



# *Academic Notes*

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## **ACADEMIC NOTES PUBLICATION SCHEDULE**

Below is the publication schedule for the electronic copy of *Academic Notes*. All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 11:00 a.m. on the Deadline for Items date shown below. Submissions must be in hard copy along with an email, zip drive, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to *Academic Notes* that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. *Academic Notes* is available using Acrobat Reader at [http://www.indstate.edu/academicaffairs/academic\\_notes.htm](http://www.indstate.edu/academicaffairs/academic_notes.htm)

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

## **ACADEMIC NOTES PUBLICATION SCHEDULE**

### **FALL 2014**

<b><u>Deadline for Items</u></b>	<b><u>Issue Date</u></b>
September 17	September 29
September 24	October 6
October 1	October 13
October 8	October 20

# CURRICULUM

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# **PROPOSAL - DEPARTMENT MERGER**

## **Merger of the Elementary, Early, and Special Education and Curriculum, Instruction, and Media Technology to form the Department of Teaching and Learning –**

### **Brief Summary:**

Provost Maynard presented a proposal in the fall of 2008, to consider the merger of the Department of Elementary, Early, and Special Education with the Department of Curriculum, Instruction, and Media Technology, auspiciously to create efficiencies and provide cost reductions. An analysis was conducted in February of 2009, which failed to produce the impetus needed to move forward. Dean Balch requested a formal conversation between the two departments regarding the potentiality of unification on December 21, 2011, as a strategy for conserving resources by the elimination of perceived curricular redundancies. A task force was formed in response to Dean Balch's request and in summer of 2012 concluded that there were insurmountable obstacles to unification of the two departments. In spring of 2013, Provost Maynard presented a proposal to the Board of Trustees for merging the departments given the lack of forward motion in the preceding five years of discussion. A recommendation was approved by the Board to consider the proposal. In fall of 2013, Provost Williams and Dean Hill-Clarke convened a meeting between the faculty and staff of both departments to discuss the merger proposal that was approved by the Board. The departments subsequently voted to move forward with the merger (Vote: 17-2-4). The breakdown of the vote was as follows:

17 voted in favor of merger

2 voted against merger

4 voted for extension to further consider the option to merge a proposal with request for resources was presented to Faculty Senate on October 14, 2013. Finally, in December of 2013, Dean Hill-Clarke provided authorization for the two departments to form a Unification Committee for the purpose of preparing a Memorandum of Understanding for the department merger.

### **Rationale for the Reorganization**

The purpose of this unification is to increase educational effectiveness. The Departments see the following benefits to forming a unified department:

1. Broaden the knowledge base for innovative programs to meet the challenges and changing needs of preparing educators and those who provide service to educational environments.
2. Collaborate and increase the opportunities among the combined faculty members in the areas of programs and research.
3. Create opportunities for stronger leadership of student organizations.
4. Eradicate the duplication of course offerings.

*Effective term: Fall 2015*

# UNDERGRADUATE PROPOSALS

## NEW COURSES

### **BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

#### **CD 398 – Introduction to Clinical Methods and Procedures**

3 credits

An introduction to clinical practice. Students engage in directed observation of clinical sessions, and learn about clinical aspects such as data collection, reinforcement, feedback, goal writing, and writing reports.

**Prerequisites:** CD 211, 212, 213, 225 with a grade of 'C' or better.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*A-F Grading*

*Effective term: Fall 2015*

## COURSE REVISIONS

### **BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

#### **CD 225 – Articulation Disorders and Management**

3 credits

Introduction to the nature, diagnosis, and treatment of articulation disorders.

**Prerequisites:** CD 211, 212, and 213.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*Change of prerequisites to:*

#### **CD 225 – Articulation Disorders and Management**

3 credits

Introduction to the nature, diagnosis, and treatment of articulation disorders.

**Prerequisites:** CD 211, 213.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*A-F Grading*

*Effective term: Fall 2015*

#### **CD 226 – Language Disabilities**

3 credits

Identification and remediation of language disabilities. Emphasis is on selected diagnostic procedures and remediation techniques

**Prerequisites:** CD 211, 212, and 213.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*Change of prerequisites to:*

**CD 226 – Language Disabilities**

3 credits

Identification and remediation of language disabilities. Emphasis is on selected diagnostic procedures and remediation techniques

**Prerequisites:** CD 211, 213.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*A-F Grading*

*Effective term: Fall 2015*

**CD 311 – Evaluation of Communication Disorders**

3 credits

Examination of a variety of evaluation instruments utilized in communication disorders and techniques of therapy management. Practicum experiences in evaluation are provided.

**Prerequisites:** TEP-I, CD 224, 225, 226.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*Change of prerequisites to:*

**CD 311 – Evaluation of Communication Disorders**

3 credits

Examination of a variety of evaluation instruments utilized in communication disorders and techniques of therapy management. Practicum experiences in evaluation are provided.

