



Academic Notes

April 1, 2013

AN 2012-2013

FACULTY GOVERNMENT

FACULTY SENATE EXECUTIVE COMMITTEE

INDIANA STATE UNIVERSITY
FACULTY SENATE, 2012-2013
EXECUTIVE COMMITTEE

April 2, 2013
3:30pm, HMSU 227

AGENDA

- I. Administrative Reports:
 - President D. Bradley
 - Provost J. Maynard
- II. Chair Report:
 - Virgil Sheets
- III. Approval of the Executive Committee Minutes of March 19, 2013 [file 0]
- IV. Fifteen Minute Open Discussion
- V. Informational/ Discussion Items
 - a. CTL director search
 - b. URC: Reports on Charges
 - c. GC: New Graduate Program Enrollments
 - d. SAC: Course Evaluation Instruments-progress report
- VI. New Business
 - a. Nomination to CNHHS search committee
 - b. Research Subject Compensation Policy
 - c. Faculty Scholarship Winners
 - d. College Constitutions
 - e. Academic Calendar
 - f. Graduate College Program Review
 - g. Transfer Credit Policy (if forwarded from SAC)
 - h. Course Repeat Policy Revised (if forwarded from SAC)

ACADEMIC NOTES PUBLICATION SCHEDULE

Below is the publication schedule for the electronic copy of *Academic Notes* through May 6, 2013. All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 11:00 a.m. on the Deadline for Items date shown below. Submissions must be in hard copy along with an email, zip drive, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to *Academic Notes* that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. *Academic Notes* is available using Acrobat Reader at http://www.indstate.edu/academicaffairs/academic_notes.htm

During the summer months, *Academic Notes* is published every other week.

If you have questions, please contact Yvonne Russell in Academic Affairs, extension 3662.

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2013

<u>Deadline for Items</u>	<u>Issue Date</u>
March 20	April 1
March 27	April 8
April 3	April 15
April 10	April 22
April 17	April 29
April 24	May 6

CURRICULUM

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UNDERGRADUATE PROPOSALS

NEW COURSES FOUNDATIONAL STUDIES CREDIT

COLLEGE OF TECHNOLOGY: Human Resource Development and Performance Technologies

HRD 340 - Writing for the Workplace

3 credits

An advanced course in professional writing, with specific emphasis on forms of writing that are common in the workplace.

Prerequisites: ENG 105 or 107 or 108 or 130, and the successful completion of 48 credits of course work.

Foundational Studies Credit: [FS 2010: Composition]

A-F Grading

Effective term: Fall 2013

HRD 475 - Team Dynamics for Human Resource Development

3 credits

This course provides the learner and human resource development practitioner with relevant sources of group dynamic competencies reflecting how people work together in teams. The course combines knowledge acquired by applied social scientists and researchers to offer useful guidelines to facilitate improved team performance for practitioners in the workplace.

Note: Course is open to Graduate students. Graduate students must do additional work of a research nature.

A-F Grading

Effective term: Summer 2013

COURSE REVISIONS

SCOTT COLLEGE OF BUSINESS: Accounting-Finance-Insurance-and Risk Management

INS 401 - Business & Consumer Implications of Genome Science

3 credits

This course will examine implications of genomics and personalized medicine from the perspective of consumers, employers and other stakeholders on various issues including nondiscrimination laws; insurance coverage and reimbursement; privacy and confidentiality issues, intellectual property opportunities; appropriate communication modalities for reaching underserved populations; and personal and corporate risk management strategies.

A-F Grading

Effective term: Spring 2014

PROGRAM REVISIONS

SCOTT COLLEGE OF BUSINESS: Accounting-Finance-Insurance-and Risk Management

Insurance and Risk Management Major (78 credits)
CIP Code: 7032 Major Code: IRM

Brief Summary:

This proposal includes the following two changes to the Insurance and Risk Management program:

