



Academic Notes

March 22, 2010

AN 2009-2010

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2010

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 10, 2010. 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

ACADEMIC NOTES PUBLICATION SCHEDULE FOR SPRING 2010

<u>Deadline for Items</u>	<u>Issue Date</u>
March 24	March 29
March 31	April 5
April 7	April 12
April 14	April 19
April 21	April 26
April 28	May 3
May 5	May 10

CREATION OF SCHOOL OF MUSIC

The Department of Music at Indiana State University requests that the unit be renamed a School of Music, effective as soon as possible. There are no costs associated with this proposed change. The reporting structure within the College of Arts and Sciences would not change. No new administrative structure would be necessary.

BACKGROUND AND TERMINOLOGY

Music has been an important aspect of campus life at Indiana State University since 1865. The Department of Music recently completed its 45th year of accredited membership in the National Association of Schools of Music. The department has a growing record of prominence and has over 1,500 alumni. The Department of Music offers three different degrees at the undergraduate level and one graduate degree with several concentrations. There are numerous specialty areas

and a growing student enrollment exceeding 210 majors, minors, and graduate students. Traditionally, the designation "department" is used to indicate small-sized music units that offer only undergraduate programs, have small faculty/staff numbers, and possess limited internal designation of authority, limited library holdings, and limited facilities. The term "school" is used to denote music programs that offer undergraduate and graduate programs, have significant library holdings, contribute in a significant manner to the culture of the area, utilize significant and/or extensive facilities, and are leading institutions in the state and/or region. In reality, the Indiana State University Department of Music has successfully functioned as a *de facto* school of music for over two decades. Our size and scope often lead visitors and ISU personnel alike to mistakenly refer to us as a "school" of music. Given these usages, the term "school" more closely describes the music unit at Indiana State University and best represents its size and scope to the outside world.

BENEFITS OF RENAMING

The primary benefit to calling the unit a School of Music rather than a department is one of external image. The music schools with which we compete for students and faculty and those which we wish to emulate are all either Schools or Colleges of Music. In the musical arts culture the word "school" carries the connotation of a higher level of activity than the word department. The image and judgment of our music unit by external people would be enhanced by such a change. This would make it easier to recruit students and faculty members, to compete for change. This would make it easier to recruit students and faculty members, to compete for external funding, and to enhance the perceptions of current and future music students at Indiana State University.

COST OF THE CHANGE

There are no significant costs in making this change. The only essential change would be a change of stationery and signage to reflect the new name. The reporting structure would be the same. The School of Music would be treated like a department in the College of Arts and Sciences and the Director (no longer Chairperson) of the School would report to the Arts and Sciences Dean. No new administrative structure or positions would be necessary.

BENEFITS OF THE CHANGE

The name change would adequately reflect our comprehensive program and provide the most appropriate description of our unit. The success and prestige of our unit would be enhanced by the name change, improving student and faculty recruitment. It will enhance marketability of music degrees from the university. It will also assist with securing external funding from corporate leaders and from arts granting agencies. For these reasons alone this change would benefit the university tremendously.

The Faculty Senate passed the definition of "School" at Indiana State University on February 18, 2010. That definition is as follows:

A school at Indiana State University is an academic unit located within a college that may be equivalent to a department in terms of structure, function, and leadership, or may contain departments within it. To become and/or maintain the designation of "school" such units should reflect the following characteristics: (1) a significant student enrollment; (2) multiple

sources of revenue, including external funding, endowment or other significant financial resources; (3) multiple academic programs (majors, minors, graduate, undergraduate) based in an integrated curriculum and (4) provide evidence that the term "school" is a common, recognized designation in the field; and (5) provide evidence of a clear benefit to the University.

The Department of Music meets each one of these criteria. The only one not already addressed in this document is (2). The budgets for music include state funding similar to other departments in the College of Arts and Sciences, funding from a separate budget for athletic bands, and multiple endowments which support scholarships, lectures and events, external funding, and to enhance the perceptions of current and future music students at Indiana State University.

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CONCLUSION

Calling our unit a department continues a less-than-appropriate and non-competitive practice that has second-rate connotations in the musical arts world. It negatively affects the recruitment of quality music students and quality prospective new faculty members.

ADDENDA

In the spring of 2006, the Department of Music conducted an external review. The external reviewers were Dr. John Deal, Dean of the School of Music at the University of North Carolina, Greensboro and Dr. George Riordan, Director of the McLean School of Music at Middle Tennessee State University. Both reviewers also serve as reviewers for the National Association of Schools of Music (NASM) the body that provides accreditation to the ISU Department of Music. Under their "Recommendations for Specific Changes" they state under item number 16:

"The proposal to change the name of the Department of Music to School of Music appears to us to be quite benign, and possibly quiet beneficial. Whereas the designation of school might be helpful in recruiting students and in external perception, we can see no practical extra-university reason not to designate the music unit as a school, as at present the Department essentially functions as a school of music within a university. Naturally, we cannot comment on any reasons that exist within the university not to change the name of the music unit. We

find the reasons and rationale stated in the document proposing the music unit name change to be valid (this document was submitted by Todd Sullivan and is dated December 1,2004)." (page14, *ISU Department of Music External Review*, March 20-21,2006)

ADDENDUM, February 2010

In Spring 2009, the Department hosted the visitors for the NASM 10-year Accreditation visit.

The following paragraph was in the Visitors' Report on page 1:

"The music department has long requested a change of name to "School of Music." A rationale for the request, included in the Self-Study in MPT IIIA, appeared to the visitors to be well conceived. As a pre-professional program, the title "School" is entirely appropriate and would give the ISU music program a more equal standing with comparable institutions. It would have no cost to the administration, as the "Director" would have the same campus status as a chair. It would be a boon to student recruitment and to faculty morale." (National Association of Schools of Music, *Visitor's Report*, Indiana State University, April 19-21, 2009, p. 1)

SUPPORTING DATA

Comparisons to Music Units at Other Institutions

The following of Indiana State University's peer institutions possess Schools or Colleges of Music: Ball State University (School of Music housed in a College of Fine Arts) Bowling Green State University (College of Musical Arts) Illinois State University (School of Music housed in a College of Fine Arts) Middle Tennessee State University (School of Music) University of North Carolina-Greensboro (School of Music) University of Northern Colorado (School of Music housed in a College of Performing and Visual Arts) Wichita State University (School of Music housed in a College of Fine Arts)

(Music units in this category that are designated departments are Cleveland State University, Idaho State University and Wright State University)

In addition, these schools with whom we regularly compete for students and faculty members are called Schools of Music:

Anderson University (School of Music housed in a College of the Arts) DePauw University (School of Music housed in a College of Liberal Arts) Northern Illinois University (School of Music housed in a College of Visual and Performing Arts) University of Louisville (School of Music)

Numerous universities similar to our own (Carnegie classification, faculty size, and/or student body size) call their music units "schools" or "colleges" and include:

Appalachian State University (School of Music) Central Michigan University (School of Music housed in a College of Communication and Fine Arts) Illinois Wesleyan University (School of Music housed in a College of Fine Arts) Millikin University (School of Music housed in a College of Fine Arts) Northern Illinois University (School of Music housed in a College of Visual and Performing Arts) Ohio University/Athens (School of Music housed in a College of Fine Arts) Southern Illinois University/Carbondale (School of Music housed in a College of Liberal Arts) SUNY-Fredonia (School of Music) SUNY-Purchase (Conservatory of Music housed in a College of Performing and Visual Arts) University of Northern Iowa (School of Music housed in a College of Humanities and Fine Arts) University of Southern Mississippi (School of Music housed in a College of Arts and Letters) University of South Florida (School of Music housed in a College of Visual and Performing Arts) University of Southwestern Louisiana (School of Music housed in a College of Arts) Western Michigan University

(School of Music housed in a College Fine Arts) Youngstown State University (School of Music housed in a College of Fine and Performing Arts)

According to the National Association of Schools of Music, there are 27 music units in the United States whose size and scope are similar to our own (student population between 201400). These music units are found in universities of various Carnegie classifications. 70% of these music units are called Schools of Music, and are:

Appalachian State University (School of Music) Central Michigan University (School of Music housed in a College of Communication and Fine Arts) East Carolina University (School of Music housed in a College of Fine Arts and Communication)

Georgia State University (School of Music housed in a College of Arts and Sciences) Kent State University (School of Music housed in a College of Fine and Professional Arts) Middle Tennessee State University (School of Music) Northern Illinois University (School of Music housed in a College of Visual and Performing Arts) Ohio University (School of Music housed in a College of Fine Arts) Pennsylvania State University (School of Music housed in a College of Arts and Architecture) University of Akron (School of Music housed in a College of Fine and Applied Arts) University of Alabama at Tuscaloosa (School of Music housed in a College of Arts and Sciences) University of Idaho (School of Music housed in a College of Letters, Arts, and Social Sciences) University of Nebraska, Lincoln (School of Music housed in a College of Fine and Performing Arts) University of Northern Iowa (School of Music housed in a College of Humanities and Fine Arts) University of Oregon (School of Music) University of South Florida (School of Music housed in a College of Visual and Performing Arts) University of Southern Mississippi (School of Music housed in a College of Arts and Letters) Youngstown State University (School of Music housed in a College of Fine and Performing Arts) Sam Houston State University (School of Music housed in a College of Arts and Sciences)

(Music units in this category that are designated departments are California State University at Fullerton, Eastern Michigan University, Indiana State University, Missouri State University, Towson University, University of Massachusetts at Lowell, Virginia Commonwealth University, Wayne State University)

Larger, leading institutions that designate their music units as Schools include:

University of Kentucky
University of Georgia
University of North Carolina
University of Alabama
University of Texas
University of Nebraska
University of Illinois
University of Iowa
University of Washington
University of Oklahoma
Penn State University
Ohio State University

The very finest music schools in the country, which we strive to emulate, all call their music units Schools or Colleges and include:

University of Michigan
Indiana University

Eastman School of Music
Juilliard School
Northwestern University
University of North Texas
Florida State
University of Texas-Austin
Preferred effective date: July 1, 2010

FACULTY GOVERNMENT

STUDENT AFFAIRS COMMITTEE

Thursday, March 25, 2010, 2:30 p.m. in College of Business 11th floor Board Room.

AGENDA #7

- I. Call to Order
- II. Adoption of the Agenda
- III. Approval of the Minutes of February 11, 2010
- IV. Review of Ongoing Charges for 2009-2010
 - A. Faculty rep at SGA meetings—Jim Buffington
 - B. instructor withdrawal of students early in semester—Stan Henderson
 - C. Review problems with medical withdrawal procedure and propose solution. Has gone to Senate Exec.
 - D. Work with the Student Success Council to examine policies that impact success of first- and second-year students—Chris Fischer
 - E. Administer the Faculty Scholarship—Bassou El Mansour (Chair), Stan Henderson, Chris Fischer
 - F. The treatment of students who have been academically dismissed from ISU, but have been readmitted after achieving success at another academic institution. Consider whether the existing ISU academic policy adequately rewards the students' recent success or does it unnecessarily concern itself with previous failures. Make recommendations. Has gone to Senate Exec.
- V. Reports
 - A. Chairperson
 - B. Administrative Representatives
 - C. Student Representatives
- VI. Old Business
 - A. Report from SAC's NCA Representative—Kevin Bolinger
 - B. Illinois fee waiver for student transfers with less than 45 hours at another institution—Kevin Bolinger
- VII. New Business—None
- VIII. Time and date for third meeting spring 2010
- VIII. Adjournment

CORE TRANSFER LIBRARY – STATE MANDATED PROJECT

Indiana State University has been a full participant in the state mandated Core Transfer Library (CTL) that charged each public institution of higher education with creating a list of at least 70 courses that transfer to all campuses within the public higher education system. The initial results of this project were published in Academic Notes on July 2, 2007 and updated in Fall 2009. Since that time, additional courses have been approved and added to the CTL list. Following the previous procedure, each entry was approved the dean's office in the appropriate college and by the Provost's office. Any change to these courses will necessitate a similar approval process at each of the Indiana public institutions.

A similar process has begun to include the independent or privately funded colleges in Indiana. That process is ongoing and will be included on the Commission for Higher Education transfer web site. Details of the CTL project and other statewide Indiana transfer projects can be found at: <http://www.TransferIn.net/> A newly reformatted site was launched this spring.

A complete list of all ISU CTL courses is below. Each course has been identified in u.select and will be given a TransferIN attribute identified for students during registration and in the catalog. Some of the CTL Category descriptions were changed since the first publication. Please contact the Office of Degree Audit and Transfer for questions or further details. Some courses may be in a curriculum change process; however, since all public schools in Indiana are required to approve all changes, the list below is current as of this date. Change forms have been or will be submitted through the CTL statewide committee as needed.

