence, Off-Campus Extension Classes, and the Non-Credit Continuing Education Opportunities program are well received by off-campus audiences and the faculty and staff of the University.

3. The cooperation of the professional schools, the College of Arts and Sciences, and the academic departments of the University is another strength, as without their support and cooperation, the Division would not be able to present a viable program.

B. Areas for improvement

1. There are too few professional staff assigned to the Division of Continuing Education and Extended Services. Hence, numerous opportunities for service are not capitalized upon.
2. The limited number of secretarial and clerical support staff is especially limiting in light of the amount of work to be done.
3. The lack of financial resources available for professional and program development is a serious weakness.
4. The fragmentation and splintering of continuing education functions under several divisions of the University is detrimental to a functional administrative unit and a comprehensive program of Continuing Education and Public Service activities.

THE ACADEMIC ENRICHMENT AND LEARNING SKILLS CENTER

Purposes, goals, and specific objectives. The Academic Enrichment and Learning Skills Center was instituted as a student academic self-help facility in 1969. Its six years of operation have enabled it to alter courses as necessary to meet student needs in a changing university environment. The original mission was one of providing mechanical programs whereby students could pursue activities of their choice to remediate or enrich basic skills abilities. These various multi-media programs remain in the offering and are utilized by the student body in numbers fairly consistent with past years. The majority of hours of usage presently, however, are spent in tutorial activities whereby students receive assistance with specific assignments.

Professional personnel. The Center's professional staff has changed completely since its beginning. Professional preparation by the present staff parallels that of the original with one added dimension--the presence of a guidance and counseling base. It is a result of this influence, perhaps, that the emphasis has changed from student self-help to a more student-tutor oriented type of assistance.

Strengths and areas for improvement. A service of this type has ample opportunity to derive satisfaction from student successes since many efforts, especially in tutoring, are put to test immediately in an examination situation. This provides for a system of evaluation which rises above, and eliminates the need for, many traditional program evaluation methods. Problems remain, however, especially in the light of student attitudes about a faculty of this sort. Although these attitudes change for the positive after involvement begins, the "first impression" negativism has a limiting effect upon the number of students served, as well as upon advertisement efforts. However, the fact that the service is totally student-oriented, and that the help is available "on demand," provides a situation of assistance for the serious student who earnestly desires to succeed.

## SUMMER SESSIONS AND ACADEMIC SERVICES

Indiana State University offered its first summer program in 1894, making it one of the pioneers in summer sessions operation. Summer sessions have since that time become an integral part of the University's effort to serve students year-round. Although the summer sessions grew and expanded from 1894, it was not until 1967 that anyone was given the specific charge to develop and administer the total summer operation of the University. At that time, a Director of Summer Sessions was appointed and allowed the service of a half-time secretary. The additional attention to the summer operation proved of sufficient value that within a brief period the Director of Summer Sessions was moved to the status of Dean of Summer Sessions and allowed the service of a full-time secretary.

In 1969, an Assistant to the Dean of Summer Sessions and Academic Services was appointed. In 1974, that position was changed to Assistant Dean of Summer Sessions and Academic Services. The office now includes the position of Dean of Summer Sessions and Academic Services, Assistant Dean of Summer Sessions and Academic Services, Administrative Assistant in the office and one secretary.

The office of Summer Sessions works with each of the schools and colleges of the University to develop schedules which include courses ranging from the freshmen to the doctoral level. Each unit of the University is represented in the summer program. In addition to the courses built around the three-week Intersession and two five-week sessions, there are workshops, institutes, tours, and short courses of varying lengths of time which add flexibility to the structure of the summer sessions. In addition to the academic nature of the responsibilities in this unit, recreational and cultural activities are encouraged and sponsored.

Many special programs are directed through the office of Summer Sessions. One such program is the High School Honors Program which brings approximately 500 high school seniors to campus each summer for stimulating workshops in twelve areas of the University. The Academic Services for Women Program is not only a summer operation but one which is even more active during the academic year. Through this effort, hundreds of mature women are counseled and served by the University. The summer sessions staff also counsels all undergraduate guest students throughout both the academic year and the summer sessions.

Publicity and publications for the entire University summer program are initiated and coordinated through the office of Summer Sessions and Academic Services. In addition to this, all statistical reporting and evaluation programs are done through this office.

One of the great strengths of the office of Summer Sessions and Academic Services is the rapport and confidence which has developed

through the years between summer sessions personnel and deans and department chairpersons. By coordinating through a central office, the summer offerings are balanced throughout the University so there is a University operation in the summer and not the operation of only special programs. Considerable skill has been acquired in building summer programs which not only meet the needs of students very well but also stay within budget limitations. Another strength of the office of Summer Sessions is the efficiency and dedication of its personnel. The staff is quite limited and this is particularly noticed during peak work periods. If there is a weakness in the unit operation, it is possibly that it is somewhat understaffed in the area of the Academic Services for Women Program. It is anticipated that this will be corrected in the near future.