- 1) This proposal adds INS 401 (Business and Consumer Implications of Genome Science) as an elective to the Insurance and Risk Management major. INS 401 is a new course being proposed in conjunction with Unbounded Possibilities, the Center for Genomic Advocacy certificate program. There is no change in the required courses nor in the total credits for the major.
- 2) The purpose of this curriculum revision is to move INS 342 Health Insurance from the Insurance and Risk Management program's required courses, making it an elective for the major, and replacing it with INS 432 Employee Benefits as a required course in the major. The rationale for rearranging these existing courses is two-fold. First, all of our students are expected to be knowledgeable regarding a variety of employee benefit plans, including employer-provided health insurance, which is covered in INS 432. Second, our program has rarely placed graduates with health insurance companies, but we do place a high percentage of graduates in agent and broker positions, where a broad understanding of employee benefits is required. There are no changes in the business core course requirements as a result of this change in the IRM program's major requirements

Student Learning:

- 1) The emerging field of genomic science is an expanding discipline across major health care and health benefit areas. The implementation of The Affordable Care Act of 2010 incorporates the use of genetic testing and medical applications to the health care programs offered by insurers and employers. The new developments from its emerging field will have significant impact on health benefits, particularly the implementation of personalized medicine in the United States in the coming years. Insurance and risk management students should be aware of these genomic issues because health care is such a major and growing part of the U.S. GDP. There is a significant onus on employers to use information from genomic science properly because of the passage of The Genetic Information Nondiscrimination Act of 2008, which restricts employer and insurer discrimination in the use of genetic testing information.
- 2) Program effectiveness will be enhanced by requiring all students with an IRM major to attain knowledge of a broad range of employee benefit plans, plan design, funding

alternatives, regulation, and public policies related to employer-provided insurance and retirement systems. Employers expect graduates of the IRM program to be familiar with these programs and the functioning and costs associated with them. On the other hand, the currently required health insurance course is more narrowly focused on an area of risk and insurance that should be available as an elective for students with a special interest or career orientation in health insurance and health care financing.

Proposed Catalog Copy:

Insurance and Risk Management Major (78 credits)

CIP Code: 7032 Major Code: IRM

ISU's Insurance and Risk Management Program provides students with a broad understanding of the role of companies that bear the risk of insuring both public and private interests. Studies focus on all major aspects of insurance, risk management, and financial planning. ISU's courses also serve as the foundation for professional designations and licenses. Students who complete the program find careers as risk analysts and managers in large firms, government and regulatory agencies, and in consulting. Other career opportunities include positions as agents, brokers, underwriters, claims adjusters, financial planners, and employee benefits specialists.

Required Courses on all Four-Year Professional Programs (51 credits):

Business:

BUS 100 - Introduction to Contemporary Business 3 credits
BUS 180 - Business Information Tools 3 credits
BUS 201 - Principles of Accounting I 3 credits
BUS 202 - Principles of Accounting II 3 credits
BUS 205 - Business Statistics I 3 credits
BUS 221 - Introduction to Management Information Systems 3 credits
BUS 263 - Legal Environment and Business 3 credits
BUS 305 - Business Statistics II 3 credits
BUS 311 - Business Finance 3 credits
BUS 351 - Introduction to Operations Management 3 credits
BUS 361 - Principles of Marketing 3 credits
BUS 371 - Management and Organizational Behavior 3 credits
BUS 401 - Senior Business Experience 3 credits

Economics:

ECON 200 - Principles of Macroeconomics 3 credits
ECON 201 - Principles of Microeconomics 3 credits

Required Courses that may fulfill Foundational Studies:

BEIT 336 - Business Report Writing 3 credits
MATH 115 - College Algebra 3 credits

or

MATH 131 - Calculus I 4 credits

or

MATH 301 - Fundamentals and Applications of Calculus 3 credits

Required Insurance Courses (18 credits):

- INS 340 – Introduction to Risk and Insurance 3 credits
- INS 341 – Life Insurance 3 credits
- INS 343 – Commercial Property Risk Management and Insurance 3 credits
- INS 344 – Commercial Liability Risk Management and Insurance 3 credits
- INS 430 – Risk Management and Insurance 3 credits
- INS 432 – employee Benefits 3 credits

Elective Courses:

Choose 9 credits from:

