



Academic Notes

OCTOBER 4, 2004

AN 2004-2005

****SPECIAL NOTICES****

SUMMER HONORS PROGRAM PROPOSALS

The Summer Honors Program is now seeking new seminar proposals for 2005. Faculty members interested in teaching a two-week seminar from July 10-22 are encouraged to prepare and submit a proposal. The proposal should include as a minimum: proposed budget indicating departmental support and outside support required along with departmental approval. Proposals should reach Kimberly LaComba, Tirey Hall, Room 134H by October 22, 2004. If you have further questions, please contact Kimberly at x2509 or e-mail her at admlacom@isugw.indstate.edu

ACADEMIC NOTES PUBLICATION SCHEDULE FOR FALL 2004

Below is the circulation schedule for the hard copy of *Academic Notes* through December 13, 2004. 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^a prior to the distribution of *Academic Notes* on the following Monday, along with an E-Mail or 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 FOR FALL 2004

<u>Deadline for Items</u>	<u>Issue Date</u>
Oct 6	Oct 11
Oct 13*	Oct 18*
Oct 20	Oct 25
Oct 27*	Nov 1*
Nov 3	Nov 8
Nov 10*	Nov 15*
Nov 17	Nov 22
Nov 23* ^a	Nov 29*
Dec 1	Dec 6
Dec 8*	Dec 13*

^aDue to holidays, the dates for submission and publication have been moved up or back a day.

FACULTY GOVERNMENT

INDIANA STATE UNIVERSITY FACULTY SENATE EXECUTIVE COMMITTEE

The Executive Committee of the University Faculty Senate will meet at 3:15 p.m. on Tuesday, October 5, 2004, in Hulman Memorial Student Union 227.

Agenda

- I. Administrative Report
- II. Chair Report
- III. Fifteen Minute Open Discussion
- IV. Approval of the Minutes
- V. Information Technology Update: E. Kinley
- VI. Grad Council: Financial Aid and Satisfactory Academic Progress (SAP)
- VII. Old Business
- VIII. New Business
- IX. Standing Committee Reports

THESES, DISSERTATIONS, & RESEARCH PROJECTS

COLLEGE OF TECHNOLOGY: Electronics and Computer Technology

Gopi K Sajja will defend his thesis, entitled *Cognitive Modeling of a Sensation Module Using Data Compression Techniques*, at 3:00 p.m. on Wednesday, October 6, 2004 in the College of Technology, room TC312. The members of his committee are Dr. David Beach, Chairperson, Dr. Tad Foster, and Dr. Douglas Herrmann.

CURRICULUM

INDEX

Item	Page #
Undergraduate General Education Proposals	
<i>New Courses</i>	
African and African American Studies 329.....	3
Music 329.....	4
<i>Course Revisions</i>	
Family and Consumer Sciences 410.....	4
Mathematics and Computer Science 492.....	4
Undergraduate Proposals	
<i>Course Revisions</i>	
Family and Consumer Sciences 109, 251, 262, 416, 421, 428, 434, 497ID, 497TC.....	5
<i>Course Banking</i>	
Family and Consumer Sciences 108, 326, 439.....	7
<i>Course Eliminations</i>	
Family and Consumer Sciences 101, 312, 363, 407, 453.....	8
<i>Course Reactivations</i>	
Family and Consumer Sciences 320, 455.....	8
History 489.....	9
Graduate Proposals	
<i>Course Revisions</i>	
Family and Consumer Sciences 516, 528, 497ID, 497TC.....	9
<i>Course Banking</i>	
Family and Consumer Sciences 539.....	10
<i>Course Reactivations</i>	
History 589.....	11
Undergraduate Approvals	
<i>Program Revision</i>	
Mechanical Engineering Technology.....	11
<i>Program Elimination</i>	
A.S. Degree Nursing, Board Approval.....	14

UNDERGRADUATE GENERAL EDUCATION PROPOSALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: African and African American Studies

AFRI 329 **Music in Africa**--3 hours. An examination of music making in African cultures. Topics will include (a) a general survey of major principles of African music, and b) case studies of specific national and ethnic traditions. An underlying theme will be the relation of musical

structures and practices African social and cultural systems and institutions. **(Also listed as MUS 329). General Education Credits [GE2000:Multicultural Studies-International Cultures]**

Preferred Effective Term: Spring 2005

UNDERGRADUATE GENERAL EDUCATION PROPOSALS – NEW COURSES: continued

COLLEGE OF ARTS AND SCIENCES: Music

MUS 329 Music in Africa--3 hours. An examination of music making in African cultures. Topics will include (a) a general survey of major principles of African music, and b) case studies of specific national and ethnic traditions. An underlying theme will be the relation of musical structures and practices African social and cultural systems and institutions. **(Also listed as AFRI 329). General Education Credits [GE2000:Multicultural Studies-International Cultures]**

Preferred Effective Term: Spring 2005

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 410 Family and Consumer Sciences Capstone Seminar--3 hours. This seminar is a capstone course in both family and consumer sciences and General Education. The course integrates academic knowledge and experience through achievement of the four common goals of liberal studies courses. It emphasizes the relationships among family and consumer sciences areas, the five liberal studies areas, and family systems theoretical framework, as well as appropriate professional practices. **Prerequisites: 107, 108, and 109; and seven of nine required Liberal Studies courses. See the General Education section of the *Catalog* for a complete description of the capstone requirement. General Education Credits [GE2000: Capstone Course (majors only)]**