In summary, any problems of the summer term are largely the problems of higher education in general. The summer sessions is in an advantageous position to find and experiment with new ways and means of solving some of the dilemmas of the University. The summer sessions role in revising curricula, its use of independent studies and foreign travel, its ready acceptance of "special" students are all signs that the summer term has accepted a unique challenge. The summer enterprise is "as broad as human endeavor and as high as human aspirations."

## SECTION VIII

This final section serves as a summary for the Self-Study. Its purpose is to provide observations, from a total University perspective, about the current status of Indiana State and indicate some expectations from the future.

## INDIANA STATE UNIVERSITY IN PERSPECTIVE - 1974-75

Earlier sections of this Self-Study Report provide a description of administration and governance, student affairs, and the fiscal operations of the University. Each academic department is presented, in a profile format, as a part of the larger academic unit to which each belongs. Graduate programs are discussed separately. It is appropriate as a conclusion to this Self-Study to present observations which deal with a broader perspective of the total University.

With more than one hundred years of educational service upon which to build, the University, in 1974-75, is viable and vigorous.

Indiana State progressed through the turbulence of the 60's, emerging with strength as an institution for postsecondary education which offered to her students and to the State of Indiana a broadened curricula with depth in graduate programs and augmented educational services. The considerable challenge of an ever-increasing student enrollment was accepted as opportunity. The exhilaration of administering expansion simultaneously in many areas of the University necessitated a concentration of efforts which was productive and rewarding and which called for the best efforts of the University staff. Concerns of students, often manifested in aggressive verbal and physical action, were a challenge to academic leadership and to resources for providing answers to student quests for relevancy.

The University made the transition into the 70's with expectations for continued opportunities to serve, but with the certain knowledge that changes to be accommodated would require the development of different solutions to continuing problems as well as the resolution of new ones.

University enrollments peaked during the 1971-72 academic year. In the academic years following, a continuing decrease in student numbers occurred, but with changing patterns of student interest in academic areas and educational objectives. Indications exist that total University enrollments may have stabilized with the 1974-75 academic year, which exceeded the predicted number. Expectations about future enrollments, assuming no significant additional losses in overall enrollments for at least the remaining years prior to 1980, include slight increases (one percent per year) at the freshman level in anticipation of the attraction offered by planned new programs. Graduate enrollments also are expected to increase one percent per year. Greater emphasis to be given continuing and adult education programs should also provide new enrollments in similar percentage increases. The University student attrition rate is not expected to change significantly in the years ahead; thus current information about loss of students beyond the freshman year will be utilized in projecting enrollments for class groups at the



sophomore, junior, and senior years. Predictions for enrollments beyond 1980 involve a collection of data sources which are sufficiently unreliable that, at this time, estimates of student body size for the 1980's is little more than speculative. The sharp decline throughout the country of graduates of secondary schools will influence student numbers at Indiana State, as elsewhere.

The University will continue to seek meaningful ways of informing prospective students of available educational opportunities. Current recruitment practices are being examined with modifications and new methods explored. In previous years, a distinction has been made between the credit granted for instruction provided on campus and that earned through extension classes, correspondence, etc. University policy has prescribed limits to the number of credit hours earned in off-campus courses which can be applied to meeting degree requirements. Currently, a proposal has been made that the University adopt a policy which recognizes that any credit earned, regardless of the manner in which the instruction is provided, is University credit. This "single credit" concept establishes the premise that there should not exist variations in the value of University credit because of differing instructional procedures, but that choice and control of the learning situation should assure consistent and uniform instructional quality. This study was not prompted to increase enrollments, but to correct a practice which had its beginning in a time when instructional resources were greater on the home campus. The effect of the change will be to encourage students to complete degree requirements earlier, particularly at the master's level.

Budgetary matters continue to be a major concern. In the time between 1965 and 1973, the Indiana General Assembly provided the University with appropriations that increased two and one-half times. Although some portions of the appropriations available to the University during the period were eroded by inflationary trends, the funding was sufficient to allow development in many areas of the University. However, in 1973, lower rates of increase in legislative appropriations coupled with decreased income from student fees and rising rates of inflation produced a financial situation which suggested clearly that the period of expansion which culminated with the beginning of the 70's had changed direction. During the 1973-75 biennium, the University has been required to meet operational costs from a modified funding base.

In the first year of the biennium, a budget reduction of approximately five percent from the levels in previous years in all major areas of the University was necessary as the means for accommodating differences between expected operating costs and income-plus-appropriations.

