



Academic Notes

March 19, 2012

AN 2011-2012

FACULTY GOVERNMENT

FACULTY AFFAIRS COMMITTEE

**March 22, 2012, 2:00 pm – 3:00 pm
HMSU 316**

Agenda #16

1. Approval of Minutes of 2-16-12, 2-23-12, 3-1-12
2. Reports
 - a. Academic Affairs (Rogers)
 - b. Executive Committee (MacDonald)
 - c. Contingent Faculty Advocate (Solesky)
 - d. FAC Chair (West)
3. Old Business
 - a. Review Comments from Forum, email and Blackboard regarding Biennial Review Process
 - b. Discussion of Charge 6 (Faculty Categories and Governance)
4. New Business
 - a. .

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2012

Below is the publication schedule for the electronic copy of *Academic Notes* through May 7, 2012. 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 Academic Affairs, extension 3662.

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2012

<u>Deadline for Items</u>	<u>Issue Date</u>
March 14	March 26
March 28	April 2
April 4	April 9
April 11	April 16
April 18	April 23
April 25	May 7

CURRICULUM

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UNDERGRADUATE PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Art

ARTP 496 - Final Visual Exhibition

3 credits

Development of a cohesive body of work for public presentation as a required culminating experience for the bachelor of fine arts degree in studio emphases (except graphic design). Completed in consultation with the student's area advisor.

Change descriptions and credits to:

ARTP 496 - Final Visual Exhibition

1-3 credits

Development of a cohesive body of work for public presentation as a required culminating experience for students completing a studio concentration in either the bachelor of fine arts degree or the art degree. Completed in consultation with the student's area advisor.

A-F Grading

Effective term: Spring 2013

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 281 - Visual Communication

3 credits

A study of the human systems and the effects of visuals in modern culture.

Change description to:

COMM 281 - Visual Communication

3 credits

Course introduces the history and theory of visual communication. Students learn and practice basic design principles in illustration, typography, photography, and publication for multimedia contexts.

A-F Grading

Effective term: Spring 2013

COMM 311 - Interpersonal Communication

3 credits

An introduction to how humans create mutually shared meanings between and among themselves through relationships that occur in a variety of contexts.

Change description to:

COMM 311 - Interpersonal Communication

3 credits

Course introduces concepts for understanding communication in interpersonal relationships. Course combines theory and practice to examine multiple contexts, including workplace, culture, romantic and familial, and in health care.

A-F Grading

Effective term: Spring 2013

COLLEGE OF ARTS AND SCIENCES: Political Science

PSCI 305 - State and Local Government

3 credits

Framework of government at the state and local levels in the United States; importance of state and local communities for fundamental problems of American society.

Change prerequisites to:

PSCI 305 - State and Local Government

3 credits

Framework of government at the state and local levels in the United States; importance of state and local communities for fundamental problems of American society.

Prerequisite: Sophomore standing or higher, or permission of the instructor.

Foundational Studies Credit: [FS 2010: Social or Behavioral Studies]

A-F Grading

Effective term: Spring 2013

UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF TECHNOLOGY: Applied Engineering and Technology Management

CVET 401 - CAD-Based Applications in Civil Engineering Technology and Surveying

3 credits

This course is an introduction to the use of computer aided drafting (CAD) packages for engineering project definition and control, with emphasis on third party software relating to civil engineering technology and surveying. This course also covers detailing for wood, concrete, and steel structures, visualization, sketching, definition and use of scales.

Prerequisite: MET 103.

A-F Grading

Effective term: Spring 2013

CVET 410 - Structural Analysis and Reinforced Concrete Design

3 credits

Students are introduced to analysis of statically determinate and indeterminate structures. Topics include influence lines, moving loads, member forces and stresses, deflection of structures, displacements, and flexibility and stiffness analyses. Students are also be introduced to design of members and frames of reinforced concrete; concrete and reinforcement properties; anchorage and splicing reinforcement; design of beams, columns, slabs, frames, footings, and retaining walls. This course requires American Concrete Institute code requirements and computer applications.

Prerequisites: MET 304 and 406.

A-F Grading

Effective term: Spring 2013

CVET 411 - Waste Water System Design

3 credits

Topics include fluid flow through pipes by gravity and pressure; shapes and materials used in pipes; construction practices; gravity flow wastewater and storm water systems; pumping stations; demands on systems; potable water collection, treatment and system design; introduction to wastewater treatment plant design; regulations and permits; and computer applications.

Prerequisite: MET 329.

