



Academic Notes

February 14, 2011

AN 2010-2011

FACULTY GOVERNMENT

STUDENT AFFAIRS COMMITTEE

Wednesday, February 16, 2011, 4:00 p.m. in COB 11th floor Board Room.

AGENDA #6

- I. Call to Order
- II. Adoption of the Agenda
- III. Minutes of January 12, 2010 Meetings
- IV. Report Progress on Charges for 2010-2011
 - A. Faculty member to serve as rep at SGA meetings—Robyn Osborn.
 - B. Administer the Faculty Scholarship—Bassou El-Mansour, M. Shahhosseini, R. Osborn.
 - C. Investigate making change of grade form available to faculty (as accessible as the incomplete form)—J. Hughes and April Hay.
 - D. Examine the Summer School policy for tuition & fee requirements for students taking courses. Determine whether a single “bracketed fee” structure is feasible in summer as it is in the fall and winter—April Hay, Raeanne Florek, Kim Donat, Valentine Muyumba.
 - E. Examine the Handbook’s revised format to ensure no inappropriate changes have been made and to suggest appropriate changes in the committees’ domain of responsibility—Robyn Osborn, Jim Buffington.
 - F. Investigate the differences in GPA before and after implementation of the new plus/minus policy—Jim Buffington, April Hay.
 - G. Select SAC representative to serve on OIPS Awards Committee.
 - H. Investigate the desirability of faculty support for the African-American study tables and other activities. —Jim Buffington.
 - I. SAT Scores—Balance between fiscal health and academic standards
- V. Reports
 - A. Chairperson
 - B. Administrative Representatives
 - C. Student Representatives
- VI. Old Business
 - A. Report on Advising: TAFFY, AAIT, and survey forms—Jennifer Schriver
 - B. Collaboration with CGSP on the issue of writing quality and the specific resources available to international students (non-native speakers)—Valentine Muyumba
 - C. Dean’s List Standards—ISU/other Indiana Universities—Derek Lex

- D. Blackboard and Distance Education Student Accessibility-- Bassou El-Mansour
- VII. New Business—none
- VIII. Open Forum
- IX. Setting date for remaining spring 2011 meetings
- X. Adjournment

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR SPRING 2011**

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 9, 2011. All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of *Academic Notes* on the following Monday. Submissions must be in hard copy along with an e-mail, disk, 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.

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR SPRING 2011**

<u>Deadline for Items</u>	<u>Issue Date</u>
February 16	February 21
February 23	February 28
March 2	March 7
March 9	March 14
March 16	March 21
March 23	March 28
March 30	April 4
April 6	April 11
April 13	April 18
April 20	April 25
April 27	May 2
May 4	May 9

ACALOG NOTE

The format for curriculum proposals has changed to correspond with the structure of Acalog, the new version of the electronic catalogs. Some proposals will be published under the old structure and some under the new structure during this transition period.

Improved Electronic Catalog

The new electronic version of the undergraduate catalog is posted at <http://www.indstate.edu/academics/catalogs.htm> Some advantages of the new format are:

- It is easily searchable and searchable from the internet

- It is easier for students and advisors to find and choose the courses students need
- Students create a personal portfolio of courses in which they are interested
- Links to information such as department web sites, advising information, and video clips can easily be added
- Every page can easily be printed

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

CURRICULUM

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UNDERGRADUATE PROPOSALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics

PHYS 321 - Mathematical Methods for Physics I

2 credits.

An introduction to mathematical physics; topics include partial differentiation, multiple integrals, special coordinates, vector calculus in three dimensions.

Pre-requisites: PHYS 206 and MATH 132.

A-F Grading

Preferred effective term: Fall 2011

PHYS 322 - Mathematical Methods for Physics II

2 credits.

A continuation of PHYS 321; topics include Fourier series, Fourier transforms, complex numbers, ordinary differential equations, matrices and linear algebra.

Prerequisite: PHYS 321.

A-F Grading

Preferred effective term: Fall 2011

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics

PHYS 420 - Thermodynamics and Statistical Mechanics

3 credits

The laws of thermodynamics and their practical applications; work, heat, entropy, enthalpy, partition function; heat engines and refrigerators; Planck's radiation law.

Prerequisites: PHYS 310

Note: Open to graduate students. Graduate students are required to do additional work.

Change prerequisites to:

PHYS 420 - Thermodynamics and Statistical Mechanics

3 credits

The laws of thermodynamics and their practical applications; work, heat, entropy, enthalpy, partition function; heat engines and refrigerators; Planck's radiation law.

Prerequisites: PHYS 216 and 322.

A-F Grading

Preferred effective term: Fall 2011

PHYS 497 - Introduction to Quantum Mechanics

3 credits

An introduction to measurements, the uncertainty principle, solutions to Schrodinger's equation, operators, perturbation theory, the harmonic oscillator, angular momentum, and the hydrogen atom.

Prerequisites: PHYS 215 and MATH 333.

Note: Open to graduate students. Graduate students are required to do additional work.

Change title and prerequisites to:

PHYS 497 - Quantum Mechanics

3 credits

An introduction to measurements, the uncertainty principle, solutions to Schrodinger's equation, operators, perturbation theory, the harmonic oscillator, angular momentum, and the hydrogen atom.

Prerequisites: PHYS 216, 322

Note: Open to graduate students. Graduate students are required to do additional work.

A-F Grading

Preferred effective term: Fall 2011

COLLEGE OF ARTS AND SCIENCES: Theater

THTR 150 - Introduction to Acting

3 credits

Link:

(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.)

An introduction to theater through an emphasis on its central performer, the actor.

Note: This course is intended for inclusion in the Foundational Studies Program and as such, it should not be taken by theater majors and minors.

Foundational Studies Credit : [FS 2010: Fine and Performing Arts]

Change description to:

THTR 150 - Introduction to Acting

3 credits

Link:

(This course is part of the "Transfer Indiana" [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.)

An introduction to theater through an emphasis on its central performer, the actor. Majors and minors should enroll in the section of this course specified for them.

Foundational Studies Credit: [FS 2010: Fine and Performing Arts]

Preferred effective term: Fall 2011

COLLEGE OF TECHNOLOGY- Aviation Technology

AVT 381 - Introduction to Unmanned Systems Operations

3 credits

An introduction to unmanned systems operations. This includes a historical perspective and

background information of Unmanned Aerial Systems (UAS). UAS modeling and control fundamentals, ground based systems, visual and electro-optical aspects of navigation, obstacle and terrain avoidance systems, modular on-board processing systems, and current applications. This course also exposes student to the significant regulations impacting the unmanned systems operations.

Prerequisites: AVT 141, 211, and 223 or consent of instructor.

Note: Students must pay an additional laboratory fee for this class.

Change prerequisites to:

AVT 381 - Introduction to Unmanned Systems Operations

3 credits.

An introduction to unmanned systems operations. This will include a historical perspective and background information of Unmanned Aerial Systems (UAS). UAS modeling and control fundamentals, ground based systems, visual and electro-optical aspects of navigation, obstacle and terrain avoidance systems, modular on-board processing systems, and current applications. This course will also expose the student to the significant regulations impacting the unmanned systems operations.

Prerequisite: consent of instructor.

Note: Students must pay an additional laboratory fee for this class.

A-F Grading

Preferred effective term: Spring 2011

PROGRAM REVISIONS

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics

Physics Major (62-64 credits)

CIMT Code: 400801 Major Code: 1423

Brief Summary:

Revisions are proposed for the Physics major curriculum. These revisions stem from the elimination of a course (PHYS 356), changes in prerequisites for another (MATH 333), and the need to strengthen physics majors' problem-solving skills in applied mathematical records. Physics majors fulfill program requirements by completing a common core curriculum, and one of three concentrations (Professional Physics, Chemical Physics, and Engineering Physics).

The proposed revisions are:

1. PHYS 321 and 322 (Mathematical Methods for Physics I and II; separate course proposal forms have been submitted) are added to the required courses of the Physics Core Curriculum. All physics majors will be required to complete these two, two-credit courses. See comments on student learning for the rationale.
2. PHYS 355 (Introduction to Mathematical Physics) is eliminated from the Professional Physics concentration. This three-credit course is replaced by the four credits of Mathematical Methods for Physics (PHYS 321/322) described above.