- FIN 333 – Principles of Investments 3 credits
- INS 342 – Health Insurance 3 credits
- INS 401 – Business & Consumer Implications of Genomic Science 3 credits
- INS 435 – Planning for Business Owners and Professionals 3 credits
- INS 436 – financial Planning 3 credits
- INS 437 – Insurance Seminar 3 credits
- INS 439 – Insurance Internship 3-6 credits
- INS 449 – Individual Study in Insurance and Risk Management 1-4 credits
- INS 499 – Contemporary Issues: Readings in Insurance and Risk Management 1-4 credits
- MKTG 344 – Professional Selling 3 credits

Effective term: Fall 2014

GRADUATE PROPOSALS

NEW COURSES

COLLEGE OF TECHNOLOGY: Applied Engineering & Technology Management

MFG 671 - Systems in Manufacturing

3 credits

The methods and techniques used to plan and predict allocation of the manufacturing organization's resources from procurement of raw materials to the distribution of the final product. Systems strategies and procedures will be analyzed. It is assumed the student will have completed a course in production planning, operations management, or any other course dealing with production operations.

Pre or Co-requisites: Consent of Instructor

A-F Grading

Effective term: Spring 2014

COLLEGE OF TECHNOLOGY: Human Resource Development and Performance Technologies

HRD 575 - Team Dynamics for Human Resource Development

3 credits

This course provides the learner and human resource development practitioner with relevant sources of group dynamic competencies reflecting how people work together in teams. The course combines knowledge acquired by applied social scientists and researchers to offer useful guidelines to facilitate improved team performance for practitioners in the workplace.

A-F Grading

Effective term: Summer 2013

HRD 603 - Topics and Experiences in Human Resource Development and Performance Technologies

1-3 credits

Unique courses or experiences to provide understanding and experience in human resource development and performance technologies.

Repeatable: May be repeated for credit, up to a maximum number of 6 credits.

A-F Grading

Effective term: Fall 2013

COURSE REVISIONS

COLLEGE OF TECHNOLOGY: Human Resource Development and Performance Technologies

HRD 670 - Systematic Design of Human Resource Development Programs

3 credits

The design of HRD programs includes strategic planning, establishing benchmarks, cost estimating for implementation, and operation. A systems approach includes needs assessment, designing, delivery system, and materials selection.

3 credits

Prerequisites: 605 or equivalent.

Change prerequisites to:

HRD 670 - Systematic Design of Human Resource Development Programs

3 credits

The design of HRD programs includes strategic planning, establishing benchmarks, cost estimating for implementation, and operation. A systems approach includes needs assessment, designing, delivery system, and materials selection.

Prerequisites: HRD 369, or HRD 605, or equivalent.

A-F Grading

Effective term: Spring 2014

HRD 685 - Major Project

3 credits

This course is the culminating experience in human resource development synthesizing concepts,

knowledge, skills, attitudes, and values in application to problems, issues, and concerns related to higher education and industry.

Note: Must be taken in last 9 credits of program.

Add prerequisites to:

HRD 685 - Major Project

3 credits

This course is the culminating experience in human resource development synthesizing concepts, knowledge, skills, attitudes, and values in application to problems, issues, and concerns related to higher education and industry.

Prerequisite: HRD 698

Note: Must be taken in last 9 credits of program.

A-F Grading

Effective term: Spring 2014

PROGRAM REVISIONS

COLLEGE OF TECHNOLOGY: Human Resource Development and Performance Technologies

Master of Science - Human Resource Development for Higher Education and Industry Major (33 credits minimum)

CIP Code: 521001 Major Code: E192

Brief Summary:

The only change being made is found in the Notes section of the catalog: The statement “A minimum of 6 credits must be from outside the Department of Human Resource Development and Performance Technologies” will be eliminated.

While this change will allow graduate student to select all four elective courses from within the HRDPT Department, students will still be encourage to select courses that complement the overall degree requirements such as the certificate programs in Safety, Public Administration, and Curriculum and Instruction. This change will simply make our program less restrictive, giving students a broader selection of electives and options (especially international students that are limited on the number of online courses in which they can enroll).