A-F Grading

Effective term: Spring 2013

CVET 420 - Highway Design

3 credits

This course presents geometric considerations necessary for the design of city streets, highways, and freeways such as the cross sections, vertical and horizontal alignment, sight distances and stopping distances. It also includes the design of maneuver areas, channelization, ramps, intersections, and interchanges.

Prerequisites: MET 304 and 406.

A-F Grading

Effective term: Spring 2013

NEW PROGRAMS

COLLEGE OF TECHNOLOGY: Applied Engineering and Technology Management

B.S. Civil Engineering Technology (83 credits)*

CIP Code: 150201 Major Code: _____

Brief Summary:

The proposed undergraduate program in Civil Engineering Technology is a new program that will reside in the AETM department. CVET is the prefix that will be used for courses created specifically for this major.

Objective:

The program will prepare graduates with the technical and managerial skills necessary to enter careers in the planning, design, construction, operation or maintenance of the built environment and global infrastructure. The graduates will be able to analyze and design systems, specify project methods and materials, perform cost estimates and analyses, and manage technical activities in support of civil projects.

Clientele to be served:

The program will serve the high school and two-year community college graduates. While the main goal is to fill the seats in the program with qualified Indiana residents, out-of-state and international students are also welcomed, regardless of age, gender or ethnicity/cultural background.

Curriculum:

The curriculum has been designed to satisfy the criteria published by the Accreditation Board of Engineering and Technology - Technology Accreditation Commission (ABET-TAC). Since the existing Mechanical Engineering Technology (MET) undergraduate program has been accredited by ABET-TAC, effort has been made to formulate a flexible structure to allow the development of a shared core for both MET and CVET programs to create synergies and consolidate resources between the two programs. The proposed CVET program will require minimum 127 credit hours, which can be completed in eight semesters. Course content includes technical requirements, technical and management electives, math and science, and other foundational studies. Experiential learning is emphasized through laboratories, cooperative practice, internship, and other community/industry engagements.

Employment opportunities:

Graduates can seek employment in a wide range of civil engineering specialties. These include bridge and highway design, construction management, geotechnical engineering, hydraulic systems design, land development, pollution control, and structural design. Employment opportunities will exist with private consulting firms, design/construction businesses and government agencies, including Indiana DOT, Dept of Environmental Protection, US Geological Survey, the U.S. Army Corps of Engineers and the uniformed services. Local municipality planning and engineering agencies will also offer opportunities for employment. People seeking self-employment opportunities will be aided by education leading to licensure as a professional engineer. In the U.S. Bureau of Labor Statistics' list of popular engineering technology majors, civil engineering technology was ranked number two in 2008 and number one in 2009. It was also ranked as the most demanding engineering professionals by industries for 2008 – 2009 (about 30% in 2009).

Student Learning:

Program Outcomes: As described in the ABET-TAC criteria for accrediting BS in CVET program, by the time of graduation our students will be capable of:

- a. utilizing graphic techniques to produce engineering documents;
- b. conducting standardized field and laboratory testing on civil engineering materials;
- c. utilizing modern surveying methods for land measurement and/or construction layout;
- d. determining forces and stresses in elementary structural systems;
- e. estimating material quantities for technical projects; and
- f. employing productivity software to solve technical problems.
- g. planning and preparing design and construction documents, such as specifications, contracts, change orders, engineering drawings, and construction schedules;
- h. performing economic analyses and cost estimates related to design, construction, operations and maintenance of systems in the civil technical specialties;
- i. selecting appropriate engineering materials and practices;
- j. applying basic technical concepts to the solution of civil problems involving hydraulics, hydrology, geotechnics, structures, material behavior, transportation systems, and water and wastewater systems; and
- k. performing standard analysis and design in at least three of the recognized technical specialties within civil engineering technology that are appropriate to the goals of the

program.

Proposed Catalog Copy:

B.S. Civil Engineering Technology (83 credits)*

CIP Code: 150201 Major Code: _____

Program Educational Objective: The program will prepare graduates with the technical and managerial skills necessary to enter careers in the planning, design, construction, operation or maintenance of the built environment and global infrastructure. The graduates will be able to analyze and design systems, specify project methods and materials, perform cost estimates and analyses, and manage technical activities in support of civil projects.

