



Academic Notes

CURRICULUM

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UNDERGRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: Biology

BIO 486 Human Genetics

3 credits

Human Genetics is an in-depth analysis of the human genome and its relationship to disease. The course covers a wide-range of topics including: Chromosomes, Mendelian inheritance of traits/diseases, simple and complex traits/diseases, human cytogenetics, and population genetics.

Prerequisite: BIO 380

A-F Grading

Effective term: Fall 2015

GRADUATE APPROVALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: Biology

BIO 586 - Human Genetics

3 credits

Human Genetics is an in-depth analysis of the human genome and its relationship to disease. The course covers a wide-range of topics including: Chromosomes, Mendelian inheritance of traits/diseases, simple and complex traits/diseases, human cytogenetics, and population genetics.

Prerequisite: BIO 380

A-F Grading

Effective term: Fall 2015

BIO 687 - Clinical Cytogenetics

3 credits

Clinical Cytogenetics is an in-depth analysis of clinically relevant human genetics and the role of genetics in disease. The course covers a wide-range of topics including: acquired diseases, cancer, an in-depth analysis of hereditary disorders.

Prerequisite: Previous completion of or concurrent enrollment in BIO 586.

A-F Grading

Effective term: Fall 2015

BIO 688 - Diagnostic Genetics

2 credits

Diagnostic Genetics is an in-depth exploration of the clinical methods for the diagnosis of human diseases. The course covers a wide-range of topics including: clinical cytogenetics, maternal-

fetal medicine diagnostic tests, and targeted genomic sequencing. Students will perform diagnostic tests and pre-clinical exploration as part of an experiential learning experience.

Co-requisite: BIO 688L

A-F Grading

Effective term: Fall 2015

BIO 688L - Diagnostic Genetics Laboratory

2 credits

Laboratory course for BIO 688. Students will perform diagnostic tests and pre-clinical exploration as part of an experiential learning experience.

Co-requisite: BIO 688

A-F Grading

Effective term: Fall 2015

BIO 689 - Clinical Rotation

2 credits

Provides each master's level student with the clinical experience required to be a successful Genetic Counselor. The clinical rotations provide students with training in at least one of the key focus areas for Genetic Counseling. Instructors may change depending on the location and specific focus of the training.

Prerequisite: Program Director permission is required.

Repeatability: Students may complete the course four times for credit.

A-F Grading

Effective term: Fall 2015

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

ATTR - 710 Holistic Health

3 credits

The purpose of this course is to help students develop a holistic view of patients while preventing, evaluating, and treating trunk and spine injuries. Students engage in interprofessional education by learning from, with, and about other health care professions in patient-centered collaborative practice.

A-F Grading

Effective term: Summer 2015

ATTR – 712 Evidence Based Medicine

3 credits

This course provides students with the tools to understand research and use evidence based medicine for future courses as well as learn technical writing skills. This is accomplished through interpreting and understanding diagnostic accuracy.

A-F Grading

Effective term: Summer 2015

ATTR - 713 Outcome Assessment in Health Care

3 credits

Students will participate in a hybrid course model to facilitate discussion and understanding of outcome assessment in health care and treatment efficacy and administration.

A-F Grading

Effective term: Summer 2015

ATTR – 755 Clinical Experience in Athletic Training II

3 credits

Structured clinical experience in athletic training practical rotations with a minimum of 200 contact hours. Also requires mastery of advanced clinical skills and techniques in injury evaluation, modality application, post-surgical care, rehabilitation design, and other aspects of athletic training.

A-F Grading

Effective term: Summer 2015

ATTR - 756 Clinical Experience in Athletic Training II

1 credit

This course supports structured clinical experience in athletic training practical rotations. Also requires mastery of advanced clinical skills and techniques in injury evaluation, modality application, post-surgical care, rehabilitation design, and other aspects of athletic training.

A-F Grading

Effective term: Summer 2015

ATTR - 798 Research Project

2-6 credits

By arrangement with the chairperson of the students' project committee. Students identify a research question and then complete a research study to answer the question.

Repeatable: Students are required to repeat for a total of 6 credits.