**Prerequisites:** CD 211, 212, 213, 225, 226.

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*A-F Grading*

*Effective term: Fall 2015*

**CD 400 – Clinical Practicum in Speech, Language, and Hearing**

3 credits

A continuation of clinical practicum in settings both on and off campus with emphasis on the diagnosis and therapy of a wide variety of speech, language, and hearing disorders.

**Prerequisites:** CD 399

**Note:** All communication disorders courses may require observation experiences in addition to class time. Open to graduate students. Graduate students are required to do additional work of a research nature.

*Change of description and prerequisites to:*

**CD 400 – Clinical Practicum in Speech, Language, and Hearing**

3 credits

Students will work directly with persons having speech and/or language disorders.

**Prerequisites:** CD 398

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*A-F Grading*

*Effective term: Fall 2015*

**CD 411 – Phonological Disorders**

3 credits

Application of phonological theories to understanding, assessing, and remediating phonological process disorders.

**Prerequisites:** CD 399

**Note:** All communication disorders courses may require observation experiences in addition to class time. Open to graduate students. Graduate students are required to do additional work of a research nature.

*Change of description and prerequisites to:*

**CD 411 – Phonological Disorders**

3 credits

An introduction to clinical practice. Students engage in directed observation of clinical sessions. Description: Application of phonological theories to understanding, assessing, and remediating phonological process disorders.

**Prerequisites:** CD 211, 212, 213, 225

**Note:** All communication disorders courses may require observation experiences in addition to class time.

*A-F Grading*

*Effective term: Fall 2015*

**COURSE BANKING**

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

**ELED 101 - Introduction to Teaching**

1 credits

This course provides students with the opportunity to develop an understanding of teaching as a career choice and the requirements of the teaching profession. This course requires hours of community engagement and experiential learning working with children in community agencies during the semester.

*A-F Grading*

*Effective term: Spring 2015*

## **NEW PROGRAMS**

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

#### **Early Intervention Non-Licensure Minor**

**CIP Code: 131202 Major Code: 8542**

#### **Brief Summary:**

This proposal is to add a non-licensure minor in Early Intervention to the offerings in the Department of Elementary, Early, and Special Education. Currently enrolled students can add the early intervention minor to their programs, in particular students enrolled in BCOE. The minor will offer the opportunity to become an early interventionist. The courses required for the minor are currently existing and approved courses.

The Early Intervention (EI) non-licensure minor program will consist of 4 Early Childhood Education and 2 Special Education courses (in total of 6 courses/ 18 credits). Three (3) out of six (6) courses (i.e., SPED 203, SPED 226, and ELED 425) will focus on early childhood special education and the rest of the courses (i.e., ELED 110, ELED 432, and ELED 449) will provide foundational knowledge and skill on early childhood, diversity and working with family and community agencies. Students will have field practicum opportunity which is included within the course work.

#### **Rationale for Change:**

Numerous research reports show that children's early experiences have a significant impact on their brain development. High quality early intervention services can change a child's developmental trajectory and improve learning outcomes.

According to the Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) of 1986 and No Child Left Behind Act (NCLB) of 2001, for the appropriate early intervention services, Early Interventionists (EI) for infants and toddlers (i.e., birth to three year olds) with disabilities should be trained in the area of early intervention and early childhood. Thus early childhood teachers with EI training can collaboratively and professionally work with the infants and toddlers' families and specialists on observing, assessing, providing adequate information, promoting the development in the area of cognitive, social/emotional, physical, and communication, and minimizing potential developmental delays. The positive outcomes could significantly reduce educational costs to our society by minimizing the need for special education services as children with disabilities become school aged. Therefore early intervention services are critical and EI's roles are important.

According to Indiana First Steps Early Intervention Personnel Guide published by Indiana Department of Education in 2012, there are requirements to become Early Interventionists or Developmental Therapists (on page 5). In the State of Indiana, a Bachelor's, Master's and/or Doctorate degree in early childhood or special education (with an early childhood focus) is

required to become the professional Developmental Therapist - Early Childhood Specialist (DT-EC) or Early Interventionist (EI).

There are limited higher education institutions in the State of Indiana which offer programs in early childhood or early childhood special education with an early intervention focus. In addition, there are many potential job openings to hire people who have course work or training in early intervention. Therefore, the Department of Elementary, Early and Special Education is proposing an Early Intervention (EI) non-licensure minor program (18-credit) which offers learning opportunities for students who want to become professional DT-EC or EI specialists.

**Proposed Catalog Copy:**

**Early Intervention Non-Licensure Minor**

**CIP Code: 131202 Major Code: 8542**

(18 credits)

The Early Intervention non-licensure minor may be added to the elementary and special education programs.