3. MATH 333 (Differential Equations) is eliminated from the Chemical Physics concentration. The Chemical Physics concentration currently has a hidden prerequisite because MATH 231 (Calculus III) recently added as a prerequisite for 333, is not explicitly required to complete the concentration. We will continue to recommend that Chemical Physics students enroll in MATH 333, perhaps while completing a Math minor, but MATH 333 will no longer be required. Students are instead required to complete the four credits of Mathematical Methods for Physics (PHYS 321/322) described above.

4. The three credits of approved elective courses are eliminated from the Engineering Physics concentration. These elective credits are replaced by the four credits of Mathematical Methods for Physics (PHYS 321/322) described above.

5. PHYS 356 (Computational Physics) is being replaced by PHYS 309 (Statics) in the Engineering Physics concentration. The physics program no longer offers PHYS 356. PHYS 309 is a new course that the program was compelled to offer to maintain a 3+2, dual Physics/Engineering degree agreement with the University of Evansville.

The proposed revisions *increase by one* the total credits required to complete the physics major.

Student Learning:

Our recent assessment of student performance in several upper-division physics courses, particularly Electricity and Magnetism (PHYS 341/342), Classical Mechanics (PHYS 310/311), and Quantum Mechanics (PHYS 497), concluded that many of our students are inadequately prepared to understand and apply advanced mathematical techniques for problem solving and derivation. Instructors for these courses must devote an inordinately large fraction of lecture time to teaching mathematical techniques and their interpretation, thereby reducing the number of topics in physics that can be covered during the course of the semester. Students who complete PHYS 355 (Introduction to Mathematical Physics) prior to taking these upper-division courses are generally better prepared to deal with the mathematics encountered. However, only about half of our majors (those on the Professional Physics concentration) are required to take PHYS 355, and the course is only offered every other year.

We propose to revise our curriculum, to add a sophomore-level, two-course sequence in Mathematical Methods for Phys 321/322, four credits total) that all Physics majors will complete.

The four-credit sequence will replace the three-credit PHYS 355 for Professional Physics majors, the three-credit MATH 333 (Differential Equations) for Chemical Physics majors, and the three-credit elective required for Engineering Physics majors. As described in the separate course proposal forms PHYS 321/322 will cover topics in applied mathematics that are commonly used by practicing physicists, including partial differentiation, multiple integrals, ordinary differential equations, matrices and linear algebra, Fourier series and transforms, coordinate transformations, and complex numbers.

In addition, we propose to add PHYS 309 (Statics) to the Engineering Physics concentration. This sophomore-level class was offered for the first time in Fall 2010 to ensure that ISU students seeking the dual physics/engineering degree with the University of Evansville completed a statics course before moving to UE to complete upper-division coursework in engineering. It is natural

to include PHYS 309 in our Engineering Physics concentration, replacing PHYS 356 (Computational Physics) which we no longer intend to offer.

Proposed Catalog Copy:

Physics Major (63-65 credits)

CIMT Code: 400801 Major Code: _____

Core Curriculum (44 credits):

Required Chemistry:

CHEM 105 - General Chemistry I 3 credits
CHEM 105L - General Chemistry I Laboratory 1 credits
CHEM 106 - General Chemistry II 3 credits
CHEM 106L - General Chemistry II Laboratory 1 credits

Required Mathematics:

MATH 131 - Calculus I 4 credits
MATH 132 - Calculus II 4 credits

Required Physics:

PHYS 205 - University Physics I 4 credits
PHYS 205L - University Physics I Laboratory 1 credits
PHYS 206 - University Physics II 4 credits
PHYS 206L - University Physics II Laboratory 1 credits
PHYS 215 - Modern Physics I 3 credits
PHYS 215L - Modern Physics I Laboratory 1 credits
PHYS 216 - Modern Physics II 3 credits
PHYS 216L - Modern Physics II Laboratory 1 credits
PHYS 310 - Analytical Mechanics 3 credits
PHYS 341 - Electricity and Magnetism 3 credits
PHYS 351 Mathematical Methods in Physics I 2 credits
PHYS 352 Mathematical Methods in Physics II 2 credits

Complete one of the concentrations to fulfill program requirements:

Professional Physics Concentration (21 credits):

This concentration is built around the physics core curriculum to supply the background and experience needed to enter graduate studies or become a research physicist.

Required courses:

Mathematics:
MATH 231 - Calculus III 4 credits

MATH 333 - Differential Equations 3 credits

Physics:

PHYS 311 - Analytical Mechanics II 3 credits

PHYS 315 - Advanced Laboratory I 1 credits

PHYS 316 - Advanced Laboratory II 1 credits

PHYS 342 - Electricity and Magnetism II 3 credits

PHYS 420 - Thermodynamics and Statistical Mechanics 3 credits

PHYS 497 - Introduction to Quantum Mechanics 3 credits

Chemical Physics Concentration (19 credits):

Chemical physics focuses on areas where the techniques of chemistry and physics are brought together for the study of atoms and molecules; their interactions in gases, liquids, and solids; and the detailed structure and dynamics of material changes. Chemical physicists are employed by a wide range of businesses, particularly the pharmaceutical, photographic, and microelectronic industries.

Required courses:

Chemistry:

CHEM 321 - Analytical Chemistry 4 credits

CHEM 461 - Physical Chemistry I 4 credits

CHEM 461L - Experimental Physical Chemistry I 1 credits

CHEM 462 - Physical Chemistry II 4 credits

CHEM 462L - Experimental Physical Chemistry II 1 credits

Physics:

PHYS 315 - Advanced Laboratory I 1 credits

PHYS 316 - Advanced Laboratory II 1 credits

PHYS 497 - Introduction to Quantum Mechanics 3 credits

Engineering Physics Concentration (19 credits)

The engineering physics concentration focuses on applying the principles of physics to develop new technologies and solve interdisciplinary engineering problems. Graduates may pursue an advanced degree in applied physics or engineering, or function as productive engineering professionals.

Required courses:

Computer Science:

CS 256 - Principles of Structured Design 3 credits

Mechanical Engineering Technology:

MET 103 - Introduction to Technical Graphics with CAD 3 credits

MET 130 - Introduction to Engineering and Technology 2 credits

MET 203 - Introduction to Solid Modeling 3 credits

MET 404 - Engineering Design and Management 3 credits

Physics:

PHYS 309 - Statics 3 credits

PHYS 315 - Advanced Laboratory I 1 credits

PHYS 316 - Advanced Laboratory II 1 credits

Preferred effective term: Fall 2011

BAYH COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

All Grade Education (33 credits)

Brief Summary:

Research in the field of teacher education reveals that rigorous, reflective clinical practice is a key factor in the preparation of teacher practitioners who are best able to support P-12 student academic achievement and development. In the current climate of accountability with concomitant demands for school improvement, such skilled practitioners are also the central facilitators for visioning, planning, promoting, and implementing initiatives. As a result of lengthy planning with our content colleagues across campus and in the public schools, the CIMT Department offers forth the following program changes which increase clinical practice, integrate reflection more fully, and provides immersion in school environments that work vigorously to promote student achievement and development. These experiences allow for an earlier, enriched exposure to the profession through the addition of an exploratory course, CIMT 200, and through the enhancement of field placements in the immersion experience in CIMT 400.

Student Learning:

Student learning outcomes have been consistently solid across the program; however, the changes proposed herein allow for deeper, sustained clinical practice. Because of the efforts made between content faculty, public school faculty in our Professional Development School sites, and CIMT faculty, teacher candidates are more directly mentored on campus and on site with a tripartite of faculty representing the three groups. Moreover, the immersion in school sites allows for a deeper understanding of the collaboration needed across all stakeholders – faculty, administration, staff, and partners/partnerships – to promote student academic achievement and development, and school improvement in service thereof.

Proposed Catalog Copy:

Professional Sequence All Grade (P-12) Education programs (Fine Arts and English as a New Language) (30 credits)

The student who desires to teach in all school settings must complete the pattern outlined below which leads toward a baccalaureate degree and an Initial Practitioner License. This qualifies the holder to teach in any public school in Indiana at all developmental levels in the subject matter field for which the license is endorsed.

All Grade (P-12) Education Developmental Teaching Areas:

The student must select one of the majors from the following table. A minimum grade point average of 2.5 is required for all course work applicable to each major as well as to any specialization within the licensure area(s).

The All Grade approved licensure areas of study at ISU in various departments of the University are indicated in the chart which follows. Coverage is for teaching in early childhood, elementary, middle school/junior high and senior high school settings in Indiana.

