



Academic Notes

November 29, 2010

AN 2010-2011

ARTICULATION AGREEMENTS

Program articulation agreements between Indiana State University and our two-year partner institutions allow students to complete a specific associate degree program at another institution and receive credit toward a specific bachelor's degree program at Indiana State University.

Each agreement details the transfer courses accepted for credit at ISU, the courses needed to complete the bachelor's degree, and any other requirements or guidelines that apply.

All agreements are currently under review to incorporate the revised general education requirements. The following agreements have recently been approved and are available on the Transfer Central web site <http://www.indstate.edu/transfer/articulations.htm> :

Ivy Tech Community College
Associate of Fine Art to BS Art
November 2010

Associate of Fine Art to BS Art Education
November 2010

AA or AS Liberal Arts – Life and Physical Sciences, Concentration Biology to BS Biology
November 2010

AA or AS Liberal Arts – Life and Physical Sciences, Concentration Chemistry to BS Chemistry
November 2010

AAS Criminal Justice – Corrections to BS Criminology and Criminal Justice
November 2010

AS Criminal Justice to BS Criminology and Criminal Justice
November 2010

AAS Criminal Justice – Forensics to BS Criminology and Criminal Justice
November 2010

AAS Criminal Justice – Law Enforcement to BS Criminology and Criminal Justice
November 2010

AAS Criminal Justice – Youth Services to BS Criminology and Criminal Justice
November 2010

AA or AS Liberal Arts – Social and Behavioral Sciences, Economics to BS Economics
November 2010

AA or AS Education – Secondary Education, Social Studies Education to BS Social Studies
Education
November 2010

AA or AS Liberal Arts – English Communication, English Concentration to BS English
November 2010

AA or AS Liberal Arts – Humanities, History Concentration to BS History
November 2010

AA or AS Liberal Arts – Social and Behavioral Sciences, PreLaw to BS Legal Studies
November 2010

AA or AS Education – Secondary Education, Mathematics Education to BS Mathematics Education
November 2010

AA or AS Liberal Arts – Mathematics Concentration to BS Mathematics
November 2010

AA or AS Liberal Arts – Humanities, Philosophy Concentration to BS Philosophy
November 2010

AA or AS Life and Physical Sciences – Physics to BS Physics
November 2010

AA or AS Liberal Arts – Social and Behavioral Sciences, Political Science to BS Political Science
November 2010

AS Human Services – Psychology to BS Psychology
November 2010

AA or AS Liberal Arts – Social and Behavioral Science, Psychology to BS Psychology
November 2010

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR FALL 2010**

Below is the circulation schedule for the electronic copy of *Academic Notes* through December 20, 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
During the summer months, Academic Notes is published every other week.

ACADEMIC NOTES PUBLICATION SCHEDULE FOR FALL 2010

<u>Deadline for Items</u>	<u>Issue Date</u>
December 1	December 6
December 8	December 13
December 15	December 20

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.

DEPARTMENT NAME CHANGE PROPOSAL

The Department of Educational Leadership, Administration, and Foundation requests that the name of the department be changed to Department of Educational Leadership. The department focuses on the preparation of leaders in all of its programs and we wish to make clearer in our title that is what we do. Although we do continue to offer some education foundation courses, that emphasis has been downsized and is not core to our vision and mission.

This change provides greater focus on the preparation of leaders for schools, school districts, and postsecondary institutions. Our student outcomes efforts indicate that leadership is critical to their success in the field. Hence, we wish to be identified clearly in this manner.

As per Dave Malooley's advice, Secretary of CAAC this past year, we are simply seeking a blanket change of course prefixes that have ELAF to become EDLR. April Hay, Registrar has indicated her OK with this change.