**Required Courses:**

ELED 110 – Foundations of Early Childhood Education 3 credits

SPED 203 – Preschool Special Education 3 credits

SPED 226 – The Exceptional Learner in the General Education Classroom 3 credits

ELED 432 – Early Childhood: Teaching within a Diverse Society 3 credits

ELED 449 – Early Childhood: Family, School and Community Relationships 3 credits

ELED 425 – Educating Infants and Toddlers with Developmental Delays 3 credits

*Effective term: Fall 2015*

**PROGRAM REVISIONS**

**BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

**Pre-Speech-Language Pathology; Speech-Language Pathology Major**

**CIP Code: 51.0204 Major Code: 8642PRB; 8641BS**

**Brief Summary:**

We are proposing several changes in our undergraduate major. The main change is the elimination of CD 498: School Practicum which then eliminates the need for CD 422: Methods and Administration. We are adding a course in the major, CD 398: Introduction to Clinical Methods, and requiring two courses outside of the program to fulfill certification and licensing requirements. The two courses are statistics and a second science course, either a biologic or physical science. It is important to note that we will retain experiential learning opportunities



through CD 398 and CD 400: Clinical Practicum in Speech, Language, Hearing. We are eliminating the Praxis I requirement and students will not need to meet other BCP-1 requirements. Therefore, we are eliminating the Pre-Speech Language Pathology major [8642PRB]. An increase in the GPA required to declare the major will increase from 2.5 to 2.75. We have retained the requirement for a grade of 'C' in all CD courses in the major and a 3.0 overall GPA to register for clinical practicum, CD 400.

### **Rationale for Change:**

The decision to eliminate CD 498 resulted from an assessment of the feedback received from the supervising speech pathologists over the past several years and from the outcome of our most recent reaccreditation process. Despite adequate performance of the undergraduate students during the school practicum allowing individuals at the bachelor's level of training to provide services is inconsistent with state licensure laws that state that a master's level of preparation is necessary. The practitioners reported that it was difficult for them to obtain adequate support from their administrators to hire master's level clinicians when an undergraduate student performs their job for ten weeks. State licensure for speech-language pathologists who intend to practice in the schools is now administered by the Indiana Professional Licensing Agency. Speech-language pathology is no longer considered a teacher education program; therefore, the BCP-1 requirements are no longer necessary. Therefore, the Pre-Speech Language Pathology major is being eliminated.

New standards for obtaining the Certificate of Clinical Competence from the American Speech-Language-Hearing Association that will become effective September 1, 2014 requires coursework in Statistics. In addition, coursework in both biological and physical sciences is required for certification. This foundational coursework in sciences and statistics is expected to be completed as an undergraduate student. Therefore, the inclusion of this coursework as part of the major insures that students who pursue graduate studies and eventual certification will have the required foundational coursework. The addition of the new course, CD 398, was in response to analysis of student performance in CD 399 and 400. It was noted that the students needed much more supervisor direction because they were providing direct clinical services while concurrently learning how to deliver services, plan intervention, and prepare clinical reports. CD 398 will enable students to fully engage in learning about the process of clinical service delivery, participate in guided observations of therapy sessions, and assist graduate clinicians in service delivery to gain experience in data collection and interpretation. With CD 398 as a pre-requisite to CD 400 it is expected that the students will be better prepared to provide clinical services with greater independence. We have increased the GPA to declare the major to account for the increased demand and competitiveness for entry into graduate studies.

### **Proposed Catalog Copy:**

**Speech-Language Pathology Major (55 credits)**  
**CIP Code: 51.0204 Major Code: 8642PRB; 8641BS**

Students in this program will complete an undergraduate major that can serve as a prerequisite for admission to a graduate program for professional preparation in speech-language pathology.

Completion of a master's degree is required to obtain the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA CCC) and state licensure. The holder of the CCC's and a state license will be able to work with individuals at all age levels within a variety of settings (e.g., educational institutions, hospitals, rehabilitation centers, skilled nursing facilities, and private practice). Baccalaureate degree requirements are outlined below.

### **Required Courses:**

#### **Core coursework (42 credits)**

- CD 211 - Phonetics 3 credits
- CD 212 - Anatomy and Physiology Basic to Communication 3 credits
- CD 213 - Speech and Language Development 3 credits
- CD 224 - Speech and Hearing Science 3 credits
- CD 225 - Articulation Disorders and Management 3 credits
- CD 226 - Language Disabilities 3 credits
- CD 303 – Psycholinguistics for Communication Specialists **OR** LING 210 – Introduction to Linguistics 3 credits
- CD 311 - Evaluation of Communication Disorders 3 credits
- CD 312 - Assessment of Auditory Pathologies 3 credits
- CD 323 - Introduction to Rhythm, Voice, and Neurogenic Communication Disorders 3 credits
- CD 324 - Speech and Language for the Hearing Impaired 3 credits
- CD 398 – Introduction to Clinical Methods and Procedures 3 credits
- CD 400 – Clinical Practicum in Speech, Language, Hearing 3 credits
- CD 411 - Phonological Theories and Disorders 3 credits