CTL CATEGORY	ISU Course
Art Appreciation	ART 151
Art History 1	ARTH 271
Art History 2	ARTH 272
Drawing	ARTS 101
Medical Terminology	ATTR 225
Biology 1 w/lab, College *	BIO 101/L
Biology 2 w/lab, College *	BIO 102/L
Human Biology	BIO 112/L
Microbiology for the Health Sciences	BIO 274/L
Accounting 1	BUS 201
Accounting 2	BUS 202
Chemistry, Survey of	CHEM 100/L
Organic and Biochemistry w/lab	CHEM 104/L
Chemistry 1 w/lab, General *	CHEM 105/L
Chemistry 2 w/lab, General *	CHEM 106/L
Public Speaking, Fundamentals of	COMM 101
Mass Communication, Introduction to	COMM 204
Criminal Justice, Introduction to	CRIM 150
Microcomputer, Introduction to	CS 101
Economics, Introduction to	ECON 100
Macroeconomics	ECON 200
Microeconomics	ECON 201
English Composition 1	ENG 101

English Composition 2	ENG 105
Creative Writing, Introduction to	ENG 219
English World Literature 1	ENG 236
English World Literature 2	ENG 237
Children's' Literature	ENG 280
Human Nutrition	FCS 201
French Level 1	FREN 101
French Level 2	FREN 102
French Level 3	FREN 201
French Level 4	FREN 202
Earth Sciences	GEOL 160/L
German Level 1	GERM 101
German Level 2	GERM 102
German Level 3	GERM 201
German Level 4	GERM 202
American History 1	HIST 201
American History 2	HIST 202
First Aid	HLTH 211/L
Linguistics, Introduction to	LING 210
Math Applications	MATH 102
Trigonometric Functions	MATH 112
Calculus - Long 1	MATH 131
Calculus - Long 2	MATH 132
Finite Math	MATH 201
Business, Introduction to	MGT 140
Music Appreciation	MUS 233
Philosophy, Introduction to	PHIL 101
Ethics	PHIL 201
Physical Science, Introduction to	PHYS 101/L
Physics 1, Algebra Based *	PHYS 105/L
Physics 2, Algebra Based *	PHYS 106/L
Physics 1, Calculus Based *	PHYS 205/L
Physics 2, Calculus Based *	PHYS 206/L
Political Science, Introduction to	PSCI 130
American Government	PSCI 201
Psychology, Introduction to	PSY 101
Developmental Psychology	PSY 266
Social Psychology	PSY 270
Abnormal Psychology	PSY 368
Sociology, Introduction to	SOC 100
Social Problems	SOC 220
Spanish Level 1	SPAN 101
Spanish Level 2	SPAN 102
Spanish Level 3	SPAN 201
Spanish Level 4	SPAN 202
Acting, Introduction to	THTR 150
Theatre Appreciation	THTR 174

* Paired courses in italics must be taken together.

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

INDEX

Item	Page #
Undergraduate Proposals	
<i>New Courses</i>	
CHEM 300; AVT 143, 381, 481	11
<i>Course Revisions</i>	
AVT 142, 242, 244	12
AVT 325, 341, 342	13
AVT 344, 413, 425	14
<i>Course Revisions – Foundational Studies</i>	
ECON 353, 446	15
HIST 345; SOC 465	16
WS 301	17
<i>New Programs</i>	
Unmanned Aerial Vehicles Minor	17
<i>Program Revisions</i>	
B.S. Aviation Management	18
Aviation Technology Minor	19
B.S. Automation and Control Engineering Technology	20
<i>Program Eliminations</i>	
Graduate Proposals	
<i>Course Eliminations</i>	
GEOG 613	21
Undergraduate Approvals	
<i>New Courses</i>	
IS 490	21
MUS 236; MIS 210, 325, 350	22
MIS 450; ATTR 354, 362, 363L, 365L	23
<i>Course Revisions</i>	
ECON 370; PSCI 472; MIS 310	24

MIS 420, 430	25
MIS 475, 476	26
ATTR 202, 255, 256	27
ATTR 355, 356, 440	28
ATTR 455, 456, 472	29
ATTR 475	30
<i>Course Revisions Foundational Studies Credit</i>	
ART 151; ARTE 390	30
COMM 240, 436; ENG 219	31
ENG 239, 338, 339	32
ENG 346; LAT 215; LLL 350	33
MUS 233, 333; PHIL 321	34
SOC 302; THTR 150	35
THTR 174	36
<i>Course Banking</i>	
MIS 400	36
<i>Course Eliminations</i>	
ECON 372	37
<i>Program Revisions</i>	
Management Information Systems Major	38
Management Information Systems Minor	40
Industrial Hygiene Minor	42
Athletic Training Major	43
Graduate Approvals	
<i>New Courses</i>	
PASS 500X, 610	45
PASS 611,613, 617, 620, 622	46
PASS 624, 626, 630, 632	47
PASS 634, 635, 636, 643, 655	48
PASS 670, 671, 672, 673, 674	49
PASS 675, 676, 677, 678, 679	50
PASS 680, 686, 687; PHTH 600	51
PHTH 601, 602, 604, 605, 610	52
PHTH 620,621, 622, 700, 701	53
PHTH 706, 710, 712, 720	54
PHTH 721, 723, 724, 725, 800	55
PHTH 810, 841, 891	56
<i>Course Revisions</i>	
CHEM 600	56
MATH 512; CIMT 601	57
ELED 601; SPED 600	58
<i>Course Banking</i>	
COMM 536	58
MATH 516	59
<i>New Programs</i>	
Doctor of Physical Therapy	59
Doctor of Nursing Practice	62

UNDERGRADUATE PROPOSALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics

CHEM 300 - Seminar in Chemistry

1 credit

A series of presentations by speakers in the fields of chemistry and physics from academia and industry, and discussion of a variety of chemistry-related topics. The course is not repeatable.

Prerequisite: sophomore standing or higher

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF TECHNOLOGY: Aviation Technology

AVT 143 – Introduction to Flight

1 credit

An introduction to the Indiana State University flight training program for aviation management majors. Students must also complete the requirements for and obtain the FAA basic ground instructor certificate.

Co-requisite: AVT 141 or consent of instructor.

Course Completion: minimum 5-instruction credits in the department's flight training laboratory or minimum 5-instruction credits in an aircraft.

S-U Grading

Preferred effective term: Fall 2010

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.

Preferred effective term: Fall 2010

AVT 481 Advanced Unmanned Aerial Systems Operations

3 credits

A study of advanced unmanned aircraft theory. This course examines the history of unmanned systems with an emphasis on military developments. It also includes safety assessment, functional requirements, unmanned aerial systems integration, and sensitivity analysis. Students will be expected to demonstrate proficiency in unmanned aerial systems programming, preflight, flight operations, post flight inspection, and mission analysis and debriefing.

Prerequisites: AVT 381 or consent of instructor.

Note: Students must pay an additional laboratory fee for this class.
Preferred effective term: Fall 2010

COURSE REVISIONS

COLLEGE OF TECHNOLOGY: Aviation Technology

AVT 142 - Private Pilot Flight I

1 credits

An introduction to the ISU flight training program.

Co-requisites: AVT 141 or consent of instructor

Note: Students must enroll in this course while pursuing the Private Pilot Certificate.

Course Completion: minimum of 20 total flight hours and a solo endorsement.

Add note to:

AVT 142 - Private Pilot Flight I

1 credits

An introduction to the ISU flight training program.

Co-requisites: AVT 141 or consent of instructor

Note: Students must enroll in this course while pursuing the Private Pilot Certificate.

Course Completion: minimum of 20 total flight hours and a solo endorsement.

Note: Student must pay an additional laboratory fee for this course.

S-U Grading

Preferred effective term: Spring 2011

AVT 242 - Instrument/Commercial Flight I

1 credits

Students must enroll in this course while pursuing the instrument/commercial certificate.

Prerequisites: AVT 144 or private pilot's certificate, or consent of instructor.

Course Completion: 40 flight hours beyond the private pilot certificate.

Change title, description, and add note to:

AVT 242 - Instrument Flight I

1 credits

Students must enroll in this course while pursuing the instrument rating.

Prerequisites: AVT 144 or private pilot's certificate, or consent of instructor.

Course Completion: 40 flight hours beyond the private pilot certificate.

Note: Student must pay an additional laboratory fee for this course.

S-U Grading

Preferred effective term: Spring 2011

AVT 244 - Instrument/Commercial Flight II

1 credit

Students must enroll in this course while pursuing the instrument/commercial certificate.

Prerequisites: AVT 242 or consent of instructor.

Course Completion: instrument rating or 145 total flight credits, of which 20 credits total simulator time may be applied.

Change title, description, and add note to:

AVT 244 - Instrument Flight II

1 credit

Students must enroll in this course while pursuing the instrument rating.

Prerequisite: AVT 242 or consent of instructor.

Course Completion: instrument rating, or 145 total flight credits, of which 20 credits total simulator time may be applied.

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

S-U Grading

Preferred effective term: Spring 2011

AVT 325 - Crew Resource Management

2 credits

A study of crew resource management techniques designed for pilots and cabin crew of multi-crew operations as well as dispatchers, mechanics, and air traffic control personnel. The course covers the theoretical aspects of modern crew resource management training with relevant references to, and examination of, human factor related aviation incidents and accidents.

Change credits to:

AVT 325 - Crew Resource Management

3 credits

A study of crew resource management techniques designed for pilots and cabin crew of multi-crew operations as well as dispatchers, mechanics, and air traffic control personnel. This course covers the theoretical aspects of modern crew resource management training with relevant references to, and examination of, human factor related aviation incidents and accidents.

A-F Grading

Preferred effective term: Spring 2011

AVT 341 - Advanced Aircraft Theory

3 credits

Introduction to high performance, multi-engine, aerobatic and tailwheel aircraft; their systems, performance, weight and balance computations, flight procedures, and characteristics and emergencies.

Prerequisites: Private Pilot Certificate and AVT 211; or consent of instructor.

Change title, description, and prerequisites to:

AVT 341 - Commercial Pilot Theory

3 credits

Course includes advanced aircraft performance and charts, multi-engine theory and operations, weight and balance, commercial operations, commercial flight publications and regulations, flight planning, and basic aerobatic and tailwheel operations.

Prerequisite: AVT 241 or consent of instructor.

A-F Grading

Preferred effective term: Spring 2011

AVT 342 - Instrument/Commercial Flight III

1 credit

Students must enroll in this course while pursuing the instrument/commercial certificate.

Prerequisites: AVT 244 or consent of instructor.

Course Completion: 185 total flight credits, of which 50 credits total simulator time may be applied.

Change title, description, and add note to:

AVT 342 – Commercial Flight I

1 credit

Students must enroll in this course while pursuing the instrument/commercial certificate.

Prerequisites: AVT 244 or consent of instructor.

Course Completion: 185 total flight credits, of which 50 credits total simulator time may be applied.

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

S-U Grading

Preferred effective term: Spring 2011

AVT 344 - Instrument/Commercial Flight IV

1 credit

Students must enroll in this course while pursuing the instrument/commercial certificate.

Prerequisites: AVT 342 or consent of instructor.

Course Completion: commercial pilot certificate.

Change title, description, and add note to:

AVT 344 - Commercial Flight II

1 credit

Students must enroll in this course while pursuing the Commercial Certificate. Course completion requirements: Airplane - commercial pilot certificate, multi-engine rating, tailwheel and severe unusual attitude recovery log-book endorsements; rotorcraft - commercial pilot certificate.

Prerequisites: AVT 342 or consent of instructor.

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

S-U Grading

Preferred effective term: Spring 2011

AVT 413 - Regional Jet Aircraft Systems

2 credits

This class provides an in-depth study of the complex systems found on regional jet aircraft. It provides a review of all primary systems, operations, checklists, and procedures, and offers hands-on experience with a computer based flight management systems trainer.

Prerequisites: AVT 313 or consent of instructor.

Change credits to:

AVT 413 - Regional Jet Aircraft Systems

3 credits

This class provides an in-depth study of the complex systems found on regional jet aircraft. It provides a review of all primary systems, operations, checklists, and procedures, and offers hands-on experience with a computer based flight management systems trainer.

Prerequisites: AVT 313 or consent of instructor.

A-F Grading

Preferred effective term: Spring 2011

AVT 425 - Aviation Risk Analysis

3 credits

Overview of aviation safety topics, including current safety issues, the role of federal agencies, accident statistics, causes of aviation accidents, human factors, and accident prevention.

Prerequisites: junior standing or consent of instructor.

Change title and description to:

AVT 425 - Aviation Safety Management Systems

3 credits

Overview of aviation safety topics, including current safety issues, the role of federal agencies, accident statistics, causes of aviation accidents, human factors, crew resource management skills and accident prevention.

Prerequisites: junior standing or consent of instructor.

A-F Grading

Preferred effective term: Spring 2011

COURSE REVISIONS
FOUNDATIONAL STUDIES CREDIT

COLLEGE OF ARTS AND SCIENCES: Economics

ECON 353 - Gender and Economics

3 credits

An analysis of the economic aspects of issues related to gender. Course discussions will focus on gender wage gaps, labor force discrimination, and the valuation of unpaid household work. Also covered are the differential impact of public policies and the importance of gender in economic theories of household behavior.

Prerequisites: ECON 100, or 200 and 201, or consent of instructor.

Change description and Add Foundational Studies Credit to:

ECON 353 - Gender and Economics

3 credits

An analysis of the economic aspects of issues related to gender. Course discussions focus on gender wage gaps, labor force discrimination, and the valuation of unpaid household work. Also covered are the differential impact of public policies and the importance of gender in economic theories of household behavior.

Prerequisites: ECON 100, or 200 and 201, or consent of instructor.

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

A-F Grading

Preferred effective term: Fall 2010

ECON 446 - Theory of Economic Development

3 credits

History, theory, reality, and problems of economic development; current constraints on sustained growth and alternative development models.

Prerequisites: ECON 200 and 201, or consent of instructor.