Program Outcomes: By the time of graduation our students will be capable of:

- a. utilizing graphic techniques to produce engineering documents;
- b. conducting standardized field and laboratory testing on civil engineering materials;
- c. utilizing modern surveying methods for land measurement and/or construction layout;
- d. determining forces and stresses in elementary structural systems;
- e. estimating material quantities for technical projects; and
- f. employing productivity software to solve technical problems.
- g. planning and preparing design and construction documents, such as specifications, contracts, change orders, engineering drawings, and construction schedules;
- h. performing economic analyses and cost estimates related to design, construction, operations and maintenance of systems in the civil technical specialties;
- i. selecting appropriate engineering materials and practices;
- j. applying basic technical concepts to the solution of civil problems involving hydraulics, hydrology, geotechnics, structures, material behavior, transportation systems, and water and wastewater systems; and
- k. performing standard analysis and design in at least three of the recognized technical specialties within civil engineering technology that are appropriate to the goals of the program.

Required Courses:

CVET: 401 - 3 credits; 410 - 3 credits; 411 - 3 credits; 420 - 3 credits

MET: 103 - 3 credits; 130 - 2 credits; 302 - 3 credits; 304 - 3 credits; 329 - 3 credits; 405 - 3 credits; 406 - 3 credits; 409 - 3 credits; 430 - 1 credits

CNST: 111 - 3 credits; 201 - 3 credits; 320 - 3 credits; 420 - 3 credits

ENVI: 170 - 3 credits and 170L - 1 credit; 401 - 3 credits; 454 - 3 credits

MATH 115 - 3 credits or MET 215 - 3 credits

MATH: 123 - 3 credits; 301 - 3 credits

TMGT 195 - 3 credits or MET 299 - 3 credits or other course approved by the advisor

PHYS: 105 - 3 credits and 105L - 1 credit

Electives: 9 credits from the following:

3-6 credits from the following:

CNST: 310 - 3 credits; 414 - 3 credits

MET: 337 - 3 credits; 351 - 3 credits

other course(s) approved by the advisor.

3-6 credits from the following:

TMGT: 361 - 3 credits; 421 - 3 credits; 429 - 3 credits

INS: 340 - 3 credits

other course(s) approved by the advisor.

*Includes 11 credits of Foundational Studies (ENVI 170 & 170L and PHYS 105 & 105L; MATH 115 or MET 215).

Effective term: Spring 2013

PROGRAM REVISIONS

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 FACS 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.

Proposed Catalog Copy:

Occupational 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 402 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

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

Human Development and Family Studies Major (51 credits)

CIP Code: 190701 Major Code: H136

Brief Summary:

The foundational courses for Human Development and Family Studies major are interdisciplinary; changes in other departments have affected HDFS. The elimination of Sociology 280 necessitates one of the changes. In addition, the change of departments (from FCS to AHS) and the change from General Education to Foundational Studies have resulted in the elimination of FCS 410. In order to meet requirements for professional certification (Certified Family Life Educator) COM 311-Interpersonal Communication will need to be added to the major so that all 10 professional content areas are covered. Finally, the addition of gerontology courses in Applied Health Sciences means that students will take the aging course in life span development within the department.

Changes to the core FCS requirements and prefix change from FCS to AHS have already been submitted, and are reflected in the new program proposal.

Student Learning:

The proposed changes are the result of curriculum changes in the Family and Consumer Sciences core and Sociology, as well as certification requirements.

Proposed Catalog Copy:

Human Development and Family Studies Major (51 credits)

CIP Code: 190701 Major Code: H136

Family life education seeks to build strong, healthy families and strengthen family life from an informed educational perspective. The foundation of family life education is found in a broad array of topics including human development across the lifespan, human sexuality, resource management (e.g. time, money), parent education, ethical considerations and public policy. Those who possess expertise in family life education possess the ability to bring out the best in others and to help persons in need to attain a higher degree of life fulfillment.

Required Family and Consumer Sciences Core:

AHS 145—School and Community in FCS 3 credits

AHS 309—Applied Theory in FCS 3 credits

Required Foundational Studies Courses:

PSY 101—General Psychology 3 credits

AHS 111—Personal Health Science and Wellness 3 credits

Required Courses:

PSY 100—Psychology of Human Sexuality and Sexual Responsibility 3 credits

SOC 101—Introduction to Sociology 3 credits

AHS 237—Child Development 3 credits

AHS 238—Adolescent Development 3 credits

SOWK 240—Family and Child Welfare 3 credits

COM 311—Interpersonal Communication 3 credits

AHS 305—Society and Aging 3 credits

AHS 301—Family Resource Management 3 credits

AHS 336—Family Relationships 3 credits

AHS 436—Parent Education 3 credits

AHS 441—Family Life Education Methods 3 credits

AHS 448—Human Development and Family Studies Practicum 3 credits

AHS 449—Human Development and Family Studies Internship 3 credits

Effective term: Spring 2013

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

Human Development and Family Studies Minor (24 credits)

CIP Code: Major Code: H157

Brief Summary:

The current Human Development and Family Studies (HDFS) minor offers a very narrow list of electives which became even smaller with the loss of one faculty member and elimination of the 497 course option. In addition, practicum and internship, which are listed as an elective, are open only to HDFS majors. Students in the HDFS minor have difficulty finding and fitting courses into their schedule, which has created inconsistencies within the program resulting in the need to petition courses that are included in the major but not offered as electives in the minor.