#### **Related coursework (13 credits)**

- 6 credits from professionally related areas from the following: AHS 237, AHS 238, AHS 336, CD 412, COUN 433, EPSY 202, EPSY 221, EPSY 341, EPSY 421, EPSY 422, PSY 344, PSY 340, LING 316, LING 413, LING 417, LING 420, or others as approved by your advisor
- 3 credits in Statistics\*
- 4 credits in either Biology [BIO 112], Chemistry [CHEM 100], or Physics [PHYS 101] depending on course used to meet the Laboratory Science Foundational Studies requirement\*

\*Note coursework in statistics, biologic science, physical science, behavioral science, and linguistics are required to fulfill American Speech-Language-Hearing Association certification requirements.

#### **Note:**

All students must have a minimum GPA of 2.75 declare the major and to enroll in CD 398. To be eligible to take advanced clinical coursework (CD 400) students must maintain a minimum overall grade point average of 3.0. A grade of 'C' is required for all CD courses in the major.

*Effective term: Fall 2015*

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

### **Elementary Education Major**

**CIP Code: 131202 Major Code: 8542**

#### **Brief Summary:**

The purpose of this proposal is to remove ELED 101, a 1 credit class, from the elementary education program and to no longer require a designated foundational studies course for Communication.

#### **Rationale for Change:**

ELED 101, a 1 credit class, will be removed from the elementary education program. The removal of ELED 101 and using ELED 200 as the introductory course will serve to increase program effectiveness through giving students a more substantive introduction to teaching as a profession, providing the scaffolding necessary for student retention, and better preparing students for the phase II courses. Removing the designated Communication course will allow students more choice in regard to the course they choose to fulfill the foundational studies requirement for Communication.

#### **Proposed Catalog Copy:**

### **Elementary Education Major**

**CIP Code: 131202 Major Code: 8542**

(85 credits minimum)

The student who desires to be an elementary teacher must remain in good standing in the Teacher Education Program and complete the program outlined below which will satisfy requirements for the bachelor of science degree or the bachelor of arts degree, provided the foreign language requirement is fulfilled. Satisfactory completion of the program will also make the individual eligible for the Standard Instructional License in the state of Indiana provided that the individual satisfies the test requirements. Upon completion of this degree, the holder can be licensed in the elementary, primary, and intermediate school setting.

#### **Required Subject Matter (26 credits minimum):**

A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

- An approved Fine Arts class (ART 151 or ARTE 390) 3-4 credits
- EPSY 341 - Education in a Multicultural Society 3 credits (May fulfill Foundational Studies)
- AHS 327 - School Health for the Elementary Teacher 3 credits
- MATH 205 - Mathematics for Elementary Teachers I 3 credits

- MATH 305 - Mathematics for Elementary Teachers II 3 credits
- MUS 325 - Music in the Education of Children 3 credits
- PE 348 - Methods of Teaching Physical Education in Elementary Schools 2 credits
- ENG 280 - Children's Literature 3 credits

**Choose one of the following:**

- HIST 201 - The United States to 1877 3 credits (May fulfill Foundational Studies)
- HIST 202 - The United States since 1865 3 credits (May fulfill Foundational Studies)

**Professional Education Component (59 credits minimum):**

The professional education component in elementary education consists of a sequential pattern of course work integrated into phases. Each subsequent phase has the previous phase as a prerequisite. Prior to enrolling in Phase II, the student must have been admitted to Becoming a Complete Professional I. Early and continuous experiences with children in school settings are included throughout the professional education component and are an integral part of the professional courses. These practicum experiences are required to successfully complete each professional course, but do not carry course credit.

A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

**Phase I (8 credits):**

- ELED 200 - Best Practices in Teaching 2 credits
- EPSY 202 - Psychology of Childhood and Adolescence 3 credits
- SPED 226 - The Exceptional Learner in the Regular Classroom 3 credits

**Phase II - Admission to BCP I (15 credits):**

- ELED 250 - Teaching-Learning and Classroom Management 3 credits
- ELED 250L - Teaching-Learning and Classroom Management 0 credits
- ELED 259 - Measurement and Evaluation in the Elementary School 3 credits
- ELED 324 - Emergent Literacy 3 credits
- ELED 335 - Early Childhood: Teaching and Learning in the Kindergarten 3 credits
- SPED 215 - Classroom Management 3 credits

**Phase III (18 credits):**

- ELED 392 - The Teaching of Elementary School Social Studies 3 credits
- ELED 394 - The Teaching of Elementary School Mathematics 3 credits
- ELED 397 - Teaching Developmental Reading and Other Language Arts 3 credits
- ELED 398 - Corrective Reading in the Classroom 3 credits
- ELED 400 - Theory to Practice 3 credits
- SCED 393 - Science in the Elementary School 2 credits

- SCED 393L - Science in the Elementary School Laboratory 1 credits

**Student Teaching (12 credits):**

- ELED 451 - Supervised Teaching 6 credits
- ELED 453 - Supervised Teaching 3 credits
- ELED 457 - Elementary and Special Education Capstone 3 credits

**Electives and Courses for Additional License Area (6 credits minimum):**

A grade of C or better is required in each course as well as a minimum grade point average of 2.5.

