Academic Notes

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

ACADEMIC NOTES PUBLICATION SCHEDULE
FALL 2014

Deadline for Items	Issue Date
October 22	November 3
October 29	November 12

CURRICULUM

GRADUATE PROPOSALS

BANKING

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

CIMT 647 - Accessing Information with Technology
3 credits
Explores the installation, application, and use of technology to prepare and access information. Includes information retrieval and the internet.
A-F Grading
Effective term: Spring 2015

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.

Proposed 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

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

GRADUATE APPROVALS

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.

Approved 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 ARTS AND SCIENCES: Political Science

Master of Public Administration (36 credits minimum without internship) (39 credits when internship required)
CIP Code: 440401 Major Code: 3665

Brief Summary:

We are proposing to add a fourth elective concentration to our 36 credit-hour MPA. The new concentration is nonprofit management, offered through the Department of Kinesiology, Recreation and Sport of the College of Nursing, Health and Human Services.   The concentration will consist of three courses:
•   RCSM 540: Volunteer Management
•   RCSM 583: Fundamentals of Fundraising
•   RCSM 589: Advanced Nonprofit Administration

Student Learning:

We anticipate no alteration to our assessment plan. Currently, assessment measures are taken from core MPA courses or the capstone course. The addition of these three courses would neither add to nor subtract from our ability to assess the core MPA program.

The addition of an RCSM concentration, we think, would increase the MPA program's effectiveness and offer students a wider range of learning options. First, the new concentration would not only draw on an untapped reservoir of potential students. It would offer coursework in an area of management from which a number of our current students are drawn. Second, MPA students taking the nonprofit concentration could earn a credential in nonprofit management offered through the Nonprofit Leadership Alliance. And third, we would be following a national trend in adding nonprofit management courses to the core of our MPA instruction—a trend supported by the National Association of Schools of Public Affairs and Administration (NASPAA).

Approved Catalog Copy:

Master of Public Administration (36 credits minimum without internship) (39 credits when internship required)
CIP Code: 440401 Major Code: 3665

The Program

The Public Administration Program at Indiana State University, established in 1976, exists to educate and train students dedicated to the profession of public management. The program offers the traditional master's degree in public administration (M.P.A.). It also supports two on-line certificate programs—one in public administration and the other in public personnel administration. M.P.A. course work is offered primarily during weekday evenings. Certificate courses are offered on-line. The program is a member of NASPAA, and is also associated with the American Society for Public Administration (ASPA) and the Society for Human Resource Management (SHRM). A full-time M.P.A. director manages the programs and advises M.P.A. and certificate students.

Curriculum

The M.P.A. Program at Indiana State University requires a minimum of 36 graduate credit hours for mid-career public sector or nonprofit sector professionals. Students without significant public or nonprofit management experience must also complete a 3-credit, semester long internship at a site determined by the M.P.A. director in consultation with the student. A core of seven courses, or 21 credit hours, is required of all M.P.A. students. Electives may be taken from a menu of political science and public administration courses. Students may take directed courses outside the Department of Political Science with the approval of the M.P.A. director.

CORE COURSES (21 CREDITS):

PA 600 - Proseminar in American Administrative Institutions and Public Policies 3 credits
PA 601 - Proseminar in Public Administration 3 credits
PA 602 - Statistical Analysis for Public Administrators 3 credits
PA 604 - Research Methods in Public Administration 3 credits
PA 605 - Organizational Behavior in Public Agencies 3 credits
PA 606 - Public Personnel Administration 3 credits

PA 607 - Budgeting in Governmental Agencies 3 credits

CULMINATING EXPERIENCE: REQUIRED PROFESSIONAL PROJECT AND PRESENTATION (3 CREDITS):

PA 697 - Capstone Research Seminar in Public Administration 3 credits

Students will enroll in Public Administration 697, Capstone Project, toward the end of their MPA programs. Capstone projects will be developed, produced, and written by students, but faculty must approve each project. Students may choose a faculty director for their projects. Each project will be professionally presented at a forum scheduled for that purpose at the end of each fall and spring semester. Both project production and presentation must be judged satisfactory by the faculty for the degree to be awarded. Unsatisfactory projects may be presented twice more. If a project is judged unsatisfactory three times, the student will be required to re-enroll in Public Administration 697, and produce another project.