Preferred effective term: Fall 2011

CURRICULUM

INDEX

Item	Page #
Undergraduate Proposals	
<i>New Programs</i>	
B.A./B.S. Applied Medicine Studies	4
B.S. Engineering Technology	9
<i>Program Revisions</i>	
Senior High-Junior High Middle School Education	12
Computer-Aided Design and Drafting Minor	17
Graduate Proposals	
<i>Program Eliminations</i>	
M.S. Industrial Technology	17
Undergraduate Approvals	
<i>Course Revisions</i>	
CIMT 200, 301	18
CIMT 302; ELED 220	19
ELED 432, 449	20

UNDERGRADUATE PROPOSALS

NEW PROGRAMS

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

B.A./B.S. Applied Medicine Studies (127-133 credits)

CIP Code: 511199 Major Code: _____

Brief Summary:

The purpose of the Applied Medicine Studies program is to prepare students for education in allied health care professions, such as (but not limited to): physical therapy, occupational therapy, physician assistant and chiropractic medicine. The Applied Medicine Studies program provides an in-depth understanding of allied health care through physiological, kinesiological, behavioral, and developmental contexts. Students will develop analytical, critical, and creative skills in allied health care. These skills are designed to prepare the student for post-baccalaureate study and for many professional programs.

Student Learning:

This is a new program, therefore no specific outcomes assessments are available. The purpose of this program is to provide didactic and skill preparation for post-professional education in allied health care fields. This program will enhance the use of current university resources to fit a need for students. Consistent input from students and faculty indicates an underserved population of students seeking post-professional education in allied health care fields, yet do not fit into any current program and therefore extend their education by 12-18 months to acquire pre-requisite coursework. This pre-professional program includes courses specifically devised to provide a foundation in allied

health care and requisite hands-on skills in addition to the pre-requisites required for professional health care programs. Unlike pre-medicine which requires students to declare a major and add up to 63 additional credits dependant on the major chosen, the applied medicine studies program provides directed studies to meet the foundation knowledge needs and pre-requisite coursework. Students who seek to enter allied health care fields are often a mismatch for pre-medicine where the coursework is often more science-based versus the patient-based courses which will better prepare allied health professionals. Pre-medicine students seeking allied health care programs could possibly be eliminated based on grade point average, when more pointed coursework would have allowed these students to enter post-professional programs. In addition the current pre-medicine program does not provide all the pre-requisite coursework needed for allied health care fields such as physical therapy, physician assistant or occupational therapy (e.g. Nutrition, Pathophysiology, Abnormal Psychology, Biostatistics, Kinesiology). The applied medicine studies curriculum would provide 27-42 credits of pre-requisite coursework (dependant on post-professional allied health care program) specifically for post-professional programs that students would otherwise have to take in addition to current majors and/or pre-medicine courses, extending their education several semesters. Likewise, the pre-medicine program required 23 credits of coursework which are not pre-requisites for post-professional programs in allied medicine and therefore not productive for students in the pursuit of post-professional education in allied health care fields. The applied medicine studies program is intended to provide a 4-year program of study specifically for students seeking post-professional education in allied health care fields. We anticipate that the pre-medicine students are a different population than individuals pursuing post-professional allied health care fields. We also anticipate that the addition of pre-professional students in the classroom will enhance interdisciplinary education and can be accommodated with current courses and resources.

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

1. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision making.
2. Demonstrate ethical behavior consistent with professional and legal standards.
3. Provide guidance and interventions to promote wellness, health and enhance the physical performance of persons in the community.
4. 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.

Proposed Catalog Copy:

B.A./B.S. Applied Medicine Studies (127-133 credits)

CIP Code: 511199 Major Code: _____

The purpose of the Applied Medicine Studies program is to prepare students for education in allied health care professions, such as (but not limited to): physical therapy, occupational therapy, physician assistant and chiropractic medicine. The Applied Medicine Studies program provides an in-depth understanding of allied health care through physiological, kinesiological, behavioral, and

developmental contexts.