Student Learning:

The proposed course of study is more straightforward and realistic, which will eliminate confusion and inconsistency for all students.

Proposed Catalog Copy:

Human Development and Family Studies Minor (24 credits)

CIP Code: Major Code: H157

This interdisciplinary minor will inform and support a student's major by providing a background in human development and family studies. Students may choose electives tailored to their specific career interests.

Required courses:

AHS 145—School and Community in FCS (3 hrs.)
AHS 237—Child Development (3 hrs.)
AHS 238—Adolescent Development (3 hrs.)
AHS 336—Family Relationships (3 hrs.)
AHS 309—Applied Theory in FCS (3 hrs.)

Electives (9 hrs.)

AHS 111—Personal Health Science and Wellness (3 hrs.)
AHS 201—Fundamentals of Nutrition (3 hrs.)
AHS 220—Public Health Concepts (3 hrs.)
AHS 301—Family Resource Management (3 hrs.)
AHS 436—Parent Education (3 hrs.)
AHS 441—Family Life Education Methods (3 hrs.)
AHS 446—Culturally Disadvantaged Child & Family (3 hrs.)
Effective term: Spring 2013

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Applied Medicine and Rehabilitation

Athletic Training Major (94 credits, including clinicals)
CIP Code: 510913 Major Code: A121

Brief Summary:

We are proposing two concentrations under the athletic training major, a clinical concentration and applied medicine concentration. Due to the recent requirement to decrease credit load for majors, we have also made substantive deletions to the degree to meet this mandate.

Student Learning:

This is a new proposed concentration in applied medicine, therefore no specific outcome assessments are available. The purpose of this concentration is to provide didactic and skill preparation for post-professional education in allied health care fields. The addition of a Physical Therapy and Physician Assistant program in the Department of Applied Medicine and Rehabilitation has created an environment whereby students seeking entry into the graduate professional programs roughly constitute a quarter of the applicants. This concentration will enhance the use of current university resources to fit a need for students. Consistent input from students and faculty indicates an underserved population of students seeking post-professional education in allied health care fields, yet do not fit into any current program and therefore extend their education by 12-18 months to acquire pre-requisite coursework. The PA program had 400 applicants for the 2012 class and PT had 150 applicants. Roughly 140 students from ISU have applied, yet most have deficiencies in pre-requisites that require 1 – 4 semesters of additional coursework beyond their major requirements resulting in delayed entry and additional cost to the student. In order to facilitate student success in achieving their goal of professional education in a 4-year degree and direct entry into the ISU programs, the applied medicine concentration was

created. Students who do not maintain a 3.0 GPA will be counseled out of the concentration since acceptance to a professional health care program (OT, PA, PT, DC) is highly reduced.

This applied medicine concentration includes courses specifically devised to provide a foundation in allied health care and requisite hands-on skills in addition to the pre-requisites required for professional health care programs. Unlike pre-medicine which requires students to declare a major and add up to 63 additional credits dependant on the major chosen, the applied medicine concentration provides directed studies to meet the foundation knowledge needs and pre-requisite coursework. Students who seek to enter allied health care fields are often a mismatch for pre-medicine where the coursework is often more science-based versus the patient-based courses which will better prepare allied health professionals. Pre-medicine students seeking allied health care programs could possibly be eliminated based on grade point average, when more pointed coursework would have allowed these students to enter post-professional programs. In addition the current pre-medicine program does not provide all the pre-requisite coursework needed for allied health care fields such as physical therapy, physician assistant or occupational therapy (e.g. Nutrition, Pathophysiology, Abnormal Psychology, Biostatistics, Kinesiology). The applied medicine concentration would provide 27-42 credits of pre-requisite coursework (dependant on post-professional allied health care program) specifically for post-professional programs that students would otherwise have to take in addition to current majors and/or pre-medicine courses, extending their education several semesters. Likewise, the pre-medicine program requires 23 credits of coursework which are not pre-requisites for post-professional programs in allied medicine and therefore not productive for students in the pursuit of post-professional education in allied health care fields.