A-F Grading

Effective term: Summer 2015

ATTR - 811 Translational and Action Research

3 credits

Students participate in a hybrid course model to facilitate discussion and understanding of translational/action research (scientific inquiry aimed at evaluating the application of medical advances)

A-F Grading

Effective term: Summer 2015

ATTR 840 - Manual Therapy II

3 Credits

Students participate in a hybrid course model to understand and apply integrative therapy techniques with an emphasis on Eastern medicine and holistic, CAM techniques, and Soft Tissue Mobilization.

A-F Grading

Effective term: Summer 2015

ATTR 855 - Clinical Experience in Athletic Training III

1 credit

This course supports structured clinical experience in athletic training practical rotations. Also requires mastery of advanced clinical skills and techniques in injury evaluation, modality application, post-surgical care, rehabilitation design, and other aspects of athletic training.

A-F Grading

Effective term: Summer 2015

ATTR 856 - Graduate Clinical Experience in Athletic Training IV

1 credit

This course supports structured clinical experience in athletic training practical rotations. Also requires mastery of advanced clinical skills and techniques in injury evaluation, modality application, post-surgical care, rehabilitation design, and other aspects of athletic training.

A-F Grading

Effective term: Summer 2015

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Biology

BIO 680 – Seminar: Evolution and Genetics

2 credits

Change description to:

BIO 680 – Seminar: Evolution and Genetics

2 credits

Repeatability: Course may be repeated once for credit with a different topic

A-F Grading

Effective term: Fall 2015

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

ATTR 625 - Athletic Training Educator

3 credits

A comprehensive examination (through reading, discussion, and role-playing) of athletic training education including teaching, learning, and assessment. Current literature regarding technique efficacy is included and provides the foundation of the course.

Change number to:

ATTR 725 - Athletic Training Educator

3 credits

A comprehensive examination (through reading, discussion, and role-playing) of athletic training education including teaching, learning, and assessment. Current literature regarding technique efficacy is included and provides the foundation of the course.

A-F Grading

Effective term: Summer 2015

ATTR 626 - Applied Medicine and Rehabilitation Leadership Administration

3 credits

This course provides a forum of open discussion and debate of administration issues, and controversial, moral, and ethical questions. Students gain a greater understanding of diverse philosophies and populations, the roles that allied health/sports medicine specialists play, and their contribution to healthcare.

Change number, title and description to:

ATTR 726 - Administration of Health Care

3 credits

Students participate in facilitated discussion and engage in leadership and administration activities related to applied medicine and rehabilitation.

A-F Grading

Effective term: Summer 2015

ATTR 660 - Environmental Illnesses

3 credits

This course explores the prevention, recognition, and treatment of injuries and illness that result from various environmental situations. It also examines the interrelationship between the physical environment and humans while exercising under different states of fitness and acclimatization.

Change number, title and description to:

ATTR 830 - Evidence Based Preventative Interventions

3 credits

Comprehensive examination (through reading, discussion, and hands-on practice) of prevention interventions. Emphasis is on current literature, how recent research fits into clinical practice, and new interventions on the market.

A-F Grading

Effective term: Summer 2015

ATTR 661 - Evidence Based Rehabilitation of the Kinetic Chain

3 credits

A comprehensive examination (through reading, discussion, and hands-on practice) of rehabilitation techniques is presented in this course. Current literature regarding efficacy of rehabilitation is included and provides the foundation of the course.

Change number, title and description to:

ATTR 720 - EB Holistic Care I

3 credits

The purpose of this course is to help students develop a holistic view of patients while preventing, evaluating, and treating trunk and spine injuries. Students engage in interprofessional education by learning from, with, and about other health care professions in patient-centered collaborative practice.

A-F Grading

Effective term: Summer 2015

ATTR 662 - Evidence Based Diagnosis of Orthopedic Injuries

3 credits

A comprehensive examination of current literature identifies advanced evaluation techniques for orthopedic injuries. Diagnostic accuracy of clinical tests is the foundation of this course.