Approved Licensure Areas at Indiana State University:

There are four school settings for licensure:

1. Early Childhood
2. Elementary
3. Middle School/Junior High
4. High School

The following are available at Indiana State University as All-Grade (P-12) teaching licenses:

	School Settings			
	1	2	3	4
Instructional Licenses:				
English as a New Language	X	X	X	X
Fine Arts				
Visual Arts	X	X	X	X
Music *	X	X	X	X
Physical Education *	X	X	X	X

Note: * Curricula for Music and Physical Education are found in the catalog copy of the respective departments.

Foundational Studies:

See description of Foundational Studies. Note that students on a teaching curriculum must complete Educational Psychology 202, which may apply to Foundational Studies.

Multicultural Education:

All students on teaching curricula must complete an approved multicultural education course. The approved course in teacher education is listed below.

- EPSY 341 - Education in a Multicultural Society – 3 credits

Professional Education:

Admission to the Becoming a Complete Professional (BCP) Program is a critical benchmark for teacher candidates. **Until undergraduate students are admitted to the BCP, they do not have official status in their academic programs for graduation and licensing.** All students must be admitted into BCP before they are eligible to enroll in any CIMT or EDUC 300 or higher level professional education courses. Each teacher candidate is evaluated throughout his or her program by program faculty based on academic and professional competencies. Continuation in the Becoming a Complete Professional Program is dependent on satisfactory progress and assessments.

Required Courses For Fine Arts and English as a New Language:

- CIMT 200 –Teaching I – 2 credits
- EPSY 202 - Psychology of Childhood and Adolescence – 3 credits
- EPSY 341 - Education in a Multicultural Society – 3 credits
- EDUC 368 – Reading in the Content Areas– 3 credits
- SPED 226 - The Exceptional Learner in the Regular Classroom or content area equivalent – 3 credits
- CIMT 400 - Teaching III – 3 credits
- CIMT 400L - Teaching III Practicum – 1 credit
- CIMT 401 - Student Teaching – 11 credits
- CIMT 402 - Teaching an Integrated Unit or content area equivalent – 1 credit

Note:

- Major methods courses – please consult the content major departmental advisor

Progression:

The progression through the teacher education program is as follows:

Prior to Admission to Becoming a Complete Professional (BCP) I:

Courses to be taken prior to admission to BCP I:

- CIMT 200 – Teaching I – 2 credits
- EPSY 202 - Psychology of Childhood and Adolescence – 3 credits

Admission to Becoming a Complete Professional (BCP) I:

- Application to program
- PRAXIS I at or above cutoff score
- Limited criminal history check completed and approved
- 2.5 grade point average
- “C” or better in core courses
- “C” or better in Educational Psychology 202 and Curriculum, Instruction, and Media Technology 200
- “C” or better in Educational Psychology 341 and Special Education 226 if completed prior to application to BCP I.

Courses to be taken in BCP I:

- EPSY 341 - Education in a Multicultural Society – 3 credits
- SPED 226 - The Exceptional Learner in the Regular Classroom or content area equivalent – 3 credits
- EDUC 368 – Reading in the Content Areas – 3 credits
- CIMT 400 - Teaching III – 3 credits
- CIMT 400L - Teaching III Practicum – 1 credit
- Major methods courses – please consult the content major departmental advisor

Note: Special Education 226 or the content area equivalent must be completed with a grade of “C” or better in order to enroll in Curriculum, Instruction, and Media Technology 400 and 400L. Educational Psychology 341 must be taken prior to or concurrently with Curriculum, Instruction, and Media Technology 400 and 400L.

Admission to Becoming a Complete Professional (BCP) II (Prior to student teaching):

- Satisfactory recommendation from clinical faculty
- Satisfactory recommendation from course instructor(s)
- Satisfactory recommendation from content methods instructor(s)
- Grades of C and higher in all professional education courses attempted
- Completed application for student teaching
- Grade point average equal to 2.5 or better
- Any special requirements for student teaching originating in the content major satisfied
- Recommendation of content department
- “C” or better in Special Education 226 or content area equivalent
- “C” or better in Educational Psychology 341

Courses to be taken in BCP II:

- CIMT 401 - Student Teaching – 11 credits
- CIMT 402 - Teaching an Integrated Unit or content area equivalent – 1 credit

Becoming a Complete Professional (BCP) III Candidacy (Prior to graduation and licensure):

- “S” in student teaching
- “B” or better in Curriculum, Instruction, and Media Technology 402 or content major equivalent
- Application for graduation

Procedures and Requirements for Supervised Student Teaching:

Each teaching candidate completes a professional semester of student teaching in accredited

schools under the supervision of teachers who meet the qualifications for student teacher supervision. **No other course work is permitted during the supervised student teaching.**

The following requirements must be met prior to enrollment in supervised teaching:

1. Admission to the Becoming a Complete Professional (BCP) II.
2. Completion of a minimum of 20 semester hours of work in residence at Indiana State University.
3. An overall minimum grade point average of 2.5.
4. A minimum grade point average of 2.5 in each teaching content area as well as the overall major.
5. Satisfactory completion of the Professional Education sequence with a minimum grade point average of 2.5 for these classes and a grade of C or higher in each class. Professional classes may be repeated only once. (See Teaching Curricula section for Middle School/Junior High and Senior High Schools and All School Settings.)
6. Senior or graduate status.
7. Submission of an application for student teaching in the fall at least two semesters preceding the student teaching experience.
8. Students will make a commitment to assume student teaching as a full-time role. While assigned to supervised teaching, students will **not** enroll in additional course work including correspondence courses, **nor plan for any employment or assume any other obligations which would interfere with all-day supervised teaching.**
9. The student should assume no obligation that interferes with his or her leaving the campus to live in the community that provides the most appropriate supervised teaching assignment.

Students who have not completed at least 40 hours of work at Indiana State University prior to the semester in which they will do supervised teaching are required to pay \$20 per hour of supervised teaching in addition to their registration fees.

Preferred effective term: Fall 2011

GRADUATE PROPOSALS

PROGRAM REVISIONS

BAYH COLLEGE OF EDUCATION: Educational Leadership, Administration and Foundations

School Administration and Supervision-Initial License Post-Master's-Non-Degree (36 credits)

CIP Code: 130401 Major Code: 8496

Brief Summary:

The post-master's non-degree Principal Preparation Program is designed to meet the licensure needs driven by State requirements (Appended). After reviewing this program it was determined that it can be effectively delivered with six (6) fewer hours. This program acts as a gateway into the EdS and PhD programs in Educational Leadership and aligning the program closely with the

Indiana standards for Building Level Administrators as well as the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership, making it attractive to students. Our competitor universities in the state only require 33 hours.

EPSY 621 or other educational psychology course has been removed from the curriculum because it is not required in the Indiana or ELCC standards.

The CIMT 660 or ELED 660 requirement has been removed because the content relevant to curriculum is covered in ELAF 683.

In addition, we wish to make these additional changes to what appears in the catalog, apparently an error that we did not catch when the catalog was first produced in electronic form:

Students may chose either CIMT 610, COUN 620, EPSY 620, or an approved research methods course for their research requirement. Currently the catalog reads as if two research courses are required, CIMT 610 and COUN 620 or EPSY 620 or and approved research methods course.

Students take ELAF 758 and ELAF 793 twice (once in the fall and again in the spring) as part of the two semester principal intern program. Currently the catalog reads as if they take these courses just once during one semester.

Student Learning:

The revisions will prevent redundancies and/or irrelevant content to be part of the curriculum. Thus a more concentrated effort may proceed in the areas of leadership, management, ethics, community involvement, culture/climate, and decision making - the Indiana and ELCC standards for building leadership. Our students maintain a 100% pass rate of the national exam for principals which is solely based on these standards. Regarding program assessment, feedback from students has been clear regarding coursework that seemed irrelevant, and their desire to dig deeper into the nuances of leadership.

Proposed Catalog Copy:

School Administration and Supervision-Initial License Post-Master's-Non-Degree (36 credits)

CIP Code: 130401 Major Code: _____

The School Administration and Supervision Initial License Post-Master's Non-degree program prepares students for positions of leadership as school administrators. The program fulfills, in part, the requirements for the Building-Level Administration License prescribed by the Division of Professional Standards, Indiana Department of Education. In order to qualify for the Building-Level Administration License, the student must complete the program, hold an Indiana teaching license, present evidence of at least two years of teaching experience, and pass the state licensure examination.