The applied medicine concentration is intended to provide a 4-year program of study specifically for students seeking post-professional education in allied health care fields. We anticipate that the pre-medicine students are a different population than individuals pursuing post-professional allied health care fields. We also anticipate that the addition of applied medicine concentration students in the classroom will enhance interprofessional education and can be accommodated with current courses and resources. Four-year course sequences are provided in the application.

Future evaluation/outcome assessment of the program will include: Student Instructional Reports (SIRs), instructor/faculty peer reviews, student program exit interviews, alumni assessment of program effectiveness, employer/program director assessment of students, retention surveys, and graduate placement information. These assessment tools are already created (electronically) for similar programs within this department and could be easily transferred to meet this program's objectives. In addition, program assessment plans for each concentration are provided in the application.

Program Outcomes

1. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision making.
2. Demonstrate ethical behavior consistent with professional and legal standards.
3. Provide guidance and interventions to promote wellness, health and enhance the physical performance of persons in the community.
4. Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.

Proposed Catalog Copy:

Athletic Training Major (Athletic Training Concentration 74-75 credits including clinicals; Applied Medicine Concentration 74-76 credits including clinicals)

CIP Code: 510913 Major Code: A121

The bachelor of science degree in Athletic Training at ISU has two concentrations students can select from, applied medicine concentration (non-clinical) and a clinical concentration accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The coursework in the department emphasizes strong theoretical foundations within each of the areas of applied medicine and athletic training, as well as critical thinking and problem solving skills. Students also benefit from hands-on clinical education and/or classroom experiences with health care professionals.

Required Core (35-37 credits):

- ATTR 110 - Introduction to Health Professions 3 credits
- ATTR 202 - CPR for the Professional Rescuer 1 credits OR Proof of CPR/AED for the Professional Rescuer
- ATTR 210 - Human Anatomy for Allied Health Professions 2 credits
- ATTR 210L - Human Anatomy for Allied Health Professions Laboratory 1 credits
- ATTR 212 - Care and Prevention of Athletic Injuries and Illnesses 3 credits
- ATTR 212L - Care and Prevention of Athletic Injuries and Illnesses Laboratory 1 credits
- ATTR 225 - Medical Terminology for Allied Health Professions 3 credits
- ATTR 280 - Clinical Kinesiology 3 credits (Required for Clinical Concentration)
- OR
- PE 380 - Analysis of Human Motion 4 credits
- ATTR 362 - Foundations of Therapeutic Modalities and Rehabilitation 3 credits
- ATTR 473 - Pathophysiology 3 credits
- AHS 340 – Health Biostatistics 3 credits
- HS 201 - Fundamentals of Nutrition 3 credits
- PE 220 - Human Physiology for Allied Health Professions 2 credits
- PE 220L - Human Physiology for Allied Health Professions Laboratory 1 credits
- PE 381 - Physiology of Exercise 4 credits

Athletic Training Clinical Concentration (39 credits):

- ATTR 363 - Orthopedic Evaluation and Diagnosis I 3 credits
- ATTR 363L - Orthopedic Evaluation and Diagnosis I Laboratory 1 credits
- ATTR 365 - Orthopedic Evaluation and Diagnosis II 3 credits
- ATTR 365L - Orthopedic Evaluation and Diagnosis II Laboratory 1 credits
- ATTR 425 - Organization and Administration of Health Care Delivery Systems 3 credits
- ATTR 440 - Special Topics in Applied Medicine 3 credits
- ATTR 472 - Applied Therapeutic Modalities 3 credits
- ATTR 475 - Applied Therapeutic Rehabilitation and Reconditioning 3 credits
- ATTR 255 - Athletic Training Practicum I 3 credits
- ATTR 256 - Athletic Training Practicum II 3 credits
- ATTR 354 - Preseason Athletic Training Internship 1 credits
- ATTR 355 - Athletic Training Practicum III 3 credits
- ATTR 356 - Athletic Training Practicum IV 3 credits
- ATTR 455 - Athletic Training Practicum V 3 credits
- ATTR 456 - Athletic Training Practicum VI 3 credits

Successful completion of the bachelor of science degree in athletic training clinical concentration, qualifies students to take the Board of Certification Examination. Emphasis of this athletic training curriculum is to provide students with classroom knowledge and clinical experiences that are appropriate for entry-level preparation as a certified athletic trainer.