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

Add Foundational Studies credit to:

ECON 446 - Theory of Economic Development

3 credits

History, theory, reality, and problems of economic development; current constraints on sustained growth and alternative development models.

Prerequisites: ECON 200 and 201, or consent of instructor.

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

Foundational Studies Credit: [FS 2010: Global Perspective and Cultural Diversity]

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: History

HIST 345 - Introduction to Latin American and Latino Studies

3 credits

This course introduces aspects of Latin American society, culture, and development through the study of the region's modern history and the experiences of Hispanics in the United States.

Change description and add Foundational Studies Credit to:

HIST 345 - Introduction to Latin American and Latino Studies

3 credits

This course is an interdisciplinary introduction to Latin America and its diaspora which is designed to provide students with an understanding of the primary forces that have shaped the history of this complex region: the colonial experience and nation-building; economic development and dependence; social inequality and political revolution; cultural and ethnic diversity; immigration and the Latino experience; and the role the United States plays in the region.

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

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Sociology

SOC 465 - Comparative Societies

3 credits

Concepts of pluralism are used to compare societies, especially India and the United States, in terms of their value systems, social structures, and orientations to change.

Prerequisites: SOC 280 plus junior/senior class standing.

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

Change prerequisites and add Foundational Studies Credit to:

SOC 465 - Comparative Societies

3 credits

Concepts of pluralism are used to compare societies, especially India and the United States, in terms of their value systems, social structures, and orientations to change. [FS 2010: Global Perspectives and Cultural Diversity]

Prerequisites: SOC 101 or 280 plus junior/senior class standing.

Foundational Studies Credit: [FS 2010: Global Perspectives and Cultural Diversity]

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

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Women's Studies

WS 301 - Gender, Nation, and Class

3 credits

An interdisciplinary and international study of the dynamics and intersections of gender, nation, and class. Using material from the humanities, art, social sciences, and sciences, this course examines the impact of race, ethnicity, national origin, sexuality, and class on women.

Prerequisites: WS 201**Note:** students who have taken WS 200 may petition the Women's Studies Director to take the course.*Add Foundational Studies to:***WS 301 - Gender, Nation, and Class**

3 credits

An interdisciplinary and international study of the dynamics and intersections of gender, race, and nation. Using material from the humanities, art, social sciences, and sciences, this course examines the impact of race, ethnicity, national origin, sexuality, and class on women.

Prerequisites: WS 201**Foundational Studies:** [FS 2010: Global Perspectives and Cultural Diversity]**Note:** Students who have taken WS 200 may petition the Women's Studies Director to take the course.

A-F Grading:

*Preferred effective term: Fall 2010***NEW PROGRAMS****COLLEGE OF TECHNOLOGY: Aviation Technology****Unmanned Aerial Vehicles Minor (18 credits)****CP Code: 490104****Brief Summary:**

New minor recommended by the Aviation Industrial Advisory Board.

Student Learning:

New minor will prepare students for current marketplace.

Proposed Catalog Copy:**Unmanned Aerial Vehicles Minor (18 credits)****CP Code: 490104****Required courses:**

Aviation Department Courses: 141—6 credits; 211—3 credits; 223—3 credits; 381—3 credits; 481—3 credits

All students are encouraged to obtain a Private Pilot certificate.

All students must pass each aviation course with a C grade (2.0 points) or higher.

Preferred effective term: Fall 2010

PROGRAM REVISIONS

COLLEGE OF TECHNOLOGY: Aviation Technology

B.S. Aviation Management (78 credits)

CIP Code: 490104 Major Code: D532

Brief Summary:

Program changes are a result of two external accreditation reviews and recommendations from the Aviation Departments' Industrial Advisory Board.

Student Learning:

Proposed changes will better prepare students for current marketplace.

Proposed Catalog Copy:

Aviation Management Major (76 credits)

CIP Code: 490104 Major Code: _____

Required Aviation courses (52 credits):

Aviation Department Core Courses: 130—2 credits.; 141—6 credits.; 223—3 credits.; 307—3 credits.; 325—3 credits.; 403—3 credits.; 405—3 credits.; 425—3 credits.; 430—1 credit.

Aviation Management Core Courses: 143—1 credit; 205—3 credits.; 305—3 credits.; 309—3 credits.; 323—3 credits.; 471—3 credits.; 491—3 credits.; Upper Division AVT Elective—3 credits.; Upper Division AVT Elective—3 credits.; Upper Division AVT Elective—3 credits.

Technical support courses (3 semester credits):

Communications 269—3 credits.

Complete 1 of the 3 options below (18 credits minimum):

Option 1:

Any university minor (must be completed)

Option 2:

Any ROTC courses

Option 3:

Any aviation courses not included in aviation management core courses listed above.

NOTE: Additional aviation courses, not included in the core courses above, may be used to

complete credit hour shortage in options 1 or 2 above.

All aviation management students are encouraged to complete their private pilot certificate.
All aviation management students must pass each aviation course, used in their degree, with a C grade (2.0 points) or higher.

Preferred effective term: Fall 2010

COLLEGE OF TECHNOLOGY: Aviation Technology

Aviation Technology Minor (17 credits)

CIP Code: 490104 Major Code: D537

Brief Summary:

Program changes are a result of two external accreditation reviews and recommendations from the Aviation Industrial Advisory Board.

Student Learning:

Proposed changes will better prepare students for current marketplace.

Proposed Catalog Copy:

Aviation Technology Minor (16-17 credits)

CIP Code: 490104

Required courses (12 credits):

Aviation Department Courses: 141—6 credits; 305—3 credits; 471—3 credits

Aviation Elective Courses (4-5 credits):

Complete 1 of the 2 Options Below:

Option 1:

142—1 credits; 144—1 credits; Upper Division AVT Elective—3 credits

Option 2:

143—1 credits; Upper Division AVT Elective—3 credits

All students are encouraged to obtain a private pilot certificate.

All students must pass each aviation course with a C grade (2.0 points) or higher.

Preferred effective term: Fall 2010

COLLEGE OF TECHNOLOGY: Electronics, Computer, and Mechanical Engineering Technology

B.S. Automation and Control Engineering Technology (79 credits)

CIP Code: 150405 Major Code: D733

Brief Summary:

The new Foundational Studies program effective Fall 2010 has necessitated a minor wording change to the Automation and Control Engineering Technology program, as well as a change in the number of hours counted in the major. The wording 'Directed Basic Studies' was replaced with 'Directed Foundational Studies'. The number of hours changed from 79 to 82 since it is now necessary to count all Directed Foundational Studies hours with the major. English 305T is being removed from the directed courses since any course in the Junior Composition array will meet accreditation requirements.

Student Learning:

N/A

Proposed Catalog Copy:

B.S. Automation and Control Engineering Tehnology (82 credits)

CIP Code: 150405 Major Code: _____

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 280 - Introduction to Automation 3 credits
- ECT 281 - Robotic Controls 3 credits
- ECT 381 - Robotic Control Systems 3 credits
- ECT 444 - Programmable Logic Controllers and Control Systems 3 credits
- ECT 480 - Applications of Robotic and Automation Systems 3 credits

Manufacturing Technology (15 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 372 - Plastics Technology 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 407 - Tool and Die Design 3 credits

Technology Management (8 credits):

- TMGT 131 - Introduction to Manufacturing Technology 2 credits
- TMGT 478 - Industrial Organization and Functions 3 credits
- TMGT 492 - Industrial Supervision 3 credits

Directed Foundational Studies (3 credits):

- MATH 115 - College Algebra and Trigonometry 3 credits
- Preferred effective term: Fall 2010*

GRADUATE PROPOSALS

COURSE ELEMINATION

COLLEGE OF ARTS AND SCIENCES: Earth and Environmental Systems

GEOG 613 – Recent Geographic Thought

Preferred effective term: Fall 2010

UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: International Studies

IS 490 - Culminating Project in International Studies

1 credit

Students reflect upon their study abroad experience, their concentration, and how these fit into their goals for the IS Minor. Resulting from this self-reflection is a project designed in consultation with their international studies faculty advisor. This project may consist of a 10-15 page paper, of a media-based presentation, or some other format.

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Music

MUS 236 - Survey of American popular music traditions

3 credits

Emphasis is placed on the music's multicultural roots based in the Anglo-, African-, and Latin-

American folk traditions through an exploration of relationships of musical structures, forms, instruments, performance contexts, and the music's roles in a variety of social and cultural systems. No prior technical knowledge of music is necessary.

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

A-F Grading

Preferred effective term: Fall 2010

SCOTT COLLEGE OF BUSINESS: Organizational Department

MIS 210 – Introduction to Business Application Programming

3 credits

Overview of computerized business applications, from desktop to enterprise in scope. Students learn typical application architecture and receive an introduction to programming constructs. Tools used include database development platforms and extensions using structured and object-oriented programming techniques.

A-F Grading

Preferred effective term: Fall 2010

MIS 325 – Electronic Commerce

3 credits

An introduction to the concepts and applications of electronic commerce in business today. Specifically, focus is on e-commerce models and concepts, the Internet and the World Wide Web, how to build an ecommerce web site using different software packages, security and encryption, e-commerce payment systems, e-commerce marketing concepts, ethical social, and political issues in e-commerce, retailing on the web, online service industries, supply chain management and collaborative commerce, auctions, portals, communities, and online content providers.

A-F Grading

Preferred effective term: Fall 2010

MIS 350 – Information Security

3 credits

An introduction to the field of information security with emphasis on security management. Coverage includes legal, ethical, and professional issues, methods of access, personnel and social engineering concerns, risk management, security technology, incident response, disaster recovery, and other issues.

Prerequisite: MIS 276 or BUS 321 or approval of the instructor.

A-F Grading

Preferred effective term: Fall 2010

MIS 450 – Project Management

3 credits

This course prepares students to identify, plan, and execute projects in organizational settings. Students learn standard methodologies for planning and implementing projects, and are exposed to overviews of numerous supporting skill sets. Learning is heavily experiential, with each student having the opportunity to manage a significant portion of a realistic project.

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Athletic Training

ATTR 354 - Preseason Athletic Training Internship

1 credit

Students participate in preseason athletic training experiences assigned by the course instructor. Credit is earned on the basis of one credit for each three-week period of full-day service (approximately 120 hours).

Prerequisite: NATA Membership; Admittance into the professional component of the program through formal application or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

ATTR 362 - Foundations of Therapeutic Modalities and Rehabilitation

3 credits

A study of foundational knowledge in the physiology of trauma and the subsequent effects on tissues as a basis for modalities and rehabilitation.

Prerequisites: Admittance into the professional component of the program through formal application or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

ATTR 363L - Orthopedic Evaluation and Diagnosis I Laboratory

1 credit

Psychomotor skill instruction, practice, and evaluation of lower extremity and spine orthopedic injuries.

Co-requisite: ATTR 363

A-F Grading

Preferred effective term: Fall 2010

ATTR 365L - Orthopedic Evaluation and Diagnosis II Lab

1 credit

Psychomotor skill instruction, practice, and evaluation of upper extremity, head/face, cervical spine, thorax, and abdomen.

Co-requisite: ATTR 365

A-F Grading

Preferred effective term: Fall 2010

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Economics

ECON 370 - Quantitative Tools in Economics

3 credits

A survey of the mathematical and statistical tools that economists use to conduct theoretical and empirical analysis. The course will cover the connections of calculus, matrix algebra, and statistical regression to both macroeconomic and microeconomic analysis.

Prerequisites: ECON 200 and 201; MATH 115 or 131 or 201 or 301; and MATH 241 or BUS 205 and 305.

Change title and description to:

ECON 370 – Econometric Analysis

3 credits

A survey of the statistical tools used to conduct empirical analysis. The course covers the use of statistical regression to both macroeconomic and microeconomic analysis.

Prerequisites: ECON 200 and 201; MATH 115 or 131 or 201 or 301; and MATH 241 or BUS 205 and 305.

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Political Science

PSCI 472 - Conflict and Cooperation in International Politics

3 credits

This course examines why both conflict and cooperation can occur between countries, and uses case studies and simulation exercises to enhance student understanding of the theoretical arguments.

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

Change number and remove note to:

PSCI 372 - Conflict and Cooperation in International Politics

3 credits

This course examines why both conflict and cooperation can occur between countries, and uses case studies and simulation exercises to enhance student understanding of the theoretical arguments.

A-F Grading

Preferred effective term: Fall 2010

SCOTT COLLEGE OF BUSINESS: Organizational Department

MIS 310 - Business Applications Development I

3 credits

Emphasis on the fundamentals of structured program design, development, testing, implementation, and documentation of common business-oriented applications using a business-oriented language such as COBOL. Discussion and application of top-down design strategies and structured programming techniques for designing and developing problem solutions.

Coverage of language syntax, data and file structures for implementing batch programs for

business report generation, input editing, table processing, and indexing-sequential file creation and access.

Prerequisites: BUS 170 and 201.

Change description and prerequisites to:

Emphasis is on the fundamentals of program analysis, design, development, testing, implementation, and documentation of business applications. Discussion and application of program design strategies and programming techniques for designing and developing business solutions. Coverage of language syntax, sequencing, repetition decision making and GUI design are covered.

Prerequisites: MIS 210 or consent of department chairperson.

A-F Grading

Preferred effective term: Fall 2010

MIS 420 - Survey of Data Base Management

3 credits

Introduction to applications program development in a business database environment with an emphasis on loading, modifying, and querying the database using a business-oriented language such as COBOL. Investigation of database administration, database technology, and selection and acquisition of database management systems. Overview of future trends in data management.