Degree Requirements:

Required Courses:

ELAF 650 – Foundations of Educational Leadership 3 credits
ELAF 655 – Legal Aspects of Educational Administration 3 credits
ELAF 656 – School and Community: Collaborating for Effective Schools 3 credits
ELAF 681 – The School Principal: Leadership for Changing Schools 3 credits
ELAF 683 – Leadership for Learning: Curriculum, Instruction, and Assessment to Support Improved Student Performance 3 credits
ELAF 758 – Principal Internship 3 credits (taken twice)
ELAF 793 – Seminar in Effective Practices for Principals 3 credits (taken twice)

Choose one from the following:

ELAF 605 – Philosophy of Education 3 credits
ELAF 607 – The History of American Education 3 credits
ELAF 608 – School and Society 3 credits

Choose one from the following:

CIMT 610 – Research in Education 3 credits
COUN 620 – Foundations of Research 3 credits
EPSY 620 – Foundations of Qualitative and Quantitative Research 3 credits
an approved research methods course

Culminating Experience:

Students develop a portfolio that documents and reflects upon their experiences during the two semester internship. The portfolio must demonstrate their mastery of the knowledge, skills, and dispositions required for an effective school administrator as expressed in the Indiana Standards for Building Level Administrators as well as the Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs in Educational Leadership. The portfolio is submitted at the conclusion of the internship for review by the campus supervisor and on-site mentor.

Preferred effective term: Fall 2011

UNDERGRADUATE APPROVALS

NEW COURSES

BAYH COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

EDUC 368 - Reading in the Content Areas

3 credits

Theories and strategies for building literacy/comprehension for all learners, including English Language Learners. This course includes field experiences to practice emergent literacy strategies and to tutor a P-12 student in literacy learning through a content area based interaction. Admission to BCPI.

A-F Grading

Preferred effective term: Fall 2011

**COLLEGE OF TECHNOLOGY-Human Resource Development and Performance
Technologies**

HRD 351 - Professional Internship

3 credits

Coordinated work experience in business and professional practices in a human resource-related field, which will result in a comprehensive written report of the experience. May be repeated for credit, maximum number of hours: 6.

A-F Grading

Preferred effective term: Fall 2011

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Criminology and Criminal Justice

CRIM 416 - Symposium on Criminology

1-3 credits

Consideration is given to a specific area of criminology. Course is offered for credit or non-credit, and for in-service or pre-service students. A different topic is selected for each symposium. A student may earn a maximum of 6 hours of credit by enrolling in different sessions.

Prerequisites: 6 credits of criminology or consent of instructor.

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

Change description to:

CRIM 416 - Symposium on Criminology

1-3 credits

Consideration is given to a specific area of criminology. Course is offered for credit or non-credit, and for in-service or pre-service students. A different topic is selected for each symposium. A student may enroll 5 times for a maximum of 15 credits if the topic is different.

Prerequisites: 6 credits of criminology or consent of instructor.

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

Repeatable: 5 times for a maximum of 15 credits if topic is different.

A-F Grading

Preferred effective term: Spring 2011

COLLEGE OF ARTS AND SCIENCES: Languages, Literatures, and Linguistics

LLL 350 - Literature and Public Life

3 credits

Examining literary and artistic responses to the issues that shape public life locally and globally.

Foundational Studies Credit: FS 2010: [Integrative Upper-Division Electives]

Change title and description to:

LLL 350 – Interdisciplinary Studies in LLL

3 credits

Interdisciplinary Studies in Languages, literatures, or linguistics. Thematic investigation of a particular topic or issue in languages, literatures, or linguistics that integrates multiple ways of knowing through critical reading and a project or research involving analysis and writing at an advanced level. Topics vary. Repeatable when topics are different.

Foundational Studies Credit: [Integrative Upper-Division Electives]

Preferred effective term: Spring 2011

BAYH COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

CIMT 301 - Teaching IIa

2 credits

Introduction to subject-matter teaching in reformed middle and high schools; philosophy, organization, and curriculum of reformed middle and high schools; the role of the teacher as instructional leader and as a collaborator with colleagues; teacher responsibilities as a professional educator includes an observation practicum in local middle and/or high schools.

Prerequisites: admission to BCP I.

add co-requisite to:

CIMT 301 - Teaching IIa

2 credits

Introduction to subject-matter teaching in reformed middle and high schools; philosophy, organization, and curriculum of reformed middle and high schools; the role of the teacher as instructional leader and as a collaborator with colleagues; teacher responsibilities as a professional educator includes an observation practicum in local middle and/or high schools.

Prerequisites: admission to BCP I.

Co-requisite: CIMT 302

A-F Grading

Preferred effective term: Fall 2011

CIMT 302 - Teaching IIb

2 credits

General methods with emphasis on teaching and content area literacy strategies. Includes teaching diverse learners, interdisciplinary curriculum and instruction, integration of instructional technology, performance assessment, and managing learning environments. Field experiences integrated with pedagogical knowledge.

Prerequisites: EPSY 202

Note: This course is blocked with 301.

add co-requisite to:

CIMT 302 - Teaching IIb

2 credits

General methods with emphasis on teaching and content area literacy strategies. Includes teaching diverse learners, interdisciplinary curriculum and instruction, integration of instructional technology, performance assessment, and managing learning environments. Field experiences integrated with pedagogical knowledge.

Prerequisites: admission to BCP I.

Co-requisite: CIMT 301

A-F Grading

Preferred effective term: Fall 2011

COLLEGE OF TECHNOLOGY-Human Resource Development and Performance Technologies

Change the prefix TMGT from the following courses to HRD:

TMGT 335, 345, 369, 385, 394, 468

Preferred effective term: Fall 2011

COURSE REVISIONS
FOUNDATIONAL STUDIES CREDIT

COLLEGE OF ARTS AND SCIENCES: Earth and Environmental Systems

ENVI 419 - Global Geography

3 credits

Designed primarily for those students who desire a general overview of world relationships from the geographic approach.

Change description and add Foundational Studies credit to:

ENVI 419 - Global Geography

3 credits

This course prepares students by helping them to understand our increasingly interconnected world through geographic principles and patterns as well as historical and current relationships. Global geography covers the entire world, focusing on physical and human connection within, between, and among regions.

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

A-F Grading

Preferred effective term: Spring 2011

COURSE BANKING

COLLEGE OF TECHNOLOGY: Aviation Technology

AVT 329 – Aircraft Dispatch Application

Preferred effective term: Fall 2011

AVT 364 – Ocean Flying

Preferred effective term: Fall 2011

AVT 421 – Aircraft Dispatch Certification

Preferred effective term: Fall 2011

NEW PROGRAMS

COLLEGE OF TECHNOLOGY: Airforce ROTC

Military Leadership Minor (25 credits)

CIP Code: 280101

Brief Summary:

The minor in Military Leadership is offered to any student completing the course of study listed below. In addition to studying Air Force/Army organizations, missions, and operations, students will gain skills that will enhance their leadership abilities. All courses in the program are being taught currently, and formalizing them into a minor will give students the benefit of having the specialty recognized officially on their college transcript.

Students who do desire a commission in the United States Air Force or Army must complete the entire AFROTC or AROTC program, which in addition to the courses in this minor includes but is not limited to the Leadership Laboratory and successful completion of Field Training (for AFROTC).

Proposed Catalog Copy:

Military Leadership Minor (25 credits)

CIP Code: 280101

The minor in Military Leadership is offered to any student completing the course of study listed below. In addition to studying Air Force/Army organizations, missions, and operations, students will gain skills that will enhance their leadership abilities.