Students engage in a competitive application process for entry into the professional component of the major. Matriculating students typically apply during the spring semester of their freshman year. Transfer students are encouraged to apply when they have completed or are enrolled in prerequisite course equivalents. Transfer students must provide evidence of equivalent course work (i.e. course descriptions, syllabi, evidence of competency completion). Prerequisite courses include Athletic Training 110, 202 (or proof of CPR/AED Certification), 210, 210L, 212, 212L, 225, and 280. Students must submit an application, evidence of job shadowing hours, current emergency cardiac care certification, physical examination, technical standards, immunization records (including Hepatitis B or waiver), confidentiality statement, and a copy of transcripts (for any coursework not at ISU). Students are financially responsible for expenses of the application accrued prior to admittance into the professional component of the program. After review of application documents, students interview with Athletic Training academic and clinical faculty. Formal acceptance into the professional component of the concentration requires a 2.75 cumulative grade point average and successful completion of prerequisite courses. Successful completion of a prerequisite course requires a grade of C or better.

Additional information regarding program admission is available at the Applied Medicine and Rehabilitation Department Web site: <http://www.indstate.edu/amr/>.

Applied Medicine Concentration (39 credits):

- BIO 112 - Human Aspects of Biology 3 credits
- BIO 112L - Exploration of Biological Phenomena 1 credits
- CHEM 105 - General Chemistry I 3 credits
- CHEM 105L - General Chemistry I Laboratory 1 credits
- AHS 360 - Epidemiology 3 credits
- PE 483 - Fitness Through the Lifespan 3 credits
- PE 488 - Fitness Appraisal and Exercise Prescription 4 credits
- ATTR 255 – Athletic Training Practicum I 3 credits
OR
- PE 490 - Internship 3 credits
- PHYS 105 - General Physics I 3 credits
- PHYS 105L - General Physics I Laboratory 1 credits
- Suggested Electives 11 credits

Suggested Electives:

- ATTR 472 - Applied Therapeutic Modalities 3 credits ± ¥ ℓ (PT)
- ATTR 475 - Applied Therapeutic Rehabilitation and Reconditioning 3 credits ± ¥ ℓ (PT)
- BIO 274 - Introductory Microbiology 3 credits √*
- BIO 274L - Introductory Microbiology Laboratory 1 credits √*
- BIO 374 - Cellular and Microbial Biology 3 credits
- BIO 374L - Cellular and Microbial Biology Laboratory 1 credits
- BIO 380 - Genetics 3 credits ℓ(PA) Ω (PT)
- BIO 380L - Genetics Laboratory 1 credits ℓ(PA)
- BIO 408 - General Immunology 3 credits ℓ(PA)
- BIO 408L - General Immunology Laboratory 1 credits ℓ(PA)
- CHEM 106 - General Chemistry II 3 credits √*
- CHEM 106L - General Chemistry II Laboratory 1 credits √*
- CHEM 351 - Organic Chemistry I 3 credits *
- CHEM 351L - Organic Chemistry Laboratory I 1 credits *
- MATH 115 - College Algebra 3 credits √
- PHYS 106 - General Physics II 3 credits √
- PHYS 106L - General Physics II Laboratory 1 credit
- PSY 266 - Developmental Psychology 3 credits √ ± ¥ Ω(PA)
- PSY 368 - Introduction to Abnormal Psychology 3 credits √
- PE 484 - Applied Sport Biomechanics 3 credits ℓ (PT)
- PE 485 - Data Processing in the Sport Sciences 3 credits Ω (PT)

Note: Electives are based on professional program entry requirements at ISU post baccalaureate. Courses with a √ are required for entry into the ISU professional program in PT, *PA, ± OT, ¥ DC; courses with ℓ and not required but beneficial upon entry; courses with Ω May be required as pre-requisites at some intuitions. Check institutional pre-requisites and consult an advisor prior to registering.

Required Foundational Studies Courses (6 credits):

- PSY 101 - General Psychology: Understanding Human Behavior 3 credits
 - SOC 110 - United States and Global Diversity: Sociological Perspectives 3 credits
- Students who complete these programs with a 3.2 overall GPA, have a successful interview and in the top 10% of their graduating cohort will be allowed direct entry into Indiana State University's programs in PA, PT and OT.

Effective term: Spring 2013

COLLEGE OF TECHNOLOGY: Electronics and Computer Engineering Technology

Automation and Control Engineering Technology Major (82 credits)

CIP Code: 150405 Major Code: 08E933 BS

Brief Summary:

The ACET program is still using the curriculum developed at the start of the program. Experience gathered over several years of working with the program has shown opportunities to improve student learning by adjusting the course requirements. In addition, restructuring of the COT and discontinuation of some courses have made some curriculum revisions necessary offered.