Prerequisites: MIS 300, 310, 376.

Change title, description, and prerequisites to:

MIS 420 – Data and Knowledge Management

3 credits

This course covers the role of Information Technology in capturing, storing, retrieving, analyzing, representing, and using data. Students learn appropriate theory and techniques associated with each of the steps in utilizing data, information, and knowledge to make good decisions. Emphasis is on Data Warehousing, Data Mining and Knowledge Bases.

Prerequisites: MIS 300 or 301.

A-F Grading

Preferred effective term: Fall 2010

MIS 430 - Distributed Data Processing

3 credits

A study of different structures of data processing systems utilizing communication networks. Technology implications of computer hardware, software, and communications are discussed as they relate to the design, development, and implementation of distributed data processing systems.

Prerequisites: BUS 320 or 321.

Change title and remove prerequisites to:

MIS 430 – Business Data Communications

3 credits

A study of different structures of data processing systems utilizing communication networks. Technology implications of computer hardware, software, and communications are discussed as they relate to the design, development, and implementation of distributed data processing systems.

Note: each topic may be offered only once a year.

A-F Grading

Preferred effective term: Fall 2010

MIS 475 - Seminar in Current MIS Topics

3 credits

The course provides an in-depth study of selected concepts or problems facing the users of a management information system that would not ordinarily be presented in regularly scheduled MIS courses.

Prerequisites: 9 credits of Management Information Systems course work.

Note: May be repeated for a maximum of 6 hours; no topic may be repeated.) Note: each topic may be offered only once a year.

Change prerequisites, add repeatable and when offered to:

MIS 475 Seminar in Current Management Information Systems Topics

3 credits

The course provides an in-depth study of selected concepts or problems facing the users of a management information system that would not ordinarily be presented in regularly scheduled management information systems courses.

Prerequisite: Business 321.

Repeatable: may be repeated for a maximum of 6 credits; no topic may be repeated.

When offered: each topic may be offered only once a year.

Note: each topic may be offered only once a year.

A-F Grading

Preferred effective term: Fall 2010

MIS 476 - Management Information Systems

3 credits

A capstone seminar course to integrate the behavioral, organizational, and technical aspects of information systems analysis, design, and implementation. Emphasis on the internal management of information systems and on the management of information technology. Coverage of the subject matter will be through readings, case studies, lectures, and field studies. Written and oral presentations will be required.

Prerequisite: MIS 300.

Change number, description, and prerequisites to:

MIS 470 – Management Information Systems Capstone

3 credits

The purpose of this course is to integrate students' understanding of the role of information systems in supporting organizational decision-making. In prior courses, students are introduced to analytical techniques, current information technologies, and the fundamentals of commerce. As the capstone course in management information systems, the objective of this course is to combine and enhance students' abilities in these areas. Emphasis is on the internal management of an organization's information systems and the utilization of information as an organizational resource. Coverage of the subject matter may be through case studies, lectures, class discussion, independent readings, and research.

Prerequisite: MIS 420.

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Athletic Training

ATTR 202 - Athletic Injuries in Physical Activities

1 credit

This course is designed for the physical educator and coach. Students are introduced to basic aspects of first aid in physical activities. Successful completion of this course will lead to first aid and CPR certification.

Change title and description to:

ATTR 202 – CPR for the Professional Rescuer

1 credit

A course to certify students as professional rescuers by a certified instructor for the American Safety and Health Institute.

A-F Grading

Preferred effective term: Fall 2010

ATTR 255 - Clinical I

3 credits

Students will complete structured practical rotations and demonstrate selected athletic training skill acquisition.

Prerequisites: acceptance into the professional component of the program through formal application.

Change title and description to:

ATTR 255 - Athletic Training Practicum I

3 credits

Students engage within the community through the experiential learning of athletic training skills. Didactic experiences include the practice, development, and evaluation of clinical proficiency.

Prerequisites: acceptance into the professional component of the program through formal application.

A-F Grading

Preferred effective term: Fall 2010

ATTR 256 - Clinical II

3 credits

Students will complete structured practical rotations and demonstrate selected athletic training skills acquisition.

Prerequisites: successful completion of ATTR 255 or permission of instructor.

Change title and description to:

ATTR 256 - Athletic Training Practicum II

3 credits

Students engage within the community through the experiential learning of athletic training skills. Didactic experiences include the practice, development, and evaluation of clinical proficiency.

Prerequisite: ATTR 255 or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

ATTR 355 - Clinical III

3 credits

Students will complete structured practical rotations and demonstrate selected athletic training skills acquisition.

Prerequisites: successful completion of ATTR 256 or permission of instructor.

Change title, description, and prerequisites to:

ATTR 355 - Athletic Training Practicum III

3 credits

Students engage within the community through the experiential learning of athletic training skills. Didactic experiences include the practice, development, and evaluation of clinical proficiency.

Prerequisites: ATTR 354

A-F Grading

Preferred effective term: Fall 2010

ATTR 356 - Clinical IV

3 credits

Students will complete structured practical rotations and demonstrate selected athletic training skills acquisition.

Prerequisites:

successful completion of ATTR 355 or permission of instructor.

Change title, description, and prerequisites to:

ATTR 356 - Athletic Training Practicum IV

3 credits

Students engage within the community through the experiential learning of athletic training skills. Didactic experiences include the practice, development, and evaluation of clinical proficiency.

Prerequisites: ATTR 355

A-F Grading

Preferred effective term: Fall 2010

ATTR 440 - Special Topics in Athletic Training

1-3 credits

This course is devoted at each offering to a study of a contemporary topic or innovative development in athletic training.

Note: It may be repeated if different topics are studied, but no more than 6 credit hours may be counted toward a degree.

Change title, description, credits, and remove repeatable to:

ATTR 440 - Special Topics in Applied Medicine

3 credits

This course is devoted at providing an array of perspectives among medical and allied health professionals about the delivery of health care for the physically active population.

Prerequisite: admittance into the professional component of the program through formal application or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

ATTR 455 - Clinical V

4 credits

Students will complete structured practical rotations and demonstrate selected athletic training skills acquisition.

Prerequisites: successful completion of ATTR 356 or permission of instructor.

Change title, description, and prerequisites to:

ATTR 455 - Athletic Training Practicum V

3 credits

Students engage within the community through the experiential learning of athletic training skills. Didactic experiences include the practice, development, and evaluation of clinical proficiency.

Prerequisites: successful completion of ATTR 356 or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

ATTR 456 - Clinical VI

4 credits

Students will complete structured practical rotations and demonstrate selected athletic training skills acquisition.

Prerequisites: successful completion of ATTR 455 or permission of instructor.

Change title, description, credits, and prerequisites to:

ATTR 456 - Athletic Training Practicum VI

3 credits

Students engage within the community through the experiential learning of athletic training skills. Didactic experiences include the practice, development, and evaluation of clinical proficiency.

Prerequisites: ATTR 455

A-F Grading

Preferred effective term: Fall 2010

ATTR 472 - Therapeutic Modalities

3 credits

An investigation of the theoretical and technological basis of sports injury and therapeutic modalities.

Prerequisites: PE 220 and 220L; admittance into the professional component of the program through formal application or permission of instructor.

Change title, description, and prerequisites to:

ATTR 472 - Applied Therapeutic Modalities

3 credits

Clinical decision making and the application of therapeutic modalities for injuries/illnesses among the physically active population.

Prerequisites: ATTR 362; PE 220, 220L; admittance into the professional component of the program through formal application or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

ATTR 475 - Therapeutic Exercise

3 credits

A study of the physiology of trauma and the subsequent effects on tissues as a basis for rehabilitation. Techniques of therapeutic exercise, planning of rehabilitation programs, and manual muscle testing will be included in the course content.

Prerequisites: ATTR 472; admittance into the professional component of the program through formal application or permission of instructor; PE 381.

Change title, description, and prerequisites to:

ATTR 475 - Applied Therapeutic Rehabilitation and Reconditioning

3 credits

Clinical decision making and the application of therapeutic rehabilitation and reconditioning techniques for injuries/illnesses among the physically active population.

Prerequisites: ATTR 362, 472; PE 381; admittance into the professional component of the program through formal application or permission of instructor.

A-F Grading

Preferred effective term: Fall 2010

COURSE REVISIONS **FOUNDATIONAL STUDIES CREDIT**

COLLEGE OF ARTS AND SCIENCES: Art

ART 151 - Visual Arts in Civilization

3 credits

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

A topical survey of major concepts in the visual arts and their relation to the societies which produced them.

Note: For non-Department of Art majors only.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Electives]

Change General Education Credit to Foundational Studies Credit:

ART 151 - Visual Arts in Civilization

3 credits

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

A topical survey of major concepts in the visual arts and their relation to the societies which produced them.

Note: For non-Department of Art majors only.

Foundational Studies Credit: [Fine and Performing Arts]

Preferred effective term: Fall 2010

ARTE 390 - Visual Arts in Elementary Schools

4 credits

An integrated lecture/laboratory experience designed to promote an appreciation for and a functional knowledge of the visual arts for children.

Note: For elementary education majors and minors.

Add Foundational Studies Credit:

ARTE 390 - Visual Arts in Elementary Schools

4 credits

An integrated lecture/laboratory experience designed to promote an appreciation for and a functional knowledge of the visual arts for children.

Note: For elementary education majors and minors.

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

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 240 - Introduction to Film

3 credits

Provides an introduction to the study of film, with exposure to cultural, social, technical, and aesthetic issues. Includes viewing and discussing several feature films, and oral and written analysis of film form and film style.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Elective]

Change General Education Credit to Foundational Studies Credit:

COMM 240 - Introduction to Film

3 credits

Provides an introduction to the study of film, with exposure to cultural, social, technical, and aesthetic issues. Includes viewing and discussing several feature films, and oral and written analysis of film form and film style.

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

Preferred effective term: Fall 2010

COMM 436 - Advanced Broadcasting and Film Writing

3 credits

Techniques and problems of writing for television and film, emphasizing dramas.

Prerequisites: COMM 290 or equivalent.

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

Change title, add Foundational Studies Credit, and remove note to:

COMM 436 – Creating Stories for American Film and Television

3 credits

Techniques and problems of writing for television and film, emphasizing dramas.

Prerequisites: COMM 290 or equivalent.

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

A-F Grading

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: English

ENG 219 - Introduction to Creative Writing

3 credits

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

A workshop course for beginning writers that provides practice in writing fiction, creative nonfiction, poetry, and drama, with attention to both the creative process in general and

particular techniques and models of each genre.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Literature and Life]

Change General Education Credit to Foundational Studies Credit:

ENG 219 - Introduction to Creative Writing

3 credits

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

A workshop course for beginning writers that provides practice in writing fiction, creative nonfiction, poetry, and drama, with attention to both the creative process in general and particular techniques and models of each genre.

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

Preferred effective term: Fall 2010

ENG 239 - Literature and Life

3 credits

Understanding how writers have imagined and represented human experiences through the study of recurrent themes in literature.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Literature and Life]

Change General Education Credit to Foundational Studies Credit:

ENG 239 - Literature and Life

3 credits

Understanding how writers have imagined and represented human experiences through the study of recurrent themes in literature.

Foundational Studies Credit: [FS 2010: Literary Studies]

Preferred effective term: Fall 2010

ENG 338 - Literature and Public Life

3 credits

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

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Literature and Life]

Change General Education Credit to Foundational Studies Credit:

ENG 338 - 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: Literary Studies]

Preferred effective term: Fall 2010

ENG 339 - Women’s Poetry

3 credits

A survey of women poets from the medieval period to the present, with emphasis on women’s poetry as a literary movement distinct from other stylistic movements; its role, status, history, common themes, achievements, and critical theory.

Change title, description, and add Foundational Studies Credit to:

ENG 339 – Women’s Literature

3 credits

A survey of women's literature, with emphasis on its role, status, history, common themes, achievements, and critical theory.

Foundational Studies Credit: [FS 2010: Literary Studies]

A-F Grading

Preferred effective term: Fall 2010

ENG 346 - Modern Black American Literature

3 credits

African American writing from 1940 to the present.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Literature and Life]

Cross-listed: (Also listed as African and African American Studies 383.)

Change General Education Credit to Foundational Studies Credit:

ENG 346 - Modern Black American Literature

3 credits

African American writing from 1940 to the present.

Foundational Studies Credit: [FS 2010: Literary Studies]

Cross-listed: (Also listed as African and African American Studies 383.)

Preferred effective term: Fall 2010

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

LAT 215 - Classical Mythology

3 credits

Introduction to the mythology of Greece and Rome.

Note:

This course is conducted in English.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Elective]

Change General Education Credit to Foundational Studies Credit:

LAT 215 - Classical Mythology

3 credits

Introduction to the mythology of Greece and Rome.

Note:

This course is conducted in English.

Foundational Studies Credit: [FS 2010: Literary Studies]

Preferred effective term: Fall 2010

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.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Literature and Life]

Change General Education Credit to Foundational Studies Credit:

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: [Integrative Upper-Division Electives]

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Music

MUS 233 - Music Appreciation

3 credits

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

A history of the music of Western civilization, stressing the art of listening, with discussions of prominent composers, their works, and their styles.

Note: A General Education course for non-music majors and minors.