Required Courses:

Freshman and Sophomore Years (10 credits)

Air Force Track

ARTC 181	The Foundations of the U.S. Air Force I	2 credits
ARTC 182	The Foundations of the U.S. Air Force II	2 credits
ARTC 281	The Evolution of U.S. Air And Space Power I or	2 credits
ARTC 282	The Evolution of U.S. Air And Space Power II or	2 credits

Army Track

MSL 102	Leadership & Personal Development	2 credits
MSL 104	Foundations in Leadership	2 credits
MSL 201	Innovative Tactical Leadership	2 credits
MSL 202	Leadership in Changing Environments	2 credits

Select at least 2 credits from the following:

MSL 102	Leadership and Personal Development or	2 credits
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ARTC 181	The Foundations of the U.S. Air Force I	
MSL 104	Foundations in Leadership or	2 credits
ARTC 182	The Foundations of the U.S. Air Force II	
MSL 201	Innovative Tactical Leadership or	2 credits
ARTC 281	The Evolution of U.S. Air And Space Power I	
MSL 202	Leadership in Changing Environments or	2 credits
ARTC 282	The Evolution of U.S. Air And Space Power II	
PE 116	Self Defense	1 credit
PE 119	Weapon/Weaponless Defense Techniques	1 credit
PE 159	Weapon/Weaponless Defense Techniques II	1 credit
PE 172	Self Defense II	1 credit

Junior and Senior Years (15 credits)

Air Force Track

ARTC 381	Air Force Leadership Studies I	3 credits
ARTC 382	Air Force Leadership Studies II	3 credits
ARTC 481	National Security Affairs/Prep for Active Duty I	3 credits
ARTC 482	National Security Affairs/Prep for Active Duty II	3 credits

Army Track

MSL 301	Adaptive Team Leadership	3 credits
MSL 302	Leadership Under Fire	3 credits
MSL 401	Developing Adaptive Leaders	3 credits
MSL 402	Leadership in a Complex World	3 credits

Select at least 3 credits from the following:

AFRI 222	African Cultural Traditions	3 credits
ARTC 399	Cooperative Advanced Training Program	3 credits
COMM 215	Business & Professional Communication	3 credits
COUN 433	Techniques of Counseling	3 credits
FREN 311	Introduction to French & Francophone Culture	3 credits
GERM 311	Introduction to German Culture	3 credits
MSL 401	Developing Adaptive Leaders or	3 credits
ARTC 481	National Security Affairs/Prep for Active Duty I	3 credits
PHIL 190	The Philosophy of Star Trek	3 credits
PSCI 107	United States Diversity: Contemporary American Issues	3 credits
PSY 101	General Psychology: Understanding Human Behavior	3 credits
REL 250	World Religions	3 credits
SPAN 311	Introduction to Spanish & Spanish American Culture	3 credits

Preferred effective term: Fall 2011

PROGRAM REVISIONS

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

(Please note corrections. Previously published as proposal 1/10/11)

~~Mathematics Education Major (52 credits)~~

Mathematics Teaching Major (49 credits)

CIP Code: 270101 Major Code 3022

Brief Summary:

With the recent changes made by the State of Indiana to teacher licensing requirements (REPA), changes to the Mathematics Education Major must be made so that mathematics education students take all of the required courses on the mathematics major. Therefore, we are adding Math 410, Introduction to Analysis, to the Mathematics Education Major. This will result in an additional 3 credit hours added to the major.

Proposed Catalog Copy:

~~Mathematics Education Major (52 credits)~~

Mathematics Teaching Major (52 credits)

CIP Code: 270101 Major Code _____

Required Mathematics:

MATH 122 – Analytical Geometry 3 credits

MATH 131 – Calculus I 4 credits

MATH 132 – Calculus II 4 credits

MATH 231 – Calculus III 4 credits

MATH 323 – College Geometry 3 credits

MATH 341 – Probability and Statistics 3 credits

MATH 380 – Introduction to Abstract Mathematics 3 credits

MATH 410 – Introduction to Analysis 3 credits

MATH 411 – Number Theory 3 credits

MATH 412 – Abstract Algebra 3 credits

MATH 413 – Linear Algebra I 3 credits

Elective Mathematics:

6 hours selected from MATH 320, 333, 430, 431, 441, 442, 490, CHEM 321, 461, PHYS 215, 216, 310, 341

Required Professional Education:

MATH 388 – The Teaching of Middle School Mathematics 3 credits

MATH 391 – The Teaching of High School Mathematics 3 credits

~~MATH 401 – Teaching an Integrated Unit 1 credit~~

MATH 402 – Teaching an Integrated Unit 1 credit

Required Foundational Studies Upper Division Integrative Elective:

MATH 492 – History of Mathematics 3 credits

Required Professional Education taught in the College of Education:

The following are required in the Senior High-Junior High/Middle School Professional Education Sequence, also described in the Department of Curriculum, Instruction, and Media Technology.

CIMT 301 – Teaching I 3 credits

CIMT 302 – Teaching II 3 credits

CIMT 400 – Teaching III 3 credits

CIMT 400L – Teaching III Practicum 1 credit

CIMT 401 – Student Teaching 11 credits

EPSY 202 – Psychology of Childhood and Adolescence 3 credits

EPSY 341 – Education in a Multicultural Society 3 credits

SPED 226 – The Exceptional Learner in the Regular Classroom 3 credits

Preferred effective term: Fall 2011

BAYH COLLEGE OF EDUCATION: Curriculum, Instruction, and Media Technology

Senior High-Junior High/Middle School Education

Brief Summary:

Research in the field of teacher education reveals that rigorous, reflective clinical practice is a key factor in the preparation of teacher practitioners who are best able to support P-12 student academic achievement and development. In the current climate of accountability with concomitant demands for school improvement, such skilled practitioners are also the central facilitators for visioning, planning, promoting, and implementing initiatives. As a result of lengthy planning with our content colleagues across campus and in the public schools, the CIMT Department offers forth the following program changes which increase clinical practice, integrate reflection more fully, and provides immersion in school environments that work vigorously to promote student achievement and development. These experiences allow for an earlier, enriched exposure to the profession through the addition of an exploratory course, CIMT 200, and through the enhancement of field placements in the immersion experience in CIMT 400.

Student Learning. How have the results of student outcomes assessment and program or accreditation review been used on the proposed change? How will this change increase student learning and program effectiveness?

Student learning outcomes have been consistently solid across the program; however, the changes proposed herein allow for deeper, sustained clinical practice. Because of the efforts made between content faculty, public school faculty in our Professional Development School sites, and CIMT faculty, teacher candidates are more directly mentored on campus and on site with a tripartite of faculty representing the three groups. Moreover, the immersion in school sites allows for a deeper understanding of the collaboration needed across all stakeholders – faculty, administration, staff, and partners/partnerships – to promote student academic achievement and development, and school improvement in service thereof.

Proposed Catalog Copy:

Professional Sequence Senior High-Junior High/Middle School Education

The student who desires to teach in a junior high, middle, or senior high school must complete the pattern outlined below which leads toward a baccalaureate degree and an Initial Practitioner License for middle school/junior high and high schools. This qualifies the holder to teach in any Indiana public school at the developmental level and in the subject field for which the license is endorsed.

Middle School/Junior High and Senior High School Developmental Teaching Areas:

The student must select one of the majors from the following table. A minimum grade point average of 2.5 is required for all course work applicable to each major as well as to any specialization within the licensure area(s).

The middle school/junior high and senior high school approved licensure areas of study at ISU in various departments of the University are indicated in the chart which follows. Detailed descriptions of each are in the departmental sections. Coverage is for teaching in middle school/junior high and senior high schools, in Indiana, unless extended coverage is indicated.

Approved Licensure Areas at Indiana State University:

There are four school settings for licensure:

1. Early Childhood
2. Elementary
3. Middle School/Junior High
4. High School

The following are available at Indiana State University as middle school/junior high school teaching licenses:

	School Settings			
	1	2	3	4
Instructional Licenses:				
Business Education			X	X
Family and Consumer Science			X	X
World Languages			X	X
Health			X	X
Language Arts			X	X
Mathematics			X	X
Science:				
Life Sciences			X	X
Physical Sciences			X	X
Earth/Space Sciences			X	X
Chemistry			X	X
Physics			X	X

Social Studies				
Economics			X	X
Historical Perspectives			X	X
Government and Citizenship			X	X
Sociology			X	X
Psychology			X	X
Geographical Perspectives			X	X
Technology and Engineering Education			X	X

Foundational Studies:

See description of Foundational Studies. Note that students on a teaching curriculum must complete Educational Psychology 202, which may apply to Foundational Studies.

Multicultural Education:

All students on teaching curricula must complete an approved multicultural education course. The approved course in teacher education is listed below.

- EPSY 341 - Education in a Multicultural Society – 3 credits

Professional Education

Admission to the Becoming a Complete Professional (BCP) Program is a critical benchmark for teacher candidates. **Until undergraduate students are admitted to the BCP, they do not have official status in their academic programs for graduation and licensing.** All students must be admitted into BCP before they are eligible to enroll in any CIMT 300 or higher level professional education courses. Each teacher candidate is evaluated throughout his or her program by program faculty based on academic and professional competencies. Continuation in the Becoming a Complete Professional Program is dependent on satisfactory progress and assessments.