Change number, title and description to:

ATTR 810 - Evidence Based Holistic Care II

3 credits

The purpose of this course is to help students develop a holistic view of patients while preventing, evaluating, and treating upper extremity injuries. Students engage in interprofessional education by learning from, with, and about other health care professions in patient-centered collaborative practice.

A-F Grading

Effective term: Summer 2015

NEW PROGRAMS

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

Doctorate in Athletic Training (57 credits)

CIP Code: 51.0913 Major Code:

Brief Summary:

ISU athletic training has been a pioneer in athletic training education, typically forging the direction for practice, research and educational endeavors. Changes in the healthcare system, practitioner needs and direction of the National Athletic Trainers' Association Education Council necessitates that we review our direction with AT education. The NATA-EC (National Athletic Trainers' Association Education Council) has provided support for increasing the entry-level athletic training education to a Master degree which subsequently elevates post-professional education to a DAT, with the intention of eventually phasing out the undergraduate entry-level education option. Currently 2 DAT programs exist in the United States. ISU would like to be one of the first DAT post professional programs in order to create a longitudinal history thereby increasing name recognition to recruit top level students.

The Department of Applied Medicine would like to eliminate the undergraduate route to athletic training certification by transitioning to an entry-level master degree and in the same process transition the post-professional master degree in athletic training to a doctorate in athletic training. These programs are clinical programs akin to nursing, occupational therapy, physical therapy and physician assistant education.

The purpose of the Doctorate in Athletic Training is to prepare students for a career as an advanced practitioner in athletic training. The global objectives of the Doctorate in Athletic Training program are as follows:

1. To provide competent health care providers who possess advanced skills in prevention,

- evaluation, treatment and rehabilitation of the active population
2. To decrease the shortage of advanced practitioners in athletic training in Indiana, rural communities and the nation.
 3. To improve patient access and quality care for rural and underserved populations. These skills are designed to prepare the student for advanced clinical practice.

Student Learning:

This is a new program; therefore no specific outcomes assessments are available for the DAT. AMR has used the assessment outcomes for the Master in Athletic Training to direct the needs of students in the transition from the Masters to Doctorate in Athletic Training. Current assessment outcomes and observed needs are noted in the discussion among athletic training faculty in the May 2011 minutes. Based on assessments of employers and students and current trends in health care, additional evidence based medicine course to include the neck, spine and head, and additional manual therapy course was added in addition to outcome and translational research courses.

Future evaluation/outcome assessment of the program will mimic current assessment regime and 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 within this department and could be easily transferred to meet this program's objectives.

1. Utilize critical thinking with the knowledge derived from evidence based medical literature for clinical decision making.
2. Demonstrate advanced skill mastery in the application of the treatment, rehabilitation, and reconditioning of injuries/illnesses.
3. Demonstrate advanced skill mastery in the application of the injury/illness prevention, clinical evaluation and diagnosis.
4. Provide safe and effective standards of care for a diverse client population.
5. Demonstrate leadership skills in advance athletic training through effective communication effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.
6. Demonstrate clinical education skills in advance athletic training through effective mentoring of patients/clients and athletic training students.
7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.
8. Analyze trends in health care through outcome and translational research to provide appropriate current practices.

Athletic Training is expected to grow much faster than average from 2008-2018, with an increase need of 44% (U.S. Bureau of Labor Statistics, 2012) which is identical to the need in Indiana (Hoosiers by numbers, 2012). Athletic trainers serve a unique role in the prevention of injuries

and illnesses which is crucial to reducing the cost of health care. Job growth is primarily expected in hospitals, outreach clinics, and as physician extenders (in the offices of other health care providers). Further, the demand for preventative care providers will also open opportunities for athletic trainers in fitness and recreational sport centers. Finally, some states are implementing legislation that may require the presence of athletic trainers at all high schools, which would guarantee a rise in these providers in this setting and the necessity for a doctoral degree in the profession.

Trends suggest a rise of 6,000 athletic trainers is expected in the labor pool by 2018; however, turnover and retention remain key issues in the profession (Kahanov & Eberman, 2011). Athletic trainers are making a notable exit from the profession in their late 20s and early 30s (Kahanov & Eberman, 2011), which may increase the demand for these providers in the coming years.