General Education Credit: General Education Credits [GE 2000: Literary, Artistic, and Philosophical Studies-Elective]

Change General Education Credit to Foundational Studies Credit:

MUS 233 - Music Appreciation

3 credits

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

A history of the music of Western civilization, stressing the art of listening, with discussions of prominent composers, their works, and their styles.

Note: A Foundational Studies course for non-music majors and minors.

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

Preferred effective term: Fall 2010

MUS 333 - Masterpieces of Classical Music

3 credits

In-depth listening and discussion of significant works by composers whose music has affected generations of listeners.

Note: A General Education course for non-music majors.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Elective]

Change General Education Credit to Foundational Studies Credit:

MUS 333 - Masterpieces of Classical Music

3 credits

In-depth listening and discussion of significant works by composers whose music has affected generations of listeners.

Note: A Foundational Studies course for non-music majors.

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

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Philosophy

PHIL 321 - Literature and Public Life

3 credits

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

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Literature and Life]

Change title and General Education Credit to:

PHIL 321 – Philosophy and Literature

3 credits

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

Foundational Studies Credit: [FS 2010: Literary Studies]

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Psychology

SOC 302 - Work, Employment, and Society

3 credits

This course is designed primarily to meet the General Education Capstone Course requirement. This course will do that by examining the “employment relationship.” In a society of employees the employment relationship emerges as among the most significant in a person’s life. Topics will include basic labor law, forms of the employment relationship, employment discrimination, regulation of the employment relationship, promotions, workplace politics, and workplace health and safety issues.

Prerequisites: at least 78 credits, seven of nine required Liberal Studies courses, and sufficient progress in the major to validate work as a capstone experience.

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

General Education Credits: [GE2000: Capstone Course]

Change description, remove prerequisites, note, and change General Education Credit to Foundational Studies Credit:

SOC 302 - Work, Employment, and Society

3 credits

This course examines facets of the “employment relationship” from the perspective of the employee. Topics include basic labor law, forms of the employment relationship, employment discrimination, regulation of the employment relationship, promotions, workplace politics, and workplace health and safety issues.

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

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Theater

THTR 150 - Beginning Acting

3 credits

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

An approach to acting through development of personal potential and resources, creativity, concentration, and teamwork.

Note: (Suitable for both majors and non-majors.)

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Elective]

Change title, description, note, and General Education Credit to Foundational Studies Credit:

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]

Preferred effective term: Fall 2010

THTR 174 - Introduction to Theater

3 credits

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

A hands-on approach to the development of a theatrical event. In addition to reading plays and attending University productions, students will learn how directors, playwrights, actors, designers, and other theater artists make theater happen. Students will write and produce their own short play at the end of the semester.

General Education Credit: [GE2000: Literary, Artistic, and Philosophical Studies-Elective]

Change General Education Credit to Foundational Studies Credit:

THTR 174 - Introduction to Theater

3 credits

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

A hands-on approach to the development of a theatrical event. In addition to reading plays and attending University productions, students will learn how directors, playwrights, actors, designers, and other theater artists make theater happen. Students will write and produce their own short play at the end of the semester.

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

Preferred effective term: Fall 2010

COURSE BANKING

SCOTT COLLEGE OF BUSINESS: Organizational Department

MIS 400 - Decision Support Systems 3 credits

Preferred effective term: Fall 2010

COURSE ELIMINATIONS

COLLEGE OF ARTS AND SCIENCES: Economics

ECON 372 - Econometrics

Preferred effective term: Fall 2010

PROGRAM REVISIONS

SCOTT COLLEGE OF BUSINESS: Organizational Department

Management Information Systems Major (75 credits)

CIP Code: 521201 Major Code: 6333

Brief Summary:

In an effort to meet the President's initiative to simplify majors, make them more accessible to students, and enable students to graduate with up-to-date skills that the marketplace requires, the management information systems major has been streamlined and updated. The MIS program has been revised by eliminating two MIS major requirements (MIS 376 and COMM 215 or ENGL 305), adding two new courses (MIS 210 and MIS 450), updating existing courses (MIS 310, MIS 420, MIS 430, and MIS 476), and banking one course (MIS 400). One elective course was eliminated. The total number of credits required for the MIS program has been reduced from 30 to 27.

MIS 210 Introduction to Business Application Programming, which students take in their sophomore year, helps students prepare for the upper level programming class (MIS 310), taken in their junior year. MIS 450 Project Management has been requested by the industry as an important skill that an MIS or an IT graduate should have. MIS 476 Management Information Systems has been updated to include topics of Knowledge Management, in addition to topics that were covered in the original class.

Many of the restrictive prerequisites for the upper level MIS classes were carefully examined, and the ones that were deemed unnecessary were removed, enabling students from different majors to access and benefit from the program.

Student Learning:

The field of management information systems continues to be a rapidly-changing area of study. In the last ten years, the advent of applications delivered via a web browser has opened a whole new area of development in systems design and programming. Traditional areas such as database management have evolved into concerns about how to use the data collected. The newer technologies involved in data warehousing and data mining have made managing the knowledge of organizations a priority. The number of computer languages has expanded to include object-oriented technologies in addition to structured languages. The job of managing IS projects has received priority.

The MIS Program maintains close contact with the employers of students who graduate from the program through the MIS Advisory Board. The members of the board include representatives from the MIS areas of such companies as State Farm, Eli Lilly, Kimball International, and other companies important to the Indiana economy that hire our graduates. The board has given us feedback that supports the offering of new courses in project management and knowledge management, as well as making changes to the content of other courses. Also, feedback from our graduates has provided information that we have included in the planning of our curriculum and course content. All of the input collected by the program suggests that adjusting the content and

the streamlining of the curriculum is warranted.

The faculty have taken several years to update the curriculum. They sought consultation with MIS graduates and industry advisors, with consideration about updating the program to reflect current industry practices. They looked at parts of the program that have caused problems for current students.

For example, MIS 210 Introduction to Business Application Programming was created to prepare the beginning MIS students for the upper level programming class, MIS 310, and the other relevant MIS classes, such as MIS 420 and MIS 380. MIS 450 Project Management equips our students with much needed skills to manage IT projects and other related organizational activities. MIS 470 Management Information Systems, our MIS capstone class is the culminating effort where students combine what they have learned in the past four years and synthesize their knowledge and organize their arsenal of MIS skills to tackle the current and future organizational and industry challenges.

In summary, the revised MIS program is up-to-date, more streamlined with current and expected future industry practices, falls within the call to simplify our majors and make them more accessible and easier to go through for our students. The faculty believe these changes will better prepare our students for careers in managing information systems.

Proposed Catalog Copy:

Management Information Systems Major (72 credits)

CIP Code: 521201 Major Code: _____

The Management Information Systems Program emphasizes the understanding of sound business practices using today's technology. Students gain expertise in system analysis and design, database and knowledge management, telecommunications and networking, information resource management, business applications development, project management and organizational learning. Combined with a solid background of traditional business knowledge, management information systems graduates find careers such as systems analyst, business analyst, network administrator, Web designer, programmer/analyst, user support specialist, or information technology sales.

Required Courses on all Four-Year Professional Programs (45 credits):

Business:

- BUS 100 - Introduction to Contemporary Business 3 credits
- BUS 180 - Business Information Tools 3 credits
- BUS 201 - Principles of Accounting I 3 credits
- BUS 202 - Principles of Accounting II 3 credits
- BUS 205 - Business Statistics I 3 credits
- BUS 263 - Legal Environment and Business 3 credits
- BUS 305 - Business Statistics II 3 credits
- BUS 311 - Business Finance 3 credits
- BUS 321 - Introduction to Management Information Systems 3 credits
- BUS 351 - Introduction to Operations Management 3 credits
- BUS 361 - Principles of Marketing 3 credits

- BUS 371 - Management and Organizational Behavior 3 credits
- BUS 401 - Senior Business Experience 3 credits

Economics:

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

Required Courses for Management Information Systems Majors (27 credits):

Management Information Systems:

- MIS 210 - Introduction to Business Application Programming 3 credits
- MIS 300 - Business Systems Analysis 3 credits
- MIS 310 - Business Applications Development I 3 credits
- MIS 420 - Data and Knowledge Management 3 credits
- MIS 430 - Business Data Communications 3 credits
- MIS 450 - Project Management 3 credits
- MIS 470 - Management Information Systems 3 credits

Electives:

Choose 6 credits from the following:

- ACCT 313 - Accounting Systems 3 credits
- CS 361 - Small-Systems Software Development I 3 credits
- CS 365 - Computer Organization and Assembly Language 3 credits
- CS 452 - Software Engineering 3 credits
- MIS 335 - Introduction to Business Web Development 3 credits
- MIS 325 - Electronic Commerce 3 credits
- MIS 350 - Information Security 3 credits
- MIS 355 - Survey of Object-Oriented Programming Languages 3 credits
- MIS 380 - Business Applications Development II 3 credits
- MIS 431 - Managing Local Area Networks I 3 credits
- MIS 439 - Management Information Systems Internship 1-6 credits
- MIS 475 - Seminar in Current MIS Topics 3 credits
- OMA 470 - Business Process Simulation 3 credits

Preferred effective term: Fall 2010

SCOTT COLLEGE OF BUSINESS: Organizational Department

Management Information System Minor (50 credits)

CIP Code: 521201 Major Code: 6333

Brief Summary:

The MIS minor is currently very difficult for non-business majors to take. This is largely due to some of the business core prerequisites, which have been extensively reviewed and deemed to be unnecessary. Presently, any student not in the College of Business would have to take the entire pre-business core in order for prerequisites to be met. By removing certain prerequisites, and adding a business overview (MGT 140), the minor can be available to all ISU students while

retaining the requirement that some business knowledge be imparted.

Student Learning:

While few students outside the College of Business have completed the old MIS minor, non-business majors now will take a companion course to one of the core MIS major and minor courses (MIS 301). This course was created for Information Technology (IT) students and is offered each semester. Additionally, students outside the College of Business are often permitted to take regular MIS courses with the outcomes generally observed as good. A meeting between the MIS program coordinator and the IT coordinator for the college of technology has confirmed that many current IT majors are prepared to take these courses

Since the MIS minor was last evaluated, one significant new major (Information Technology) has been created. Additionally, the practice many other disciplines taught at ISU has been impacted by advances in Information Systems, creating a need for students in those disciplines to understand the creation, operation, and management of those systems. Being able to acquire a minor in MIS would help many students across all colleges become more adequately prepared for careers in their chosen fields.

Proposed Catalog Copy:

Management Information System Minor (24 credits)

CIP Code: 521201 Major Code: _____

Management Information Systems Minor (15 additional credit hours for business majors, 24 credit hours for non-business majors).

(open to business and non-business majors)

Business and non-business graduates will frequently be employed by an organization that heavily leverages information systems in the achievement of its mission. Understanding the role and functioning of information systems will improve the graduate's ability to contribute to his or her organization's effectiveness and competitive advantage.

Required Prerequisite Courses for Management Information Systems Minor (9 credits)

BUS - 180 Business Information Tools 3 credits or CS 101 - Information Technology Literacy 3 credits

MGT - 140 Introduction to Business 3 credits (non-business majors) or BUS 100 - Introduction to Contemporary Business 3 credits (business majors)

MIS - 276 Business Information Processing Systems 3 credits (non-business majors) or BUS 321 - Introduction to Management Information Systems 3 credits (business majors)

Required Courses for Management Information Systems Minor (3 credits):

MIS 300 - Business Systems Analysis

or

MIS 301 - Systems Analysis for Information Technology 3 credits

Elective Courses: (Choose 12 credits)

ACCT 313 - Accounting Systems 3 credits
MIS 310 - Business Applications Development I
MIS 325 - Electronic Commerce 3 credits
MIS 335 - Introduction to Business Web Development 3 credits
MIS 350 - Information Security 3 credits
MIS 355 - Survey of Object-Oriented Programming Languages 3 credits
MIS 376 - Business Computer Systems 3 credits
MIS 380 - Business Applications Development II 3 credits
MIS 420 - Data and Knowledge Management 3 credits
MIS 430 - Business Data Communications 3 credits
MIS 431 - Managing Local Area Networks I 3 credits
MIS 439 - Management Information Systems Internship 1-6 credits
MIS 450 - Project Management 3 credits
MIS 475 - Seminar in Current MIS Topics 3 credits
OMA 470 - Business Process Simulation 3 credits

Preferred effective term: Fall 2010

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Health, Safety, and Environmental Health Sciences

Industrial Hygiene Minor (34 credits)

Brief Summary:

We are reducing the HLTH 315L and HLTH 335L credit hours from 2 to 1 credit hour. This will reduce the minor required hours from 34 to 32.

Proposed Catalog Copy:

Industrial Hygiene Minor (32 credits)

A course of study in the identification, evaluation, and control of chemical, physical, and biological hazards in the occupational environment.

Health, Safety, and Environmental Health Sciences Courses:

HLTH 315 - Industrial Hygiene I 3 credits
HLTH 315L - Industrial Hygiene I Laboratory 1 credit
HLTH 335 - Industrial Hygiene II 3 credits
HLTH 335L - Industrial Hygiene II Laboratory 1 credit
HLTH 340 - Health Biostatistics 3 credits
HLTH 425 - Toxicology 3 credits
HLTH 455 - Seminar in Occupational Health 2 credits

Chemistry Courses:

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 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

Preferred effective term: Fall 2010

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Athletic Training

Athletic Training Major (88 credits, including clinicals)

CIP Code: 510913 Major Code: A821

Brief Summary:

The undergraduate Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Current changes to the curriculum are predicated on changes to the CAATE requirements. The ATEP is currently undergoing a self-study for re-accreditation. The curriculum changes are in response to weaknesses in the curriculum and areas of content omission when compared with CAATE requirements. In addition the GPA entrance requirement has been lowered to 2.75.