Required Courses:

-
- CIMT 200 – Teaching I – 2 credits
 - EPSY 202 - Psychology of Childhood and Adolescence – 3 credits
 - EPSY 341 - Education in a Multicultural Society – 3 credits
 - SPED 226 - The Exceptional Learner in the Regular Classroom – 3 credits
 - CIMT 301 - Teaching IIa – 2 credits
 - CIMT 302 - Teaching IIb – 2 credits
 - CIMT 400 - Teaching III – 3 credits
 - CIMT 400L - Teaching III Practicum – 1 credit
 - CIMT 401 - Student Teaching – 11 credits
 - CIMT 402 - Teaching an Integrated Unit or content area equivalent – 1 credit

Note:

- Major methods courses – please consult the content major departmental advisor

Progression:

The progression through the teacher education program is as follows:

Prior to Admission to Becoming a Complete Professional (BCP) I:

Courses to be taken prior to admission to BCP I:

- CIMT 200 – Teaching I – 2 credits
- EPSY 202 - Psychology of Childhood and Adolescence – 3 credits

Admission to Becoming a Complete Professional (BCP) I:

- Application to program
- PRAXIS I at or above cutoff score
- Limited criminal history check completed and approved
- 2.5 grade point average
- “C” or better in core courses
- “C” or better in Educational Psychology 202 and Curriculum, Instruction, and Media Technology 200
- “C” or better in Educational Psychology 341 and Special Education 226 if completed prior to application to BCP I.

Courses to be taken in BCP I:

- EPSY 341 - Education in a Multicultural Society – 3 credits
- SPED 226 - The Exceptional Learner in the Regular Classroom – 3 credits
- CIMT 301 - Teaching IIa – 2 credits
- CIMT 302 - Teaching IIb – 2 credits
- CIMT 400 - Teaching III – 3 credits
- CIMT 400L - Teaching III Practicum – 1 credit
- Major methods courses – please consult the content major departmental advisor

Note: Special Education 226 must be taken prior to or concurrently with Curriculum, Instruction, and Media Technology 301 and 302. These must be completed with a grade of “C” or better in order to enroll in Curriculum, Instruction, and Media Technology 400 and 400L. Educational Psychology 341 must be taken prior to or concurrently with Curriculum, Instruction, and Media Technology 400 and 400L.

Admission to Becoming a Complete Professional (BCP) II (Prior to student teaching):

- Satisfactory recommendation from clinical faculty
- Satisfactory recommendation from course instructor(s)
- Satisfactory recommendation from content methods instructor(s)
- Grades of C and higher in all professional education courses attempted
- Completed application for student teaching
- Grade point average equal to 2.5 or better
- Any special requirements for student teaching originating in the content major satisfied
- Recommendation of content department
- “C” or better in Special Education 226
- “C” or better in Educational Psychology 341

Courses to be taken in BCP II:

- CIMT 401 - Student Teaching – 11 credits
- CIMT 402 - Teaching an Integrated Unit or content area equivalent – 1 credit

Becoming a Complete Professional (BCP) III Candidacy (Prior to graduation and licensure):

- “S” in student teaching

- “B” or better in Curriculum, Instruction, and Media Technology 402 or content major equivalent
- Application for graduation

Procedures and Requirements for Supervised Student Teaching:

Each teaching candidate completes a professional semester of student teaching in accredited schools under the supervision of teachers who meet the qualifications for student teacher supervision. **No other course work is permitted during the supervised student teaching.**

The following requirements must be met prior to enrollment in supervised teaching:

1. Admission to the Becoming a Complete Professional (BCP) II.
2. Completion of a minimum of 20 semester hours of work in residence at Indiana State University.
3. An overall minimum grade point average of 2.5.
4. A minimum grade point average of 2.5 in each teaching content area as well as the overall major.
5. Satisfactory completion of the Professional Education sequence with a minimum grade point average of 2.5 for these classes and a grade of C or higher in each class. Professional classes may be repeated only once. (See Teaching Curricula section for Middle School/Junior High and Senior High Schools and All School Settings.)
6. Senior or graduate status.
7. Submission of an application for student teaching in the fall at least two semesters preceding the student teaching experience.
8. Students will make a commitment to assume student teaching as a full-time role. While assigned to supervised teaching, students will **not** enroll in additional course work including distance or correspondence courses, **nor plan for any employment or assume any other obligations which would interfere with all-day supervised teaching.**
9. The student should assume no obligation that interferes with his or her leaving the campus to live in the community that provides the most appropriate supervised teaching assignment.

Students who have not completed at least 40 hours of work at Indiana State University prior to the semester in which they will do supervised teaching are required to pay \$20 per hour of supervised teaching in addition to their registration fees.

Preferred effective term: Fall 2011

GRADUATE APPROVALS

COURSE REVISIONS

COLLEGE OF NURSING, HEALTH AND HUMAN SERVICES: Advanced Practice Nursing

NURS 644 - Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I

7 credits

Focus is on the family nurse practitioner’s role in the recognition and management of selected common chronic and acute health problems of clients across the life span which are encountered in primary health care settings. The course integrates assessment, current research findings, and

theory into the diagnostic reasoning and management of health care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are utilized for the application of knowledge to practice.

Prerequisites: 624. Prerequisites or concurrent: enrollment in 633 and BIO 633.

Note: Three classroom hours and an average of 12 clinical hours per week.

Change description and prerequisites to:

NURS 644 - Theoretical Foundations of Family Health Care: Management of Common Chronic and Acute Health Problems I

Focuses on recognition and management of common chronic and acute health problems of clients across the life span encountered in primary care. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of health care. Clinical experiences are used to apply knowledge to practice.

Prerequisites: NURS 624, NURS 645, BIO 633. Concurrent Enrollment: NURS 646

Note: Three classroom hours and an average of 12 clinical hours per week.

A-F Grading

Preferred effective term: Fall 2011

PROGRAM REVISIONS

BAYH COLLEGE OF EDUCATION: Educational Leadership, Administration and Foundations

M.S. Student Affairs and Higher Education (39 credits)

CIP Code: 13.1102 Major Code: 8486

Brief Summary:

This proposal is for a minor editorial change in the graduate catalog regarding the Student Affairs and Higher Education master of science program. We wish to clarify that the admission requirement for employment in a relevant campus-based position is extended to require that students maintain such employment during their enrollment.

Student Learning:

As a minor editorial change, this clarifies a policy already in place.

Proposed Catalog Copy:

M.S. Student Affairs and Higher Education (39 credits)

CIP Code: 13.1102 Major Code: _____

2. Have an approved assistantship or work full-time in an approved area of student affairs and higher education. Exceptions may be made on a case by case basis. Students must maintain successful employment in an approved position throughout their enrollment in the graduate program.

Preferred effective term: Fall 2011

CORRECTIONS

The following corrections are reflected in bold and italics:

UNDERGRADUATE PROPOSALS

NEW PROGRAMS

Certificate in Applied Computer Science

Preferred effective term: Fall 2011

PROGRAM REVISIONS

Criminology and Criminal Justice Major

Preferred effective term: Fall 2011

Civic Leadership Minor

Preferred effective term: Fall 2011

Legal Studies Major

Preferred effective term: Fall 2011

Legal Studies Minor

Preferred effective term: Fall 2011

UNDERGRADUATE APPROVALS

COURSE REVISIONS

FOUNDATIONAL STUDIES CREDIT

COLLEGE OF ARTS AND SCIENCES: English

ENG 487 - Crime and Punishment

3 credits

Interdisciplinary in approach and international in scope, this comparative literature course deals with the intersection of literature with the subject matter of criminal behavior.

Prerequisites: 78 credits and seven of nine required Liberal Studies courses.

Note: See the General Education section of the Catalog for a complete description of the capstone requirement.

General Education Credit: General Education Credits [GE2000: Capstone Course]

Capstone Course: Capstone Course

Remove prerequisites and change General Education Credit to Foundational Studies Credit:

ENG 487 - Crime and Punishment

3 credits

Interdisciplinary in approach and international in scope, this comparative literature course deals with the intersection of literature with the subject matter of criminal behavior.

Foundational Studies Credit: [FS 2010: Integrative Upper –Division Electives]

Preferred effective term: Spring 2011

PROGRAM REVISIONS

COLLEGE OF ARTS AND SC IENCES: Chemistry and Physics

Chemistry Minor (23-24 credits)

CIP Code: 400501

Brief Summary:

Students seeking to complete the chemistry minor must currently take 23-24 semester hours of lecture and laboratory coursework, including 20 hours of a minor core curriculum in general, organic, and analytical chemistry and 3-4 hours of a chemistry elective from a list of four approved courses: CHEM 371 (environmental chemistry), CHEM 421 (Instrumental Methods of Analysis), CHEM 431 (Biochemistry I), CHEM 461 (Physical Chemistry I). The revised minor expands the list of approved electives to include most 3-4 credit CHEM lecture courses at the 300 or 400 level.

