



Academic Notes

FEBRUARY 26, 2001

AN 2000-2001

SPECIAL NOTICES

OFFICE OF THE PROVOST AND VICE PRESIDENT **FOR ACADEMIC AFFAIRS** **WEB PAGE**

The Office of the Provost and Vice President for Academic Affairs Web Page is now available on the web at <http://www.indstate.edu/acad-aff/>. The links on this page provide information about curriculum, programs, and services that are available through the Office of the Provost and Vice President for Academic Affairs, such as the Academic Calendar; Academic Notes; Course Catalogs; Student, Faculty, and Staff Resources; and Academic Units and Services.

Questions or comments concerning the Web Page should be directed to the Office of Provost and Vice President for Academic Affairs, Parsons Hall, Room 208 (x3619).

FACULTY ATTENDANCE AND **ACADEMIC APPAREL** **ORDER FORMS**

Attached to the back of this issue is a form concerning Honor Day Convocation and Spring Commencement. Please detach these forms and send the Faculty Attendance Form (by March 19, 2001) to:

MR. ROBERT WILLIS
OFFICE OF ACADEMIC AFFAIRS
PARSONS HALL, ROOM 208

Faculty members needing to rent academic apparel for these events, please fill out the Academic Apparel Order Form and send it (by March 12, 2001) to:

MR. SCOTT CHANDLER
ISU BOOKSTORE

Any rental forms received after March 12, 2001 will automatically be charged a late fee of \$5.00.

SPECIAL NOTICES: continued

Academic Notes

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February 26, 2001

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR THE SPRING 2001 SEMESTER**

Below is the circulation schedule for the hard copy of *Academic Notes* through May 7, 2001. An asterisk (*) indicates a curricular issue. **All submissions for inclusion in *Academic Notes* are due in the Office of Academic Affairs no later than 10:00 a.m. on the Wednesday prior to the distribution of *Academic Notes* on the following Monday, along with a diskette with the same information in Microsoft Word format. Failure to submit a diskette containing this information will delay publication.** An electronic version of *Academic Notes* is available using Acrobat Reader via the ISU Web Page at – <http://web.indstate.edu/acadnotes/> –.

ACADEMIC NOTES PUBLICATION SCHEDULE

<u>Deadline for Items</u>	<u>Issue Date</u>
March 7	March 12
March 14	March 19*
March 21	March 26
March 28	April 2*
April 4	April 9
April 11	April 16*
April 18	April 23
April 25	April 30*
May 2	May 7

Please call Tiffany Trass at extension 3662 with any questions pertaining to the submission of information on a diskette.

FACULTY GOVERNMENT

FACULTY SENATE EXECUTIVE COMMITTEE REPORT FOR **FEBRUARY 20, 2001**

The Faculty Senate Executive Committee met at 3:15 p.m. in the Hulman Memorial Student Union (HMSU), Room 227.

A representative from each academic unit certified nomination petitions for Faculty Senate seats.

FACULTY GOVERNMENT – Faculty Senate Executive Committee Report: continued

Interim Provost Hopkins reported that 400 prospective students had attended Sycamore Preview programs on Monday 2/19. He also updated the Committee concerning the salary compression study and on progress toward naming the new soccer field.

Chair Bell reported on ongoing budget and salary equity concerns, recounting a phone call from a faculty member who asserted that "pay for performance" had resulted in "performance for pay," with some faculty undertaking only those activities for which they would be rewarded. Discussion of the validity of the assertion followed.

The Committee addressed the need for faculty participation in any discussion of faculty cuts, reallocations, and workload concerns, approved changing the Master's degree in Geology from MA to MS, approved the text of a letter inviting faculty participation in an all-university workload policy development committee, and accepted a University Research Committee report on research funding.

After extended discussion, the latest revision of the Faculty Economics Benefits Committee resolution on salary compression was tabled.

The Executive Committee next meets on Tuesday, March 13, 2001 at 3:15 p.m. in HMSU 227.

FACULTY SENATE STANDING COMMITTEES

CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE

The Curriculum & Academic Affairs Committee (CAAC) will meet at 3:00 p.m. on Tuesday, February 27, 2001 in the Family and Consumer Sciences (FCS) Building, Room 110.

AGENDA

- I. Approval of the Minutes
- II. Chairperson's Report
- III. General Education Committee Report
- IV. Executive Committee Report
- V. Discussion with ITLOC, QLOC, AND UAAC Chairs Concerning the ITL and QL GE2000 Requirements.
- VI. CAAC "Procedure and Deadlines" Document
- VII. Revision of the CAPS Manual
- VIII. Old Business
- IX. New Business
- X. Adjournment

FACULTY GOVERNMENT – Faculty Senate Standing Committees: continued

FACULTY ECONOMIC BENEFITS COMMITTEE

The Faculty Economic Benefits Committee (FEBC) will meet at 3:30 p.m. on Thursday, March 1, 2001 in the School of Nursing, Room 402.

AGENDA

- I. Call to Order
- II. Additions to the Agenda
- III. Remarks
- IV. Minutes of February 15, 2001
- V. Unfinished Business
 - a. Pay for Performance Outcome Assessment
 - b. Tuition Assistance for Part-Time Students
 - c. Health Insurance Coverage for All Dependents Regardless of Their Educational Status
- VI. New Business
 - a. University Expenditures Report – Where's the Travel???
 - b. Up-Date on Health Benefits Request
 - c. Excused Absences

GRADUATE COUNCIL PROGRAM DEVELOPMENT COMMITTEE

The Graduate Council Program Development Committee (PDC) will meet from 1:00 p.m. until 2:00 p.m. on Monday, February 26, 2001 in Erickson Hall, Room 111.

AGENDA

- I. Approval of Minutes from Meeting 6
- II. New Specialization in:
 - a. Ph.D. CIMT
 - b. Ph.D. Foreign Language Education
- III. Discussion of the Library Report for Course and Program Revisions
- IV. Program Reviews
- V. New Business
- VI. Adjournment

UNIVERSITY ARTS ENDOWMENT COMMITTEE

The University Arts Endowment Committee will meet at 2:00 p.m. on Monday, February 26, 2001 in Stalker Hall, Room 215.

FACULTY GOVERNMENT – Faculty Senate Standing Committees – University Arts Endowment Committee: continued

AGENDA

- I. Approval of Minutes
- II. Discussion of Possible Revisions to UAEC Grant Guidelines
- III. Review of UAEC Funding
- IV. Discussion of Emergency Fund for Successful Grant Applicants

FACULTY AFFAIRS COMMITTEE

The University Faculty Affairs Committee (FAC) will meet from 12:30 p.m. until 3:00 p.m. on Thursday, March 15, 2001 in the School of Nursing, Room 402.

AGENDA

- I. Call to Order and Additions to Agenda
- II. Minutes of January 18, 2001
- III. Recommendations to Senate for Charge #7
- IV. Vote to Pursue Charge #5
- V. Discussions/Recommendations for Charge #1 and #2
- VI. Review Other Charges Remaining
- VII. Old Business
 - a. Chairs as Administrators or Faculty
 - b. Handbook
- VIII. New Business
 - a. Editorial Changes in School of Nursing Statutes
 - b. Workload – Update
- IX. Final Meeting Date to Finish Charges
- X. Adjournment

THESES, DISSERTATIONS, & RESEARCH PROJECTS

SCHOOL OF EDUCATION

COUNSELING

Mr. Stephen Maillieux will defend his dissertation entitled, *A Test of the Transtheoretical Model of Change with Adolescent Sex Offenders in Treatment*, at 4:00 p.m. on Thursday, March 1, 2001 in Erickson Hall, Room 106. The members of his committee are Dr. James Campbell, Chairperson, Dr. Reece Chaney, Dr. Peggy Hines, Dr. Linda Sperry, and Dr. William Osmon.

THESES, DISSERTATIONS, & RESEARCH PROJECTS – School of Education: continued

EDUCATIONAL LEADERSHIP, ADMINISTRATION, & FOUNDATIONS

Mr. Timothy Ogle will defend his dissertation entitled, *The Effects of Public School Spending for Instruction and Counseling Services on College Attendance Rates in Indiana Schools*, at 9:00 a.m. on Tuesday, February 27, 2001 in the School of Education, Room 1203. The members of his committee are Dr. Robert Boyd, Chairperson, Dr. Greg Ulm, and Dr. Robert Lehnem.

EDUCATIONAL LEADERSHIP, ADMINISTRATION, & FOUNDATIONS

Mr. Mark Keen will defend his dissertation entitled, *Attitudes and Beliefs of Faculties and Administrators in the Ivy Tech State College System on the Development of Technology-Mediated, Interactive Distance Education*, at 10:00 a.m. on Tuesday, March 20, 2001 in the School of Education, Room 1214. The members of his committee are Dr. James Whitaker, Chairperson, Dr. Joanne Burrows, and Dr. Michael Stockstill.

UNDERGRADUATE CURRICULUM PROPOSALS

NEW COURSES

COLLEGE OF ARTS & SCIENCES: History

HIST 384 History of Modern Vietnam – 3 hours. There are plenty of courses that dwell on America's involvement in Vietnam in the context of Cold War politics. However, such a myopic approach neglects the long and glorious history of one of Southeast Asia's most dynamic cultures. By analyzing the history of the Vietnamese people from around 500 B.C. to the present – with an emphasis on the period since 1700 – we can gain an enlightening perspective as to why they fought so tenaciously to throw off the yokes of Chinese, French, and American imperialism. Moreover, students will also examine a period of history that is normally neglected by most courses that focus on the Vietnam War exclusively, namely, what has happened in Vietnam since 1975, and its relationship with Cambodia, China, and the United States.

HIST *422 The Rise and Fall of the Spanish World Empire – 3 hours. This course is designed as an overview of the history of Imperial Spain, one of the most influential cultures of modern times. Combining both lecture and seminar formats, the class will focus on the following topics: the creation of the Spanish Monarchy; the incorporation of Spain into the European empire of Charles V and the challenge of the Reformation; the clash between the Ottoman and Spanish empires in the Mediterranean; the development of the Spanish empire in the Americas; the

UNDERGRADUATE PROPOSALS – New Courses – HIST 422: continued

flowering of a Golden Age Culture; the question of imperial decline; the role played by Spain in the formation of the Atlantic World. No previous knowledge of Spanish history is required.

**Course has a graduate level equivalent*

HIST *442 Ware, Religion, and Culture: Christians and Muslims in the Mediterranean World, 1000-1600 – 3 hours. This cross-cultural course will examine patterns of cooperation and conflict between Christian and Muslim societies in a region subject to a common geography, ecology, and climate. Combining lecture and discussion formats, the class will concentrate upon the following topics: the Mediterranean as a connected structure, the forging of a pluralist culture and the “grand clash” of destiny between Christians and Muslims in Spain; transmission to Europe of Muslim scientific discoveries and the Greco-Roman legacy; the Crusades as an episode of conflict and peace interchange; the 16th Century “World” War between Hapsburg Spain and the Ottoman empire; Malta as the new frontier between East and West. By exposing students to a variety of cultures, this course will facilitate an understanding of human diversity and complexity, promote respect, if not acceptance, for peoples different from ourselves, arouse interest in cross-cultural approaches to historical study, and expose students to an exciting and important world region.

**Course has a graduate level equivalent*

UNIVERSITY HONORS PROGRAM

GH 401 Honors Independent Study – 3 hours. Independent study in the major or minor. Prerequisite: consent of Director of Honors. Course may be repeated up to a maximum of 6 hours.

SCHOOL OF NURSING

NURS 108 Information Technology Literacy for Healthcare – 3 hours. ITL – H serves as an introduction to the use of computers and the use of information in healthcare. Students will learn basic skills of how to use computer applications and networks at ISU and how to retrieve, evaluate, and present information. Three classroom hours per week.

NURS 151 Role Socialization in Nursing – 1 hour. The foundations of the discipline are introduced through the history and paradigms of nursing. The theory and learning activities are organized to orient the learners to the roles of the nurse as a critical thinker, communicator, provider of care, manager, professional, and an adapter to change as a life long learner. One classroom hour per week.

NURS 153 Introduction to Nursing Assessment – 1 hour. The health assessment skills of nursing are introduced to entry-level students. The assessment step of the nursing process will be enhanced through development of the skills of inspection,

UNDERGRADUATE PROPOSALS – New Courses – NURS 153: continued

auscultation, and selected palpation of body systems. Combined classroom and clinical time will average two hours per week. Prerequisites: Admission to the Associate Degree Nursing Program; 151; Communications 101; Information Technology; Psychology 101; Life Sciences 231 and 231L; Chemistry 100 and 100L,

or consent of instructor.