Literature indicates that students who enter a professional education after a bachelor are more likely to stay in the health care profession and in the local area than those completing their professional education at the bachelor level.¹ Retaining individuals in the local area that may also address the needs of the rural and underserved populations supports the ISU strategic initiatives.

1. Kim E, Hwang J. Characteristics associated with intent to stay among Quality improvement nurses. *Int Nurs Rev.* 2011 Mar; 58(1): 89-95.

Approved Catalog Copy:

Doctorate in Athletic Training (57 credits)

CIP Code: 51.0913 Major Code:

The purpose of the Doctorate of Athletic Training program is to prepare students for a career as an advanced practitioner in athletic training according to National Athletic Trainers’ Association Post Professional Education Committee (NATA-PPEC) accrediting body.

Required Core (57 credits):

Course Sequence:

Semester 1 (Summer 10-weeks)

- ATTR 710 Holistic Health 3 credits
- ATTR 712 Evidence Based Medicine 3 credits
- ATTR 713 Outcome Research Applications 3 credits

Semester 2.

- ATTR 720 EB Holistic Care I 3 credits
- ATTR 755 Clinical Experience in Athletic Training I 1 credits
- ATTR 691 Research Methods 3 credits

Semester 3.

- ATTR 725 Athletic Training Clinical Education 3 credits
- ATTR 726 Administration of Health Care 3 credits

- ATTR 756 Clinical Experience in Athletic Training II 1 credits
- ATTR 798 Research Project 2 credits

Semester 4 (Summer 10 weeks).

- PASS 611 Physical Diagnosis 2 credits
- ATTR 810 ED Holistic Care II 3 credits
- ATTR 811 Translational and Action Reserach 3 credits

Semester 5.

- ATTR 820 Manual Therapy I 3 credits
- ATTR 855 Clinical Experience in Athletic Training III 1 credits
- ATTR 875 Therapeutic Interventions 3 credits
- ATTR 798 Research Project 2 credits

Semester 6.

- ATTR 830 EB Prevention Interventions 3 credits
- ATTR 856 Clinical Experience in Athletic Training IV 1 credits
- ATTR 798 Research Project 2 credits
- HLTH 604 Research Design and Data Analysis 3 credits

Semester 7 (Summer 12 weeks).

- ATTR 840 Manual Therapy II 6 credits

Admission requirements. Applicants must meet the admission requirements for the College of Graduate and Professional Studies. Admission into the Doctorate in Athletic Training will also require the following:

- A Bachelor's degree from a four (4) year accredited university that culminates in a degree in Atheltic Training from a CAATE accredited program

OR

Master's degree in Athletic Training from a CAATE accredited program

- A preferred cumulative grade point average (GPA) of 3.0.
- Confirmation of degree via official transcripts is required.
- Board of Certification in Athletic Training

OR

Confirmation of eligibility to take the Board of Certification examination.

- Resume should include a comprehensive outline of your student, volunteer, and professional work experiences and all honors and awards.
- Recommendations from a health care provider, an academic source, and a community service experience supervisor.
- GRE exam score report is required of all applicants. Official score reports must be sent directly from the Educational Testing Service (ETS) - www.gre.org. Complete the GRE, with no less than 900 combined score on the Verbal and Quantitative sections.
- Personal Interview. Top applicants will interview with members of the Occupational Therapy admissions committee is required.

PROGRAM REVISIONS

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

Educational Technology M.S. (33 credits minimum)

CIP CODE: 130501 Major Code: 8389

Brief Summary:

This revision is being made to reflect the courses that are currently being taught. We are proposing to bank CIMT 641 and 647.

Rationale for Change:

Several courses (ELED 571, 671, 672) are no longer offered. CIMT 641 and CIMT 647 no longer reflect current needs.

Approved Catalog Copy:

Educational Technology M.S. (33 credits minimum)

CIP CODE: 130501 Major Code: 8389

As an interdisciplinary field of study, the Educational Technology Program prepares students to systematically design and develop instruction with optimal use of technology, and to implement, manage, and evaluate the total process of teaching and learning in a variety of settings including kindergarten-12 schools, universities, government, business/industry, and the military to bring the most effective, efficient, and appealing instruction to various teaching and training settings.