Student Learning:

This change will increase program effectiveness by enabling more students to complete a Chemistry Minor. We judge that the current list of four approved elective courses is too restrictive, occasionally making it difficult for some students to complete the minor. For example, CHEM 461 has a Math 132 prerequisite, and many students pursuing the minor have not taken Math 132. CHEM 371 is offered on a rotating cycle once every two years, so many students do not have the option of taking 371 as an elective. CHEM 431 and 421 are both courses that are offered only during fall semesters, and many students are not able to take their elective course until the spring semester. Expanding the list of approved electives, as we propose here, will make it easier for students to complete the minor, giving them several options to choose from each semester.

Proposed Catalog Copy:

Chemistry Minor (23-24 credits)

CIP Code: 400501

Required Chemistry:

CHEM 105 - General Chemistry I 3 credits

CHEM 105L - General Chemistry I Laboratory 1 credits

CHEM 106 - General Chemistry II 3 credits

CHEM 106L - General Chemistry II Laboratory 1 credits
CHEM 321 - Analytical Chemistry 4 credits
CHEM 351 - Organic Chemistry I 3 credits
CHEM 351L - Organic Chemistry Laboratory I 1 credits
CHEM 352 - Organic Chemistry II 3 credits
CHEM 352L - Organic Chemistry Laboratory II 1 credits

Elective (3-4 credits):

Choose one of the following:

one 3 or 4 credit CHEM course at the 300 or 400 level with the exception of 330, 399, 495, or 499.

Preferred effective term: Fall 2011

COLLEGE OF ARTS AND SCIENCES: English

English Minor (24 credits)

CIP Code: 230101

Brief Summary:

The minor is being revised to bring it into line with the major.

Student Learning:

In 2009-10 the English Department underwent external review. The changes proposed here were in process at the time, but the reviewers commented “The revision of 200-level courses in American and English major authors to survey courses in American and British Literature, both courses offered two semesters each, will bring breadth of study to the major and provide the “foundational coverage” that the department finds important.

Proposed Catalog Copy:

English Minor (30 credits)

CIP Code: 230101

Required:

ENG 230 - Literary Analysis 3 credits
ENG 240 - American Literature I 3 credits
ENG 241 - American Literature II 3 credits
ENG 250 - British Literature I 3 credits
ENG 251 - British Literature II 3 credits

Electives:

3 credits in American literature at the junior-senior level
3 credits in English literature before 1800 at the junior-senior level
3 credits in English literature since 1800 at the junior-senior level

Note:

All electives must be approved by an advisor in the department.

Foundational Studies Requirements:

English liberal arts minors must take the following as Foundational Studies writing courses.

ENG 108 - Writing about Literature and Culture 3 credits

ENG 308 - Practical Literary Criticism 3 credits

Preferred effective term: Fall 2011

COLLEGE OF ARTS AND SCIENCES: English

English Major (39 credits)

CIP Code: 230101 Major Code: 1021

Brief Summary:

The English Department is revising two one-semester courses (240: Major American Authors and 250: Major British Authors) into two-semester surveys by creating two new courses (241 and 251). This will increase the number of hours in the major. Since these courses will be pre-requisites for 400-level courses in these areas, the major will be more structured. Two required world literature surveys (236 and 237) are being dropped. English 436: Topics in World Literature, a new required course, will offer students advanced study of world literature. (Several years ago the department eliminated a series of redundant comparative literature courses at the 400-level—this course replaces them.) Students will now be required to take courses in both popular literature and literature of minorities and diverse populations.

Student Learning:

In 2009-10 the English Department underwent external review. The changes proposed here were in process at the time, but the reviewers commented “The revision of 200-level courses in American and English major authors to survey courses in American and British Literature, both courses offered two semesters each, will bring breadth of study to the major and provide the “foundational coverage” that the department finds important. This revision will also allow upper-division courses to focus with a greater sense of purpose on depth of learning and instruction in ways that they could not in the old major.” The reviewers also noted that “This revision will be a benefit because ... [the 200-level courses]... are pre-requisites to upper-division courses...”

Program goals, from “Language and Literature at ISU”, an official department document.

The English Major is designed to enable students graduating with a major in English, to:

- Use standard literary terminology with accuracy.
- Demonstrate an awareness of literary periods and movements, including approximate

dates and representative authors and works.

- Articulate connections and dislocations between and among periods and movements.
- Identify formal genres in poetry (e.g. sonnet, epic, ballad), fiction (short story, novella, novel, romance) and plays (e.g. tragedy, comedy, tragicomedy, farce).
- Identify thematic motifs in literature (e.g. maturation).
- Discuss and write about literature from a variety of critical perspectives—reader response, cultural/historical, feminist, and others—and articulate the central concerns of each.
- Identify the concerns and influences of race, class, gender, and culture in literature.
- Recognize the relative presence and absence of political agendas in literature.
- Understand the workings of canon formation—its worth, its biases, its politics.
- Recognize the interrelationship among British, American, and world literatures.
- Recognize the ways in which multicultural literature is similar to and different from the literature of the dominant culture.
- Distinguish gradations in literature from the classic to the popular.
- Apply the principles of close reading in their discussions and in their writing.
- Write essays in a variety of genres (critical, expository, personal).
- Write in a variety of modes (analysis, argumentation, explication, summary, and others).
- Synthesize material from a variety of sources and accurately document their use.
- Express themselves clearly in both written and spoken forms.
- Apply critical thinking skills when reading, writing, speaking, and listening.
- Demonstrate grammatical fluency in both written and spoken forms.
- Exhibit an enthusiasm for literary study.
- Apply material learned in one class to material learned in others.

Proposed Catalog Copy:

English Major (48 credits)

CIP Code: 230101 Major Code: _____

Required English Courses:

ENG 230 - Literary Analysis 3 credits

ENG 240 - American Literature I 3 credits

ENG 241 - American Literature II 3 credits

ENG 250 - British Literature I 3 credits

ENG 251 - British Literature II 3 credits

ENG 436 – Topics in World Literature 3 credits

ENG 460 - Shakespeare 3 credits

Electives:

21 credits, including:

3 credits in English Language;

3 credits in Diversity;

3 credits in Popular Culture;

3 credits in advanced American Literature;

3 credits in advanced British Literature before 1800;

3 credits in advanced British Literature since 1800;

3 credits in any English Elective.

Note:

All electives must be approved by an advisor in the department.

Foundational Studies Requirements:

ENG 108 Writing about Literature and Culture – 3 credits

ENG 308 Practical Literary Criticism – 3 credits

Foreign Language Recommendation:

English majors considering graduate work in English should take substantial work in at least one foreign language. French, German, and/or Latin are recommended.

Preferred effective term: Fall 2011

COLLEGE OF ARTS AND SCIENCES: English

English Teaching Major (39 credits)

CIP Code: 230101 Major Code: 1022

Brief Summary:

The English Department is revising two one-semester courses (240: Major American Authors and 250: Major British Authors) into two-semester surveys by creating two new courses (241 and 251). This will increase the number of hours in the major. Since these courses will be pre-requisites for 400-level courses in these areas, the major will be more structured. Two required world literature surveys (236 and 237) are being dropped. English 436: Topics in World Literature, a new required course, will offer students advanced study of world literature. (Several years ago the department eliminated a series of redundant comparative literature courses at the 400-level—this course replaces them.) Students will now be required to take courses in both popular literature and literature of minorities and diverse populations.

Student Learning

In 2009-10 the English Department underwent external review. The changes proposed here were in process at the time, but the reviewers commented “The revision of 200-level courses in American and English major authors to survey courses in American and British Literature, both courses offered two semesters each, will bring breadth of study to the major and provide the “foundational coverage” that the department finds important. This revision will also allow upper-division courses to focus with a greater sense of purpose on depth of learning and instruction in ways that they could not in the old major.” The reviewers also noted that “This revision will be a benefit because ...[the 200-level courses]... are pre-requisites to upper-division courses...”

Program goals, from “Language and Literature at ISU”, an official department document. The English Teaching Major is designed to enable students graduating with a major in English, to:

- Use standard literary terminology with accuracy.
- Demonstrate an awareness of literary periods and movements, including approximate dates and representative authors and works.