- NURS 154 Introduction to Drug Therapy I – 1 hour.** Basic principles of drug administration are taught to enable the student to think critically, to make appropriate nursing judgments, and to administer medications in a safe manner. Emphasis is on nursing applications of common drug administration to clients across the life span, especially the older adult. The student will learn to administer medications with concern for safety, accuracy, and consideration of factors that affect pharmacokinetics. Combined classroom and clinical time will average two hours per week. Prerequisites: 151; Communications 101; Information Technology; Psychology 101; Life Sciences 231 and 231L; Chemistry 100 and 100L, or consent of instructor.
- NURS 164 Drug Therapy II – 1 hour.** This course builds on Introduction to Drug Therapy I. The student will learn drugs used in maternity nursing and nursing of adults in acute care and home settings with concern for safety, accuracy, and consideration of factors that affect pharmacokinetics. One classroom hour per week. Prerequisites: 151; 152; 152; 154; Communications 101; Information Technology Requirement; Psychology 101; Life Sciences 231 and 231L; Chemistry 100 and 100L; Educational Psychology 221 or Psychology 266 or Family and Consumer Sciences 103; Life Sciences 241 and 241L; English 105 or 107.
- NURS 254 Drug Therapy III – 1 hour.** This course builds on Drug Therapy II. The student will learn drugs used in pediatric nursing and nursing of adult clients in acute care and home settings with concern for safety, accuracy, and consideration of factors that affect pharmacokinetics. One classroom hour. Prerequisites: 160; 162; 164.
- NURS 262 Nursing Practicum – 4 hours.** The focus of this course is to facilitate transition to entry level as an associate degree nurse. Emphasis is placed on client care environments, managing client care, and coordinating nursing care of groups of clients in health care facilities and the home environment. One classroom hour and an average of nine clinical hours per week. Prerequisites: 252; 254; 256; Prerequisite or concurrent enrollment in 260; Concurrent enrollment in 263, or consent of instructor.
- NURS 484 Reflective Nursing Practice – 3 hours.** This clinical concentration course provides opportunity for synthesis and evaluation of professional nursing role behaviors essential to care of clients experiencing complex care needs in a variety of settings. Emphasis is placed on refinement of critical thinking and communication skills, refinement of appropriate and effective leadership/managerial skills, and the integration of a range of therapeutic interventions into nursing practice, including

UNDERGRADUATE PROPOSALS – New Courses – NURS 484: continued

those appropriate to individual clients, their families/significant others, and relevant population-based groups. Nine clinical hours per week. Prerequisites: 424; 450; or 450 only if enrolled in Baccalaureate Track for Registered Nurses. Prerequisite or concurrent enrollment in: 470.

NURS 486 Professional Nursing Synthesis – 3 hours. This course serves as the capstone course for integration, synthesis and reflection of professionalism, professional goals and professional nursing practice informed through multiple ways of knowing and experiences grounded in historical, literary, artistic, scientific, and technological perspectives. Issues and trends germane to contemporary nursing are explored. Social forces, including economic, political, legal, and ethical points influencing decisions in nursing and health care policy are examined. Health care delivery systems are analyzed with respect to concepts of management, leadership and nursing roles. Leadership and change theory are used as a basis for developing strategies to create social change in regard to health care systems. Emphasis is placed on refinement of critical thinking and communication competencies, enhancement of individual values and beliefs and appreciation for lifelong learning. Three classroom hours per week. Prerequisite: 424 and 450; or 450 and 470. Must be taken as last course in the last semester of the Program.

COURSES FOR GENERAL EDUCATION CONSIDERATION

The following course proposals have been received for General Education Consideration. Following the course title is an identification (in brackets) of the General Education Credit being distributed to the course under the GE2000 modified program.

COLLEGE OF ARTS & SCIENCES: History

HIST 384 History of Modern Vietnam – 3 hours. [*Multicultural Studies, International Cultures*]

HIST 356 Colonialism and Nationalism in Southeast Asia – 3 hours. [*Historical Studies and Multicultural Studies, International Cultures*]

SCHOOL OF NURSING

NURS 108 Information Technology Literacy for Healthcare - 3 hours [*Information Technology Literacy*]

UNDERGRADUATE PROPOSALS: continued

COURSE REVISIONS

COLLEGE OF ARTS & SCIENCES: History

HIST 356 Colonialism and Nationalism in Southeast Asia – 3 hours. A comparative study

of the establishment of colonial rule and the subsequent rise of nationalist movements in Southeast Asia between c. 1750 and c. 1950. Special attention will be focused on Indonesia, Vietnam, the Philippines, Thailand, Myanmar (Burma), and Malaysia.

Change description to:

HIST 356 Colonialism and Nationalism in Southeast Asia – 3 hours. This course is a comparative study of the establishment of colonial rule and the subsequent rise of nationalist movements in Southeast Asia between 1500 and 1990s. The term “Southeast Asia” was invented by Western nations following World War II to provide some unity to a region that is culturally and geographically diverse. Early influences in this region include the great civilizations of China and India, and the religions of Hinduism, Buddhism and Islam. Europeans brought to Southeast Asia capitalism, colonialism, and Christianity. The nationalist/independence movements of the 19th and 20th centuries varied from traditional rebellions to ones influenced by democratic and communist parties. Students will be challenged to critically examine the long-term political, social and economic processes that have shaped the Southeast Asia of the present.

SCHOOL OF NURSING

NURS 105 Introduction to Nursing Care - 5 hours. Roles of the nurse within the health care delivery system are introduced with emphasis on the role, provider of care. The well-defined health needs of the older adult are considered in relation to the internal and external environments. Beginning nursing skills are developed and applied in structured settings. The nursing process is utilized to assist the older adult in meeting health needs in order to attain optimal health. Three classroom hours per week and an average of six clinical hours per week. Prerequisite: Admission to the Associate Degree Nursing Program.

Change number, description, credit hours, and prerequisites to:

NURS 152 Introduction to Nursing Care – 4 hours. Factors influencing a client’s ability to meet basic human needs are introduced with emphasis on the nurse’s role of provider of care. The well-defined health needs of the older adult are considered in relation to the internal and external environments. Beginning nursing skills are developed and applied in structured settings. The nursing process is utilized to assist the older adult in meeting health needs in order to attain optimal health. Two classroom hours per week and an average of six clinical hours per week. Prerequisites: Admission to the Associate Degree Nursing Program; 151; Communications 101; Information Technology Requirement; Psychology 101; Life Sciences 231 and 231L; Chemistry

UNDERGRADUATE PROPOSALS – Course Revisions – NURS 152: continued

100 and 100L; prerequisite or concurrent enrollment in 153; 154, or consent of instructor.

NURS 115 Nursing Care of the Childbearing Family – 4 hours. The roles of the nurse within the health care delivery system are developed with emphasis on the roles, provider of care and teacher. The focus of the course is the nursing care of individuals as members of the childbearing family from the establishment of the family through the

childbearing event. The nursing process is utilized in structured setting to assist individuals within the childbearing family in meeting their well-defined health needs. These needs are influenced by both internal and external environments. Three classroom hours per week and an average of three clinical hours per week. Prerequisite: 105.

Change number, description, and prerequisites to:

NURS 162 Nursing Care of the Childbearing Family – 4 hours. The roles of the nurse within the health care delivery system are developed with emphasis on the roles: communicator, provider, and manager of care. The focus of the course is the nursing care of members of the childbearing family from preconception to the conclusion of the childbearing event. The nursing process is utilized in structured settings to assist individuals within the childbearing family in meeting their well-defined health needs. Three classroom hours per week and an average of three clinical hours per week. Prerequisites: 151; 152; 153; 154; Communications 101; Information Technology; Psychology 101; Life Sciences 231 and 231L; Chemistry 100 and 100L; Educational Psychology 221 or Psychology 266 or Family and Consumer Sciences 103; Life Sciences 241 and 241L; English 105 or 107; prerequisite or concurrent enrollment in: 164; Life Sciences 274 and 274L

NURS 204 Fundamentals of Nursing Practice – 3 hours. An introduction to the roles of the nurse within the health care delivery system is studied with emphasis on the role as a provider of professional nursing care. Two classroom hours per week and an average of three clinical hours per week. Prerequisites: 104; English 105/107; Psychology 101; Life Sciences 231 and 231L; Math Requirement; Information Technology Requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Sociology 120; Chemistry 100 and 100L or Chemistry 104 and 104L; Communications 101; Prerequisites or concurrent enrollment in: 200, 206, and Life Sciences 241 and 241L.

Change description, credit hours, and prerequisites to:

NURS 204 Fundamentals of Nursing Practice – 5 hours. The roles of the professional nurse providing therapeutic nursing interventions in selected health care settings are introduced. Three classroom hours per week and an average of six clinical hours per week. Prerequisites: 104, 106; English 105/107; Psychology 101; Life Sciences 231 and 231L; Quantitative Literacy Requirement; Information Technology Requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Sociology 120; Chemistry 100 and 100L or Chemistry 104 and 104L; Communications 101; Prerequisites or concurrent enrollment in: 200, and

UNDERGRADUATE PROPOSALS – Course Revisions – NURS 204: continued

Life Sciences 241 and 241L.

NURS 205 Nursing Care of the Adult I - 6 hours. The roles of the nurse within the health care delivery system are further developed with an emphasis on the role of provider of care. Focus of the course is the well-defined, unmet health needs of adults within families which are predominately manifested as chronic disturbances in relation to the internal and external environments. The nursing process is used to assist adults

within families to meet health needs in structured settings. Four classroom hours per week and a range of four to eight clinical hours per week. Prerequisite: completion of first year courses.

Change number, title, description, and prerequisites to:

NURS 160 Nursing Care of Adults with Health Alterations – 6 hours. The roles of the nurse within the health care delivery system are further studied with primary emphasis on the role of provider of care. Emphasis is also placed on critical thinking, communicating, and professional development. The focus of the course is the management of the basic health needs of adults experiencing common, well-defined health disturbances. The nursing process is used to assist adults within families to meet health needs within structured settings. Four classroom hours per week and a range of four to eight clinical hours per week. Prerequisites: 151; 152; 153; 154; Communications 101; Information Technology Requirement; Psychology 101; Life Sciences 231 and 231L; Chemistry 100 and 100L; Educational Psychology 221, or Psychology 266, or Family and Consumer Sciences 103; Life Sciences 241 and 241L; English 105, or 107; prerequisite or concurrent enrollment in 164; Life Sciences 274 and 274L.

NURS 206 Mental Health Aspects of Nursing Practice – 2 hours. An introduction to the communicator role of the professional nurse is presented. Basic interpersonal and mental health concepts as they relate to this role are the focus. The nurse's responsibility for attending the mental health needs of clients and self is emphasized. Skills are demonstrated and practiced. Two classroom hours per week. Prerequisites: 104; English 105 or 107; Psychology 101; Life Sciences 231 and 231L; Mathematics requirement; Information Technology Requirement; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Sociology 120; Communications 101; Chemistry 100 and 100L or 104 and 104L; prerequisite or concurrent enrollment in Life Sciences 241 and 241L.

Change number, description, and prerequisites to:

NURS 106 Mental Health Aspects of Nursing Practice – 2 hours. An introduction to the communicator role of the professional nurse is presented. Basic interpersonal and mental health concepts as they relate to this role are the focus. The nurse's responsibility for attending to the mental health needs of clients and self is emphasized. Skills are demonstrated and practiced. Two classroom hours per week. Prerequisites: 104; English 105 or 107; Psychology 101; Quantitative Literacy

UNDERGRADUATE PROPOSALS – Course Revisions – NURS 106: continued

Requirement; Chemistry 100 and 100L or 104 and 104L. Prerequisite or concurrent enrollment in: Communications 101; Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103; Information Technology Requirement; Life Sciences 231 and 231L; Sociology 120.

NURS 215 Nursing Care of the Child and Family – 4 hours. Focuses on the care provided in structured settings of the individual child as a family member from infancy through adolescence. The health needs of the child as influenced by the internal and external

environments are considered with emphasis on the role of provider of care. Nursing skills previously learned are refined and new skills, as applicable to providing nursing care to children, are learned. The nursing process is utilized to assist children in meeting health needs. Three classroom hours and an average of three clinical hours per week. Prerequisites: 115; Psychology 101; English 105 or 107; Chemistry 100 and 100L or Chemistry 104 and 104L; Educational Psychology 221, Psychology 266, or Family and Consumer Sciences 103; Life Sciences 231 and 231L; Life Sciences 241 and 241L; Life Sciences 274 and 274L; prerequisite or concurrent enrollment in 205.

Change number, title, description, and prerequisites to:

NURS 260 Nursing Care of Children – 4 hours. The roles of the nurse in the health care delivery system are studied with emphasis on the roles: provider of care, critical thinker, communicator, manager of care, and a member within the nursing profession. The focus of the course is on the care of the child from infancy through adolescence. The nursing process is used to assist children and families in meeting health promotion and maintenance needs as well as unmet health needs in various settings. Three classroom hours and an average of three clinical hours per week. Prerequisites: 252; 254; 256.

NURS 224 Nursing Care of Adults I – 4 hours. The course expands on the assessment and clinical skills learned in previous courses. The nursing role of provider of care in hospital and community settings is the focus. Emphasis is on utilizing critical judgment to promote optimal health among adults experiencing or recovering from illness. Three classroom hours and an average of two to four clinical hours per week. Prerequisites: 200, 204, 206, Life Sciences 274 and 274L. Prerequisite or concurrent enrollment in: 228.