Required Core (35 credits):

- ATTR 210 - Human Anatomy for Allied Health Professions 2 credits
- ATTR 210L - Human Anatomy for Allied Health Professions Laboratory 1 credit
- ATTR110 - Introduction to Health Professions 3 credits
- ATTR 212 - Care and Prevention of Athletic Injuries and Illnesses 3 credits
- ATTR 212L - Care and Prevention of Athletic Injuries and Illnesses Laboratory 1 credit
- ATTR 225 - Medical Terminology 3 credits
- ATTR 280 - Clinical Kinesiology 3 credits
- ATTR 362 - Foundations of Therapeutic Modalities and Rehabilitation 3 credits
- ATTR 363 - Orthopedic Evaluation and Diagnosis I 3 credits
- ATTR 365 - Orthopedic Evaluation and Diagnosis II 3 credits
- ATTR 425 - Organization and Administration of Health Care Delivery Systems 3 credits
- ATTR 457 - Clinical Experience 1 credit
- ATTR 473 - Pathophysiology 3 credits
- PE 220 - Human Physiology for Allied Health Professions 2 credits
- PE 220L - Human Physiology for Allied Health Professions Laboratory 1 credit

Required Support Courses (27 credits):

- BIO 112 - Human Aspects of Biology 3 credits
- BIO 112L - Exploration of Biological Phenomena Lab 1 credit
- CHEM 105 - General Chemistry I 3 credits
- CHEM 105L - General Chemistry I Laboratory 1 credit
- COUN 433 - Techniques of Counseling 3 credits
- MATH 115 - College Algebra and Trigonometry 3 credits
- PE 381 - Physiology of Exercise 3 credits
- PHYS 105 - General Physics I 3 credits
- PHYS 105L - General Physics I Laboratory 1 credits
- HLTH 340 - Health Biostatistics 3 credits
- FCS 201 - Fundamentals of Nutrition 3 credits

Electives (17 - 23 credits): Approval of advisor needed to select appropriate electives to meet post-professional pre-requisites.

- ATTR 202 - CPR for Professional Rescuer 1 credit
- ATTR 435 - Pharmacology 3 credits
- ATTR 440 - Special Topics in Sports Medicine 3 credits
- ATTR 472 - Applied Therapeutic Modalities 3 credits
- ATTR 473 - Applied Therapeutic Exercise 3 credits
- ATTR 435 - Pharmacology 3 credits
- BIO 274 - Introduction to Microbiology 2 credits
- BIO 274L - Introduction to Microbiology Lab 1 credit
- CHEM 106 - General Chemistry II 3 credits
- CHEM 106L - General Chemistry II Laboratory 1 credit
- CHEM 351 - Organic Chemistry 3 credits
- CHEM 351L - Organic Chemistry lab 1 credit

- COUN 434 - Foundations of Mental Counseling 3 credits
- HLTH 360 - Epidemiology 3 credits
- HLTH 393 - Cooperative Practice 2 credits
- PHYS 106 - General Physics II 3 credits
- PHYS 106L - General Physics II Laboratory 1 credits
- PSY 266 - Developmental Psychology 3 credits
- PSY 368 - Introduction to Abnormal Psychology 3 credits
- SOC 280 - Principles of Sociology 3 credits
- SOC 302 - Work, Employment, and Society 3 credits

Required Foundational Studies (39-45 credits):

- HLTH 111 - Personal Health Science and Wellness 3 credits
- PSY 101 - General Psychology : Understanding Human Behavior 3 credits
- SOC 110 - United States and Global Diversity: Sociological Perspectives 3 credits
- Freshman Composition 3 credits
- Junior Level Composition 3 credits
- Communication Course 3 credits
- Non-Native Language 0-6 credits (if not previously met)
- Upper Division Integrative Elective 9 credits
- Literary Studies 3 credits
- Fine and Performing Arts 3 credits
- Historical Studies 3 credits
- Ethics and Social Responsibility 3 credits

Suggested Course Sequence:

Semester 1.

- ATTR 110 Introduction to Health Professions (3)
- ATTR 210 Human Anatomy (2)
- ATTR 210L Human Anatomy Lab (1)
- ATTR 225 Medical Terminology (3)
- HLTH 111 Personal Health and Wellness (3)
- Freshman Composition (3)

Semester 2.