Changes made to the curriculum are as follows:

1. Remove ECT 280 and replace with ECT 232
(Reason: Course materials presented in ECT 280 already have some overlap with ECT 281 & 381; therefore the ECET department is eliminating the course.)
2. Remove MFG 372 and replace with ECT 437
(Reason: MFG 372, Plastics, is no longer offered. ECT437, Computer Systems Management introduces additional content value to the student appropriate to the major.)
3. Remove MET 407 and replace with MET 403 (Advanced CAD)
(Reason: MET 407 has a prerequisite course not included in the program, MET 302. Prerequisites for MET 403 are already included in the program MET 103 & 203)
4. Remove TGMT 131
(Reason: The Students already take ECT 170 as an orientation course, TGMT 131 is a redundant requirement.)

Student Learning:

The changes to the curriculum offered here will eliminate redundant presentation of subject

matter while including additional foundational subject matter related to the major area of study.

Proposed Catalog Copy:

Automation and Control Engineering Technology Major (80 credits)

CIP Code: 150405 Major Code: 08E933 BS

Required Courses:

Electronics and Computer Technology (27 credits):

- ECT 165 - D.C. Circuits and Design 3 credits
- ECT 167 - A.C. Circuits and Design 3 credits
- ECT 170 - Introduction to Information Technology 3 credits
- ECT 231 - Digital Computer Logic 3 credits
- ECT 232 - Digital Computer Circuits 3 credits
- ECT 281 - Introduction to Robotics and Automation 3 credits
- ECT 381 - Advanced Robotics and Automation 3 credits
- ECT 444 - Programmable Logic Controllers and Control Systems 3 credits
- ECT 480 - Applications of Robotic and Automation Systems 3 credits

Manufacturing Technology (12 credits):

- MFG 225 - Introduction to Materials, Processes, and Testing 3 credits
- MFG 370 - Fundamentals of Manufacturing Processes 3 credits
- MFG 371 - Manufacturing Processes and Materials 3 credits
- MFG 376 - Computer Numerical Control Systems 3 credits

Mathematics/Computer Science and Physical Science requirements (14 credits):

- Courses in chemistry, geology, biology, or physics 8 credits
- CS 256 - Principles of Structured Design 3 credits
- or higher level structured language.
- MATH 301 - Fundamentals and Applications of Calculus 3 credits

Mechanical Engineering Technology (15 credits):

- MET 103 - Introduction to Technical Graphics with CAD 3 credits
- MET 203 - Introduction to Solid Modeling 3 credits
- MET 299 - CAD Fundamentals 3 credits
- MET 329 - Fluid Power Technology 3 credits
- MET 403 - Advanced Computer Aided Design (CAD) Concepts 3 credits

Technology Management (9 credits):

- ECT 437 - Industrial Computer Systems Management 3 credits
- TMGT 478 - Industrial Organization and Functions 3 credits

- TMGT 492 - Industrial Supervision 3 credits

Directed Foundational Studies (3 credits):

- MATH 115 - College Algebra 3 credits
Effective term: Spring 2013

SCOTT COLLEGE OF BUSINESS

Academic Standards for Business Majors

Brief Summary:

These changes go in the College of Business section of the Undergraduate Catalog, and apply to each of the four-year programs in the college. Although no courses are changing (they are all now correctly listed within each major in the catalog) the rules about progression through the business core are being simplified. We will link every business major page in the catalog to this section entitled "Academic Standards for Business Majors".

The reasons for inclusion of Academic Standards for Business Majors on this program proposal form are as follows. Not only do these Academic Standards affect each of the business majors, but the accompanying course prerequisite statements include "Admitted to the Scott College" which is defined in this language. This replaces the former statement "Completed all prebusiness requirements" and defines it more precisely. In addition, the language changes enable our junior functional block course (BUS 311, BUS 351, BUS 361, and BUS 371) prerequisites to be checked automatically by the Banner scheduling system.

Conversations with Office of Records and Registration have indicated that we will receive access to a custom Banner field that holds each student's "Admitted to the Scott College" status.

Student Learning:

Scott College studies have shown that students have problems moving forward at the half-way point in the program, specifically progressing from pre-business to business at the beginning of the junior year. Many students have been unaware of existing Scott College academic standards maintained in the Undergraduate Catalog.

The preferred effective date is Fall, 2012. We have a transition plan in mind to enable existing business students whose catalog year is before 201205 to take advantage of the simpler language. Because prerequisites of junior functional block classes are based on "Admitted to the Scott College" we will make decisions on existing students as well.

Proposed Catalog Copy:

Academic Standards for Business Majors

These standards appear in the Scott College of Business section of the Undergraduate Catalog. The current catalog URL is

Further, it is requested that a common statement be placed in the Undergraduate Catalog with each of the four-year Scott College majors that links to this material. The statement should read:

"Student must meet the Academic Standards for Business Majors found in the Scott College of Business section of the catalog."