Change description, credit hours, and prerequisites to:

NURS 224 Nursing Care of Adults – 5 hours. The course expands on the assessment and clinical skills learned in previous courses. The nursing role of provider of care in hospital and community settings is the focus. Emphasis is on utilizing critical judgment to promote optimal health among adults experiencing or recovering from illness. Three classroom hours and an average of six clinical hours per week. Prerequisites: 106, 200, 204, Life Sciences 274 and 274L. Prerequisite or concurrent enrollment in: 228.

NURS 225 Nursing Care of the Adult II – 6 hours. The roles of the nurse within the health
UNDERGRADUATE PROPOSALS – Course Revisions – NURS 225: continued

care system are further studied with emphasis on the roles of provider of care manager of patient care and patient teacher. Focus of the course is the well-defined unmet disturbances in relation to the internal and external environments. The nursing process is used to assist adults in their recovery from illness or to facilitate death with dignity. Four classroom hours per week and an average of eight clinical hours per week. Prerequisites: 205; 215.

Change number, title, description, and prerequisites to:

NURS 252 Nursing Care of Adults with Complex Health Alterations – 6 hours. The role of

the nurse within the health care delivery system are further studied with emphasis on the roles of provider of care and manager of care. Emphasis is also placed on critical thinking, communicating, professional development, and the economic impact of health care. The focus of the course is the management of the health needs of adults experiencing complex health disturbances. The nursing process is used to assist adults and families to meet health needs within structured and semi-structured settings. Four classroom hours per week and a range of four to eight clinical hours per week. Prerequisites: 160; 162; 164; prerequisite or concurrent enrollment in 254.

NURS 226 Nursing in Mental Illness – 3 hours. Nursing care of individuals experiencing mental illness is the focus. Major theoretical principles governing the practice of psychiatric nursing are applied in providing care in structured settings. Two classroom hours and an average of three clinical hours per week. Prerequisites: 200, 204, 206. Prerequisite or concurrent enrollment in: 228.

Change prerequisites to:

NURS 226 Nursing in Mental Illness – 3 hours. Nursing care of individuals experiencing mental illness is the focus. Major theoretical principles governing the practice of psychiatric nursing are applied in providing care in structured settings. Two classroom hours and an average of three clinical hours per week. Prerequisites: 106, 200, 204. Prerequisite or concurrent enrollment in: 228.

NURS 228 Clinical Pharmacology – 2 hours. Introduction to basic pharmacology and its application to care of clients throughout the lifespan is emphasized. The focus is on nursing implications, nursing responsibilities, and client education related to prototype medications in each major classification. Two classroom hours per week. Prerequisites: 104, Life Sciences 231 and 231L, Life Sciences 241 and 241L.

Change description and credit hours to:

NURS 228 Clinical Pharmacology – 3 hours. Introduction to basic pharmacology and its application to care of clients throughout the lifespan are emphasized. The focus is on nursing implications, nursing responsibilities, and client education related to prototype medications in each major classification. Two classroom hours per week and three clinical hours per week. Prerequisites: 104, Life Sciences 231 and 231L, Life Sciences 241 and 241L.

UNDERGRADUATE PROPOSALS – Course Revisions: continued

NURS 235 Nursing Care in Mental Health/Mental Illness – 5 hours. The role of the nurse communicator is emphasized in the care of adult patients with needs related to mental health. Select psychosocial models and nursing principles are integrated and used with the nursing process to care for patients in structured settings. The importance of the nurse's responsibility for meeting his/her own mental health needs is stressed. Three classroom hours per week and an average of six clinical hours per week. Prerequisites: 205; 215.

Change number, title, description, credit hours, and prerequisites to:

NURS 256 Psychosocial Nursing – 4 hours. The promotion of optimal mental health through caring, culturally-sensitive application of the nursing process for clients experiencing acute, chronic and/or disabling mental illness is the focus. An average of three classroom hours and three clinical hours per week. Prerequisites: 160; 162; 164; prerequisite or concurrent enrollment in 254.

NURS 240 The Nurse in The Health Care System – 1 hour. The roles of the nurse within the health care delivery system are studied with an emphasis on the role of the nurse as a member within the discipline of nursing. Selected social, economic, ethical, legal, and political components which influence health care are explored. Emphasis is given to topics which are of particular interest to the students. One classroom hour per week. Prerequisites: 205 and 215. Must be taken in the last semester of the program.

Change number, title, description, credit hours, and prerequisites to:

NURS 263 Role Transition in Associate Degree Nursing – 2 hours. The course provides opportunities to understand the role of the nurse as a member within the nursing profession. Emphasis is placed on legal aspects of licensure, professional accountability, and professional growth and development. Two classroom hours per week. Prerequisites: 252; 254; 256; Prerequisite or concurrent enrollment in 260; Concurrent enrollment in 262, or consent of instructor.

NURS 300 Transition to Professional Nursing Practice – 2 hours. Examination of the role transition process as well as issues within nursing and the health care system which impact professional nursing practice. Two classroom hours per week.

Change description and credit hours to:

NURS 300 Transition to Professional Nursing Practice – 4 hours. Exploration of the role transition process as well as issues within nursing and the health care system are the focus. Examination of the theoretical basis for professional nursing practice and review and expansion of computer skills are emphasized. Four classroom hours per week.

NURS 304 Comprehensive Health Assessment of Individuals – 3 hours. Application of cognitive and psychomotor skills in conducting comprehensive health assessment of individuals. Two classroom hours and an average of three clinical hours per week. Prerequisites or concurrent enrollment in: 300 or permission of instructor.

Change title, description, and credit hours to:

UNDERGRADUATE PROPOSALS – Course Revisions – NURS 304: continued

NURS 304 Comprehensive Health Assessment for Nursing Practice – 4 hours. Comprehensive health assessment, including a nursing health history and skills of physical examination, will be integrated into nursing practice with clients throughout the life span. The relationship among physical findings, laboratory/diagnostic studies, and symptoms of health needs will be explored. Three classroom hours and three clinical hours per week. Prerequisite or concurrent enrollment in: 300 or consent of instructor.

NURS 318 Nursing Care of Families in Stress and Crisis – 3 hours. Application of family and crisis theories in caring for families experiencing stressful and/or catastrophic events. Two classroom hours and an average of three clinical hours per week. Prerequisite: 300.

Change description and prerequisites to:

NURS 318 Nursing Care of Families in Stress and Crisis – 3 hours. Crisis Theory, Family Systems Theories and Family Stress Theories are applied in assessing families' responses to stressful events and in providing therapeutic nursing interventions to promote successful adaptation of families experiencing significant life changes. Three classroom hours per week. Prerequisites: 224, 226; or 300.

NURS 322 Research/Theoretical Basis for Nursing – 3 hours. Examination and application of clinical scholarship as the basis of professional nursing practice. Emphasis is on research in nursing as it relates to the study of clinical phenomena that have implications for the current and future practice of nursing. Three classroom hours per week. Prerequisites: 224, 226, 228; or 300; or consent of instructor. Prerequisites or concurrent enrollment in Educational Psychology 302 or Health and Safety 340.

Change title, description, and prerequisites to:

NURS 322 Research/Theoretical Basis for Nursing Practice – 3 hours. Examination and application of clinical scholarship as the basis of professional nursing practice are the foci. Emphasis is on research in nursing as it relates to the study of clinical phenomena that have implications for the current and future practice of nursing. Three classroom hours per week. Prerequisites: 224, 226, 228; or consent of instructor. Prerequisite or concurrent enrollment in Educational Psychology 302 or Health and Safety 340

NURS 324 Nursing Care of Adults II – 4 hours. The course focuses on the nursing roles of provider of care, novice manager of care, and teacher in hospital and community settings. Emphasis is on utilizing critical judgment to promote optimal health among adults experiencing or recovering from illness. Two classroom hours and an average of four to eight clinical hours per week. Prerequisites: 224, 226, 228.

Change description and credit hours to:

NURS 324 Nursing Care of Adults II – 5 hours. The course focuses on the nursing roles of provider of care, novice manager of care, and teacher in hospital and community settings. Emphasis is on utilizing critical judgment to promote optimal health among adults experiencing or recovering from illness. Three classroom hours and an

UNDERGRADUATE PROPOSALS – Course Revisions – NURS 324: continued

average of six clinical hours per week. Prerequisites: 224, 226, 228.

NURS 400 Topic in Nursing – 1-3 hours. Includes selected nursing topics as they relate to current issues, trends, and/or practices in nursing. Specific topics, some of which may have a clinical component, vary each semester. May be repeated if a different topic is studied. Prerequisites: 300, 322, 324, 342, 346, or consent of instructor.

Change description and prerequisites to:

NURS 400 Topics in Nursing – 1-3 hours. . Includes selected nursing topics as they relate to

current issues, trends, and/or practices in nursing. Specific topics, some of which may have a clinical component, vary each semester. May be repeated if a different topic is studied. Prerequisite: consent of instructor.

NURS 424 Nursing Care of Families in the Community – 4 hours. Application of public health/public health nursing and family theory in caring for families who are members of vulnerable or high risk populations. Two classroom hours and an average of six clinical hours per week. Prerequisites: 300; 304; 306; 308; 318; 322.

Change description, credit hours, and prerequisites to:

NURS 424 Nursing Care of Families in the Community – 5 hours. The course focuses on the nursing roles of provider of care, manager of care, member within the profession, and teacher in hospital and community settings. Emphasis is on utilizing critical judgment to promote optimal health among adults experiencing or recovering from complex illnesses. Three classroom hours and six clinical hours per week. Prerequisites: 324.

NURS 450 Nursing Care of the Community – 4 hours. Application of community health nursing theory in promoting and protecting the health of populations at risk for disease and disability. Two classroom hours and an average of six clinical hours per week. Prerequisites: 300, 304, 306, 308, 318, 322, 420.

Change title, description, credit hours, and prerequisites to:

NURS 450 Population-Focused Community Health Nursing – 6 hours. The focus of this course is the professional nurse's role in working with aggregates in the community. Concepts and principles of public health nursing, wellness, health promotion, and national health objectives are emphasized. Four classroom hours and six clinical hours per week. Prerequisites: 318, 322, 324, 328, 330; or 300, 304, 318, 322.

NURS 470 Nursing Leadership – 3 hours. Synthesis and application of leadership and management theories in the practice of nursing. Two classroom hours and an average of three clinical hours per week. Prerequisites: 300, 304, 306, 308, 318, 322.

Change description and prerequisites to:

NURS 470 Nursing Leadership – 3 hours. The focus of this course is on the analysis, synthesis and practice of leadership and managerial theories and concepts in the context of nursing and dynamic health care delivery systems. Emphasis is placed on examining leadership and managerial roles in relation to tradition, change, and

UNDERGRADUATE PROPOSALS – Course Revisions – NURS 470: continued

socially responsible nursing practice. Further emphasis is placed on the transition from the student role to that of leader and manager of client care. Three classroom hours per week. Prerequisites: 424; or 300, 304, 318, and 322.

UNDERGRADUATE PROGRAM REVISIONS

SCHOOL OF NURSING: Associate Degree Nursing Program
Associate of Science with a Major in Nursing

Executive Summary:

Over the past several years, data from student outcomes testing indicates that the Associate Degree Nursing curriculum needs adjustment to accommodate changes within the nursing profession. In essence, many of the items on the National Council Licensure Examination (NCLEX) for RN licensure address curriculum issues that are not included in the current Associate Degree program. Data from student exit surveys also indicate that changes are needed to meet student expectations for increased clinical hours and addition of content, such as pharmacology. A review of programs around the country documents that many Universities are adding courses to their current Associate Degree programs to accommodate the increased NCLEX requirements. Therefore, the School of Nursing Faculty agree that the Associate Degree Nursing Program must be modified in order to update the nursing curriculum, and to accommodate changes in the General Education Program, effective Fall 2001.

The following is a presentation of the School's proposed revision of the Associate Degree Nursing Program. The addition of a pre-nursing semester in the planned program allows students to take required non-nursing courses before becoming involved with clinical course scheduling issues, and will provide the School of Nursing with better prepared students once they reach the first clinical course. These changes are necessary to provide a sound basis for a liberal studies education within the nursing major and to provide the necessary content for nursing graduates to become safe, effective general practice nurses and to become licensed through the NCLEX-RN licensure exam. The proposed revision has 67-79 total credit hours with 39 credit hours in the nursing major and 28-40 credit hours outside the major. The proposed non-nursing credit hours have been revised from the previous of 31-34 credit hours, with the minimum number of credit hours decreasing by three (deletion of Sociology 120), the addition of nine hours, and the maximum number increasing by six.

The Liberal Studies requirement in the Social and Behavioral category is met with Psychology 101 and Educational Psychology 221 or Psychology 266 or Family and Consumer Sciences 103. Students entering the University in Fall 2001 must demonstrate quantitative competence. This requirement will be satisfied by: 1) completing a course designed to meet the Quantitative Literacy objectives, 2) testing out, or 3) meeting program-based substitutions for the Quantitative Literacy course. Students are expected to complete this requirement within the first 62 hours of enrollment. Students entering the University in Fall 2001 must also demonstrate competence in Information Technology. This requirement will be satisfied by: 1) completing a three credit hour course designed to provide all students with basic information management knowledge *UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued*

and skills, 2) testing out, 3) meeting program-based substitutions for the Information Technology Literacy course, or 4) completing instructional modules or specially designed workshops/seminars to satisfy the Information Technology Literacy requirement. Graduates of the revised program can apply for admission to the School's Baccalaureate Nursing Track for Registered Nurses when they have attained licensure as a registered nurse.