Degree Requirements:

Core courses:

-
- CIMT 610 - Research in Education 3 credits
 - CIMT 620 - Instructional Design 3 credits

Specialization:

Educational Technology

-
- CIMT 543 - Production of Instructional Materials 3 credits
 - CIMT 630 - Research Design and Evaluation of Interactive Learning 3 credits
 - CIMT 640 - Survey of Educational Media 3 credits
 - CIMT 689 - Learning Theory and Instructional Strategies 3 credits

Electives:

In consultation with advisor, select 12 credits from the following:

- CIMT 625 - Multimedia Design for Interactive Learning 3 credits
- CIMT 657 - Courseware Design and the Web 3 credits
- CIMT 672 - Multimedia Authoring 3 credits
- CIMT 687 - Leading and Managing Technology Resources in Educational Settings 3 credits
- CIMT 720 - Advanced Instructional Design 3 credits
- CIMT 740 - The Technology of Distance Learning 3 credits

Culminating Experience:

All students are required to complete a culminating practicum experience.

- CIMT 793 - Supervised Field Work 1-3 credits (Students on the MS Educational Technology program are required to take 3 credit hours to complete the practicum)

Note:

In general, one-half of the credit hours must be in courses numbered 600 or above.

Note:

Courses in the 500 series are open to undergraduates as *400 series. Graduate students are required to do additional work of a research nature. A course taken at the 400 level may not be repeated at the 500 level.

Effective term: Fall 2015

COLLEGE OF ARTS AND SCIENCES: Psychology

Clinical Psychology PsyD. (96 credits minimum)

CIP Code: 190001 Major Code: 3768

Brief Summary:

The Psychology department wishes to make the following changes to their Clinical Psychology program:

1. PSY 677 (3 credit class) will be removed as a required course.
2. Students will take 1 credit of PSY 696 in Fall/Spring of 4th year (2 credits total).
3. Students will take 1 additional credit of electives.
4. Students will enroll for 2 credits of Psy 696 instead of 1 credit during the 2nd and 3rd year of the program.

Rationale for Change:

The first proposed change is being made due to a reduction in faculty. We are combining 2

courses into one course to save faculty resources (thus eliminating PSY 677).

We are also making changes to ensure that our program is meeting requirements established by our external accrediting body, American Psychological Association. The first of these changes is to add 1 credit of practicum (PSY 696) in the fall and spring semesters for students in the 4th year of the program, to ensure that students have the opportunity to process and discuss their external placement experiences with a licensed faculty member. We are also adding 1 credit of electives, increasing the requirement from 14 to 15 hours, as 15 hours is more consistent with the practice of taking five 3-credit classes. Lastly, we are increasing the number of credits of PSY 696 (Practicum) that students take during the 2nd and 3rd year of the program to better reflect faculty and student time required for this course. Students in the 2nd and 3rd year of the program are required to work 3-5 hours a week seeing clients in the ISU Psychology Clinic, attend 2-3 hours of weekly supervision, and also spend time writing reports and other documentation. Rather than enrolling for only 1 credit of PSY 696, we feel that 2 credits is a better reflection of the requirements of this course. Although this will increase the minimum course requirements for the program from 96 to 100 hours, this change will not impact student time to complete the program, as the change is intended to better reflect the time required for the practicum work that students currently are required to complete.

Approved Catalog Copy:

Clinical Psychology PsyD. (100 credits minimum)

CIP Code: 190001 Major Code: 3768

COURSE REQUIREMENTS OF THE PROGRAM

The PsyD Program in Clinical Psychology requires a total of 100 credits. Students are able to earn a master's degree, as part of the 100 total hours, after the second year of the program. Although the Program does not require obtaining the master's degree, it is strongly recommended because it assists with finding clinical placements and may give an advantage in seeking internships.

The 100 hours are distributed as follows: Psychology Core (33 credits), Clinical/Professional Core (40 credits), electives (15 credits), dissertation (12 credits), and Internship (1 credit hour). A grade of B- or better must be earned in all required courses. Any required course in which a grade lower than a B- is received must be repeated and any elective course in which a grade lower than a B- is received cannot be counted toward the 96 hours required for graduation. Students who receive two grades of C+ or lower will be expelled from the Program.