- Special Education
- Reading
- Early Childhood
- English as a New Language
- Middle School Math
- Other approved licensed area

*Effective term: Fall 2015*

## **GRADUATE PROPOSALS**

### **NEW COURSES**

**BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

**CD 611 – Speech Sound Disorders in Children**

3 credits

Advanced study of the nature, causes, assessment, diagnosis, and treatment of speech sound disorders as it relates to the pediatric population.

*A-F Grading*

*Effective term: Fall 2015*

## COURSE REVISIONS

### **BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

#### **CD 520 – Microcomputer Applications for Individuals with Disabilities**

3 credits

Study of current approaches to the use of computers with individuals with disabilities: specific training in assessing and providing for the needs of individuals with disabilities and adapting microcomputers to enhance the communication abilities of the non-speaking/language impaired child adult.

*Change title and description to:*

#### **CD 520 – Augmentative and Alternative Communication**

3 credits

Advanced study of the use of augmentative and alternative communication strategies and assistive technology with children and adults having communication disorders.

*A-F Grading*

*Effective term: Fall 2015*

### **COLLEGE OF ARTS AND SCIENCES: Psychology**

#### **PSY 663 - Professional Clinical Psychology**

3 credits

The professional role of the clinical psychologist will be examined with an emphasis on legal, ethical, and professional issues.

**Prerequisites:** Consent of instructor.

*Change title to:*

#### **PSY 663 - Ethics and Professional Issues**

3 credits

The professional role of the clinical psychologist will be examined with an emphasis on legal, ethical, and professional issues.

**Prerequisites:** Consent of instructor.

*A-F Grading*

*Effective term: Fall 2015*

#### **PSY 671 - Clinical Supervision**

3 credits

This course covers clinical supervision and consultation. Course work is integrated with opportunities to supervise under faculty direction.

**Prerequisites:** Consent of instructor.

**Note:** Some clinical courses involving practical work are open only to students in clinical psychology.

*Change title and remove prerequisites to:*

#### **PSY 671 - Clinical Supervision and Consultation**

3 credits

This course covers models and methods of clinical supervision as well as an overview of the theory and practice of mental health, behavioral, and organizational consultation and collaboration. Course work is integrated with opportunities to supervise under faculty direction. **Note:** Some clinical courses involving practical work are open only to students in clinical psychology.

*A-F Grading*

*Effective term: Fall 2015*

## **COURSE BANKING**

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

### **CIMT 641 - Networking and Facilities**

3 credits

This course covers the management, design, and support of educational facilities as well as the networking (infrastructure) that ties the learning environment together. The course focuses on the learning space as a change agent for the learning environment and how student and faculty practice impact learning space design and support.

*A-F Grading*

*Effective term: Spring 2015*

## **PROGRAM REVISIONS**

**BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

**Communication Disorders—Speech-Language Pathology (Institutional and Agency Settings) M.A. or M.S.**

**CIP Code: 51.0203 Major Code: 8661**

### **Brief Summary:**

We are reducing the number of graduate programs in Communication Disorders from four to one. The one program will have a thesis and non-thesis option. We are eliminating the School Service Personnel program because this is was redundant. This program was titled ‘Institutional and Agency Settings’ that does not accurately reflect the actual curriculum. Although not indicated in the catalog, the program required students to complete a 10-week full-time, practicum a school setting [CD 598] which was preceded by a course in public school methods [CD 522] if it had not been completed as an undergraduate. This practicum was added to make up for the ‘deficiency’ of not completing the school practicum prior to entering graduate studies.

However, due to changes in certification requirements and undergraduate education in general there are very few students who do not have this ‘deficiency.’ In addition during our last re-accreditation process it was noted by the Council on Academic Accreditation [CAA] that the experience obtained by an undergraduate in the schools was not equivalent to what a graduate student would receive given the advanced coursework that is completed during the graduate program. The expressed concerns that not all graduate students completed a school practicum

experience at that graduate level. Therefore, the requirement for practicums in both settings should be clearly included as a requirement of our graduate curriculum. The revisions will provide transparency both in terms of the required coursework and the actual number of credits required for the M.S. degree. The proposed changes will streamline our graduate offerings into one program that will offer a non-thesis and thesis option. Other revisions include increasing the minimum GPA to be considered for admission to the program to a 3.0 out of a 4.0 scale. The admissions requirements are being modified to reflect the new GRE scoring system. We are replacing a required course, CD 626: Special Populations with a new required course, CD 611: Speech Sound Disorders in Children in response to feedback from our accrediting agency. Finally we are changing our electives to simply be ‘directed’ rather than ‘outside directed electives.’ This change will allow greater flexibility in fulfilling those elective courses.