ELECTIVES (12 CREDITS):

Choose 4 of the following courses:

PA 603 - Computer and Management Information Systems for Public Administrators 3 credits
PA 608 - Legal Environment of Public Administration 3 credits
PA 609 - Ethical Concerns in Current American Public Administration 3 credits
PA 630 - Federalism and Intergovernmental Relations 3 credits
PA 631 - Seminar in Public Policy Analysis 3 credits
PA 640 - Seminar in Personnel Law 3 credits
PA 641 - Seminar in Organizational Development 3 credits
PA 690 - Special Topics in Public Administration 3 credits
PA 695 - Internship in Public Agency 3 credits
PA 698 - Directed Research in Public Administration 3 credits
PSCI 509 - The United States Congress 3 credits
PSCI 510 - Campaigns and Elections 3 credits
PSCI 514 - The American Presidency 3 credits
PSCI 518 - American Constitutional Law II: Civil Rights and Civil Liberties 3 credits

OR

Students desiring a more specialized program may choose a concentration in place of the General Public Administration Electives.

ELECTIVE CONCENTRATIONS:

The public administration program of the political science department cooperates with the College of Arts and Sciences' criminology and criminal justice department, and with the Colleges of Technology, and of Nursing, Health and Human Services in offering online elective

concentrations in criminology / criminal justice, human resources development, public health and nonprofit management, all within the MPA.

CONCENTRATION IN CRIMINOLOGY AND CRIMINAL JUSTICE:

Students must take both of the following courses:

CRIM 540 - Ethics in Criminal Justice 3 credits
CRIM 601 - Seminar: Criminological Theories 3 credits

Students must also take one of the following courses:

CRIM 604 - Seminar: Police Problems and Practices 3 credits
CRIM 607 - Seminar: Law and Society 3 credits
CRIM 630 - Seminar in Corrections 3 credits
One additional Public Administration Elective (see above list) – 3 credits

CONCENTRATION IN HUMAN RESOURCES DEVELOPMENT:

Students must take all of the following four courses:

HRD 605 - Developing Performance Based Occupational Curriculum 3 credits
HRD 670 - Systematic Design of Human Resource Development Programs 3 credits
HRD 675 - Leadership in Human Resource Development 3 credits
HRD 695 - Rationale and Evaluation of Human Resource Development Programs 3 credits

CONCENTRATION IN PUBLIC HEALTH:

AHS 602 - Introduction to Public Health 3 credits

Choose two of the following courses:

AHS 609 - Applied Communications in Health Professions 3 credits
AHS 612 - Epidemiology 3 credits
AHS 614 - Principles of Environmental Health 3 credits
AHS 617 - Health Behavior Theories 3 credits
AHS 619 - Seminar: Advanced Health Program Planning and Coordination 3 credits
AHS 628 - Seminar: Advanced Program Evaluation in Health Professions 3 credits

One additional Public Administration Elective (see above list) – 3 credits

NOTE:

AHS 619 is taken prior to AHS 628. Students who take AHS 619 should also take AHS 628 to complete the public health concentration.

CONCENTRATION IN NONPROFIT MANAGEMENT:

Students must take each of the following courses:

RCSM 540: Volunteer Management – 3 credits
RCSM 583: Fundamentals of Fundraising – 3 credits
RCSM 589: Advanced Nonprofit Admin – 3 credits
One additional Public Administration Elective (see above list) – 3 credits

All courses in each of these concentrations are offered online.

OTHER ELECTIVE COURSES:
Students may take elective courses in other departments, upon the approval of their advisors.

ADDITIONAL REQUIRED TRAINING FOR STUDENTS WITHOUT SIGNIFICANT DEMONSTRATED WORK EXPERIENCE:

PA 695 - Internship in Public Agency 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.

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