NOTE:

Courses in the 500 series are open to undergraduates as *400 series. Graduate students are required to do additional work of a research nature. A course taken at the 400 level may not be repeated at the 500 level.

PSYCHOLOGY CORE (33 CREDITS)

All of the following courses are required unless an alternative is listed.

BIOLOGICAL BASIS OF BEHAVIOR

PSY 608 - Proseminar: Biopsychology 3 credits
PSY 658 - Clinical Psychopharmacology 3 credits

COGNITIVE & AFFECTIVE BASIS OF BEHAVIOR

PSY 603 - Proseminar: Learning and Cognition 3 credits

SOCIAL BASIS OF BEHAVIOR

PSY 607 - Proseminar: Social Bases of Individual Behavior 3 credits

INDIVIDUAL DIFFERENCES

PSY 566 - Human Ontogeny 3 credits
PSY 662 - Theories of Personality 3 credits
PSY 668 - Advanced Psychopathology 3 credits

METHODOLOGY: THEORY, RESEARCH DESIGN, AND QUANTITATIVE METHODS

PSY 602 - Proseminar: Theoretical and Methodological Foundations of Psychology 3 credits
PSY 604 - Advanced Statistics 3 credits
PSY 680 - The Appraisal of Research in Clinical Psychology 3 credits

HISTORY AND SYSTEMS OF PSYCHOLOGY

PSY 521 - History and Systems of Psychology 3 credits

CLINICAL/PROFESSIONAL CORE (36 CREDITS)

REQUIRED CLINICAL COURSES (28 CREDITS)

COUN 666 - Multicultural Counseling 3 credits

OR

PSY 627 - Clinical Practice in a Pluralistic Society 3 credits
PSY 663 - Professional Clinical Psychology 3 credits
PSY 664A - Ability Assessment 3 credits
PSY 664C - Objective Personality Assessment 3 credits
PSY 665A - Foundations of Psychotherapy 3 credits
PSY 665B - Cognitive Behavior Therapy 3 credits
PSY 671 - Clinical Supervision 3 credits

PSY 676 - Advanced Psychological Assessment and Treatment 3 credits
PSY 690A-Z - Advanced Graduate Seminar 1-3 credits (1 credit required)

PRACTICUM REQUIREMENT (8 CREDITS)

Eight academic-year credits of practicum (PSY 696) or its equivalent are required for graduation, of which no more than one can be credited in a given semester.

CLINICAL PLACEMENT (2 CREDITS)

Fourth year students enroll in a total of 2 credits of Clinical Placement (PSY 796), 1 credit in the fall and spring semesters, but may sign up for additional placement credits dependent on their course load.

ELECTIVES (15 HOURS)

Students may select from numerous possible elective courses within and outside the Department to complete the 96 credits needed for graduation. No more than 3 credits of the following practicum and independent study courses will count as elective hours without approval of the student's Doctoral Committee and the DCT: PSY 696, 796, 697A, 697B, 698.

DISSERTATION (12 HOURS)

Students must complete 12 credits of PSY 799, Dissertation. Students cannot enroll for 799 credits until they enter doctoral candidacy.

INTERNSHIP (1 HOUR)

Students must complete one year of fulltime clinical internship in a training program approved by the Program and enroll for 1 credit hour of PSY 784.

Effective term: Fall 2015

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PROGRAM SUSPENSIONS

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

Secondary Teacher-Post Baccalaureate-Non-degree Licensure
CIP CODE: 130301 Major Code: 8388

Brief Summary:

Transition to Teaching was created by the Indiana legislature as an alternative route to teacher licensure for those who have bachelor's degrees. Since the implementation of this program, the avenues for alternative licensure have expanded; as a result, enrollment in ISU's Transition to Teaching program has diminished to unsustainable levels. Therefore, we wish to suspend the

program. If a significant interest is expressed such that Transition to Teaching becomes viable again, we will reactivate the program.

Effective term: Fall 2015