Student Learning:

Student Learning outcomes have been used to assess efficacy in preparing students for the National Athletic Trainers' Association - Board of Certification Examination. The results of the ATEP review have indicated weaknesses in curriculum content. The curriculum changes are in response to weaknesses in the curriculum and areas of content omission when compared with CAATE requirements.

Proposed Catalog Copy:

Athletic Training Major (94 credits, including clinicals)

CIP Code: 510913 Major Code: _____

The bachelor of science degree is an accredited Athletic Training Education Program (Commission on Accreditation of Athletic Training Education). Successful completion of the bachelor of science degree qualifies students to sit for the Board of Certification Examination. The emphasis of this undergraduate athletic training curriculum is to provide students with classroom knowledge and clinical experiences that are appropriate for the entry-level preparation of a certified athletic trainer. Course work in the department emphasizes strong theoretical foundations within each of the areas in athletic training, as well as critical thinking and problem solving skills associated with obtaining clinical proficiency. Students also benefit from hands-on clinical education experiences with health care professionals.

Required Core (29 credits):

ATTR 362 – Foundations of Therapeutic Modalities and Rehabilitation 3 credits
ATTR 363 - Orthopedic Evaluation and Diagnosis I 3 credits
ATTR 363L – Orthopedic Evaluation and Diagnosis I Lab 1 credit
ATTR 365 - Orthopedic Evaluation and Diagnosis II 3 credits

ATTR 365L – Orthopedic Evaluation and Diagnosis II Lab 1 credit
ATTR 425 - Organization and Administration of Health Care Delivery Systems 3 credits
ATTR 435 - Pharmacology 3 credits
ATTR 440 – Special Topics in Applied Medicine 3 credits
ATTR 472 – Applied Therapeutic Modalities 3 credits
ATTR 473 - Pathophysiology 3 credits
ATTR 475 – Applied Therapeutic Rehabilitation and Reconditioning 3 credits

Required Support Courses (29 credits):

HLTH 111 - Personal Health Science and Wellness 3 credits
FCS 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
HLTH 340 - Health Biostatistics 3 credits
PE 381 - Physiology of Exercise 4 credits
PE 385 - Foundations of Conditioning 3 credits
COUN 433 - Techniques of Counseling 3 credits
RCSM 435 - Legal Aspects of RCSM 3 credits
CHEM 103 - Elementary Chemistry I 3 credits
CHEM 103L - Elementary Chemistry I Laboratory 1 credit
OR
CHEM 105 - General Chemistry I 3 credits
CHEM 105L - General Chemistry I Laboratory 1 credit

Clinical Experience (19 credits):

ATTR 255 - Athletic Training Practicum I 3 credits
ATTR 256 - Athletic Training Practicum II 3 credits
ATTR 354 – Preseason Internship 1 credit
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

Prerequisite Courses (17 credits):

ATTR 110 Introduction to Health Professions 3 credits
ATTR 202 – CPR and 1st Aid for the Professional Rescuer 1 credit
ATTR 210 – Human Anatomy 2 credits
ATTR 210L – Human Anatomy Laboratory 1 credit
ATTR 212 – Care & Prevention of Athletic Injuries & Illnesses 3 credits
ATTR 212L – Care & Prevention of Athletic Injuries & Illnesses Lab 1 credit
ATTR 225 – Medical Terminology 3 credits
ATTR 280 – Clinical Kinesiology 3 credits

Note: An application process is necessary for 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 coursework (i.e. course descriptions, syllabi, evidence of competency completion). Prerequisite

courses include Athletic Training 110, 210, 210L, 212, 212L, 225, and 280. At the time of application students must submit, application, evidence of job shadowing hours (50 credits), current emergency cardiac care certification, physical examination, technical standards, immunization records (including Hepatitis B or waiver), confidentiality statement, and a copy of transcripts (official transcripts are required from any additional college coursework, unofficial ISU transcripts are acceptable). 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 will interview with Athletic Training Department Academic and Clinical Faculty. Formal acceptance into the professional component of the program requires a 2.75 cumulative GPA and successful completion of prerequisite courses. Successful completion of a pre-requisite course requires a grade of C or better.

Additional information regarding program admission is available at the Undergraduate Athletic Training Education Program website: <http://www.indstate.edu/athtrn/admissionspolicy.htm>.
Preferred effective term: Fall 2010

GRADUATE APPROVALS

NEW COURSES

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Athletic Training

PASS 500X – Health Care Experience

1 credit

This course offers experiential learning in a clinical setting for unlicensed persons. Supervised patient interactions in a variety of clinical settings designed to assess one's ability to be in the clinical environment.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 610 – Bioscience

4 credits

A comprehensive review of human anatomy and physiology integrating biochemistry and microbiology with an emphasis on cellular foundations for the diagnosis and treatment of human illness.

Prerequisites: Admission to the Physician Assistant Program

Co-requisites: PASS 611, 613, 617

A-F Grading

Preferred effective term: Fall 2010

PASS 611 – Physical Diagnosis

3 credits

To develop the knowledge, attitudes and skills requisite for medical history taking, physical examination, clinical problem solving and diagnostic assessment for persons throughout the lifespan.

Prerequisites: Admission to the Physician Assistant Program

Co-requisites: PASS 610, 613, 617

A-F Grading

Preferred effective term: Fall 2010

PASS 613 – Clinical Science

3 credits

Clinical nutrition, evidence-based medicine foundations and basic clinical skills with an emphasis on the cellular mechanism for health and illness will be presented. A survey of human genomics is included.

Prerequisites: Admission to the Physician Assistant Program

Co-requisites: PASS 610, 611, 617

A-F Grading

Preferred effective term: Fall 2010

PASS 617 – Introduction Physician Assistant Practice

2 credits

This is an exploration of bioethical, legal, and cultural influences in clinical practice. An analysis of health care delivery systems, evidence-based medicine in clinical decision making, and the interdisciplinary approach to ensure quality patient outcomes is included.

Prerequisites: Admission to the Physician Assistant Program

Co-requisites: PASS 610, 611, 613

A-F Grading

Preferred effective term: Fall 2010

PASS 620 – Clinical Medicine I

4 credits

The pathophysiology, presenting signs and symptom, diagnosis and management of the most common clinical problems seen in primary care using an organ systems and life stages approach and focusing on orthopedics, endocrinology, gastroenterology, ophthalmology, ENT, and wound management.

Prerequisites: PASS 610, 611, 613, 617

Co-requisites: PASS 622, 624, 626

A-F Grading

Preferred effective term: Fall 2010

PASS 622 - Specialty Care I

4 credits

The essentials of diagnosis and management of medicine specialty areas for primary care practitioners, using an organ systems and life stages approach. Cardiology, pulmonology, behavioral medicine, dermatology, and women's health are the areas of focus.

Prerequisites: PASS 610, 611, 613, 617

Co-requisites: PASS 620, 624, 626

A-F Grading

Preferred effective term: Fall 2010

PASS 624 – Pharmacotherapeutics I

3 credits

The essentials of basic pharmacological principles and disease process therapeutics are

presented. A framework is placed for safe and effective use of medications and point-of-care therapeutics resources.

Prerequisites: PASS 610, 611, 613, 617

Co-requisites: PASS 620, 622, 626

A-F Grading

Preferred effective term: Fall 2010

PASS 626 – Clinical Management I

4 credits

Integrating clinical medical knowledge with pharmacotherapeutics and health systems realities into clinical decision making, this course emphasizes a holistic approach to the patient while ensuring safe and appropriate medical care. Co-morbidities, challenges to care delivery, and other patient complexities will be addressed while developing strategies to maximize clinical outcomes.

Prerequisites: PASS 610, 611, 613, 617

Co-requisites: PASS 620, 622, 624

A-F Grading

Preferred effective term: Fall 2010

PASS 630 – Clinical Medicine II

4 credits

The pathophysiology, presenting signs and symptom, diagnosis and management of the most common clinical problems seen in primary care using an organ systems and life stages approach and focusing on infectious disease, emergency medicine, neurology, pediatrics, and preventative medicine.

Prerequisites: PASS 620, 622, 624, 626

Co-requisites: PASS 632, 634, 635, 636

A-F Grading

Preferred effective term: Fall 2010

PASS 632 – Specialty Care II

3 credits

The essentials of diagnosis and management of the medicine specialty areas for primary care practitioners, using an organ systems and life stages approach. This course focuses on oncology, hematology, nephrology and urology.

Prerequisites: PASS 620, 622, 624, 626

Co-requisites: PASS 630, 634, 635, 636

A-F Grading

Preferred effective term: Fall 2010

PASS 634 – Pharmacotherapeutics II

3 credits

The essentials of basic pharmacological principles and disease process therapeutics are expanded to include infectious disease, neurology, oncology, hematology, pediatrics, surgery, and emergency medicine. A framework is set for safe and effective use of medications and the use of point of care therapeutics resources.

Prerequisites: PASS 620, 622, 624, 626

Co-requisites: PASS 630, 632, 635, 636

A-F Grading

Preferred effective term: Fall 2010

PASS 635 – Applied Research

2 credits

This course strengthens students' ability to critically evaluate clinical data through the discipline of evidence-based medicine. Students retrieve and analyze best available external clinical evidence from systematic research and be able to present and apply findings for clinical practice.

A-F Grading

Preferred effective term: Fall 2010

PASS 636 – Clinical Management II

3 credits

Integrating clinical medical knowledge with pharmacotherapeutics and health systems realities into clinical decision making in infectious disease, pediatrics, oncology, and surgery, this course emphasizes a holistic approach to the patient while ensuring safe and appropriate medical care. Developing strategies to maximize clinical outcomes is included.

Prerequisites: PASS 620, 622, 624, 626

Co-requisites: PASS 630, 632, 634, 635

A-F Grading

Preferred effective term: Fall 2010

PASS 643 – Clinical Skills

3 credits

This course imparts the professional and technical skills necessary to gain proficiency in knowing when and how to perform a wide range of clinical procedures. Experiential learning for diagnostic and therapeutic procedures in the primary care and emergency medicine context occur.

Prerequisites: PASS 630, 632, 634, 635, 636

A-F Grading

Preferred effective term: Fall 2010

PASS 655 – Clinical Project

3 credits

An independent study course designed to foster a sense of clinical inquiry and carry the process of gathering and presenting evidence-based knowledge through each of its phases culminating in an in-depth analysis of a current clinical issue placed in the context of the local communities served during the clinical year.

Prerequisites: PASS 635

A-F Grading

Preferred effective term: Fall 2010

PASS 670 – Family Medicine Rotation

3 credits

Clinical experience in an office setting designed to build a solid foundation for the evaluation, documentation, diagnosis, and treatment of persons presenting for care in a typical family medicine office practice. The student may have an opportunity to develop proficiency in office procedures commonly performed in a family medicine practice.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 671 – Emergency Medicine Rotation

3 credits

Clinical experiences in a hospital based emergency department to include the triage, stabilization, treatment and / or transfer of patients with urgent and emergent conditions. Students also learn strategies for interacting with patients, families, and colleagues experiencing various levels of stress.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 672 – General Surgery Rotation

3 credits

Clinical experiences in a primarily hospital based general surgery service. Comprehensive management of the surgical patient, intraoperative care, informed consent and emerging trends in surgical interventions are included.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 673 – Women’s Health Rotation

3 credits

An outpatient experience focused on evaluation, diagnosis, treatment and prevention of disease across a woman’s lifespan. Intimate exams, recognition of signs of partner abuse, and sensitive history taking are essential components of this experience.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 674 – Internal Medicine Rotation

3 credits

A clinical preceptorship focused on the evaluation and treatment of adults presenting for care in an internal medicine practice. Opportunities to integrate the skills necessary to evaluate and manage chronic illness and to perform or assist in procedures common to the practice of internal medicine in hospital and office settings.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 675 – Geriatrics Rotation

3 credits

Clinical experience in the care of the elderly designed to prepare the student for the evaluation and treatment of geriatric patients with complex problems. Prevention of medical misadventures and sensitivity to quality of life issues will be emphasized. Long term care, hospital, office and home visits are included.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 676 – Behavioral Medicine Rotation

3 credits

A clinical experience designed to integrate the principles of mental health into the diagnosis and management of persons with acute or chronic mental illness. An emphasis will be on integrating non-pharmacological interventions with the safe and appropriate use of psychoactive pharmaceuticals into the comprehensive care of persons with mental illness.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 677 – Pediatrics Rotation

3 credits

A clinical experience in which the student will learn to evaluate and manage pediatric patients presenting for wellness visits or care of acute or chronic illness primarily in an outpatient setting.

Newborn to adolescent care, injury prevention counseling and recognizing the signs of at risk children are included.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 678 – Floating Rotation

3 credits

A student-selected repeat of a required rotation: behavioral, family, emergency or internal medicine; surgery; women’s health; pediatrics; or geriatrics. The selection allows for a deeper understanding of the complexity of disease processes, clinical management, and spectrum of issues in the chosen field.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 679 – Elective Rotation I

3 credits

In association with the clinical coordinator, each student will choose two four-week rotations from a list of possibilities: primary care, hospitalist, orthopedics, nephrology, interventional radiology, sports medicine, integrative medicine, among others. Placements will be according to availability.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 680 – Elective Rotation II

3 credits

In association with the clinical coordinator, each student will choose two four-week rotations from a list of possibilities: primary care, hospitalist, orthopedics, nephrology, interventional

radiology, sports medicine, integrative medicine, among others. Each student will select two rotations and be placed according to availability.