NEW ACADEMIC STANDARDS FOR BUSINESS MAJORS

ACADEMIC STANDARDS FOR BUSINESS MAJORS

The following standards apply with regard to the admission, retention, and graduation of students from the four-year undergraduate programs of the Scott College of Business. Specific requirements for majors are given in the listing for the major.

1. Each entering freshman selecting the Scott College of Business will be placed in the category of "prebusiness."
2. Students will remain in the prebusiness category until they
 - a. Complete the following foundation courses with an average GPA of 2.25 or higher:
BUS 100—Introduction to Contemporary Business
BUS 180—Business Information Tools
BUS 201—Principles of Accounting I
BUS 205—Business Statistics I
ECON 200—Principles of Macroeconomics
 - b. Complete the Foundational Studies freshman English composition requirement, the communication requirement (Communication 101 or 215), and the Scott College of Business mathematics requirement of Mathematics 115 or Math 131.
3. International students must also have a minimum TOEFL score of 550 or equivalent.
4. Upon satisfactorily meeting the foundation requirements, students are ADMITTED TO THE SCOTT COLLEGE OF BUSINESS and formally declare a major within the Scott College of Business.
 - a. Upon completion of BUS 202 and ECON 201 students may enroll in the functional sequence of courses (Business 311, 351, 361 and 371). Business 311 and Business 351 also require Business 305 as prerequisite.
 - b. Business 401, Senior Business Experience, may be taken **only** after completion of the functional courses, Business 221 and Business 263.
5. In order to graduate, students majoring in business disciplines must meet the following minimum requirements:
 - a. Have a cumulative grade point average of at least 2.25.
 - b. Complete all business and economics courses with an average grade point of 2.25 or higher.
 - c. In addition to core courses listed above, also complete BUS 221—Introduction to Management Information Systems; Business 263, Legal Environment of Business; and

Business Education, Information, and Technology 336 as the junior-level writing requirement.

- d. Complete the course work and any additional requirements that may be stipulated by the individual programs.
 - e. Complete all other requirements prescribed by the University.
6. Students who change majors, or who had a break in their attendance and have been re-admitted, could be asked to meet the degree requirements in force at the time a major is declared or at the time they were re-admitted.
7. All students majoring in the Scott College of Business are expected to be aware of course and graduation requirements for their major. For further information, consult the program listing, the chairperson of the department offering the major, or the Undergraduate Student Services Office.

ACADEMIC STANDARDS FOR BUSINESS MINORS

1. Students graduating with any of the minors offered by the Scott College of Business must:
 - a. Meet the course work and other requirements of the minor (see program listing for details).
 - b. Achieve a minimum grade point average of 2.0 in course work presented for satisfaction of the minor.
2. All students with a minor in the Scott College of Business are expected to be aware of the course and graduation requirements of their minor. For further information, consult the program listing, the chairperson of the department offering the minor, the coordinator of the program offering the minor, or the Undergraduate Student Services Office.

TRANSFER POLICIES

1. For transfer at the prebusiness level, the student transferring from another institution must be in good academic standing. Admission to the Scott College of Business is conditional until the transfer student has completed 15 hours of approved course work at Indiana State University.
2. For transfer into one of the business majors, the transfer student must have completed the prebusiness courses with a minimum grade point average of 2.25 and have completed the freshman English composition requirement, the communication requirement, and the mathematics requirement. Admission to the Scott College of Business is conditional until completion of 15 hours of approved course work at Indiana State University with a cumulative grade point average of 2.25 or higher.
3. A student transferring from another academic unit in the University must have a cumulative grade point average of at least 2.0 and a minimum grade point average of 2.0 in any courses that will be applied to meeting the requirements of the business major.
4. An international student must also have a minimum TOEFL score of 550.
5. At least 50 percent of the business credit hours required for any business degree should be

taken at Indiana State University.
Effective term: Spring 2013

CORRECTIONS

The following corrections are reflected in ***bold and italics**:

UNDERGRADUATE APPROVALS

COURSE REVISIONS

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

HLTH 392 - Educational Methods

3 credits

Methods, procedures, aids, devices, and material sources appropriate for use by educators in applied health sciences.

Prerequisites: HLTH 221, or consent of instructor.

Change prefix and remove prerequisites to:

***AHS 391 - Educational Methods**

3 credits

Methods, procedures, aids, devices, and material sources appropriate for use by educators in applied health sciences.

A-F Grading

Effective term: Fall 2012