Proposed Catalog Copy:

Master of Science - Human Resource Development for Higher Education and Industry Major (33 credits minimum)

CIP Code: 521001 Major Code: E192

The Master of Science in Human Resource Development for Higher Education and Industry program has as its purpose the preparation of people to be effective professionals providing essential services in industry, higher education, social agencies, and government. Competencies designed into the program focus on planning, managing, organizing, and evaluating education,

training, and other human resource development activities.

Specialization in a technical area or a thesis are program options. If the specialization option is selected, 12 credits could be designed into the program which enhance a current area of concentration or add a new dimension. The thesis option provides the opportunity for in-depth research.

The program is approved for statewide delivery through advanced communication technologies, i.e., the Internet.

Research: (3 credits): Human Resource Development 698 - 3 credits

Major (15 credits):

Human Resource Development 656 - 3 credits; 659 - 3 credits; 670 - 3 credits; 675 - 3 credits; 695 - 3 credits

Program Options:

Option A—Major Project

Human Resource Development 685 - Major Project 3 credits

Electives supportive of specialization - 12 credits

Option B—Thesis

Human Resource Development 699 - Master's Thesis - minimum 6 credits

Electives - 9 credits.

Students who have deficiencies in their programs should take HRD 605 for 3 credits. This course does not count toward the major.

Effective term: Fall 2013

UNDERGRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Economics

ECON 101 - Quantitative Problem Solving

This course uses a variety of real-world problems to illustrate the applicability of algebraic, statistical, and financial methods. Using selected problems, students learn the utility of understanding units of measure, extrapolation and interpolation, data conversion, single and simultaneous equation solutions, probability, statistical inference, expected value, and present and future value. ECON 101 does not count towards the Economics Major or Minor.

Prerequisites: SAT Verbal 400 or ENG 105; appropriate placement examination (MAPLE T.A.) score or MATH 011.

Foundational Studies Credit: [FS2010: Quantitative Literacy]

Change prerequisites to:

ECON 101 - Quantitative Problem Solving

This course uses a variety of real-world problems to illustrate the applicability of algebraic, statistical, and financial methods. Using selected problems, students learn the utility of understanding units of measure, extrapolation and interpolation, data conversion, single and simultaneous equation solutions, probability, statistical inference, expected value, and present and future value. ECON 101 does not count towards the Economics Major or Minor.

Prerequisites: Appropriate placement examination (MAPLE T.A.) score or MATH 011, MATH 015, or MATH 035.

Foundational Studies Credit: [FS2010: Quantitative Literacy]

A-F Grading

Effective term: Spring 2014

COLLEGE OF ARTS AND SCIENCES: School of Music

MUS 350 - Music History I

3 credits

Music of western civilization from the Greeks through J.S. Bach.

Prerequisites: MUS 237, 211, and 213, or consent of instructor.

Note: Three class hours a week.

Foundational Studies Credit: [FS 2010: Upper Division Integrative Elective]

Change prerequisites to:

MUS 350 - Music History I

3 credits

Music of western civilization from the Greeks through J.S. Bach.

Prerequisites: MUS 211, and 213, or consent of instructor.

Note: Three class hours a week.

Foundational Studies Credit: [FS 2010: Upper Division Integrative Elective]

A-F Grading

Effective term: Fall 2013

MUS 351 - Music History II

3 credits

Music from J.S. Bach to the present.

Prerequisites: MUS 212, 214, and 350, or consent of instructor.

Note: Three class hours a week.

Foundational Studies Credit: [FS 2010: Historical Studies]

Change prerequisite, add corequisite to:

MUS 351 - Music History II

3 credits

Music from J.S. Bach to the present.

Prerequisites: MUS 350.

Co-requisites: MUS 212, 214, or consent of instructor.

Note: Three class hours a week.

Foundational Studies Credit: [FS 2010: Historical Studies]

A-F Grading

Effective term: Fall 2013

COLLEGE OF TECHNOLOGY: Applied Engineering and Technology Management

MET 302 Applied Statics

3 credits

Resultants and equilibrium, force systems, reactions, moments, couples, trusses, frames, sheaves, pulleys, and friction. Graphic and analytic methods.

Prerequisites: MET 215 or MATH 115, or equivalent.