- Articulate connections and dislocations between and among periods and movements.
- Identify formal genres in poetry (e.g. sonnet, epic, ballad), fiction (short story, novella, novel, romance) and plays (e.g. tragedy, comedy, tragicomedy, farce).
- Identify thematic motifs in literature (e.g. maturation).
- Discuss and write about literature from a variety of critical perspectives—reader response, cultural/historical, feminist, and others—and articulate the central concerns of each.
- Identify the concerns and influences of race, class, gender, and culture in literature.
- Recognize the relative presence and absence of political agendas in literature.
- Understand the workings of canon formation—its worth, its biases, its politics.
- Recognize the interrelationship among British, American, and world literatures.
- Recognize the ways in which multicultural literature is similar to and different from the literature of the dominant culture.
- Distinguish gradations in literature from the classic to the popular.
- Apply the principles of close reading in their discussions and in their writing.
- Write essays in a variety of genres (critical, expository, personal).
- Write in a variety of modes (analysis, argumentation, explication, summary, and others).
- Synthesize material from a variety of sources and accurately document their use.
- Express themselves clearly in both written and spoken forms.
- Apply critical thinking skills when reading, writing, speaking, and listening.
- Demonstrate grammatical fluency in both written and spoken forms.
- Exhibit an enthusiasm for literary study.
- Apply material learned in one class to material learned in others.

Proposed Catalog Copy:

English Teaching Major (52 credits)

CIP Code: 230101 Major Code: _____

Students should be thoroughly familiar with the requirements for admission to the Becoming a Complete Professional Program and the teaching curriculum. Refer to the Bayh College of Education and the Department of Curriculum, Instruction, and Media Technology sections elsewhere in this Catalog.

This major may be added to the Senior High-Junior High/ Middle School Instructional License; its coverage is grades 5-12.

Note:

No course in the English major with a grade of less than C shall be counted toward teacher licensure.

Required English Courses:

ENG 230 - Literary Analysis 3 credits

ENG 240 - American Literature I 3 credits

ENG 241 – American Literature II 3 credits

ENG 250 - British Literature I 3 credits

ENG 251 – British Literature II 3 credits

ENG 310 - English Grammar for Teachers and Writers 3 credits
ENG 336 - Popular Literature in Mass Media 3 credits
ENG 340 - Multicultural American Literature 3 credits
ENG 410 - History of the English Language 3 credits
ENG 436 – Topics in World Literature 3 credits
ENG 460 - Shakespeare 3 credits

Elective Requirements:

3 credits in advanced American literature
3 credits in advanced British literature before 1800
3 credits in advanced British literature since 1800

Note:

All electives must be approved by an advisor in the department.

Professional education courses taught in the College of Arts and Sciences:

ENG 402 - Teaching an Integrated Unit 1 credits
ENG 486 - Teaching English 3 credits

Foundational Studies Requirements:

ENG 108 Writing about Literature and Culture – 3 credits
ENG 307 Writing for Teachers of English – 3 credits

Foreign Language Recommendation:

English majors considering graduate work in English should take substantial work in at least one foreign language. French, German, and/or Latin are recommended.

Required Professional Education:

The following are required in the Senior High- Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology.

Professional education courses taught in the Bayh College of Education (30 credits):

CIMT 301 - Teaching I 3 credits
CIMT 302 - Teaching II 3 credits
CIMT 400 - Teaching III 3 credits
CIMT 400L - Teaching III Practicum 1 credits
CIMT 401 - Student Teaching 11 credits
EPSY 202 - Psychology of Childhood and Adolescence 3 credits
EPSY 341 - Education in a Multicultural Society 3 credits
SPED 226 - The Exceptional Learner in the Regular Classroom 3 credits

Preferred effective term: Fall 2011

COLLEGE OF ARTS AND SCIENCES: History

African and African American Studies Minor (21 credits)

CIP Code: 050201 Minor Code_____

Brief Summary:

These revisions to the African and African American Studies minor are designed to make the minor somewhat easier to schedule and complete for students. They result mainly from two proposed (but not approved) “targeted minors” that were intended for Social Work and Communications majors. Those proposed minors were quite similar to the current minor, and

rather than create two new minors, the academic affairs committee of the Faculty Council suggested that we consider some minor revisions to the existing, “regular” AAAS minor. The AAAS program committee agreed, and concluded that a slight reduction in the number of credit hours would accomplish nearly all of the same goals. If approved, this change should allow many more students to complete the minor. In particular, we hope that this will allow all (or nearly all) Social Work majors to graduate with a minor in AAAS, which could be an important addition to their curriculum and help with job placement.

Student Learning:

Students have often asked why the AAAS minor was more hours than most minors in the CAS, so in that way this change is in response to student outcomes assessment. From a curricular perspective, the most important factor in making this change is that the program committee members believe we are able to maintain the integrity of the minor. The required courses will not change, and students will still take electives in both of our curricular groups (history and social sciences, and humanities and fine arts). In addition, with only one required course in each area of the curriculum (rather than two), it will improve students’ scheduling options. Because AAAS draws on faculty from many departments, it is not always easy for students to plan their schedules very far in advance. This revision, then, should not only increase the number of AAAS minors but also improve the rate and pace of degree completion.

Proposed Catalog Copy:

African and African American Studies Minor (18 credits)

CIP Code: 050201

Required Courses (9 credits):

AFRI 113 - Foundations of African and African American Studies 3 credits

AFRI 312 – The African Diaspora 3 credits

Choose one of the following:

AFRI 212 - African American Cultural Traditions 3 credits

AFRI 222 - African Cultural Traditions 3 credits

Electives (9 credits):

Select 9 credits of electives from:

History and Social Sciences: 3 credits (African and African American Studies, History, Political Science, and Psychology).

Humanities and Fine Arts: 3 credits (African and African American Studies, Art, English, and Music).

An additional 3 credits should be chosen from either category above.

Six of the nine elective credits must be at the 300 or 400 level. African and African American Studies 250 (a 1 credit course) may be repeated twice for credit toward the minor.

Preferred effective term: Fall 2011

GRADUATE APPROVALS

NEW PROGRAMS

The following Major was inadvertently published as approved. It is awaiting further approval by the Board of Trustees.

COLLEGE OF TECHNOLOGY: Aviation Technology

Aviation – Master of Science (30-33 credits)

CIP Code: 490104 Major Code: _____

Brief Summary:

Students in the Aviation Program continue to express interest in pursuing a graduate degree in aviation. Presently, the aviation program has robust enrollments numbers with over 200 students. It should be noted that the program will require no new resources.

Student Learning:

Data has been collected from the aviation students asking them to express their interest in pursuing an advanced degree in their major at ISU. The results indicate a strong interest in such a degree.

Proposed Catalog Copy:

Aviation – Master of Science (30-33 credits)

CIP Code: 490104 Major Code: _____

The field of aviation is rapidly changing and requires aviation professionals to continually update their knowledge and aerospace skills. This online masters degree was developed to provide an opportunity for students to enhance their management abilities while addressing the dynamics of today's changing aviation technology environment. Students will be endowed with sound principles of aviation management, global operations, safety management systems, and security. Graduates of this program will have the required knowledge and skills to become a successful aviation/aerospace professional.

Research Courses (9 - 12 credits):

- ECT 698 - Research Methods 3 credits
- TMGT 607 - Statistics for Experimental Research in Technology 3 credits

Choose one of the following:

- AVT 697 - Major Project 3 credits
- AVT 699 - Master Thesis 6 credits

Aviation Core (12 credits):

- AVT 592 - Business Principles of Global Aviation 3 credits
- AVT 577 - Intermodal Transportation and Logistics 3 credits
- AVT 641 - Advanced Human Factors 3 credits
- 500 level or above AVT elective 3 credits

Choose one of the following concentrations (9 credits):

Education Concentration:

- CIMT 543 - Production of Instructional Material 3 credits
- CIMT 660 - Curriculum Fundamentals 3 credits
- CIMT/ELAF 500/600 level elective 3 credits

Homeland Security Concentration:

- AVT 511 - Advanced Aviation Security 3 credits
- AVT 642 - Emergency Planning and Crisis Leadership 3 credits
- CRIM 608 - Seminar in Law and Criminal Justice Administration 3 credits

Safety Concentration:

- AVT 531 - Aviation Safety Management Systems 3 credits
- HLTH 610 - Safety Inspection, Assessment and Control 3 credits
- HLTH 629 - Field Research Project in Health or Safety 3 credits

A student may select three 500/600 level in an area to create a concentration that supports their professional objectives. These courses must pre-approved by the student's academic advisor.

Preferred effective term: Fall 2011