### **Rationale for Change:**

We also received feedback from our community partners who noted the limited number of clinical clock hours for the students in the Institutional and Agency Settings program. It has been challenging for students in that option to obtain sufficient clock hours at the graduate level to meet certification and licensure requirements. Additionally, this change is being made due to the report received from our accreditation agency, the CAA of the American Speech-Language-Hearing Association after the last re-accreditation review. We were found in partial compliance for the standard related to curriculum sufficiency because no full-time clinical practicum in a school setting occurred at the graduate level. They questioned the equivalency of the training when the students did not have the knowledge gained from their graduate studies prior to completing the school practicum. This curriculum change will require all students to complete two full time practicum experiences [CD 598: School Practicum and CD 697: Hospital Practicum] which will ensure that they obtain sufficient clinical experiences and clock hours to meet certification and licensure requirements. Additionally we did not have a graduate course in the area of speech sound disorders that also contributed to partial compliance in curriculum. We added CD 595: Topics in Speech Sound Disorders in Children for the past couple of years. We are adding this course to our graduate curriculum as CD 611. CD 626: Special Populations is being deleted because the content has been distributed throughout other courses and the elimination will allow room in the curriculum for the CD 611 course.

### **Proposed Catalog Copy:**

#### **Speech-Language Pathology M.S.**

**CIP Code: 51.0203 Major Code: 8661**

(69 credits minimum)

Completion of the M.S. in speech-language pathology prepares the student to work in a variety of settings, such as schools, hospitals, rehabilitation centers, skilled nursing facilities, and private practice. The program meets the standards of the American Speech-Language-Hearing Association’s Certificate of Clinical Competence and the Indiana Speech-Language Pathology and Audiology Board for state licensure.

#### **Admission Requirements**



Applicants to the Communication Disorders program are considered on a competitive basis. Admission decisions are based on the applicant's success in undergraduate course work in communication disorders, overall undergraduate GPA (absolute minimum of 3.0 on a 4.0 point scale), a writing sample, academic letters of recommendation that indicate an appropriate potential to succeed in a graduate communication disorders program, any post-graduate coursework grades, and Graduate Record Examination (GRE) scores. While the GRE scores are used in conjunction with other admission material, scores near or above 150 on the verbal, 141 on the quantitative, and 3.5 on the analytical writing sections typically receive a more favorable review.

### **Additional Admission Standards**

All students will have completed a bachelor's degree in communication disorders or equivalent prior to starting the graduate program. If academic and/or clinical deficiencies exist in a student's undergraduate program, the student will be required to complete specified prerequisite courses prior to admission to the College of Graduate and Professional Studies.

Admission is competitive and it should not be assumed that meeting minimal standards guarantees admission to the program.

### **Progress Toward the Degree**

Any student seeking to complete the master's degree program in speech-language pathology must maintain a cumulative grade point average of 3.0 or above in all graduate work.

### **Degree Requirements:**

#### **Research:**

- CD 615 - Seminar: Research in Speech, Language, and Hearing 3 credits

#### **Major Area:**

- CD 520 - Microcomputer Applications for Individuals with Disabilities 3 credits
- CD 522 – Methods and Administration in Communication Disorders 3 credits
- CD 598 – School Practicum 9 credits
- CD 611 – Speech Sound Disorders in Children 3 credits
- CD 616 - Aphasia 3 credits
- CD 618 - Seminar: Fluency Disorders 3 credits
- CD 619 - Seminar: Language 3 credits
- CD 620 - Seminar: Voice Disorders 3 credits
- CD 621 - Motor Speech Disorders 3 credits

- CD 622 - Swallowing Disorders 3 credits
- CD 623 - Cognitive Rehabilitation 2 credits
- CD 625 - Medical Speech-Language Pathology 1 credit
- CD 627 - Early Intervention Communication Disorders 3 credits
- CD 697 - Hospital Practicum 9 credits
- plus a minimum of 9 credits from CD 696-Clinical Practicum in Speech, Language, and Hearing

**Directed Electives (6 credits):**

Six credits of professionally related electives as approved by the advisor

**Culminating Experience:**

All students are required to pass a final comprehensive examination.

**Note:**

Students seeking the thesis option must complete Communication Disorders 699—6 credits.