Rationale:

In response to multiple changes in both the educational and health care arenas, the faculty in the Associate Degree Nursing Department undertook a comprehensive study of our Associate Degree Nursing Curriculum. Proposed revisions in the curriculum will enhance the students' development of

nursing knowledge and skills in response to the increasing complexity of nursing practice. In addition, nursing course revisions were necessary to meet advances in technology, changes in the health care delivery system, and changes in the NCLEX-RN licensure exam. Health care delivery has changed from hospital-based care to more cost-effective care delivery models. Associate Degree Nursing students need learning experiences in settings other than traditional hospital settings that include, but are not limited to, ambulatory surgery centers, home health care, and clinics. The proposed curriculum revision also incorporates the changes in the University General Education Program, effective Summer 2000 and Summer 2001.

The addition of a semester of primarily general education is a national trend found in many successful Associate Degree programs. This allows students the opportunity to become familiar with the college setting, complete several of the basic studies courses, and complete a role socialization course before enrolling in the basic clinical nursing courses.

A review of national trends in Associate Degree Nursing education indicates that programs have been increasing nursing credit hours as well as increasing time for clinical learning experiences. On average, the number of nursing credit hours nationally for Associate Degree Nursing programs is 43.8, with a total average of 71.9 program credit hours. When compared with Indiana State University School of Nursing, other Associate Degree Nursing programs with more credit hours in the major had higher pass rates on the licensure examination. Credit hours in the nursing major for the current Indiana State University Nursing Associate Degree curriculum are significantly below the national average, with only 31 hours in the nursing major and a total of 65-68 hours overall. Our accrediting agency suggests that nursing curriculums obtain approximately 40% of the hours from general education, with the remaining 60% from the nursing major. In our old curriculum only 47% of the hours are taken within the nursing major, while 53% of the hours come from courses outside the major. The hours in our proposed new program will be more in line with these recommendations, with 39 hours in nursing, and a minimum of 28 hours outside of the major, giving us a ratio of 58 % nursing hours to 42% non-nursing hours. Increasing the number of hours in the major will also help meet students requests for increased clinical time, increase the time students have to learn and apply what they have learned, and will allow students the opportunity to practice in a variety of health care settings before graduation.

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

Accreditation:

The modified associate degree program meets the standards of the Indiana State Board of Nursing and the National League for Nursing Accrediting Commission in terms of total credit hours, hours in the major, content included in the major, placement of major courses, support courses including liberal education courses, and the ratio of credit hours to contact hours.

Summary of Changes:

The School of Nursing Faculty is proposing a modification in the curriculum design of the Associate Degree Nursing Program. The change involves addition of 8 credits in the nursing major (from 31 hours to 39 hours), variation in the current sequencing plan, changes in course titles, course

numbers, credit hours, prerequisites and catalog descriptions in all courses. Changes in the non-nursing curriculum take into account the new general education requirements and include the addition of the information technology requirement and the quantitative literacy requirement effective Summer I 2001. Total general education credit hours in the new proposed curriculum will range from 28-40 (depending on English, Quantitative Literacy, and Information Technology Literacy placement). The proposed non-nursing credit hours mentioned previously have been revised from the previous of 31-34 credit hours, with the minimum number of credit hours decreasing by three (deletion of Sociology 120), the addition of nine hours, and the maximum number increasing by six. Total credit hours for the proposed Associate Degree in Nursing Curriculum will range from 67-79, depending on the student's general education requirements.

The Liberal Studies requirement in the Social and Behavioral category is met with Psychology 101 and Educational Psychology 221 or Psychology 266 or Family and Consumer Sciences 103. Students entering the University in Fall 2001 must demonstrate quantitative competence. This requirement will be satisfied by: 1) completing a course designed to meet the Quantitative Literacy objectives, 2) testing out, or 3) meeting program-based substitutions for the Quantitative Literacy course. Students are expected to complete this requirement within the first 62 hours of enrollment. Students entering the University in Fall 2001 must also demonstrate competence in Information Technology. This requirement will be satisfied by: 1) completing a three credit hour course designed to provide all students with basic information management knowledge and skills, 2) testing out, 3) meeting program-based substitutions for the Information Technology Literacy course, or 4) completing instructional modules or specially designed workshops/seminars to satisfy the Information Technology Literacy requirement. Graduates of the revised program can apply for admission to the School's Baccalaureate Nursing Track for Registered Nurses when they have attained licensure as a registered nurse.

Criteria for admission, retention, and dismissal to the Associate Degree Nursing Program will remain the same. The Progression and Graduation requirements have been modified to reflect the proposed curriculum revision.

Library, computer, and support services are adequate and the proposed changes will not require an increase in these services or requirements in any other program.

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

Completed Registrar's Reports, Course Proposal Routing Sheets, Old and New Catalog Copy of Courses and Course Syllabi for courses recommended for change are attached.

The modified associate degree curriculum contains a minimum of 67 credit hours with 39 credit hours in the major and a minimum of 28 credit hours required outside of the major. The modified curriculum includes thirteen courses within the nursing major. Six are new courses; seven courses are incorporated from the current curriculum. In order to build upon the foundation of the new general education program and to accommodate the additional nursing requirements, a 5-semester sequence is proposed. Students will complete one semester of general education prior to admission to the associate degree program and/or enrolling in the first clinical nursing course. Courses for the nursing major are as follow:

New Courses:

NURS 151	Role Socialization in Nursing	1 credit hour
NURS 153	Introduction to Nursing Assessment	1 credit hour
NURS 154	Introduction to Drug Therapy I	1 credit hour

NURS 164	Drug Therapy II	1 credit hour
NURS 254	Drug Therapy III	1 credit hour
NURS 262	Nursing Practicum	4 credit hours

Current Courses that are revised:

NURS 152	Introduction to Nursing Care	4 credit hours
NURS 160	Nursing Care of Adults with Health Alterations	6 credit hours
NURS 162	Nursing Care of the Childbearing Family	4 credit hours
NURS 252	Nursing Care of Adults with Complex Health Alterations	6 credit hours
NURS 256	Psychosocial Nursing	4 credit hours
NURS 260	Nursing Care of Children	4 credit hours
NURS 263	Role Transition in Associate Degree Nursing	2 credit hours

Total Nursing Credit Hours	39 credit hours
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CURRENT CATALOG COPY

ASSOCIATE DEGREE NURSING PROGRAM

ISU's Associate of Science Degree with a major in Nursing is a two-year program of nursing and General Education courses. After completion of the program, the graduate can apply to take the examination in Indiana for licensure to practice as a registered nurse. The associate degree graduate is prepared to provide direct nursing care. In addition, the graduate is prepared as a manager of patient care and as a member within the discipline of nursing. Upon licensure the graduate can apply for admission to the School's Baccalaureate Track for Registered Nurses.

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

Admission Requirements*

1. Admission to the University as a degree seeking applicant.
2. Satisfactory performance on the SAT or ACT.
 - a. SAT preferred minimum composite score of 1000; minimum verbal score of 480 and minimum mathematics score of 440.
 - b. ACT preferred minimum composite score of 22.0.
3. High school rank in the upper 25 per cent.
4. Successful completion of the following high school or post secondary courses:
 - a. Two years of mathematics (one year of algebra).

- b. One year of chemistry.

*College graduates will have their applications reviewed on an individual basis.

Nursing Nondesignated students**

For students who do not meet the above admission requirements but who have been identified as having potential to succeed in nursing, the School of Nursing provides the opportunity for students to enroll as nursing nondesignated (NND) students. Nursing nondesignated students should complete the following courses in order to be admitted to the Associate Degree Nursing Program, as space is available. These required courses must be completed with a composite GPA of at least 2.5, no course grade below a C, and no course repeated.

1. English 101 or 107 or equivalent courses.
2. Life Sciences 231 and 231L, or Life Sciences 241 and 241L, or Life Sciences 274 and 274L, or Chemistry 100 and 100L, or Chemistry 103 and 103L.
3. Psychology 101.

**All applicants must have completed two years of mathematics (one year of algebra) and one year of high school chemistry or equivalent college courses.

The Admissions, Progression, Retention, and Graduation Committee of the School of Nursing is responsible for decisions regarding admission to the Associate Degree Nursing Program which include reviewing qualifications of applicants who do not meet the above requirements for *UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued* admission.

The School of Nursing welcomes applicants who have been graduated from a state approved practical nursing program and who wish to continue their nursing education.

Transfer Admission

A student transferring to the Indiana State University has the same consideration for admission to the Associate Degree Nursing Program as any matriculating Indiana State University student. Students will be considered for admission as a transfer student when the following minimum requirements have been met.

1. Have earned a grade of C or above for all cognate courses taken at a previous institution. A grade of C or above must have been earned the second time, if a course was repeated.
2. To receive transfer credit for equivalent nursing course(s) taken at another institution, a grade of B or above must have been earned.
3. A transfer student who is admitted to the Associate Degree Nursing Program with a grade

less than B in one nursing course taken at another institution will be dismissed from the Program if a grade less than B is earned in any subsequent nursing course at Indiana State University.

4. A transfer applicant who has earned a grade less than B in two or more nursing courses at another institution will not be admitted to the Associate Degree Nursing Program at Indiana State University.

Advanced Standing

Credits earned at another college or university will be evaluated on an individual basis in accordance with University and School policies. There also are opportunities for students to earn credit by examination. A graduate of a practical nursing program who has attained licensure as a Licensed Practical Nurse may earn credit for a maximum of three clinical nursing courses by completing Nursing 150 with a grade of B or above and passing appropriate examinations (theory and clinical). More detailed information is available from the Office of Student Affairs, School of Nursing.

Course Requirements for Associate Degree

First Year: Freshman

Credit

First Semester Courses

Nursing 105—5 hrs.; English 107**--3 hrs.; Psychology 101—3 hrs.;

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

Life Sciences 231—2 hrs.; Life Sciences 231L—1 hr.; Chemistry 100—3 hrs. and
Chemistry 100L—1 hr. or Chemistry 104—3 hrs. and Chemistry 104L—1 hr.

18

Second Semester

Nursing 115—4 hrs.; Mathematics 111+--3 hrs.; Educational Psychology 221 or
Psychology 266 or Family and Consumer Sciences 103—3 hrs.;
Life Sciences 241—2 hrs; Life Sciences 241L—1 hr.; Life Sciences 274—2 hrs.;
Life Sciences 274L—1 hr.

13-16

Second Year: Sophomore

First Semester Courses

Nursing 205—6 hrs.; Nursing 215—4 hrs.; Sociology 120—3 hrs.;
Communication 101—3 hrs.

16

Second Semester Courses

Nursing 225—6 hrs.; Nursing 235—5 hrs.; Nursing Seminar 240—1 hr.;
Liberal Studies Elective—3 hrs.

15

Total Nursing Credits	31 hrs.
Total Non-nursing Credits	31-34 hrs.
Total Credits	62-65 hrs.

****Must complete English 101 before English 105 (or its equivalent) if SAT verbal is below 510 or ACT verbal is below 20.**

+Required for students who do not meet exemption criteria.

Progression and Retention Requirements

1. Students must maintain a 2.0 cumulative GPA throughout their enrollment in the Associate Degree Nursing Program in the School of Nursing.
2. Students must achieve a minimum grade of B, as well as a satisfactory grade for the clinical component, in each nursing course. The failed nursing course must be repeated and passed before the student enrolls in any other clinical nursing course.
3. Students must achieve a minimum of C in the following cognate General Education courses:

First Year: English 105 or 107; Psychology 101; Life Sciences 231; Life Sciences 231L; Life Sciences 241; Life Sciences 241L; Life Sciences 274; Life Sciences 274L; Educational Psychology 221, or Psychology 266, or Family and

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

Consumer Sciences 103; Chemistry 100 and 100L or Chemistry 104 and 104L.

Second Year: Sociology 120.

Only two cognate courses may be repeated one time each in order to achieve a minimum grade of C. Each cognate science course and its laboratory count as one course.

4. Students must successfully complete all nursing and cognate courses for each level before progressing to the next level of the curriculum.
5. Enrollment in clinical nursing courses will be determined by the following priorities:
 - a. Continuing students—students who enroll in at least one clinical nursing course each semester.
 - b. Advanced placement students—students who have earned advanced placement in the sequence of nursing courses and who will be enrolling in their first clinical nursing course.
 - c. Non-continuing students—students in good standing who have dropped out of the sequence of clinical nursing courses for at least one semester.
 - d. Non-progressing students—students who must repeat a clinical nursing course.