Change prerequisites to:

MET 302 Applied Statics

3 credits

Resultants and equilibrium, force systems, reactions, moments, couples, trusses, frames, sheaves, pulleys, and friction. Graphic and analytic methods.

Prerequisites: PHYS 105 and (MATH 115 or MET 215).

A-F Grading

Effective term: Spring 2014

MET 405 Economic Analysis for Engineering and Technology

3 credits

This course is designed to provide students with the principles of investment economic analysis, decision-making among alternatives, and replacement analysis. Inflation, depreciation, cost concepts, bond, and income tax considerations are included.

Prerequisites: MATH 115

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

Change prerequisites to:

MET 405 Economic Analysis for Engineering and Technology

3 credits

This course is designed to provide students with the principles of investment economic analysis, decision-making among alternatives, and replacement analysis. Inflation, depreciation, cost concepts, bond, and income tax considerations are included.

Prerequisites: MATH 115 or MET 215; Junior standing.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

A-F Grading

Effective term: Spring 2014

MET 409 Senior Project in Industrial Technology

2-3 credits

A project approved by the professor is planned and carried out by the student. The project must demonstrate an advanced level of design competency in the student's major and is performed in consultation with one or more faculty advisors. Collaboration with representatives of industry, government agencies, or community institutions is encouraged.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

Change title, credits and prerequisites to:

MET 409 Senior Project

3 credits

A project approved by the professor is planned and carried out by the student. The project must demonstrate an advanced level of design competency in the student's major and is performed in consultation with one or more faculty advisors. Collaboration with representatives of industry, government agencies, or community institutions is encouraged.

Prerequisites: Senior standing and (completion of a 400-level design course in the student's major or instructor's consent).

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

A-F Grading

Effective term: Spring 2014

MET 413 Applications and Gaging of GD&T

3 credits

The ISO and ANSI technical graphic standards are studied and applied to assemblies with specific design requirements. The course primarily addresses methods of calculating positional and the geometric form tolerances. Methods of verifying the geometric controls by gaging and inspection are also studied.

Prerequisites: MET 403.

Change in description and prerequisites to:

MET 413 Applications and Gaging of GD&T

3 credits

The ISO and ANSI technical graphic standards are studied and applied to assemblies with specific design requirements. The course primarily addresses methods of calculating positional and the geometric form tolerances. Methods of verifying the geometric controls by gaging and inspection are also studied.

Prerequisites: MET 203; Junior standing.

Note: Open to graduate students. Graduate students are required to do additional work of a research nature.

A-F Grading

Effective term: Spring 2014

CORRECTIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Applied Health Sciences

Occupational Family and Consumer Sciences Education Major (54 credits)

CIP Code: 1526 Major Code: A234

Brief Summary:

University-wide restructuring of departments has created an opportunity for growth and improvement in the Occupational Family and Consumer Sciences Education program. Joining forces with Health Sciences not only allows access to resources beyond the scope of the program in the past, but it presents a more favorable structure for the program, as well. To make better use of faculty efforts in teaching and supervising teacher-education students, this revision merges

Family and Consumer Sciences Education (FACS Ed.) and School Health education methods and early field experiences. In addition, the revision fills gaps in essential content and eliminates outmoded and unnecessary content. Such changes are particularly important as content knowledge is becoming the focus of state standards for beginning teachers in Indiana.

Student Learning:

This program revision will increase student learning and program effectiveness in several ways. To begin, changing the title of the program from “Occupational Family and Consumer Sciences Education” to “Family and Consumer Sciences Education (FACS Ed.)” makes the program much more visible and accessible. The word “occupational” is both unfamiliar and confusing to individuals who are looking for information on the program. Furthermore, inclusion of the word “occupational” is archaic and redundant. It pertains to a teacher licensure system that was discontinued in 2006. Since that time, all FACS Ed. teaching licenses are occupational in nature in Indiana. Finally, FACS Ed. is a widely known and easily recognized acronym nationwide.