**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 NURSING, HEALTH AND HUMAN SERVICES: Advanced Practice Nursing**

**Nursing Practice, Doctor of  
CIP Code: 51.3818 Major Code: 9464**

**Brief Summary:**

Elimination of language from curriculum for DNP that requires 85 hours for baccalaureate prepared nurses to achieve the DNP degree. The program has been admitting only post-master's RN's since admitting its first class in 2010. All students are held to the 85 credit hour post BS requirement at degree attainment as per the ICHE document. The 85 credit hour post baccalaureate language, limits the progression of post-master's nurse applicants who completed master's programs with fewer than 46 graduate credits. When 46 or less credits are part of a master's program the student is unable to fulfill the 85 credit hours requirement unless they are

enrolled in courses outside the program requirements to make up the difference. The DNP program has a minimum of 39 credit hours for degree completion. Up to a maximum of nine hours may be transferred in to apply toward the 39 credit hour minimum.

Requiring all post-master's applicants to achieve 85 post baccalaureate hours has led to an inability to remain competitive with other programs and recruit graduates from ISU. Indiana has eight DNP programs physically located in the state and many other online programs that market to perspective students. ISU requires all post-master's applicants to take more credit hours, than seven of the eight programs. The 85 post-baccalaureate requirement currently in place forces students to take more than the already rigorous 39 credits rendering the program unable to compete with other entities. Removing this requirement for applicants and students who have already attained a graduate degree from an accredited nursing school of nursing will help us to sustain and increase enrollment.

The second issue to be addressed is the statement that does not allow for transfer of credit by applicants to the DNP program. The program requires 39 credits and the inability of students to transfer in credits within the guidelines of the School of Graduate and Professional Studies impacts student progression and is not consistent with other graduate and doctoral programs within the University.

### **Rationale for Change:**

There is a need for clarification of language for post-master's prepared nursing applicants that desire to obtain their degree at ISU and specifically for entrance into the Doctor of Nursing Practice (DNP) program. Revised language will allow students from ISU and other institutions to gain entry into the DNP program at ISU in a seamless fashion. Currently, all applicants for admission to the DNP program are prepared at the master's level. Language within the approved Indiana Center for Higher Education DNP proposal (2009) included a Baccalaureate prepared RN to DNP degree attainment path because this was being contemplated at that time. To date, zero BS to DNP applicants have been considered, nor does the application process allow them consideration for admission. The original vague language created confusion that may discourage applications from students with a master's degree consisting of less than 48 credits. In addition, there is not an allowance for transfer credit. This greatly limits the pool of applicants in an already competitive field of programs offered in Indiana. As the 6<sup>th</sup> ranked on-line graduate nursing program in the United States we continue to strive to accept the best and the brightest students and facilitate a seamless transition from undergraduate to master's level education and promote doctoral level preparation (Graduateprograms.com, 2014).

It is proposed that the following language be removed from the DNP degree requirements; *the DNP program requires 85 post baccalaureate graduate credit hours, and students must complete a minimum of 39 credit hours at ISU.* In addition, removal of the requirement that *students entering the program prior to 2015 must have a completed master's degree to be eligible to enroll in the DNP program* be removed as it is no longer relevant for a post-master's only DNP program. Requested changes are a direct result of the abandoned efforts at the national level to strictly limit FNP practice entry to doctorally prepared nurse practitioners. This national change of course has been described in the white paper titled *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (2008)* published by the American

Association of Colleges of Nursing.

The new language does not affect the curriculum or the rigor of the program but clarifies language thereby more accurately depicting the programs past, present, and future practices.

**Proposed Catalog Copy:**

**Nursing Practice, Doctor of  
CIP Code: 51.3818 Major Code: 9464**

(39 credits)

The DNP program consists of 39 credit hours post-master's degree. Students entering the program must have completed a master's degree from an accredited school of nursing to be eligible to enroll in the DNP 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 DNP programs and the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculty there is no dissertation requirement. The program does include a rigorous scholarly project with a focus on the scholarship of research application for credit hours.

**Core Courses (12 credits):**

- AHS 612 - Epidemiology 3 credits
- APN 822 - Organizational Informatics 3 credits
- APN 825 - Analytical Methods 3 credits
- APN 842 - Health Policy Leadership 3 credits

**Cognate Courses (9 credits):**

- APN 810 - Community Health Planning 3 credits
- APN 840 - Culturally Competent Care 3 credits
- APN 850 - Rural/Underserved Residency 3 credits

**Guided Elective (3 credits):**

Nursing education (curriculum, texts, methods) or nursing administration (finance) 3 credits

**Nursing Scholarship of Practice Courses (15 credits):**

- APN 891 – DNP Scholarly Project I 3 credits
- APN 892 – DNP Scholarly Project II 3 credits
- APN 893 – DNP Scholarly Project III 3 credits

- APN 894 – DNP Scholarly Project IV 3 credits
- APN 895 – DNP Capstone Scholarly Project 3 credits