Prerequisites: Approval of clinical coordinator

A-F Grading

Preferred effective term: Fall 2010

PASS 686 – Clinical Management III

4 credits

A summative course, designed to integrate clinical experience with the principles of evidence-based medicine, cultural competency, cost-effectiveness analysis and outcomes-based clinical medicine. Systems analysis, reimbursement and funding issues will be addressed. Presentation of the clinical project occurs during this course.

Prerequisites: Approval of clinical coordinator

Co-requisites: PASS 687

A-F Grading

Preferred effective term: Fall 2010

PASS 687 – Physician Assistant Practice Transition

5 credits

Information required of students as they transition from school to clinical practice. Key areas include PANCE blueprint; certification and licensure maintenance; ethical and legal issues; impaired professionals; cultural competency; community service; leadership development; personal health and wellness.

Prerequisites: Permission of course instructor

Co-requisites: PASS 686

A-F Grading

Preferred effective term: Fall 2010

PHTH 600 - Introduction to Physical Therapy

2 credits

This course introduces the student to key aspects of a career in physical therapy, such as physical therapy roles, practice settings, the American Physical Therapy Association, and laws, policies, and regulations.

Prerequisites: Admission to Doctor of Physical Therapy Program

Co-requisites: PHTH 601

A-F Grading

Preferred effective term: Summer 2011

PHTH 601 – Advanced Human Anatomy

8 credits

This course introduces the student to advanced concepts of human anatomy and physiology of the body systems in preparation for clinical practice as a physical therapist. This course includes theory and laboratory components.

Prerequisites: Admission to DPT program

Co-requisites: PHTH 600

A-F Grading

Preferred effective term: Fall 2010

PHTH 602 – Physical Therapy Examination

3 credits

In this course the student is introduced to tests and measures that physical therapists use to gather information about the patient/client. The tests and measures covered include: vital signs, goniometry, manual muscle testing, sensory testing, reflex testing and palpation of surface anatomy.

Prerequisites: PHTH 600, 601

Co-requisites: PHTH 604, 605

A-F Grading

Preferred effective term: Fall 2010

PHTH 604 – Lifespan Development

3 credits

This course combines the physiological, neurological, and psychological factors that contribute to the control of voluntary movement and the learning of motor skills over the lifespan. Students learn to recognize components of normal and abnormal development.

Prerequisites: PHTH 600, 601

Co-requisites: PHTH 602, 605

A-F Grading

Preferred effective term: Fall 2010

PHTH 605 – Clinical Medicine I

3 credits

The focus of this course is the aspects of physical therapy in acute care management including safety, infection control, and promoting client mobility.

Prerequisites: PHTH 600, 601

Co-requisites: PHTH 602, 604

A-F Grading

Preferred effective term: Fall 2010

PHTH 610 – Clinical Education I

5 credits

This course is an intensive 400 hour clinical experience for the physical therapy student. Emphasis is placed on providing professional care under the supervision of a physical therapist. Assignments are designed to provide a variety of client care experiences and build upon the skills introduced during previous course work.

Prerequisites: PHTH 620, 621, 622

A-F Grading

Preferred effective term: Fall 2010

PHTH 620 – Applied Neuroscience I

3 credits

This course focuses on the study of the structure, organization, and function of the nervous system. Emphasis is on the sensory and motor systems involved in motor control and on basic knowledge required for clinical practice as a physical therapist.

Prerequisites: PHTH 602, 604, 605

Co-requisites: PHTH 621, 622

A-F Grading

Preferred effective term: Fall 2010

PHTH 621 – Pharmacology

3 credits

This course introduces the student to pharmacological background for the clinical treatment of patients referred to physical therapy. It includes the fundamentals of the actions of drugs, including mechanisms of therapeutic and adverse effects.

Prerequisites: PHTH 602, 604, 605

Co-requisites: PHTH 620, 622

A-F Grading

Preferred effective term: Fall 2010

PHTH 622 – Clinical Medicine II

3 credits

This course introduces common physical therapy treatment interventions. Topics include integumentary management for wound healing interventions, therapeutic modalities with an emphasis on the healing process and electrical modalities

Prerequisites: PHTH 602, 604, 605

Co-requisites: PHTH 620, 621

A-F Grading

Preferred effective term: Fall 2010

PHTH 700 – Musculoskeletal I

3 credits

This course covers the examination skills and treatment interventions that apply specifically to the musculoskeletal system. Basic examination skills for all upper peripheral joints and therapeutic interventions are addressed throughout the lifespan.

Prerequisites: PHTH 610

Co-requisites: PHTH 701, 706, 712

A-F Grading

Preferred effective term: Fall 2010

PHTH 701 – Imaging and Diagnostics

3 credits

This course is an introduction to medical imaging and an overview of its role in the health care delivery system. Topics include an introduction to basic imaging equipment with an emphasis on digital acquisition, quality, and processing. Imaging techniques covered include: X-rays, nuclear medicine, ultrasound, MRI, CT, and PET scans.

Prerequisites: PHTH 610

Co-requisites: PHTH 700, 706, 712

A-F Grading

Preferred effective term: Fall 2010

PHTH 706 – Clinical Medicine III

3 credits

Mastery of physical therapy subjective and objective examination and treatment intervention for patients of all ages who present with a musculoskeletal problem with emphasis on amputation, prosthetics, upper and lower extremity orthotics, fracture management, and connective tissue

disorders. Emphasis will be placed on the most common physical therapy diagnoses.

Prerequisites: PHTH 610

Co-requisites: PHTH 700, 701, 712

A-F Grading

Preferred effective term: Fall 2010

PHTH 710 – Clinical Education II

5 credits

This is the second intensive 400 hour clinical experience for the physical therapy student. Emphasis is placed on providing professional care under the supervision of a physical therapist. Assignments are designed to provide a variety of client care experiences.

Prerequisites: Permission of physical therapy clinical director

A-F Grading

Preferred effective term: Summer I 2013

PHTH 712 – Applied Neuroscience II

3 credits

This course focuses on the study of pain, spinal cord injuries, and spinal cord disorders. Emphasis is placed on the physical therapist's role in assessment and providing care as a member of the interdisciplinary team.

Prerequisites: PHTH 610

Co-requisites: PHTH 700, 701, 706

A-F Grading

Preferred effective term: Fall 2010

PHTH 720 – Musculoskeletal II

3 credits

This course covers the examination skills and treatment interventions that apply specifically to the musculoskeletal system. Basic examination skills for all lower peripheral joints, abnormal gait, and treatment modalities are addressed throughout the lifespan.

Prerequisites: PHTH 700, 701, 706, 712

Co-requisites: PHTH 721, 723, 724, 725

A-F Grading

Preferred effective term: Fall 2010

PHTH 721 – Differential Diagnosis

3 credits

This course is designed to provide students with the knowledge and clinical tools to medically screen clients for the presence of symptoms and signs that require the expertise of other health care professionals. It focuses on diagnoses that are not covered by common physical therapy practice.

Prerequisites: PHTH 700, 701, 706, 712

Co-requisites: PHTH 720, 723, 724, 725

A-F Grading

Preferred effective term: Fall 2010

PHTH 723 – Special Populations

3 credits

This course is designed to focus on the special physical therapy needs of children, women, and older adults. The course has an emphasis on acute and chronic disorders for these populations and the role of the physical therapist in providing care.

Prerequisites: PHTH 700, 701, 706, 712

Co-requisites: PHTH 720, 721, 724, 725

A-F Grading

Preferred effective term: Fall 2010

PHTH 724 – Applied Neuroscience III

3 credits

This course focuses on the study of brain injuries and disorders. Emphasis is placed on the physical therapist's role in assessment and providing care as a member of the interdisciplinary team.

Prerequisites: PHTH 700, 701, 706, 712

Co-requisites: PHTH 720, 721, 723, 725

A-F Grading

Preferred effective term: Fall 2010

PHTH 725 – Research Methods

3 credits

An introduction to research in evidence-based physical therapy practice including the research process, reliability/validity, research designs, experimental design principles, writing of a research report and/or research proposal, and statistical concepts for data analysis. Emphasis is placed on clinical research pertinent to evidence-based physical therapy practice.

Prerequisites: PHTH 700, 701, 706, 712

Co-requisites: PHTH 720, 721, 723, 724

A-F Grading

Preferred effective term: Fall 2010

PHTH 800 – Musculoskeletal III

3 credits

This course covers the examination skills and treatment interventions that apply specifically to the musculoskeletal system. Basic examination skills for the muscles of the back, temporomandibular joint and therapeutic modalities are addressed throughout the lifespan.

Prerequisite: PHTH 710

Co-requisites: PHTH 801, 841, 891

A-F Grading

Preferred effective term: Fall 2010

PHTH 810 – Clinical Education III

8 credits

This course is the last intensive 640 hour clinical experience for the physical therapy student. Emphasis is placed on providing professional care under the supervision of a physical therapist. Assignments are designed to provide a variety of client care experiences.

Prerequisites: PHTH 800, 801, 841, 891

A-F Grading

Preferred effective term: Fall 2010

PHTH 841 – Health Care Systems

3 credits

This course introduces the student to models of health care delivery in various settings. Issues of access, cost, health policy, and the future of health care in the United States are explored, as well as the impact of economic trends that effect the rural and underserved populations.

Prerequisites: PHTH 710

Co-requisites: PHTH 800, 801, 891

A-F Grading

Preferred effective term: Fall 2010

PHTH 891 – Scholarly Project

3 credits

This course focuses on implementation of an evidence-based independent clinical practice model. Students implement a program for improving patient/population health outcomes.

Prerequisites: PHTH 710

Co-requisites: PHTH 800, 801, 841

A-F Grading

Preferred effective term: Fall 2010

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Chemistry and Physics**CHEM 600 - Topics in Research**

1-4 credits

An introduction to the techniques and procedures of chemical research. A course of independent study designed particularly for persons not enrolled in the graduate program in chemistry.

Registration only with the approval of the Chairperson of the Department.

Change description and add repeatable to:

CHEM 600 - Topics in Research

1-4 credits

An introduction to the techniques and procedures of chemical research. A course of independent study. Registration only with the approval of the Chairperson of the Department.

Repeatable: up to 24 credits

A-F Grading

Preferred effective term: Summer I 2010

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science**MATH 512 - Abstract and Linear Algebra**

3 credits

An introduction to algebraic structures, with emphasis on the number systems encountered in middle and high schools. Also covered are elements of linear algebra, including matrices and determinants. This course does not count towards the mathematics major.

Prerequisites: MATH 131 or 301.

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

Change title, description, prerequisites, and remove note to:

MATH 512 - Abstract Algebra

3 credits

An introduction to groups, rings, and fields, including polynomial rings, divisibility, and unique factorization domains.

Prerequisite: MATH 380

A-F Grading

Preferred effective term: Fall 2010

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

CIMT 601 - Teaching Internship

3-6 credits

Teaching under the supervision of an experienced teacher and university personnel. Focus on the development and strengthening of teaching skills. Intern must be employed as a teacher.

Cross-listed: (Also listed as Elementary and Early Childhood Education 601 and Special Education 600.)

Change description, add repeatable and note to:

CIMT 601 - Teaching Internship

3-6 credits

Teaching under the supervision of an experienced teacher and university personnel. Focus on the development and strengthening of teaching skills.

Cross-listed: (Also listed as Elementary and Early Childhood Education 601 and Special Education 600.)

Repeatable: up to six credits

Note: Intern must be employed as a teacher.

A-F Grading

Preferred effective term: Fall 2010

BAYH COLLEGE OF EDUCATION: Elementary, Early, and Special Education

ELED 601 - Teaching Internship

3-6 credits

Teaching under the supervision of an experienced teacher and university personnel. Focus on the development and strengthening of teaching skills.

Cross-listed: (Also listed as Curriculum, Instruction, and Media Technology 601 and Special Education 600.)

Note: Intern must be employed as a teacher.

Add repeatable to:

ELED 601 - Teaching Internship

3-6 credits

Teaching under the supervision of an experienced teacher and university personnel. Focus on the development and strengthening of teaching skills.

Cross-listed: (Also listed as Curriculum, Instruction, and Media Technology 601 and Special Education 600.)

Repeatable: up to six credits

Note: Intern must be employed as a teacher.

A-F Grading

Preferred effective term: Fall 2010

SPED 600 - Teaching Internship

3-6 credits

Teaching under the supervision of an experienced teacher and university personnel. Focus on the development and strengthening of teaching skills.

Cross-listed: (Also listed as Curriculum, Instruction, and Media Technology 601 and Elementary Education 601.)

Note: Intern must be employed as a teacher

Add repeatable to:

SPED 600 - Teaching Internship

3-6 credits

Teaching under the supervision of an experienced teacher and university personnel. Focus on the development and strengthening of teaching skills.

Cross-listed: (Also listed as Curriculum, Instruction, and Media Technology 601 and Elementary Education 601.)