6. To assist the student to succeed academically, the student who has failed one nursing course will:
- a. Submit a letter to the Office of Student Affairs. The letter must include the student's explanation for the failure and specific recommendations and a plan to achieve academic success.
 - b. Meet with the Director of Student Affairs to discuss the identified plan. Failure to meet with the Director of Student Affairs will prohibit the student's enrollment in the failed nursing course. The student, the student's advisor, and the course facilitator of the failed nursing course will receive a copy of the recommendations from the Director of Student Affairs.
 - c. Take responsibility for implementation of the identified plan and recommendations for academic improvement.

Graduation Requirements

The degree of Associate of Science is granted by the Board of Trustees of Indiana State University to those candidates who have been recommended for the degree by the faculty of the School of Nursing and who have fulfilled all University requirements and have completed the following School requirements:

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

1. Earned a minimum of 62 semester hours with a cumulative grade point average of 2.00 or above.
2. Passed all required courses with a minimum grade of B in each nursing course and a minimum grade of C in each cognate course.

The graduate is eligible to apply for examination for licensure to practice as a registered nurse (R.N.) in Indiana. State Board Regulations require all students to spend a minimum of one year in the program from which graduated.

Dismissal Policy

1. A failed nursing course may be repeated only one time. Failure of a nursing course for a second time will result in dismissal from the Associate Degree Nursing Program.
2. Failure of any two nursing courses within the Associate Degree Nursing Program will result in dismissal from the Program.
3. A failed cognate course may be repeated only one time. Failure of the same cognate for the second time will result in dismissal from the Program.
4. Failure of any three cognate courses within the Associate Degree Nursing Program will result in dismissal from the Program.
5. Any student who has been dismissed from the Associate Degree Nursing Program is not

eligible to enroll in any nursing class.

PROPOSED CATALOG COPY

ASSOCIATE DEGREE NURSING PROGRAM

ISU's Associate of Science Degree with a major in Nursing is a five-semester program of nursing and General Education courses. After completion of the program, the graduate can apply to take the examination in Indiana for licensure to practice as a registered nurse. The associate degree graduate is prepared to provide direct nursing care. In addition, the graduate is prepared as a manager of patient care and as a member within the discipline of nursing. Upon licensure the graduate can apply for admission to the School's Baccalaureate Track for Registered Nurses.

Admission Requirements*

1. Admission to the University as a degree seeking applicant.
2. Satisfactory performance on the SAT or ACT.
UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued
 - a. SAT preferred minimum composite score of 1000; minimum verbal score of 480 and minimum mathematics score of 440.
 - b. ACT preferred minimum composite score of 22.0.
3. High school rank in the upper 25 per cent.
4. Successful completion of the following high school or post secondary courses:
 - a. Two years of mathematics (one year of algebra).
 - b. One year of chemistry.

*College graduates will have their applications reviewed on an individual basis.

Nursing Nondesignated students**

For students who do not meet the above admission requirements but who have been identified as having potential to succeed in nursing, the School of Nursing provides the opportunity for students to enroll as nursing nondesignated (NND) students. Nursing nondesignated students should complete the following courses in order to be admitted to the Associate Degree Nursing Program, as space is available. These required courses must be completed with a composite GPA of at least 2.5, no course grade below a C, and no course repeated.

1. English 101 or 107 or equivalent courses.
2. Life Sciences 231 and 231L, or Life Sciences 241 and 241L, or Life Sciences 274 and 274L,

or Chemistry 100 and 100L, or Chemistry 103 and 103L.

3. Psychology 101.

****All applicants must have completed two years of mathematics (one year of algebra) and one year of high school chemistry or equivalent college courses.**

The Admissions, Progression, Retention, and Graduation Committee of the School of Nursing is responsible for decisions regarding admission to the Associate Degree Nursing Program which include reviewing qualifications of applicants who do not meet the above requirements for admission.

The School of Nursing welcomes applicants who have been graduated from a state approved practical nursing program and who wish to continue their nursing education.

Transfer Admission

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

A student transferring to the Indiana State University has the same consideration for admission to the Associate Degree Nursing Program as any matriculating Indiana State University student. Students will be considered for admission as a transfer student when the following minimum requirements have been met.

1. Have earned a grade of C or above for all cognate courses taken at a previous institution. A grade of C or above must have been earned the second time, if a course was repeated.
2. To receive transfer credit for equivalent nursing course(s) taken at another institution, a grade of B or above must have been earned.
3. A transfer student who is admitted to the Associate Degree Nursing Program with a grade less than B in one nursing course taken at another institution will be dismissed from the Program if a grade less than B is earned in any subsequent nursing course at Indiana State University.
4. A transfer applicant who has earned a grade less than B in two or more nursing courses at another institution will not be admitted to the Associate Degree Nursing Program at Indiana State University.

Advanced Standing

Credits earned at another college or university will be evaluated on an individual basis in accordance with University and School policies. There also are opportunities for students to earn credit by examination. A graduate of a practical nursing program who has attained licensure as a Licensed Practical Nurse may earn credit for a maximum of three clinical nursing courses by completing Nursing 150 with a grade of B or above and passing appropriate examinations (theory and clinical). More detailed information is available from the Office of Student Affairs, School of Nursing.

Course Requirements for Associate Degree

First Year: Freshman First Semester Courses

Credit

Nursing 151—1 hr.; *Communication 101--3 hrs.; *Information Technology--0-3 hrs.;
**Psychology 101--3 hrs.; Life Sciences 231--2 hrs.; Life Sciences 231L--1 hr.;
**Chemistry 100--3 hrs.; **Chemistry 100L--1 hr. 14-17

Second Semester

Nursing 152--4 hrs.; Nursing 153--1 hr.; Nursing 154--1 hr.; Educational Psychology 221
UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued
or Psychology 266 or Family and Consumer Sciences 103--3 hrs.;
Life Sciences 241--2 hrs.; Life Sciences 241L--1 hr.; *+English 107--3 hrs. 15

Second Year: Sophomore First Semester

Nursing 160--4 hrs.; Nursing 162--6 hrs.; Nursing 164--1 hr.; Life Sciences 274--2 hrs.;
Life Sciences 274L--1 hr. 14

Second Semester

Nursing 252--6 hrs.; Nursing 254--1 hr.; Nursing 256--4 hrs.; *Quantitative
Literacy requirement--0-6 hrs. 11-17

Third Year: Junior First Semester

Nursing 260--4 hrs.; Nursing 262--4 hrs.; Nursing 263--2 hrs.;
**Elective in Multi-cultural Studies (MCS)--3 hrs. 13

Total Nursing Credits	39 hrs.
Total Non-nursing Credits	28-40 hrs.
Total Credits	67-79 hrs.

*Basic studies requirement = Writing at the 100 level, Communication, Quantitative Literacy, and Information Technology Literacy.

**Liberal studies requirement = 15 credits minimum

+Must complete English 101 before English 105 (or its equivalent) if SAT verbal is below 510 or ACT verbal is below 20.

Progression and Retention Requirements

1. Students must maintain a 2.0 cumulative GPA throughout their enrollment in the Associate Degree Nursing Program in the School of Nursing.
2. Students must achieve a minimum grade of B, as well as a satisfactory grade for the clinical component, in each nursing course. The failed nursing course must be repeated and passed before the student enrolls in any other clinical nursing course.
3. Students must achieve a minimum of C in the following cognate General Education courses:

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

Psychology 101; Life Sciences 231; Life Sciences 231L; Chemistry 100; Chemistry 100L; Educational Psychology 221 or Psychology 266 or Family and Consumer Sciences 103; Life Sciences 241; Life Sciences 241L; English 105 or 107; Life Sciences 274; Life Sciences 274L.

Only two cognate courses may be repeated one time each in order to achieve a minimum grade of C. Each cognate science course and its laboratory count as one course.

4. Students must successfully complete all nursing and cognate courses for each level before progressing to the next level of the curriculum.
5. Enrollment in clinical nursing courses will be determined by the following priorities:
 - a. Continuing students—students who enroll in at least one clinical nursing course each semester.
 - b. Advanced placement students—students who have earned advanced placement in the sequence of nursing courses and who will be enrolling in their first clinical nursing course.
 - c. Non-continuing students—students in good standing who have dropped out of the sequence of clinical nursing courses for at least one semester.
 - d. Non-progressing students—students who must repeat a clinical nursing course.
6. To assist the student to succeed academically, the student who has failed one nursing course will:
 - a. Submit a letter to the Office of Student Affairs. The letter must include the student's explanation for the failure and specific recommendations and a plan to achieve academic success.
 - b. Meet with the Director of Student Affairs to discuss the identified plan. Failure to meet with the Director of Student Affairs will prohibit the student's enrollment in the failed nursing course. The student, the student's advisor, and the course facilitator of the failed nursing course will receive a copy of the recommendations from the Director of Student Affairs.

- c. Take responsibility for implementation of the identified plan and recommendations for academic improvement.

Graduation Requirements--Associate Degree

The degree of Associate of Science is granted by the Board of Trustees of Indiana State University to those candidates who have been recommended for the degree by the faculty of the School of Nursing and who have fulfilled all University requirements and have completed the following School requirements:

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

1. Earned a minimum of 67 semester hours with a cumulative grade point average of 2.00 or above.
2. Passed all required courses with a minimum grade of B in each nursing course and a minimum grade of C in each cognate course.

The graduate is eligible to apply for examination for licensure to practice as a registered nurse (R.N.) in Indiana. State Board Regulations require all students to spend a minimum of one year in the program from which graduated.

Dismissal Policy

1. A failed nursing course may be repeated only one time. Failure of a nursing course for a second time will result in dismissal from the Associate Degree Nursing Program.
2. Failure of any two nursing courses within the Associate Degree Nursing Program will result in dismissal from the Program.
3. A failed cognate course may be repeated only one time. Failure of the same cognate for the second time will result in dismissal from the Program.
4. Failure of any three cognate courses within the Associate Degree Nursing Program will result in dismissal from the Program.
5. Any student who has been dismissed from the Associate Degree Nursing Program is not eligible to enroll in any nursing class.

COMPARISON OF CURRENT AND MODIFIED ASSOCIATE DEGREE CURRICULUM:

The following chart is a summary comparison of the current major courses and the proposed courses in the modified associate degree program.

CURRENT CURRICULUM

MODIFIED CURRICULUM

No Current Course
 NURSING 105 (5 Cr.)
 No Current Course
 No Current Course
 NURSING 205 (6 Cr.)
 NURSING 115 (4 Cr.)
 No Current Course
 NURSING 225 (6 Cr.)
 No Current Course
 NURSING 235 (5 Cr.)

NURSING 151 (1 Cr.)
 NURSING 152 (4 Cr.)
 NURSING 153 (1 Cr.)
 NURSING 154 (1 Cr.)
 NURSING 160 (6 Cr.)
 NURSING 162 (4 Cr.)
 NURSING 164 (1 Cr.)
 NURSING 252 (6 Cr.)
 NURSING 254 (1 Cr.)
 NURSING 256 (4 Cr.)

UNDERGRADUATE PROPOSALS – Program Revisions – Associate Degree Nursing Program: continued

NURSING 215 (4 Cr.)
 No Current Course
 NURSING 240 (1 Cr.)

NURSING 260 (4 Cr.)
 NURSING 262 (4 Cr.)
 NURSING 263 (2Cr.)

TOTAL CREDITS 31

TOTAL CREDITS 39

SCHOOL OF NURSING

Baccalaureate Degree Nursing Program

Executive Summary:

The proposed modification for the Baccalaureate Degree Nursing Program involves reduction of three credit hours in the nursing major; reallocation and redistribution of content and credit hours within existing courses; slight variation in current sequencing plan to increase scheduling flexibility; minor changes in either course titles, course numbers, credit hours, prerequisites or catalog descriptions in several courses; the deletion of four course numbers and titles; and the addition of two newly designed three credit hour courses that would allow a concentrated clinical concentration in a student selected clinical area of interest and a capstone professional synthesis course to meet the University's General Education requirement. Essential content in those course numbers and titles recommended for deletion will be reassigned to courses within the modified plan and will not be eliminated from the curriculum. The curriculum has been closely coordinated with the Baccalaureate Track for Registered nurses which netted a mixed integration model for sharing six courses for both programs to allow more efficient utilization of physical facilities and faculty resources. The proposal will require a total of 62 credits within the nursing major compared to the current design that requires 65 credit hours. Students will meet the General Education 2001 program standards involving the basic and liberal studies required of all baccalaureate students. A minimum of 125 credit hours will be earned for award of the Baccalaureate degree.

Rationale:

A systematic and comprehensive review of the Baccalaureate Degree indicated a need to modify the current curriculum design to strengthen students' educational preparation for the initial professional licensure examination (NCLEX), increase recruitment and retention of students, and provide a more cost-effective and efficient curriculum design that maximizes conservation of the use

of physical facilities and faculty resources. This proposal increases student clinical clock hours while simultaneously reallocating credit hours into a decreased number of nursing courses. A simultaneous review of the Baccalaureate Track for Registered Nurses indicated course comparability that facilitated an emergence of a mixed model of course offering and delivery to conserve faculty and physical resources while maintaining the integrity of program outcomes and outcomes expected of baccalaureate education. The proposed changes are more consistent with the rapidly changing environment of nursing education aimed at preparing nurses to care for patients with complex health care needs within community and highly technological institutional settings.

UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Degree Nursing Program: continued

The addition of N484, Reflective Nursing Practice, is a unique and innovative feature of the curriculum. This course will provide students the opportunity to explore a practice area in depth and focus on clinical areas of special interest of the individualized student. The specific clinical course foci for each semester will be determined by the student's career goals and faculty guidance. This course is a curricular synthesis point where theory, practice, evidenced based knowledge and leadership emerge through reflection and synthesis through concentrated clinical practice. The proposed N 486, Professional Nursing Synthesis, is designed to comply with the general education requirement for a capstone course. It is understood that this course still requires submission for approval. Both N484 and N486 are designed as complementary courses that allow total immersion into reflection, integration and synthesis of the liberal studies foundational competencies in random with synthesis of evidence based theory, professional practice competencies and examination of personal goals.

Finally, the revised curriculum design maximizes a more cost-effective design that conserves and facilitates optimal utilization of physical resources and faculty resources. This curricular design substantially enhances the quality of the program through maximum clinical exposure, unduplicated course offerings and allows the full emergence of the foundational liberal studies program to under gird and inform a reflective practitioner prepared at a baccalaureate level in today's constantly changing health care delivery system.

CURRENT CATALOG COPY

Course Requirements for Baccalaureate Degree:

First Year

First Semester

Nursing 104	2 credits
English 101/107*#	3 credits
Psychology 101*#	3 credits
Math Requirement*#	3 credits
Chemistry 100/L or 104/L*#	<u>4 credits</u>
	15 credits

Second Semester

English 105*#	3 credits
Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103*	3 credits
Sociology 120*	3 credits
Life Sciences 231*#	2 credits
Life Sciences 231L*#	1 credit
Communication 101*#	3 credits
<i>UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Degree Nursing Program: continued</i>	

Information Technology Requirement or Elective	<u>3 credits</u>
	15-18 credits

Second Year

First Semester

Nursing 200	3 credits
Nursing 204	3 credits
Nursing 206	2 credits
Life Sciences 241*	2 credits
Life Sciences 241L*	1 credit
Life Sciences 274*	2 credits
Life Sciences 274L*	1 credit
Foreign Language Requirement	<u>3 credits</u>
	14-17 credits

Second Semester

Nursing 224	4 credits
Nursing 226	3 credits
Nursing 228	2 credits
Literary, Artistic, and Philosophical Studies	3 credits
Foreign Language Requirement	3 credits
Physical Education Requirement	<u>2 credits</u>
	14-17 credits

Third Year

First Semester

Nursing 330	4 credits
Nursing 328	4 credits
Nursing 336	3 credits
Educational Psychology 302 or Health and Safety 340*	3 credits
Life Sciences 412*	<u>3 credits</u>
	17 credits

Second Semester

Nursing 322	3 credits
Nursing 324	4 credits
Nursing 342	5 credits
Nursing 346	2 credits

*UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Degree Nursing Program:
continued*

English 305*	<u>3 credits</u>
	17 credits

Fourth Year

First Semester

Nursing 424	4 credits
Nursing 428	4 credits
Literary, Artistic, and Philosophical Studies	3 credits
Historical Studies	3 credits
Multicultural Studies (U.S. Diversity)	<u>3 credits</u>
	17 credits

Second Semester

Nursing 400	2 credits
Nursing 432	2 credits
Nursing 434	4 credits
Nursing 442+	5 credits
Multicultural Diversity (International Cultures)	<u>3 credits</u>
	16 credits

*Cognate course

#Prerequisite to Nursing 200, 204, and/or 206

+ Proposed Capstone Course

Total Nursing Credits	65 - 65credits
Total Non-Nursing Credits	<u>60 - 69 credits</u>
Total Credit Hours	125 - 134 credits

Note: The specific requirements and distribution of general education courses/hours may be changed to address any refinements /changes in the new General Education Program adopted by the University Faculty Senate that will be implemented Fall Semester of 2000.

PROPOSED CATALOG COPY

Course Requirements for Baccalaureate Degree:

First Year

First Semester

*UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Degree Nursing Program:
continued*

Nursing 104#	2 credits
English 101/107*#	3 credits
Psychology 101*#	3 credits
Quantitative Literacy Requirement*#	3 credits
Chemistry 100/L or 104/L*#	4 credits
Information Technology Requirement or Elective#	<u>3 credits</u>
	18 credits

Second Semester

English 105*#	3 credits
Psychology 266, Educational Psychology 221, or Family and Consumer Sciences 103*#	3 credits
Sociology 120*#	3 credits
Life Sciences 231*#	2 credits
Life Sciences 231L*#	1 credit
Communication 101*#	3 credits
Nursing 106#	<u>2 credits</u>
	14-17 credits

Second Year

First Semester

Nursing 200	3 credits
Nursing 204	5 credits
Life Sciences 241*	2 credits
Life Sciences 241L*	1 credit
Life Sciences 274*	2 credits
Life Sciences 274L*	1 credit
Foreign Language Requirement	<u>3 credits</u>
	14-17 credits

Second Semester

Nursing 224	5 credits
Nursing 226	3 credits
Nursing 228	3 credits

Literary, Artistic, and Philosophical Studies	3 credits
Foreign Language Requirement	<u>3 credits</u>
	14-17 credits

Third Year

*UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Degree Nursing Program:
continued*

First Semester

Nursing 330	4 credits
Nursing 328	4 credits
Nursing 318	3 credits
Educational Psychology 302 or Health and Safety 340*	3 credits
Life Sciences 412*	<u>3 credits</u>
	17 credits

Second Semester

Nursing 322	3 credits
Nursing 324	5 credits
English 305*	3 credits
PE 101	<u>2 credits</u>
	13 credits

Fourth Year

First Semester

Nursing 424	5 credits
Nursing 450	6 credits
Literary, Artistic, and Philosophical Studies	3 credits
Multicultural Studies (U.S. Diversity)	<u>3 credits</u>
	17 credits

Second Semester

Nursing 484	3 credits
Nursing 470	3 credits
Nursing 486+	3 credits
Historical Studies	3 credits
Multicultural Diversity (International Cultures)	<u>3 credits</u>
	15 credits

*Cognate course

#Prerequisite to Nursing 200, 204

+ Proposed Capstone Course

At least 50 semester hours must be at the 300 to 400 course level.

Total Nursing Credits	62 credits
Total Non-Nursing Credits	<u>63 - 69 credits</u>
Total Credit Hours	125 – 131 credits

UNDERGRADUATE PROPOSALS – Program Revisions: continued

SCHOOL OF NURSING

Baccalaureate Track for Registered Nurses

Executive Summary:

The proposed modification in the Baccalaureate Track for Registered Nurses involves a reallocation and redistribution of content and credit hours within the existing courses, variation in the current sequencing plan to increase scheduling flexibility, changes in prerequisites and catalog descriptions, the deletion of six course numbers and titles with integration of content into existing courses, streamlining of content areas and delivery, and the addition of two newly designed three credit hour courses that would involve a clinical concentration in a student selected clinical area of interest and a capstone course to meet the University's General Education requirements. Essential content in those course numbers and titles recommended for deletion will be reassigned to courses within the modified plan and will not be eliminated from the curriculum. Students will continue to have the opportunity to validate course outcomes through professional portfolios; however, Nursing 300, Nursing 484, and the proposed capstone course, N486, will be required. A foundation course, five major pillar competencies, a clinical synthesis course, and the capstone course will define the revised curriculum. The proposal will require a total of 29 credit hours within the nursing major compared to the current design that requires 33 credit hours. Students will meet the General Education 2001 program standards that involve the basic and liberal studies required of all baccalaureate students. Twenty eight credits from the nursing major and 34 credits from non-nursing courses will be transferred in from the student's Associate Degree Nursing Program and a minimum of 124 credit hours will be earned for graduation.

Rationale:

The first cohort was admitted to the Baccalaureate Track for Registered Nurses in the Fall Semester of 1998. After evaluating the progression and the course outcomes of three cohorts, faculty have determined that a modification in the current curriculum design will enhance students' progression through the curriculum, their achievement of Program Outcomes, and provide greater opportunity to meet the learning needs of working registered nurses. A review of the current national trends indicates that the majority of registered nurse completion programs require fewer clinical hours than programs for pre-licensure students and also offer lower numbers of courses with higher concentrations of credit hours within each nursing course. The total number of semesters required for completion of the proposed Track is decreased and provides a more attractive marketing strategy for recruitment and increased enrollments. The proposed change is more consistent with the rapidly changing environment of nursing education that is preparing nurses to care for patients with complex health care problems within community and highly technological institutionalized settings.

The change in the General Education requirements of Quantitative Literacy, Information

Technology Literacy, and Foreign Language have greatly impacted the recruitment of students for this Track and the working nurses' completion of the current curriculum. It is anticipated that changes in the proposed curriculum design are essential in order to attract students to Indiana State University and to maintain a competitive edge with other Registered Nurse Completion Programs that do not have the same rigorous general education requirements. Nursing 486 is proposed to

*UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Track for Registered Nurses:
continued*

comply with the general education requirement for a capstone course.

The addition of a Clinical Nursing Concentration Course is a unique and innovative feature of the curriculum that provides students the opportunity to explore a practice area in depth and to focus on clinical areas of special interest of the individualized student. The specific clinical course foci for each semester will be determined by student's career goals and faculty guidance.

Finally, the revised curriculum design provides a more cost-effective way to offer quality education to registered nurses in the community who are interested in increasing their level of preparation. The course design and sequencing plan have been coordinated closely with the modified Baccalaureate Nursing Program Proposal so that the overlapping of six core courses results in a mixed curriculum model and ultimately conservation and better utilization of faculty resources.

CURRENT CATALOG COPY

Course Requirements for Baccalaureate Track for Registered Nurses:

First Semester Courses	Credit
Nursing 300--2 hrs; Nursing 304*+--3 hrs.; Educational Psychology 302 or Health and Safety 340--3 hrs.	8
Second Semester Courses	
Nursing 322+--3 hrs.; Nursing 306+--2 hrs.; English 305--3 hrs.	8
Summer Semester	
General Education courses.	6\
Third Semester Courses	
Nursing 308+--2 hrs.; Nursing 318*+--3 hrs.; Life Sciences 412--3 hrs.	8
Fourth Semester Courses	
Nursing 420*+--4 hrs.; Nursing 430*+--3 hrs.	7
Summer Semester	
General Education courses.	6
Fifth Semester Courses	
Nursing 450*+--4 hrs.; Nursing 480--1 hr.; Nursing 400--2 hrs.; General Education--3 hrs.	10

Sixth Semester Courses

* Clinical Nursing courses

+ Total or partial credit can be earned by assessment of professional portfolios.

*UNDERGRADUATE PROPOSALS – Program Revisions – Baccalaureate Track for Registered Nurses:
continued*

At least 50 semester hours must be at the 300 to 400 course level.

PROPOSED CATALOG COPY

Course Requirements for Baccalaureate Track for Registered Nurses:

First Semester Courses: Credit

Nursing 300-4 hrs; Life Science 412-3 hrs; Educational Psychology 302
or Health and Safety 340-3 hrs; Information Technology Literacy or elective-3 hrs. 13

Second Semester Courses:

*+ Nursing 304-4 hrs.; +Nursing 322-3 hrs; +Nursing 318-3 hrs; English 305-3 hrs;
Quantitative Literacy Requirement-0-3 hrs. 13-16

Summer Semester I

Foreign Language or elective-3 hrs.; Liberal Studies-3 hrs. 6

Summer Semester II

Foreign Language or elective-3 hrs.; Liberal Studies- 3 hrs.; 6

Third Semester Courses:

*+Nursing 450-6 hrs; +Nursing 470-3 hrs.; Liberal Studies-3 hrs.
Liberal Studies-3 hrs. 15

Fourth Semester Courses

*Nursing 484-3 hrs.; #Nursing 486-3 hrs; Liberal Studies-3 hrs.;
PE 101-2 hrs. 11

* Clinical Nursing Courses

+ Total or partial credit can be earned by assessment of a professional portfolio.

Capstone Course

At least 50 semester hours must be at the 300 to 400 course level.

Total Nursing Credits	29
Total Non-Nursing Credits	<u>35-38</u>
Total Credits	64-67

GRADUATE CURRICULUM PROPOSALS

NEW COURSES

HIST *522 The Rise and Fall of the Spanish World Empire – 3 hours. This course is designed as an overview of the history of Imperial Spain, one of the most influential cultures of modern times. Combining both lecture and seminar formats, the class will focus on the following topics: the creation of the Spanish Monarchy; the incorporation of Spain into the European empire of Charles V and the challenge of the Reformation; the clash between the Ottoman and Spanish empires in the Mediterranean; the development of the Spanish empire in the Americas; the flowering of a Golden Age Culture; the question of imperial decline; the role played by Spain in the formation of the Atlantic World. No previous knowledge of Spanish history is required.