*Effective term: Fall 2015*

## **PROGRAM ELIMINATIONS**

### **BAYH COLLEGE OF EDUCATION: Communication Disorders and Counseling, School and Educational Psychology**

#### **Communication Disorders—Speech-Language Pathology (School Service Personnel) M.A. or M.S.**

**CIP Code: 51.0203 Major Code: 8664**

#### **Brief Summary:**

We are reducing the number of graduate programs in Communication Disorders from four to one to streamline the program. We have not had a student select the MA option for many years; however, in order to meet the expectations of our accrediting agency we must provide the option for a student to complete a thesis. This can be accomplished within the MS program so a second degree offering for a thesis is not necessary. The one program will have a thesis and non-thesis option. We are eliminating the School Service Personnel program because it requires the same core coursework as the Institutional and Agency Settings program. The School Services Personnel program was originally designed for students who had completed a 10 week, full-time school practicum at the undergraduate level. However, changes to undergraduate education in speech-language pathology have occurred such that there are essentially no students who meet this requirement. Also in order to meet the practicum experience and clock hour requirements for national certification and state licensure graduate students need to complete both a school and hospital practicum. Therefore only one program is needed increasing transparency and efficiency.

#### **Rationale for Change:**

We also received feedback from our community partners who noted the limited number of clinical clock hours for the students in this program. It has been challenging for students to obtain sufficient clock hours at the graduate level to meet certification and licensure requirements. Additionally, this change is being made due to the report received from our accreditation agency, the Council on Academic Accreditation of the American Speech-Language-Hearing Association after the last re-accreditation review. We were found in partial compliance for the standard related to curriculum sufficiency because no full-time clinical practicum in a school setting occurred at the graduate level. They questioned the equivalency of the training when the students did not have the knowledge gained from their graduate studies prior to completing the school practicum.

*Effective term: Fall 2015*

# **UNDERGRADUATE APPROVALS**

## **COURSE REVISIONS** **FOUNDATIONAL STUDIES CREDIT**

### **COLLEGE OF ARTS AND SCIENCES: Music**

#### **MUS 300 - The History of Rock**

3 credits

The purpose of this course is to deepen the student's awareness and understanding of the different ways human experience is reflected in popular musical arts and will emphasize the development of skills necessary to understand western popular music in a meaningful way. This will be accomplished through the study and evaluation of: basic music terminology, standard forms used within western popular music, stylistic elements that characterize musical periods and their artists; relationships between music and society; effective listening techniques; and prominent artists and selected works.

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

*A-F Grading*

*Effective term: Spring 2015*

## **PROGRAM REVISIONS**

### **COLLEGE OF ARTS AND SCIENCES: Interdisciplinary Programs**

#### **Women's Studies Minor (21 credits)**

**CIP Code: 240101 Major Code: 2027**

#### **Brief Summary:**

The faculty of the Women's Studies Program voted in academic year 2012-2013 (11-10-0) to change the title of our Program from Women's Studies to Gender Studies, as the result of a multi-year discussion on the present and future state of our Program. The change responds to national trends and is intended to emphasize the inclusive nature of the program.

#### **Rationale for Change:**

In an effort to be more inclusive of the various approaches being used by faculty beneath the umbrellas of women's studies, to increase enrollment in our courses, to recruit more students into our Program, and to fall more in line with the current trends within the discipline of gender studies (under which women's studies falls at many other institutions), our Program elected to rename ourselves the Gender Studies Program (11-10-0). The name change is also designed to consciously expand the offering of LGBTQ-related courses, courses on masculinity, or other gender studies topics.

**Approved Catalog Copy:**

**Gender Studies Minor (21 credits)**

**CIP Code: 240101 Major Code: 2027**

**REQUIRED GENDER STUDIES:**

GNDR 200 - Introduction to Gender Studies 3 credits

GNDR 400 - Gender and Theory 3 credits

**CHOOSE ONE FROM THE FOLLOWING:**

HIST 439A-C - Women in History 3 credits

SOC 390 - Social Stratification and Inequality 3 credits

GNDR 301 - Gender, Race, Nation 3 credits

**ELECTIVES:**

12 credits of approved elective courses.

*Effective term: Fall 2015*

**SCOTT COLLEGE OF BUSINESS: Management Information Systems and Business Education**

**Business Core – All Four Year Majors**

**Brief Summary:**

Adds MGT 140 (Introduction to Business) as an alternate course to BUS 100 (Introduction to Contemporary Business) for students who transfer into the Scott College after their first year. This provides for an automatic substitution (Allow 1 of BUS 100 or MGT 140). BUS 100 is a freshman transition course and these students do not need to repeat that part of the introduction to business course.

**Proposed Catalog Copy:**

**Business Core – All four year majors**

BUS 100 or MGT 140 (replaces BUS 100 alone)

*Effective term: Fall 2015*