In effecting the necessary reductions, the University was especially attentive to protecting the integrity and quality of academic programs, providing for salary increases, and observing existing personnel policies

of the University. A significant portion of the required reduction was realized through allowing all but the most essential position vacancies to remain unfilled. This action included both academic and nonacademic areas. Careful planning in budget preparation for the 1973-74 fiscal year permitted the University to meet financial obligations and to continue University personnel policies. Improved salaries were assigned to the entire University staff. For the faculty, the annual review of recommendation for promotions in academic rank and special leave of absence requests, both of which require supporting funds, were undertaken without reflection of financial limitation. Additionally, the completion by faculty of advanced graduate work was recognized with salary adjustments consistent with approved University schedules. Nonacademic personnel were accorded comparable consideration. Crucial budgets supporting such areas as graduate student appointments and expansion of library collections were increased or held at existing levels.

The economy exercised at the beginning of the 1973-74 fiscal year was less stringent for the second year of the biennium. The careful planning which occurred during the first year established a pattern which expedited the unavoidable retrenchment also necessary the second year. Adjustments in student fee structures during the biennium were held to minimal increases.

As the preparation of this Self-Study Report is completed, the University has presented to specific state agencies a request for appropriations for the 1975-77 biennial period. Examination of the Programmatic Budget Request by these groups, with, in some instances, recommendations to the legislature developed from the review process, is preliminary to action by the General Assembly.

Increasingly, the matter of budget preparation for all of the public postsecondary institutions within the State has been influenced and to a degree controlled externally. This includes particularly the involvement of the Commission For Higher Education. The Commission has completed its review of requests by the state universities and has forwarded recommendations to the State Budget Agency. Indiana State is encouraged by the action of the Commission to support meaningful salary increases. Support is also given, as requested, to relief from inflationary pressures as they effect basic operating costs, such as utilities, etc. At the same time, based on Commission prepared cost studies which indicate that Indiana State has received comparatively high funding levels in previous years, the agency has recommended an adjustment to a request for increased support of instructional programs. As of this time, the extent to which these requests for funds will be honored by the General Assembly is unknown. Interpretable indications prepare the University to expect conditions that will not permit business as usual. In the meantime, the University is examining alternative ways of expending funds to assure continuing viability of its educational programs. Fiscal problems expected in the immediate future are identifiable; solutions, in part, must come after careful consideration of different administrative options.

The dimensions of the task of retrenchment utilizing the procedure of holding positions vacated (because of retirement, resignation, or nonreappointment) unfilled were not easily reconciled with the desire to protect academic programs. Noncontinuation was possible primarily through nonretention of nontenured faculty. In each instance, every vacancy was examined to determine the effect on the academic program involved of leaving the position unfilled. Undoubtedly, some young and promising faculty members given temporary contracts have been lost to the University. In terms of reducing individual hardships, this process seemed to be the least objectionable of several alternatives unless it created serious difficulties in sustaining an essential academic program or service. Yet this procedure was not a complete answer to retention of existing faculty complements in departments which have experienced substantial decreases in enrollment, especially when additional faculty are needed in other expanding departments without the availability of extra funds to provide faculty. This problem is further complicated by a high percentage of tenure which seriously restricts flexibility in the assignment or transfer of faculty allocations.

The University has studied various means of establishing parity of faculty resources among academic departments. The implementation of a faculty staffing plan, based on factors common to all academic areas, such as the production of student semester hours as indicative of faculty productivity and student interest, would be expected to provide a basis for determining minimal needs by instructional units for faculty numbers. Adjustments are necessary and the fact that the University does not need and cannot afford as many faculty and staff in some departments as once were needed or financially possible prompted the University Board of Trustees to request the administration, in consultation with other campus constituencies including faculty and students, to prepare for the consideration of the Trustees a recommendation for a faculty staffing formula. At the same meeting, the Trustees asked that University tenure policies and regulations be reviewed.

During the recent period in higher education when rapid expansion because of burgeoning student enrollments created an extensive market of available positions in most academic disciplines, the University had an unusual record of retaining faculty. The qualifications of the ISU faculty and administration resulted in their being attractive to other institutions, and some accepted other offers. With decreasing enrollments, currently, most vacancies occur in consequence of retirement or noncontinuation action by the University for performance or retrenchment reasons.

As vacancies exist because of the loss of current staff, the need for additional faculty in understaffed areas, or to serve new programs, the history of the University in sustaining an employment environment attractive to faculty and administrators continues to complement recruitment efforts.

On April 12, 1974, President Rankin requested the Board of Trustees to release him from his appointment when a successor is appointed. A

search committee consisting of trustees, administrators, faculty, students, and alumni is functioning in the process of screening qualified candidates in the search for President Rankin's successor.