The concurrent revision of the Family and Consumer Sciences core courses creates an opportunity to maximize teaching/learning and minimize gaps and overlaps in course content in the FACS Ed. program. The new course AHS 145 Family and Consumer Sciences in School and Community combines the former FCS 107 Contemporary and Historic Perspectives and many elements of FCS 281 Introduction to FCS Education. Doing so provides an early, *integrative* approach to foundations of both the broad discipline of family and consumer sciences and the *practice* of family and consumer sciences education. It also establishes expectations for the students’ professional development, such as attending conferences, participating in key events, and joining professional organizations. In the past, most students did not begin their professional development until their junior year, forcing them to participate in several costly and time-consuming conferences in a short period of time. This core/program revision organizes and unites students in the major in their first semester at ISU, creating a learning community.

AHS 309 Integration of Concepts and Theory replaces FCS 109 Human Systems in FCS. The new core course has two prerequisites -- AHS 237 Child Development and AHS 238 Adolescent Development. AHS 237 Child Development is required in the FAC Ed, program. Adding AHS 238 Adolescent Development to the FACS Ed. program requirements not only meets the prerequisite and prepares students to apply theoretical concepts and principles in AHS 309, it adds an essential body of knowledge to the major curriculum. Students strengthen their knowledge base for both teaching youth about their own development *and* teaching youth in developmentally appropriate ways.

FCS 410 Capstone in Family and Consumer Sciences is eliminated from the program. The capstone experience is supplanted by the Upper-division integrative electives option of completing a discipline-based education degree and one upper-division elective. In addition, the professional development embedded in the FCS capstone is better managed in AHS 480 Senior seminar.

Revision of the subject matter requirements focuses attention on content critical for teacher licensure. Students learn essential parenting content in AHS 237 Child Development and AHS 238 Adolescent Development. With this in mind, AHS 436 Parent Education has been

eliminated from the program. The course includes both parent education content and program facilitation in community settings; community program facilitation is not fundamental to FACS Ed.

FIN 108 Personal Financial Management is a program requirement that satisfies two very important purposes. Students fulfill the Foundational Studies Quantitative Literacy requirement while learning key concepts and processes in personal financial responsibility they will teach in middle, junior high, and/or high schools. (Family and Consumer Sciences teachers, along with business teachers, are considered qualified by the state to teach personal finance as mandated in middle, junior high, and high schools in Indiana; see Personal Financial Responsibility Instruction Guidelines for Implementation http://www.doe.in.gov/octe/facs/docs/_09_9-2_StBrd_Guidelines_PersFinResp_Approved.pdf.)

The remaining management component of the FACS Ed. curriculum is revised significantly. FCS 366 Energy and Equipment in Residential Design and FCS 475 Consumer Education are eliminated from the curriculum. Key concepts from both courses are taught more effectively and efficiently in AHS 301 Family Resource Management and AHS 363 Housing (new course, described below).

Changes in the food and nutrition course prerequisites and staffing make it necessary to eliminate one required course. Students still complete AHS 201 Fundamentals of Foods and AHS 226 Fundamentals of Foods, thereby building a solid foundation in content.

One course in textiles, apparel, and merchandising content has not proven to be effective in preparing students to become FACS teachers. FCS 216 Introduction to Merchandising is eliminated as an option of one of the two requirements from this content area.

The interior design component of the FACS Ed. curriculum is revised significantly to respond to both changes in courses offered in other departments and colleges at ISU and the expectations of FACS teachers in Indiana. Housing, a course once taught by Interior Design faculty members, was eliminated from the Interior Design program several years ago. However, examining the sociological, psychological, economic/political, environmental, aesthetic, practical, and personal facets of housing remains a FACS teacher's responsibility. Therefore, this program revision includes the creation of AHS 363 Housing. Furthermore, the only Interior Design requirement, FCS 150 Introduction to Interior Design is eliminated from the program. The course primarily focuses on the profession of commercial Interior Design with inadequate attention to principles of design and rudimentary drawing skills to meet the needs of FACS Ed. students. Consequently, ARTS 102 Fundamentals of Two-Dimensional Design and Color is added to the curriculum to replace FCS 150 Introduction to Interior Design.