- ATTR 212 Care & Prev of Athl Inj & Ill (2)
- ATTR 212L Care and PRev of Athl Inj & Ill Lab (1)
- ATTR 280 Clinical Kinesiology (3)
- MATH 102 Quantitative Literacy (3)
- PSY 101 Introduction to Psychology (3)
- Foundational Studies - Literary Studies (3 cr)

Semester 3.

- ATTR 363 Ortho Eval and Diagnosis I (3)
- BIO 112 Human Aspects of Biology (3) or BIO 101 - Princ of Bio 1 (3 cr)
- BIO 112L Exploration of Biological Phenomena (1) OR BIO 101 - Princ of Bio Lab 1 (1 cr)
- PE 220 Human Physiology (3)
- PE 220L Human Physiology Lab (1)
- COMM 101 - Intro to Speech Communication (3)

- Freshman Writing (if needed) (3)

Semester 4.

- ATTR 365 Ortho Eval and Diagnosis II (3)
- HLTH 340 Health Biostatistics (3)
- MATH 115 College Algebra and Trigonometry (3)
- PE 381 - Physiology of Exercise (3)
- PHYS 105 Physics I (3)
- PHYS 105L Physics I Lab (1)
- Elective or Suggested Elective PT pre-requisites

Semester 5.

- ATTR 473 Pathophysiology (3)
- ATTR 362 Foundations of Therapeutic Modalities and Reconditioning (3)
- ATTR 457 Clinical Internship (3)
- CHEM 105 General Chemistry I (3)
- CHEM 105L General Chemistry 1 Lab (1)
- Elective or Suggested Elective PT pre-requisites

Semester 6.

- BIO 274L Introductory Microbiology (1)
- FCS 201 Fundamentals of Nutrition (3)
- HLTH 240 - Health Biostatistics (3)
- Foundational Studies - Upper Division Elective (3)
- Suggested Elective for PA and PT pre-requisites
- Elective

Semester 7.

- ATTR 425 Admin of Health Care Del Sys (3)
- Foundational Studies - Upper Division Elective (3)
- Foundational Studies - Fine and Performing Arts (3)
- Foundational Studies - Global Perspectives (3)
- Foundational Studies - Ethics & Social Respons (3)
- Suggested Elective for PT pre-requisites

Semester 8.

- ENG 305T - Technical Writing (3)
- COUN 433 - Techniques of Counseling (3 cr)
- Foundational Studies - Upper Division Elective (3)
- Foundational Studies - Upper Division Elective (3)
- Suggested Elective for PT pre-requisites

* Students must complete CPR and First Aid as a requirement for program completion.

Electives: 20 credits of electives are required from the following list

- ATTR 202 - CPR for Professional Rescuer 1 credit
- ATTR 435 - Pharmacology 3 credits
- ATTR 440 - Special Topics in Sports Medicine 3 credits
- ATTR 472 - Applied Therapeutic Modalities 3 credits

- ATTR 473 - Applied Therapeutic Exercise 3 credits
- ATTR 435 - Pharmacology 3 credits
- BIO 274 - Introduction to Microbiology 2 credits
- BIO 274L - Introduction to Microbiology Lab 1 credit
- CHEM 106 - General Chemistry II 3 credits
- CHEM 106L - General Chemistry II Laboratory 1 credit
- CHEM 351 - Organic Chemistry 3 credits
- CHEM 351L - Organic Chemistry lab 1 credit
- COUN 434 - Foundations of Mental Counseling 3 credits
- HLTH 360 - Epidemiology 3 credits
- HLTH 393 - Cooperative Practice 2 credits
- PHYS 106 - General Physics II 3 credits
- PHYS 106L - General Physics II Laboratory 1 credits
- PSY 266 - Developmental Psychology 3 credits
- PSY 368 - Introduction to Abnormal Psychology 3 credits
- SOC 280 - Principles of Sociology 3 credits
- SOC 302 - Work, Employment, and Society 3 credits