In addition, search committees are at some point in the sequence of action leading to the eventual choice of an appointment for each of the following:

Vice President for Development and Public Affairs (retired)  
 Dean, College of Arts and Sciences  
 Dean, School of Business  
 Dean, Library Services  
 Assistant Dean, School of Technology  
 Chairman, Department of Humanities  
 Chairman, Political Science  
 Chairman, Industrial Technology  
 Chairman, Department of Home Economics (retiring)  
 Chairman, Department of Special Education (retiring)

The chairmen of the Departments of Home Economics and Special Education will retire at the conclusion of the current year. All of the other positions listed above have interim or acting designees.

The University continues to be concerned with the challenges and implications of Affirmative Action. Prior to action by the federal government, President Rankin appointed a Commission on the Status of Women which was charged with the responsibility of reviewing current employment conditions of faculty women in terms of equal opportunity concepts. The Commission completed an intensive study and presented many recommendations. Among others, one consequence of the work of the Commission was salary adjustments for twenty-seven faculty women.

In the fall of 1972, work began on the development of a University Affirmative Action Plan. The details of this project are described elsewhere in this Self-Study Report. More than an obligation to support Affirmative Action under the law, the University accepts the moral responsibility for making a good faith effort to eradicate the blight of discrimination or discriminatory actions whenever and wherever they are found in the University. This is a goal which cannot be attained immediately, but it is one that is worthy of consistent effort and that assuredly is within the best interests of the institution and her students.

The evolving role and authority of the Indiana Commission for Higher Education remains a significant concern of the University administration and faculty. Created by the Indiana General Assembly in 1971, the Commission's statement of responsibility was to plan for and coordinate the Indiana system of postsecondary education. In existence only three years, the Commission has had extensive changes in its administrative personnel. As a result, the Commission has yet to identify operating policies and procedures for consistent use in conducting business with the state universities. Attention to developing its internal administrative

structure has postponed Commission attention to requests of one kind and another from the institutions it serves. Although the Commission has assumed its role cautiously, it has made continuing efforts to meet its obligations, particularly in review of new program requests. As of November, 1974, the Commission has approved sixteen new curricula for ISU. Eight programs previously requested await Commission action, while acceptance of "letters of intent" for seven additional curricula authorize the University to file complete documentation prior to final review.

The Commission authority and responsibilities as set forth in the enabling legislation primarily were designed to permit the agency to coordinate public postsecondary education in Indiana. However, proposed new legislation, if enacted, will expand the Commission's area of control. This proposed change in the scope of authority for the Commission has the potential for placing a number of new restrictions and regulations on the individual institutions.

Two specific changes for Indiana State resulting from the existence of the Commission have been the removal of curricula determination from an internal function to an external process and the involvement of an additional state agency in pre-legislative review of budget requests.

On November 1, Indiana State submitted to the Commission an "Institutional Master Plan," a proposal by the University describing how the institution expects to implement the policies established by the Commission. The document, prepared to specifications developed by the Commission and required of all Indiana state-supported postsecondary education institutions, was first mandated by a Commission study--"A Statewide System," The Indiana Plan for Postsecondary Education, A Pattern for the Future. The new Master Plan is the second such compilation made in response to Commission requests. In content, it incorporates much of the 1972 proposal yet, at the same time, identifies changes in the University occurring after the first report.

In essence, the 1974 Institutional Master Plan, as a projection of anticipated development and expansion, provides for the continuation and improvement of existing academic programs, public service efforts, and research activities. It assumes that the University will be permitted to develop and implement new programs and activities as deemed feasible in terms of societal needs, existing University strengths, and in accordance with the missions which seem appropriate for Indiana State. The plan lists proposed academic programs and dates for planned implementation, both of which are subject to approval of the Commission. The document will be of interest to the North Central evaluation team, and copies will be made available. The attention given to curricula planning which is described in the Master Plan attests to the University's maturity in providing for degree programs at the advanced graduate level. It is evidence supporting this request to North Central for full and final accreditation at the doctoral level.

Ultimately, the State of Indiana will profit from the guidance which can be provided by the Commission. As a coordinated program for the state is brought into sharp focus by the Commission and Indiana State's role becomes known, the institution will respond with enthusiasm to the new opportunities expected.

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In a recent speech to the University faculty, President Rankin stressed the concept that the institution as a combination of students, faculty and administration, and within the limits of financial support, is called upon to create its own future. He noted that this seems especially appropriate in an educational setting where thousands of students are engaged in creating their own futures as they build a foundation for lives which are increasingly mobile and dynamic--where faculty must respond to changes in student interests and to new human and technological needs--where administrators should seek to serve more effectively and provide leadership for a changing educational community.

A statement made at the beginning of this section noted that with more than one hundred years of educational service upon which to build, the University, in 1974-75, is viable and vigorous. Consistent with this appraisal, the University accepts the continuing process of creating her own future. Whatever the circumstances of the future require as modifications of objectives and goals of service, the University is prepared to respond with a caliber of teaching, a level of learning, and breadth of opportunity which exceeds that available to earlier generations of her students.