**Course has an undergraduate level equivalent*

HIST *542 Ware, Religion, and Culture: Christians and Muslims in the Mediterranean World, 1000-1600 – 3 hours. This cross-cultural course will examine patterns of cooperation and conflict between Christian and Muslim societies in a region subject to a common geography, ecology, and climate. Combining lecture and discussion formats, the class will concentrate upon the following topics: the Mediterranean as a connected structure, the forging of a pluralist culture and the “grand clash” of destiny between Christians and Muslims in Spain; transmission to Europe of Muslim scientific discoveries and the Greco-Roman legacy; the Crusades as an episode of conflict and peace interchange; the 16th Century “World” War between Hapsburg Spain and the Ottoman empire; Malta as the new frontier between East and West. By exposing students to a variety of cultures, this course will facilitate an understanding of human diversity and complexity, promote respect, if not acceptance, for peoples different from ourselves, arouse interest in cross-cultural approaches to historical study, and expose students to an exciting and important world region.

**Course has an undergraduate level equivalent*

COURSE REVISIONS

SCHOOL OF EDUCATION: Elementary and Early Childhood Education

ELED 668 Books for Elementary Grades – 3 hours. Recent books for individualizing children’s reading are studied. Library materials which may be used to enrich the elementary curriculum are reviewed and developed.

Change title and description to:

ELED 668 Building Innovative Curriculum (Literature) – 3 hours. The study of the role, quality, and influence of children’s literature on all aspects of the elementary school curriculum. Emphasis on creating quality lessons and units of study around

GRADUATE PROPOSALS – Course Revisions – ELED 668: continued

children’s literature. Focus on text sets, invitations, and classroom inquiry.

ELED 678 Teacher’s Workshop – 1-3 hours. Laboratory experiences in analyzing teaching. Opportunities are provided for teachers to use recently developed procedures and techniques to study and improve teaching. May be repeated, but no more than 6 semester hours may be counted toward meeting degree requirements.

Change title, description, and credit hours to:

ELED 678 Teacher Reflective Practitioner (video analysis) – 3 hours. Using NBPTS standards, this course will support the teacher in analyzing essential sources of evidence about the teacher’s practice including student work samples and videotapes of teachers’ actual classroom teaching. Video clips of teacher practice in varying situations and circumstances aid the teacher in reflecting upon and analyzing classroom performance, instructional context, goals, and evaluation.

ELED 680 Problems in Reading – 3 hours. Exploration of the major problems in the teaching of reading in the elementary school. The student will explore thoroughly both research and present practice in some specific area of reading.

Change title and description to:

ELED 680 Family and School Literacy – 3 hours. Students will explore current “problems” in literacy and, via research in their own classrooms (or those of colleagues), will explore the connections, the supportive environments, projects and practices which bring schools and families together for the purpose of life-long literacy, with a focus on the impact of teaching for diversity and the infusion of technology.

ELED 681 Analysis and Diagnosis of Reading Ability – 3 hours. Analysis and diagnosis of reading ability, including the use of standardized tests, informal measures, surveys, and inventories. Pertinent research and current practices will be studied. The student will develop competence in understanding and using diagnostic tools. Prerequisite: 680 or Curriculum, Instruction, and Media Technology 568.

Change title and description to:

ELED 681 Literacy Assessment – 3 hours. The course will examine the theory and practice of assessing literacy, with a specific focus on the support of children’s experiencing difficulty with reading. Students will explore the underlying belief systems that shape assessment, literacy development, and the reading process. Participants will examine and practice a variety of assessment strategies and instruments with focus on the impact of teaching for diversity, the infusion of technology, and current and classic literature for children.

ELED 682 Survey of Research in Reading – 3 hours. Designed to acquaint the student with current research in the various aspects of reading.

Change title and description to:

ELED 682 Action Research in Elementary Education – 3 hours. This course will examine research in reading through the critiques of published research and through becoming classroom researchers. Participants will develop questions and hypotheses about
GRADUATE PROPOSALS – Course Revisions – ELED 682: continued

specific aspects of their own classroom teaching, collect data, and report on the results of interventions and hypothesis testing.

ELED 685 Practicum in Reading Instruction – 3 hours. Includes actual experiences in a tutorial situation under the supervision of college personnel. Case studies, tapes, and videotape analysis of reading programs will be included. Prerequisites: 680 or Curriculum, Instruction, and Media Technology 568, and Elementary Education 681.

Change title and description to:

ELED 685 Literacy Intervention Strategies – 3 hours. This course will enable participants to assess children's literacy and plan instruction responsive to the needs of the child based upon this assessment. Specific intervention strategies will be presented and discussed. Participants will examine the relationship between literacy assessment and intervention strategies that support children in becoming more proficient learners, focus on the impact of teaching for diversity, and the infusion of technology.

ELED 686 Improving the Teaching of the Language Arts – 3 hours. Current literature, analysis of significant research with application to selected problems, and evaluation of creative approaches and new materials in teaching the language arts will be emphasized.

Change title and description to:

ELED 686 Building Innovative Curriculum in Literacy (Writing) – 3 hours. Students will continue to collect data in their own classrooms related to a language arts/writing topic. They analyze the data, draw conclusions, and write a research article and submit to the appropriate journal, focusing on the impact of teaching for diversity and the infusion of technology.

GRADUATE PROGRAM REVISIONS

SCHOOL OF EDUCATION: Elementary and Childhood Education
Master of Education – Literacy – Elementary

Executive Summary:

The new Masters of Education – Literacy at Indiana State University is an innovative state-of-the-art- masters program for elementary school teachers. It is designed to prepare teachers for National Board Certification. The program emphasizes the core propositions of the National Board for Professional Teaching Standards:

Core Propositions:

Proposition 1: *Teachers are committed to students and their learning.*

accordingly. Teachers have an understanding of how students develop and learn. Teachers treat students equitably. Teachers' mission extends beyond developing the cognitive capacity of their students (the development of character, aspiration and civic virtues).

Proposition 2: *Teachers know the subjects they teach and how to teach those subjects to students.*

Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines. Teachers command specialized knowledge of how to convey a subject to students. Teachers generate multiple paths to knowledge.

Proposition 3: *Teachers are responsible for managing and monitoring student learning.*

Teachers call on multiple methods to meet their goals. Teachers orchestrate learning in group settings. Teachers place a premium on student engagement. Teachers regularly assess student progress. Teachers are mindful of their principle objectives.

Proposition 4: *Teachers think systematically about their practice and learn from experience.*

Teachers are continually making difficult choices that test their judgment. Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Proposition 5: *Teachers are members of learning communities.*

Teachers contribute to school effectiveness by collaborating with other professionals. Teachers work collaboratively with parents. Teachers take advantage of community resources.

Courses titles and descriptions have been changed to reflect new program emphasis in research, standards, technology, and teaching for diversity. Some courses will be developed combining on-site and distance delivery.

Rationale:

In order to keep pace with current market demands, competition from other universities, changing models of literacy, and recent research, we have updated the course descriptions to reflect the current emphases. Changes have been made in the coursework we now offer, reflecting the movement toward performance standards and assessment. We believe that a conceptual framework for professional development should be based on sound ideas about teaching, learning, and professionalism. Experts in the field, such as Alan Tom (1999) who commented on the moribund state of Masters degree programs all over the country (*Journal of Teacher Education*, 50, 4: 245-254), subscribe to three "markers" in Masters programs: 1) teaching as an on-going, self-improvement (inquiry, analysis, and democratic thinking), 2) teaching as collegial work (cohorts, teams, group- and self-reflection), and 3) a focus on student learning (adherence to KNITS propositions). Our revisions address and embrace these markers.

The courses offered in this Program are designed to address the core propositions and principles outlined by the National Board for Professional Teaching Standards. Application for the program by January 1, 2001 will ensure consideration for the initial cohort group that will begin the program in Fall of 2001. Adherence to the course of studies outlined below will ensure completion of the "Master of Education – Literacy" in 18 months. All courses include diversity, action, research, and technology components. We view this program revision as job embedded staff development that emphasizes curriculum analysis and student learning.

CURRENT CATALOG COPY

Master of Education – Reading – Elementary (32 semester hours)

This program is designed for students interested in developing an area of concentration in reading education while completing course requirements for professionalization of the Indiana Elementary License. For students who have completed a reading minor, the program will professionalize the minor and apply toward the post-master's non-degree program as an instructional supervisor in reading.

Degree Requirements

Basic Professional Courses: Curriculum, Instruction, and Media Technology 610--3 hrs.; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; Educational Psychology 521--3 hrs.; Elementary Education 660--3 hrs.

Major Area: Elementary Education 668--3 hrs.; 680--3 hrs.; 681--3 hrs.; 682--3 hrs.; 685--3 hrs.; 686--3 hrs.

Related Studies: 2 hours as approved by advisor.

Culminating Experience: Elementary Education 685 from the major area taken within the last 9 hours of the degree program.

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

PROPOSED CATALOG COPY

Master of Education – Literacy – Elementary (32 semester hours)

This program is designed for students interested in developing an area of concentration in reading education while completing course requirements for professionalization of the Indiana Elementary License. For students who have completed a reading minor, the program will professionalize the minor and apply toward the post-master's non-degree program as an instructional supervisor in reading.

Degree Requirements

Basic Professional Courses: Curriculum, Instruction, and Media Technology 610--3 hrs.; 3 hours from Educational Leadership, Administration, and Foundations 605, 607, or 608; Educational Psychology 521--3 hrs.; Elementary Education 660--3 hrs.

Major Area: Elementary Education 668--3 hrs.; 680--3 hrs.; 681--3 hrs.; 682--3 hrs.; 685--3 hrs.; 686--3 hrs.

Related Studies: 2 hours as approved by advisor.

Culminating Experience: Elementary Education 685 from the major area taken within the last 9 hours of the degree program.

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

Comparison of Current and Proposed Program

While the course numbers remain the same, the courses have been revised to reflect new national standards, market demands, and research advances in the past ten years. The old program, while adequate to ensure sound teaching practices in the field, does not adequately focus on advances in action research, teaching for diverse populations, and technology. Therefore, new program course revisions focus on today's demands: teaching for diversity, action research in the classroom, and the infusion of technology. The new program adheres to recent national standards proposed by the National Board for Professional Teaching Standards.

COURSES FOR REACTIVATION

COLLEGE OF ARTS & SCIENCES: Psychology

PSY 555 Animal Behavior – 3 hours. Introduction to the comparative study of animal, primarily infrahuman, behavior. Prior study in experimental approaches to behavior and/or zoology is recommended.

COURSES SCHEDULED FOR ANNUAL BANKING

SCHOOL OF EDUCATION: Communication Disorders & Special Education

CD 595B (no description available)

CD 595C (no description available)

CD 595D (no description available)

SPED 584 Early Childhood Education of the Handicapped – 3 hours. An in-depth examination of the development of young exceptional children and the specific nature of handicapping conditions. Observation and participation in field settings are required.

SPED 585 (no description available)

SPED 792 Field Research Project – 3 hours. Designed to permit an advanced graduate student to test a theory or hypothesis related to school psychological services. Emphasis will be placed on the design, application, and evaluation of the project by the student and the faculty. May be repeated with the consent of Chairperson of the Department.

GRADUATE PROPOSALS – Courses Scheduled for Annual Banking – School of Education: continued

SPED 799 Advanced Thesis – 6 hours. For candidates for the educational specialist degree.

Offered by arrangement with the chairperson of the student's thesis committee.

SCHOOL OF EDUCATION: Curriculum, Instruction, & Media Technology

- CIMT 521 Practicum Experience – 1-8 hours.** Practicum experience to meet the needs of the individual student. Prerequisites: Phase II, TEP II, academic methods, and approval of the Department of Curriculum, Instruction, and Media Technology. The practicum is a substitute experience for persons who are not required to complete student teaching but who need supervised field experience. Additional work in research, project activity, or reading is required. No more than 3 hours may apply toward a master's program.
- CIMT 540 Principles of Visual Reproduction – 3 hours.** An introduction to principles of visual reproduction. Still photography and motion videography and basic principles of digital and analog reproduction techniques will be discussed. Learners will experience principles of still photography, video production and post-production, and PhotoCD storage.
- CIMT 551M Practicum in the Junior High/Middle School – 2-3 hours.** This student teaching experience is additionally required of those elementary teachers who are adding a junior high/middle school endorsement. Prerequisites: completion of 410M and approval of the Department of Curriculum, Instruction, and Media Technology.
- CIMT 552 Classroom Management and Discipline – 3 hours.** An elective course designed to provide the student with opportunities to expand his/her disciplinary techniques, become acquainted with and practice skills in dealing with problem students, clarify values, and increase self-awareness in the role of teacher.
- CIMT 554 Discipline Workshop: Behavioral and Classroom Management – 3 hours.** A workshop designed to provide participants with classroom management skills, disciplinary alternatives for solving behavior problems, and current thought in the field of discipline and classroom management.
- CIMT 562 Advanced Student Teaching – 1-8 hours.** An elective course designed to provide field experience for students seeking additional endorsements or developing specific teaching competencies. Prerequisite: approval of the Department of Curriculum, Instruction, and Media Technology. No more than 3 hours may be applied to graduate degree requirements.
- CIMT 580 Introduction to Reading – 3 hours.** Exploration of the field of developmental reading as an area of study. The course is designed to acquaint students with the breadth of concerns of the secondary school reading teacher.