Preferred effective term: Fall 2011

COLLEGE OF TECHNOLOGY: Applied Engineering and Technology Management

B.S. Engineering Technology (68 credits)

CIP Code: 150000 Major Code: _____

Brief Summary:

This program allows students to engage engineering technologies, and explore the applications of these technologies thru the lenses of computer, mechanical, electronic, packaging or automotive engineering technology. After completing an engineering technology, mathematics, and science core, students may elect to pursue one of five concentration options. A robust engineering technology core program in conjunction with the option of choosing one or more engineering technology concentrations provides students with a greater breadth of knowledge, than is currently found within a single COT engineering technology major.

Program Vision

As part of the College of Technology's Applied Engineering and Technology Management department, the Engineering Technology program at Indiana State University prepares students to be an integral part of the team which will address and resolve the challenges facing Indiana and the world beyond Indiana. Facilitated by the highest standards of pedagogy, and relying upon the dividends of persistent and continuing research, students will immerse themselves into a learning environment replete with integrated technologies; therein students will discover and develop their technical aptitudes, all-the- while maturing as citizen contributors to the state of Indiana as well as global society. The light of their endeavors will illuminate tomorrow's world.

Program Mission

The mission of the Bachelor of Science in Engineering Technology program at Indiana State University is to prepare students for careers in engineering technology. Preparing students will involve the highest standards of pedagogy, inclusive of hands-on laboratory experiences, experiential learning and community engagement. Program graduates will be well-suited for a broad

spectrum of careers within the automotive, packaging, mechanical, and electronics/computer technology industries. These career fields include, but are not limited to, sales, maintenance, engineering technician, test and evaluation, management, manufacturing, and design.

Program Educational Objectives: See the proposed catalog copy description.

Student Learning:

Once the proposed program has experienced a few graduation cycles, the program will seek accreditation from the Accreditation Board for Engineering and Technology's Technology Accreditation Commission (ABET/TAC). See the proposed catalog copy description listing the student learning outcomes adopted from the ABET/TAC website.

Proposed Catalog Copy

B.S. Engineering Technology (68 credits)

CIP Code: 150000 Major Code: _____

Program Educational Objectives

Graduates will be able to:

1. Use critical thinking skills in concert with the latest engineering and technology tool suites, in the application of electronic, mechanical, and related/interdisciplinary technologies.
2. Communicate effectively
3. Adapt a personal commitment of continuous self-improvement, with the intent of keep current within their chosen discipline and generating knowledge for the purpose of enhancing the knowledge base within their chosen field.
4. Enhance the effectiveness of team oriented endeavors, by exhibiting the behaviors and leadership skills that serve to maximize team effectiveness.
5. Function ethically and professionally

Program Outcomes

The following student learning outcomes have been adopted from the Technology Accreditation Commission/Accreditation Board for Engineering and Technology website. The Engineering Technology students by the time of graduation will have:

- a. an appropriate mastery of the knowledge, techniques, skills, and modern tools of the student selected engineering technology discipline
- b. an ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering, and technology.
- c. an ability to conduct, analyze and interpret experiments, and apply experimental results to improve processes.
- d. an ability to apply creativity in the design of systems, components, or processes appropriate to the students' selected engineering technology program educational objectives.
- e. an ability to function effectively on teams.
- f. an ability to identify, analyze and solve technical (close-ended analysis and open-ended design) problems.
- g. an ability to communicate effectively through engineering drawings, written reports, or oral presentations.
- h. a recognition of the need for, and an ability to engage in lifelong learning.

- i. an ability to understand professional, ethical and social responsibilities.
- j. a respect for diversity and a knowledge of contemporary professional, societal and global issues.
- k. a commitment to quality, timeliness, and continuous improvement.