Students' interests vary in the diverse FACS Ed. subject matter. To afford them an opportunity to investigate their interests further, students will select two courses from among the following directed electives: IAD 354 Traditional Interiors; AHS 402 Mental Health and Stress Education; AHS 406 Human Sexuality Education; AHS 427 Cultural Aspects of Foods; AHS 429 Nutrition in Wellness; and AHS 446 Culturally Disadvantaged Child and Family. Of critical importance to this revision is the modification of departmental teaching methods requirements to 1) maximize resources and opportunities in the department and 2) better serve

students in their early field experiences. To begin, FCS 281 Introduction to FCS Education is eliminated from the program. Approximately 60% of the course content pertained to foundations in FACS Ed.; the content is now a component of AHS 145 Family and Consumer Sciences in School and Community. The remaining 40% of the content was teaching methods, now incorporated into AHS 392 Educational Methods. FCS 491 Methods in Family and Consumer Sciences Education is eliminated from the program. Approximately 50% of the course was devoted to teaching methods (now in AHS 392 Educational Methods) and about 50% devoted to the clinical experience in high schools instituted by Bayh College of Education in the Department of Curriculum, Instruction, and Media Technology. This component of the professional education sequence in CIMT is now contained in AHS 480 Senior Seminar. These changes are anticipated to improve students' knowledge and use of teaching methods *before* the clinical experience. In addition AHS 480 Senior Seminar affords the culmination of professional development activities introduced in AHS 145 Family and Consumer Sciences in School and Community. Finally, FCS 498 Introduction to Techniques of Coordination of Cooperative Education is eliminated. Content is incorporated into AHS 145 Family and Consumer Sciences in School and Community and AHS 480 Senior Seminar.

Approved Catalog Copy:

****Family and Consumer Sciences Education Major (54 credits)***

CIP Code: 1526 Major Code: A234

The Family and Consumer Sciences Education Program is accredited by the American Association of Family and Consumer Sciences (AAFCS), National Council for the Accreditation of Teacher Education (NCATE), Indiana Department of Education Office of Educator Licensing and Development (OELD) and the North Central Association for Schools and Colleges (NCA). Completion of this major qualifies students for licensure to teach family and consumer sciences at the middle, junior high, and high school levels. In addition, students are qualified to teach and coordinate programs that prepare high school students to enter the workforce in family and consumer sciences-related occupations. Graduates may also seek employment in such non-school settings as the Cooperative Extension Service, community and family service agencies, government agencies, and wellness programs.

Required courses:

Family and Consumer Sciences Core

AHS 145 School and Community in FCS 3 credits

AHS 309 Applied Theory in Family and Consumer Sciences 3 credits

Family and Consumer Sciences Education Courses

AHS 111 - Personal Health Science and Wellness 3 credits

AHS 237 - Child Development 3 credits

AHS 238 Adolescent Development 3 credits

AHS 336 - Family Relationships 3 credits

FIN 108 - Personal Financial Management 3 credits

AHS 301 – Family Resource Management 3 credits

AHS 201 - Fundamentals of Nutrition 3 credits

AHS 226 - Fundamentals of Foods 3 credits

ARTS 102 - Fundamentals of Two-Dimensional Design and Color 3 credits
AHS 363 – Housing 3 credits
TAM 217 - Textiles I 3 credits
TAM 111 - Clothing I or TAM 211 - Intermediate Clothing 3 credits
AHS 392 Educational Methods 3 credits
AHS 480 Senior Seminar 3 credits
AHS 402 - Teaching an Integrated Unit 1 credit

Directed Electives -- choose two courses:

IAD 354 Traditional Interiors 3 credits
***AHS 410 Mental Health and Stress Education 3 credits**
AHS 406 Human Sexuality Education
AHS 427 Cultural Aspects of Foods
AHS 428 Food Science
AHS 446 Culturally Disadvantaged Child and Family

Note:

Candidates for the Family and Consumer Sciences Education degree must also complete two years (4,000 clock hours) of successful employment in a recognized family and consumer sciences-related occupation or 1,500 clock hours of supervised work in the occupational family and consumer sciences field under an approved teacher education program or an equivalent combination.

Effective term: Spring 2013