GRADUATE PROPOSALS – Courses Scheduled for Annual Banking – School of Education: continued

- CIMT 591 Diagnostic and Corrective Reading Procedures in the Classroom – 3 hours.**

Analysis, diagnosis, prescription, and correction of developmental reading problems of the secondary school student. Required laboratory work involves experiences with pupils at the appropriate grade levels. Prerequisite: foundations of reading course.

- CIMT 592 Trends and Issues in Reading Instruction – 3 hours.** This course enables the student to examine current concerns, to become acquainted with the controversial issues, and to develop insight into emerging trends in the teaching of reading.
- CIMT 671 Examination, Utilization, and Evaluation of Educational Microcomputer Software – 3 hours.** Participants will be introduced to evaluation techniques and methods of implementation of software in the classroom. They will examine, use, and evaluate instructional and teacher-utility software.
- CIMT 679 Field Laboratory in Education – 2-5 hours.** Special problems in local school systems. May be repeated for credit with change of topic, but no more than 6 hours may count toward meeting degree requirements.
- CIMT 868 Seminar in Secondary Education – 3 hours.** A seminar for the advanced graduate student that analyzes problems and issues in the field of secondary education with an emphasis upon integration of knowledge as one means of providing solutions to complex problems.
- CIMT 885 Practicum in College Teaching – 3 hours.** Designed to provide doctoral students with experience in teaching at the college level. The student taking this course is assigned to a professor who supervises his or her teaching of an appropriate course. The course taught by the student may be in any department in which he or she is judged to be competent for such teaching. Students will also be required to participate in a two-hour seminar session each week, which will be devoted to analysis of problems encountered in their teaching.

SCHOOL OF EDUCATION: Educational & School Psychology

- SPSY 562 Psychoeducational Strategies with the Emotionally Disturbed – 3 hours.** A survey of a variety of psychoeducational strategies emanating from different theoretical models and practice in their application. Prerequisite: 451 or equivalent.
- SPSY 586 Mental Hygiene – 3 hours.** Behavior from the standpoint of maturation; problem behavior; its causes and remedial measures. Includes specific case studies and discussion of case histories.
- SPSY 695 Research in School Psychology – 3 hours.** An intensive study of research relating to school psychology.

GRADUATE PROPOSALS – Courses Scheduled for Annual Banking – School of Education: continued

- SPSY 799 Advanced Thesis – 6 hours.** A special committee must approve preliminary plans

for the project and supervise the work until it is completed.

UNDERGRADUATE APPROVALS

COURSES FOR DELETION

COLLEGE OF ARTS & SCIENCES: Art

Art 401B (no topic description available)

Art *456A (no topic description available)

COLLEGE OF ARTS & SCIENCES: Communication

COMM 487 Directing for the Camera - 3 hours. An advanced production course, with emphasis on performance techniques and methods of preparation for directing in television and film. Students will gain experience in working with trained actors through individual exercises and group projects. Taught in conjunction with Theatre 487. Prerequisites: 330, 343, and consent of instructor.

COURSES SCHEDULED FOR ANNUAL BANKING

COLLEGE OF ARTS & SCIENCES: Chemistry

CHEM 250 Survey of Organic Chemistry – 4 hours. A one-semester course dealing with the principles of organic chemistry and the structures, properties, and reactions of organic compounds. This course does not count towards the minor or major in chemistry. Prerequisites: 106 or 108, and concurrent enrollment in 250L or 351L.

CHEM 250L Survey of Organic Chemistry Laboratory – 1 hour. Basic laboratory techniques and skills involved in the synthesis, purification, and identification of organic compounds. Corequisite: concurrent enrollment in 250.

COLLEGE OF ARTS & SCIENCES: International Studies

IS 299 International Studies-Study Abroad – 1-12 hours. Sophomore-level courses in the disciplines organized and taught by ISU faculty or sponsored by the University in a foreign country. Repeatable for credit with new course content. Prerequisite:

UNDERGRADUATE APPROVALS – Courses Scheduled for Annual Banking – IS 299: continued

approval of the program of study by the Director of International Studies.

COLLEGE OF ARTS & SCIENCES – Physics

PHYS 425 (no description available)

COLLEGE OF ARTS & SCIENCES – Political Science

PSCI 255 **Law and Cultural Politics – 3 hours.** This course examines matters bearing on whether and how legal arrangements reflect and/or are employed to effect political outcomes reflecting cultural continuity and change. Both general theories and a variety of situations in several cultures are examined. [GE89: B1,D1,E1]

SCHOOL OF TECHNOLOGY: Aerospace Technology

AST 351D (no description available)

GRADUATE APPROVALS

COURSES FOR REACTIVATION

ELED 648 **Early Childhood: Comparative Study – 3 hours.** Programs for young children in other countries focusing on the relationship between the program and the values the society holds. Comparisons of programs will be made with emphasis on how aspects of a program could be modified to meet the needs of children from a different culture. Foreign and domestic travel may be planned in conjunction with this course. Prerequisite: consent of instructor.

COURSES FOR DELETION

COLLEGE OF ARTS & SCIENCES: Art

Art 556A (no topic description available)

COLLEGE OF ARTS & SCIENCES: Communication

COMM 514C (no topic description available)

COMM 544 (no topic description available)

GRADUATE APPROVALS – Courses for Deletion: continued

COLLEGE OF ARTS & SCIENCES: Philosophy

PHIL 503 **Ethics and Animals – 3 hours.** Basic problems and theories related to the moral

status of animals and actions and policies which involve them. Includes such issues as criteria for personhood; speciesism; the nature of interests and rights; and the use of animals for food, research, and other purposes.

SCHOOL OF BUSINESS: Management

MGT 677 Administrative Practices - 3 hours. The managerial application of human relations practices to a wide variety of problems in a similarly wide variety of organizations. All levels of organization structure are stressed. Topics covered include authority, communication, attitudes, and research pertaining to the individual and his/her relationships with others. Prerequisite: 678.

COURSES SCHEDULED FOR ANNUAL BANKING

SCHOOL OF GRADUATE STUDIES

GRAD 700 Introduction to Grantsmanship – 1 hour. Designed to acquaint students with basic information, processes, and procedures relative to seeking federal, state, and private funds for research, teaching, and service projects.

COLLEGE OF ARTS & SCIENCES – Life Sciences

LIFS 574 (no description available)

COLLEGE OF ARTS & SCIENCES – Science Education

SCED 562 Testing, Evaluation, and Research Design in Science Education – 2-3 hours. A review of techniques of science evaluation, research design for science educators, and current investigations and problems in science education.

SCED 572 The Teaching of Environmental Sciences Phenomena – 3 hours. A multidisciplinary science methods course which utilizes materials to present techniques of teaching environmental science phenomena. Prerequisite: consent of instructor.

SCED 591 Science Laboratory and Demonstration Techniques – 3 hours. Laboratory demonstrations and techniques used in devising equipment, gathering laboratory materials, and preparing science exhibits. Special emphasis is placed upon applications to teaching science in the middle, junior high, and senior high school.

GRADUATE APPROVALS – Courses Scheduled for Annual Banking – SCED 591: continued

Prior completion of the science methods course recommended.

SCED 592 Laboratory Demonstration Techniques – 3 hours. Collecting and assembling

materials for successful teaching of science in the elementary, middle, and junior high school. Prior completion of the science methods course recommended.

SCED 786 Advanced Methods Seminar for Teachers of Science –2-3 hours. Experiences in the pedagogies of science instruction for middle, junior high, and senior high school teachers. This course is designed for students who have a special interest in the teaching of science and/or require special instruction pertaining to one or more specific science curriculum projects or to several curricula in a specific science area.

COLLEGE OF ARTS & SCIENCES: Urban-Regional Studies Center

URSC 683C (no topic description available)

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Health & Safety

HLTH 516 Administration of Industrial Health and Safety Programs – 3 hours. Industrial health and safety program organization and operation; safety performance measurement; cost-benefit and economic feasibility analysis; employee selection, placement, and training; public relations; computer utilization. Prerequisite: master's degree candidate in health and safety or consent of instructor.

SCHOOL OF HEALTH & HUMAN PERFORMANCE: Physical Education

PE 592 (no description available)

PE 691 (no description available)

PE 692 (no description available)

PE 693 (no description available)

PE 695 (no description available)

SCHOOL OF TECHNOLOGY: Aerospace Technology

AST 505 Aerospace Legislation – 3 hours. Federal, state, and local legislation as related to the aerospace industry. Case studies and discussion methods are used to show application of these statutes. Included will be a study of latest legislation passed by the Congress and international conventions.

GRADUATE APPROVALS – Courses Scheduled for Annual Banking – School of Technology: continued

AST 591 Aerospace Administration Seminar – 1-6 hours. Special problems and current status within the field of aviation administration and related industries are discussed. Emphasis will be placed upon the reading of research data, application of certain

research designs/methods, and the reporting of findings from current periodicals, aviation reports, journals, and texts. Repeatable with a change in course content up to a maximum of 6 hours.

SCHOOL OF TECHNOLOGY: Manufacturing and Construction Technology

- MCT 516 Architectural Drawing and Planning III – 3 hours.** Planning a large commercial steel and/or concrete building from a program with a specific site, including code requirements, detailed drawings, and project cost estimate. Prerequisite: 316.
- MCT 529 (B-Z) Special Problems in Metal Technology – 2-3 hours.** Problems growing from the needs of the student and approved by the instructor. Prerequisite: consent of instructor.
- MCT 572 Manufacturing Information and Control Systems--3 hours.** MRPI, material requirements planning. The use of the computer for controlling information through systems in the modern manufacturing plant. Prerequisite: 471-571.

CORRECTIONS

***The following is a correction of the text that appeared as an **APPROVAL** in the December 18, 2000 issue of *Academic Notes*. The corrected portion is shown in *[bold-italics within bold-italic brackets]*.

NEW COURSES

SCHOOL OF BUSINESS: Analytical - Quality and Decision Systems

- QDS *525 Business Forecasting - 3 hours.** An introduction *[to techniques]* for developing forecasts for time series data. Forecasting techniques such as smoothing methods, regression, decomposition, and ARIMA models will be covered. Students will learn how to evaluate forecasts, and will examine forecasts from industry and government. *[Prerequisites: BUS 305 with a minimum grade of C or consent of M.B.A. Coordinator.]*

* *Course has an undergraduate level equivalent*

- QDS *570 Computer Simulation of Business Systems - 3 hours.** *[This course introduces students]* to the concepts and tools needed to intelligently analyze complex business processes through computer simulation. The statistical concepts and logic needed to
- CORRECTIONS – New Courses – School of Business – QDS 570: continued*

accurately model a real-world process form the basis for learning in this course. These are applied to hypothetical and real-world business processes through the use of a common simulation software package, such as GPSS or Process Model. Additionally, the concepts of experimental design and analysis needed to

meaningfully interpret the results of simulation experiments are presented. Upon completion of the course, students will be able to accurately predict the effect of management decisions relevant to such systems. Prerequisites: BUS 305 and ***[Management Information Systems]*** 310 or 376 or consent of the MBA Coordinator.

* *Course has an undergraduate level equivalent*

The Following is a correction of the text that appeared as an **APPROVAL** in the February 12, 2001 issue of *Academic Notes*. The corrected portion is show in ***[bold-italics within bold-italic brackets].

COURSE APPROVALS AND MODIFICATIONS FOR GE2000

The following courses have been approved for inclusion in the revised General Education program that began Fall 2000. The courses and the corresponding General Education designations began with offerings in the summer of 2000. GE89 refers to students enrolled before summer 2000. GE2000 is for students who will be enrolled in the modified program.

COLLEGE OF ARTS & SCIENCES: Music

MUS 341 History of Jazz – 3 hours. The origins and development of jazz from its beginnings to the present day. A General Education course for non-music majors and music minors. Music majors may take the course as an elective. *General Education Credits [GE89: [C3]; GE2000: Literary, Artistic, and Philosophical Studies – Elective]*

COLLEGE OF ARTS & SCIENCES: Philosophy

PHIL 200 Introduction to Philosophy – 3 hours. The nature of philosophy and some of its problems, such as: how we know, man and nature, the individual and society, religious belief, the nature of reality, the relation of philosophy to life. *General Education Credits [GE89: [C3]; GE2000: Literary, Artistic, and Philosophical Studies – Elective]*

COLLEGE OF ARTS & SCIENCES: Sociology

SOC 110 U.S. Diversity: Sociological Perspectives – 3 hours. This course is an introduction ***CORRECTIONS – Course Approvals and Modifications for GE2000 – SOC 110: continued***

to the sociological analysis of diversity in the United States, with particular emphasis on ethnic/racial, gender/sex, and social class issues. Through reading, writing, discussion, and co-curricular activities, students will develop a better understanding of the various facets of a pluralistic American society. Enrollment is limited in order to enhance participation. The primary goal of the course is to provide a foundation

for living in an increasingly diverse American society. Does not count for Sociology major or minor credit. *General Education Credits [GE89: E3; [GE2000]: Multicultural Studies – U.S. Diversity.]*