Core Technology, Mathematics, and Science Courses:

Mechanical Engineering Technology (15 credits)

- MET 130 Introduction to Engineering and Technology 2 credits
- MET 103 Introduction to Technical Graphics 3 credits
- MET 333 Power Systems 3 credits or MET 329 Fluid Power Technology (3 credits) for students selecting the MET concentration option
- MET 405 Economic Analysis for Engineers 3 credits
- MET 409 Senior Project 3 credits
- MET 430 Senior Seminar 1 credit

Electronics Engineering Technology (12 credits)

- ECT 160 Electronics Fundamentals 3 credits or ECT 165 (3 credits) for students selecting the EET or CET concentration option
- ECT 231 Digital Logic 3 credits
- ECT 281 Robotic Controls 3 credits
- ECT 437 Industrial Computer Systems Management 3 credits

Manufacturing (6 credits)

- MFG 371 Manufacturing Materials and Processes 3 credits
- MFG 370 Fundamentals of Manufacturing Materials 3 credits

Technology Management (3 credits)

- TMGT 361 Quality Systems and Tools 3 credits

Mathematics/Computer Science and Physical Science Requirements (10 credits)

- Physics 105 & Physics 105L 4 credits
- Math 123 Analytic Geometry and Linear Algebra for Engineers 3 credits
- Math 301 Fundamentals and Applications of Calculus 3 credits

Directed Foundations Studies (7 credits)

- CHEM 100 and CHEM 100L 4 Credits
- Math 115 College Algebra or MET 215 Graphic Analysis 3 credits

Choose one of the following engineering technology concentrations (15 credits):

Electronics Engineering Technology Concentration Required Courses (15 credits)

- ECT 167 - A.C. Circuits and Design 3 credits
- ECT 221 - Circuit Analysis I 3 credits
- ECT 232 - Digital Computer Circuits 3 credits
- ECT 324 - Discrete Transistor Theory and Circuit Design 3 credits
- CS 256 C++ (or any higher level structured language) 3 credits

Mechanical Engineering Technology Concentration Required Courses (15 credits)

- MET 203 - Introduction to Solid Modeling 3 credits
- MET 302 - Applied Statics 3 credits
- MET 406 - Strength of Materials 3 credits
- MET 337 - Thermo systems 3 credits

Electives (3 credits)

MET 408 Elements of Machine Design 3 credits

MET 304 - Engineering Analysis 3 credits

Packaging Engineering Technology Concentration Required Courses (15 credits)

PKG 280 - Packaging Materials and Testing I 3 credits

PKG 380 - Packaging Materials and Testing II 3 credits

Choose 9 credits from:

PKG 180 – Introduction to Package Design 3 credits

PKG 482 – Package Development and Analysis 3 credits

PKG 484 – Distribution Packaging Design, Analysis and Testing 3 credits

PKG 486 – Packaging Machinery Systems 3 credits

PKG 489 – Packaging Industry Projects 3 credits

Computer Engineering Technology Concentration Required Courses (15 credits)

ECT 168 Comp. Design Technology 3 credits

ECT 232 Digital Computer Circuits 3 credits

ECT 303 Microcontroller Hdw. & Software 3 credits

ECT 403 Practical Digital Logic Design 3 credits

CS 256 C++ (or any higher level structured language) 3 credits

Automotive Engineering Technology Concentration Required Courses (15 credits)

AET 132 - Theory of I.C. Engines 3 credits

AET 233 - Engine Systems and Controls 3 credits

AET 336 - Engine Fuels and Lubricants 3 credits

AET 435 - Engine Thermodynamics 3 credits

AET 436 - Diesel Engines 3 credits

Preferred effective term: Fall 2011

PROGRAM REVISIONS

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

Senior High-Junior High/Middle School Education

Brief Summary:

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

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

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

Proposed Catalog Copy:

Professional Sequence Senior High-Junior High/Middle School Education

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

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

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

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

Approved Licensure Areas at Indiana State University:

There are four school settings for licensure:

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

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

School Settings

	1	2	3	4
Instructional Licenses:				
Business Education			X	X
Family and Consumer Science			X	X
World Languages			X	X
Health			X	X
Language Arts			X	X
Mathematics			X	X
Science:				
Life Sciences			X	X
Physical Sciences			X	X
Earth/Space Sciences			X	X
Chemistry			X	X
Physics			X	X
Social Studies				
Economics			X	X
Historical Perspectives			X	X
Government and Citizenship			X	X
Sociology			X	X
Psychology			X	X
Geographical Perspectives			X	X
Technology and Engineering Education			X	X

Foundational Studies:

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

Multicultural Education:

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

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

Professional Education

Admission to the Becoming a Complete Professional (BCP) Program is a critical benchmark for teacher candidates. **Until undergraduate students are admitted to the BCP, they do not have official status in their academic programs for graduation and licensing.** All students must be admitted into BCP before they are eligible to enroll in any CIMT 300 or higher level professional

education courses. Each teacher candidate is evaluated throughout his or her program by program faculty based on academic and professional competencies. Continuation in the Becoming a Complete Professional Program is dependent on satisfactory progress and assessments.

Required Courses:

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

Note:

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

Progression:

The progression through the teacher education program is as follows:

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

Courses to be taken prior to admission to BCP I:

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

Admission to Becoming a Complete Professional (BCP) I:

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

Courses to be taken in BCP I:

- EPSY 341 - Education in a Multicultural Society – 3 credits
- SPED 226 - The Exceptional Learner in the Regular Classroom – 3 credits
- CIMT 301 - Teaching IIa – 2 credits
- CIMT 302 - Teaching IIb – 2 credits
- CIMT 400 - Teaching III – 3 credits
- CIMT 400L - Teaching III Practicum – 1 credit

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

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

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

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

Courses to be taken in BCP II:

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

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

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

Procedures and Requirements for Supervised Student Teaching:

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

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

1. Admission to the Becoming a Complete Professional (BCP) II.
2. Completion of a minimum of 20 semester hours of work in residence at Indiana State University.
3. An overall minimum grade point average of 2.5.
4. A minimum grade point average of 2.5 in each teaching content area as well as the overall major.
5. Satisfactory completion of the Professional Education sequence with a minimum grade point average of 2.5 for these classes and a grade of C or higher in each class. Professional classes may be repeated only once. (See Teaching Curricula section for Middle School/Junior High and Senior High Schools and All School Settings.)
6. Senior or graduate status.

7. Submission of an application for student teaching in the fall at least two semesters preceding the student teaching experience.
8. Students will make a commitment to assume student teaching as a full-time role. While assigned to supervised teaching, students will **not** enroll in additional course work including distance or correspondence courses, **nor plan for any employment or assume any other obligations which would interfere with all-day supervised teaching.**
9. The student should assume no obligation that interferes with his or her leaving the campus to live in the community that provides the most appropriate supervised teaching assignment.

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

Preferred effective term: Fall 2011

COLLEGE OF TECHNOLOGY: Applied Engineering and Technology Management

Computer-Aided Design and Drafting Minor

Brief Summary:

Due to an oversight, the Computer Aided Design and Drafting Minor was placed into the Electronics and Computer Engineering Technology department (ECET) when the college last reorganized. This paperwork is intended to move the minor back to the Applied Engineering and Technology Management department (AETM), where it has historically resided.

Preferred effective term: Fall 2011

GRADUATE PROPOSALS

PROGRAM ELIMINATIONS

COLLEGE OF TECHNOLOGY: Applied Engineering and Technology Management

M.S. Industrial Technology (33 credits minimum)

CIP Code 150612 Major Code: E563

Brief Summary:

The MSIT program is being changed to the MS in Technology Management program. See accompanying proposal. If the change to MSTM is approved, the MSIT will be deleted.

Preferred effective term: Fall 2011

UNDERGRADUATE APPROVALS

COURSE REVISIONS

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

CIMT 200 Teaching I

3 credits

Introduction to subject-matter teaching in grades K-12. Introduction to social and historical foundations of teaching; the teacher as a decision-maker; the knowledge base in teaching; teaching applied to senior high, junior high/middle, and elementary schools; and orientation to the professional teaching program. Field experiences, modeling, and simulation with objectives integrated with the professional knowledge of teaching. Prerequisite: Concurrent enrollment in Educational Psychology 202 or permission of the Department of Curriculum, Instruction, and Media Technology.