Note: Intern must be employed as a teacher

Repeatable: up to six credits

A-F Grading

Preferred effective term: Fall 2010

COURSE BANKING

COLLEGE OF ARTS AND SCIENCES: Communication

COMM 536 – Advanced Broadcast and Film Writing

Preferred effective term: Fall 2010

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 516 – Modern Abstract Algebra

Preferred effective term: Fall 2010

NEW PROGRAMS

At its meeting of March 12, 2010, the Indiana Commission for Higher Education approved the Doctor of Physical Therapy, and the Doctor of Nursing Practice graduate programs.

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Athletic Training

Doctor of Physical Therapy (102 credits)

CIP Code: 512308 Major Code: _____

Brief Summary:

The objective of this post-baccalaureate campus based doctorate in physical therapy (DPT) is to provide competent health care providers who are skillfully able to effectively examine, evaluate, diagnose, and provide appropriate interventions for clients with primary, secondary, and tertiary physical impairments, functional limitations, and disabilities across the lifespan. The physical therapist has in-depth knowledge of cardiopulmonary, musculoskeletal, and neuromuscular disorders. The physical therapist functions as point-of-entry providers of physical rehabilitation and rehabilitation services. This program is part of the initiatives for the Indiana State Rural Health Innovation Collaborative (RHIC)

Clientele to be Served: The clientele to be served will be graduate students who desire to pursue a professional career as a physical therapist by obtaining the terminal clinical degree. The American Physical Therapy Association (APTA) is the nationally recognized professional organization for physical therapists, yet each educational institution providing physical therapy education is governed by the Commission on Accreditation in Physical Therapy Education (CAPTE). Because of Vision 2020, an initiative to advance entry-level degree requirements from a master level to a doctoral level by the year 2020, CAPTE has coordinated a significant change in the academic preparation of physical therapists. Vision 2020 projects the desire that physical therapists be recognized as the practitioner of choice for the diagnosis, intervention, and prevention of physical limitations. This vision is based on the impetus of autonomous professional practice by physical therapists developed through the didactic and clinical education of a CAPTE accredited clinical doctoral degree program in physical therapy.

Curriculum: Students are accepted into a full-time cohort model once a year starting with the first summer term. Students enroll in courses in the pre-determined sequence as outlined in the program of study. The DPT program will require 102 post baccalaureate graduate credit hours. There are a total of 29 credit hours of clinical, which excludes the hours for advanced human anatomy taken during the first summer term. A clinical credit hour at Indiana State University equates to three actual clinical contact hours. Some of the clinical hours are practice hours with simulations and volunteers, while the core of the clinical hours are spent with physical therapy preceptors providing supervised client care. The didactic and theory credit hours equates to 73 credit hours. The program does include credit hours for a culminating scholarly project.

Employment Possibilities: Physical Therapy is an allied health profession that provides services to help restore function, improve mobility, relieve pain, and prevent permanent physical disabilities. Practice settings for physical therapists include acute care, pediatrics, geriatrics, short- and long-term rehabilitation, cardiopulmonary, sports medicine, fitness centers, and orthopedics.

Student Learning:

The Indiana State University program for the Doctorate of Physical Therapy (DPT) will consist of a three year, 102 hours, full-time program of study. The initial admitted class will consist of 30 individuals. The main student learning outcomes/objectives of this program are to graduate successful physical therapy practitioners who are skillfully able to:

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 promotion and enhance the physical performance of persons in the community.
4. Provide safe and effective standards of care for a diverse client population.
5. Communicate effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.
6. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice.
7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.

Proposed Catalog Copy:

Doctor of Physical Therapy (102 credits)

CIP Code: 512308 Major Code: _____

The purpose of the doctorate in physical therapy (DPT) is to provide competent health care providers who are skillfully able to effectively examine, evaluate, diagnose, and provide appropriate interventions for clients with primary, secondary, and tertiary physical impairments, functional limitations, and disabilities across the lifespan. The physical therapist has in-depth knowledge of cardiopulmonary, musculoskeletal, and neuromuscular disorders. The physical therapist functions as point-of-entry providers of physical rehabilitation and rehabilitation services. Students are accepted into a full-time cohort model once a year starting with the first summer term. Students enroll in courses in the pre-determined sequence as outlined in the program of study. The DPT program will require 102 post baccalaureate graduate credit hours. There are a total of 29 credit hours of clinical, which excludes the hours for advanced human anatomy taken during the first summer term. Some of the clinical hours are practice hours with simulations and volunteers, while the core of the clinical hours are spent with physical therapy preceptors providing supervised client care. The didactic and theory credit hours equates to 73 credit hours. The program does include credit hours for a culminating scholarly project.

Applicants must meet the admission requirements for the College of Graduate and Professional Studies. Admission into the physical therapy program will also require the following:

- A Bachelor’s degree from a 4 year accredited university in a discipline other than Physical Therapy with a minimum cumulative 3.0 and science GPA of 3.0 recommended and the degree must be earned before enrolling in the DPT program.
- GRE exam is required of all applicants. Official score reports must be sent directly from the Educational Testing Service (ETS) — www.gre.org.
- Recommendation Forms from the following: A licensed physical therapist, an academic source, community service experience
- Resume should include a comprehensive outline of your student, volunteer, and professional work experiences and all honors and awards.
- Essay describing personal career objectives.
- Personal Interview with members of the Physical Therapy admissions committee may be required.
- Physical Therapy Experience is required. You must complete a minimum of 40 hours of volunteer or paid work under the supervision of a licensed physical therapist.

Prerequisite course work is also required if the student’s undergraduate degree did not include the identified foundational courses. A listing of these courses is available on the program website. Academic Advisors are also available at Indiana State University to consult about undergraduate prerequisites. Official transcript evaluation will not be conducted until a student has applied to the program.

Required Courses:

PHTH 600	2 credits
PHTH 601	8 credits
PHTH 602	3 credits
PHTH 604	3 credits
PHTH 605	3 credits
PHTH 610	5 credits
PHTH 620	3 credits
PHTH 621	3 credits
PHTH 622	3 credits
PHTH 700	3 credits
PHTH 701	3 credits
PHTH 706	3 credits
PHTH 710	5 credits
PHTH 712	3 credits
PHTH 720	3 credits
PHTH 721	3 credits
PHTH 723	3 credits
PHTH 724	3 credits
PHTH 725	3 credits
PHTH 800	3 credits
PHTH 801	3 credits
PHTH 810	8 credits
PHTH 841	3 credits

PHTH 891	3 credits
BIO 633	3 credits
PE 685	3 credits
HLTH 617	3 credits
PE 680	3 credits
PASS 621	2 credits
ATTR 625	3 credits

Preferred effective term: Summer I 2011

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

Doctor of Nursing Practice (39 credits)

CIP Code: 511699 Major Code: _____

Brief Summary:

In order to help our society better meet the continually changing health care needs of rural and underserved communities, the United States needs more and better educated mid-level providers. There is a corresponding shortage of doctorally educated nurse practitioner providers in the country. The proposed DNP program is created in an effort to help meet both health and education needs.

Student Learning:

The Wabash Valley in the West Central region has 11 rural counties of which 8 are either Medically Underserved Areas (MUAs) or Health Professional Shortage Areas (HPSAs). The multifaceted health care needs of Indiana citizens in poor rural counties are growing throughout the state. The DNP program will address the health care needs of these underserved and rural populations. There will be a solid evidence based practice base that explores the research utilized in health care for the rural and underserved populations and ways to influence the quality of health care through epidemiological incidence and the Healthy People 2020 findings as well as approaches to their prevention of health problems and cure. The rural health practicum will focus on the resolution and study of these health problems and social-political mechanisms the DNP can influence change. The outcomes of practice showing health care disparities placed on certain groups in rural and underserved areas—women, children, elderly, and minorities—will be evaluated and published by student and faculty.

Indiana State University (ISU) will work with the other state universities in demonstrating capabilities and standards of practice for this role. The DNP takes the evidence based research and interprets it into practice. It looks at the efficacy of the research that the nurse researchers and others have conducted. Our ISU faculty are a blend of PhD and DNP as well as MSN prepared practitioners. This is a needed phenomenon as we move to the DNP program. The 39 cr. Hrs. build on the 48-51 cr. Hrs. with 765 hrs. of clinical practice in the FNP concentration of the Indiana State MS in nursing for 1500 hrs of total clinical practice. The competencies of this new practitioner are based on the National Organization of Nurse Practitioner Faculty (NONPF)

Doctoral of Nursing Practice Entry Level Competencies (2006) the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (2006) in Appendix 1. The DNP is the scholarship of practice just as physicians, psychologists, lawyers, pharmacists, and physical therapists are a practice degree. A number of societal, scientific, and professional developments have stimulated this major paradigm change in graduate education. One major impetus for change was the AACN's decision in October 2004 to adopt the goal that preparation for specialization in nursing should occur at the doctoral level by 2015. (AACN, DNP Roadmap Task Force Report, October 20, 2006)

The degree is not the role. This DNP program will work with the communities it serves in finding how to make health care practice better, how practice identifies needs, and then disseminate their findings and develop this role and this practice. The journal, *Clinical Scholars Review: The Journal of Doctoral Nursing Practice*, is produced by Columbia School of Nursing and published by Springer Publishing Company, 2008, will be one in which we will promote publications by faculty and students. How and when certification of this role will occur is an ongoing discussion—certification is viewed as a means of distinction to patients and payers as well as a way of assuring the public of quality and reliable standards for these new clinical nurse experts. The AACN is still upholding the 2015 date as the last year that the American Nurses Credentialing Center will certify master's level advanced practice nurses.

In 2006, Indiana State University FNP Program surveyed its graduates on their programs strengths and weakness. Also an added question was: Are they planning on furthering your education through doctoral study (if they didn't already have a doctorate). Of the 42 graduates, 38 planned to continue their education (2 had already had a doctorate and one was working on a doctorate) and 35 would do their program at ISU if one existed in next 5-10 years (see Appendix 2). Over the last two years the faculty has attended meetings discussing the varied ways to attain the DNP. Our faculty are utilizing AACN's template of post-Master preparation with the FNP as the masters concentration (see Appendix 3). The curriculum and courses are developed to achieve this expert in evidence based practice and dynamic leader and change agent in nursing prepared at the doctoral level. The DNP program will serve Master of Science in nursing (MSN) prepared nurses who are currently practicing as nurse practitioners and have a desire to work with clients in underserved and rural communities. Nurse educators who also wish to pursue a terminal clinical degree will also select the DNP as an education option. Many nursing programs such as Indiana State University are recognizing the DNP for tenure track positions.

Proposed Catalog Copy:

Doctor of Nursing Practice (39 credits)

CIP Code: 511699 Major Code: _____

The Doctor of Nursing Practice Program will require 85 post baccalaureate graduate credit hours and a total of 1200 hours of supervised clinical preceptorship. A post-master's nurse practitioner who enters the Doctor of Nursing Practice Program will be required to complete a minimum of 39 credit hours at Indiana State University. Students prior to 2015 must have completed a master's degree to be eligible to enroll in the program and may apply a maximum of 48 graduate credits and 700 hours of formal clinical supervised hours from their master's degree toward the degree requirement. Consistent with other Doctor of Nursing Practice Programs and the American Association of Colleges of Nursing and the National Organization of Nurse

Practitioner Faculty there is no dissertation requirement.

Applicants must meet the admission requirements for the College of Graduate and Professional Studies. Applicants must also meet the following requirements:

- A master's degree in nursing from a nationally accredited school of nursing preparing family nurse practitioners.
- A minimum graduate grade point average of 3.0 on a 4.0 scale.
- Have successfully completed a graduate statistics course and nursing research course.
- Have an unencumbered license as a registered nurse in the state of practice and advanced practice registration.
- Have national certification as a family nurse practitioner.
- Meet all health clearance, criminal background checks, and other requirements for clinical practice.
- Three professional references submitted through reference site.
- Have a minimum of two years nursing clinical experience prior to enrolling in clinical courses.
- Provide a 2-3 page sample of written scholarly work.
- TOEFEL of 550 or greater, if English is not the primary language spoken.

Core Courses:

HLTH 612 Epidemiology 3 credits
NURS 822 Organizational Informatics 3 credits
NURS 842 Health Policy Leadership 3 credits
NURS 825 Analytical Methods 3 credits

DNP Cognate Courses:

NURS 810 Community Health Planning 3 credits
NURS 840 Culturally Competent Care of Diverse Populations 3 credits
NURS 850 Rural/Underserved Residency 3 credits

Guided Elective:

Nursing Education (curriculum, tests, methods) or nursing administration (finance) 3 credits

Nursing Scholarship of Practice Courses:

NURS 891 Scholarly Project I 3 credits
NURS 892 Scholarly Project II 3 credits
NURS 893 Scholarly Project III 3 credits
NURS 894 Scholarly Project IV 3 credits
NURS 895 Capstone Scholarly Project 3 credits

Preferred effective term: Fall 2010

CORRECTIONS

ELAF 793 was published as approved on Academic Notes of March 1, 2010 with credit hours of 1-3. The correct credit hours are 3. The change is reflected in bold and italics.

ELAF 793 - Seminar in Effective Practices for Principals

3 credits

On-campus, regional seminars, and directed study on a variety of contemporary topics related to effective practices for principals. Such topics may be related to leadership and human relations, culture and climate, curriculum and educational program improvement, career planning, staff development, crisis intervention, educational technology, maintenance of facilities, professional ethics, and power and politics.

Repeatable: May be repeated once for credit

A-F Grading

Preferred effective term: Fall 2010