Change credits, description, and remove prerequisites to:

CIMT 200 Teaching I

2 credits

Initial exploration of the teaching profession and orientation to the Becoming a Complete Professional teacher education program. Exploration of P-12 school settings and the role of the preschool, elementary, middle and high school teacher. Field experiences required.

A-F Grading

Preferred effective term: Fall 2011

CIMT 301 - Teaching I

3 credits

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

Prerequisites: admission to BCP I.

Change title, credits, and description to:

CIMT 301- Teaching IIa

2 credits

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

Prerequisites: admission to BCP I.

A-F Grading

Preferred effective term: Fall 2011

CIMT 302 - Teaching II

3 credits

General methods of teaching. Emphasis on skill development in basic teaching and content area literacy strategies. Includes integration of national and state standards into planning to teach diverse learners, interdisciplinary curriculum and instruction, cooperative and individualized instruction, integration of instructional technology, performance assessment, and management of the learning environment. Instructional and interpersonal consequences of decisions by both the teacher and the student will be discussed. Field experiences integrated with pedagogical knowledge of teaching.

Prerequisites: admission to BCP I and EPSY 202.

Note: This course is blocked with Curriculum, Instruction, and Media Technology 301.

Change title, credits, and description to:

CIMT 302 - Teaching IIb

2 credits.

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

Prerequisite: EPSY 202. This course is blocked with 301.

A-F Grading

Preferred effective term: Fall 2011

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

ELED 220 - Integrated Curriculum for Young Children in Pre-Kindergarten Setting

3 credits

This course focuses on enhancing teacher candidates' pedagogical content knowledge and skills in planning integrated curriculum for young children three to six years of age with an emphasis on developmentally appropriate and culturally relevant teaching at pre-kindergarten settings. Field experience in a pre-kindergarten setting is required.

Add prerequisite to:

ELED 220 - Integrated Curriculum for Young Children in Pre-Kindergarten Setting

3 credits

This course focuses on enhancing teacher candidates' pedagogical content knowledge and skills in planning integrated curriculum for young children three to six years of age with an emphasis on developmentally appropriate and culturally relevant teaching at pre-kindergarten settings. Field experience in a pre-kindergarten setting is required.

Prerequisite: ELED 110

A-F Grading

Preferred effective term: Fall 2011

ELED 432 - Early Childhood: Teaching Within a Diverse Society

3 credits

This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse cultural, racial, and socio-economic backgrounds. This course introduces the conceptual frameworks of multicultural teaching and reviews the current research and practices relevant to teaching-learning solutions.

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

Add prerequisite to:

ELED 432 - Early Childhood: Teaching Within a Diverse Society

3 credits

This course focuses on developing and enhancing the knowledge and skills to work with children and families from diverse cultural, racial, and socio-economic backgrounds. This course introduces the conceptual frameworks of multicultural teaching and reviews the current research and practices relevant to teaching-learning solutions.

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

Prerequisite: ELED 110

A-F Grading

Preferred effective term: Fall 2011

ELED 449 - Early Childhood: Family, School, and Community Relationships

3 credits

This course focuses on building family, school, and community partnerships. Teacher education students learn techniques such as organizing parent conferences, home visits, parent meetings, and the process of implementing a parent involvement program. The course also addresses the cross-cultural issues in families and school and community linkage.

Add prerequisite to:

ELED 449 - Early Childhood: Family, School, and Community Relationships

3 credits

This course focuses on building family, school, and community partnerships. Teacher education students learn techniques such as organizing parent conferences, home visits, parent meetings, and the process of implementing a parent involvement program. The course also addresses the cross-cultural issues in families and school and community linkage.

Prerequisite: ELED 110

A-F Grading

Preferred effective term: Fall 2011