Change prerequisites to:

FCS 410 Family and Consumer Sciences Capstone Seminar--3 hours. This seminar is a capstone course in both family and consumer sciences and General Education. The course integrates academic knowledge and experience through achievement of the four common goals of liberal studies courses. It emphasizes the relationships among family and consumer sciences areas, the five liberal studies areas, and family systems theoretical framework, as well as appropriate professional practices. **Prerequisites: 107, and 109; and seven of nine required Liberal Studies courses. See the General Education section of the *Catalog* for a complete description of the capstone requirement. General Education Credits [GE2000: Capstone Course (majors only)]**

Preferred Effective Term: Spring 2005

COLLEGE OF ARTS AND SCIENCES: Mathematics and Computer Science

MATH 492 History of Mathematics--2 hours. The history of mathematics for the teacher of secondary school mathematics. The course may be taken during the professional semester. Prerequisites: 18 hours of mathematics.

Change description and credit hours to:

UNDERGRADUATE GENERAL EDUCATION PROPOSALS –COURSE REVISIONS: MATH 492 - continued

MATH 492 History of Mathematics--3 hours. The history of mathematics. Mathematics will be studied through an historical perspective with an emphasis on fitting mathematics into larger social and scientific contexts. This will help students see that mathematics is not often taught from the perspective of its original development. **Prerequisites: Math 131, 132 and either Math 231 or one Math or CS course numbered 300 or above; and seven of nine required Liberal Studies courses.** See the General Education section of the *Catalog* for a complete description of the capstone requirement. **General Education Credits**

Preferred Effective Term: Spring 2005

UNDERGRADUATE PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 109 Lifespan Development and Nutrition--3 hours. An overview of development and nutritional principles and their application to individual and family change over the lifespan.

Change title, description, and prerequisites to:

FCS 109 Human Systems in Family and Consumer Sciences--3 hours. Interrelationships among individuals, families, consumers, and communities as taught in human systems theory and lifespan development. **Prerequisite: 107.**

Preferred Effective Term: Spring 2005

FCS 251 Interior Design Studio I--3 hours. Application of human factors to three-dimensional design. Exploration of space and volume. Prerequisite: 151, 152.

Change description and prerequisites to:

FCS 251 Interior Design Studio I--3 hours. Introduction and development of the design process through the exploration of abstract and realistic problem solving applications. Design solutions shall be presented through the development of two and three dimensional presentation techniques.

Preferred Effective Term: Spring 2005

FCS 262 Interior Lighting and Color Theory--3 hours. Lecture and studio applications

of technical, aesthetic, and psychological uses of light, lighting fixtures, and their relationships to color.

Change number and prerequisites to:

FCS 355 Interior Lighting and Color Theory --3 hours. Lecture and studio applications of technical, aesthetic, and psychological uses of light, lighting fixtures, and their relationships to color. Prerequisite: Junior standing.

Preferred Effective Term: Spring 2005

UNDERGRADUATE PROPOSALS –COURSE REVISIONS: FCS 262 - continued

***FCS 416 Merchandise Buying and Assortment Planning**--3 hours. An in-depth study of the roles of merchandise buyers in central, resident, and store buying. Emphasis is placed on buying practices and techniques, market resources, and market-trip preparation. **Prerequisites: 216 and junior or senior standing or consent of instructor.**

Change prerequisites to:

***FCS 416 Merchandise Buying and Assortment Planning** --3 hours. An in-depth study of the roles of merchandise buyers in central, resident, and store buying. Emphasis is placed on buying practices and techniques, market resources, and market-trip preparation. **Prerequisites: 216, 313, and junior or senior standing or consent of instructor.**

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

***FCS 421 Nutrition through the Lifecycle**--3 hours. Social-psychological, and physiological aspects of nourishing healthy individuals throughout the life cycle. **Prerequisites: FCS 201 or 221.**

Change description and credit hours to:

***FCS 421 Nutrition through the Lifecycle**--4 hours. Social, psychological, and physiological aspects of nourishing healthy individuals; investigation of the dynamics of the community and the relationship of nutrition services to the needs throughout the life cycle. **Prerequisites: FCS 201 or 221.**

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

***FCS 428 Food Science**--3 hours. Experimental approach to the study of chemical and physical properties of foods. Includes laboratory. **Prerequisite 226.**

Change prerequisites to:

***FCS 428 Food Science**--3 hours. Experimental approach to the study of chemical and physical properties of foods. Includes laboratory. **Prerequisite 226, Chemistry 103, 103L and 104, 104L or consent of instructor.**

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

FCS 434 Food Service Systems II--3 hours. Supervised work experience in management of food service. Includes laboratory. **Prerequisite: 334 or equivalent.**

Change description and prerequisites to:

FCS 434 Food Service Systems II --3 hours. Supervised work experience in management of food service. **Prerequisites: 332 and 333 or equivalent.**

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

UNDERGRADUATE PROPOSALS –COURSE REVISIONS: FCS – continued

***FCS 497ID Special Problems in Interior Design and/or Housing** --3 hours. Additional work in interior design or housing for which the student has a particular interest or need. Prerequisite: consent of instructor.

Change title and description to:

***FCS 497ID Special Problems in Interior Design**--3 hours. Additional work in interior design for which the student has a particular interest or need. Prerequisite: consent of instructor.

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

***FCS 497TC Special Problems in Textiles, Apparel, or Merchandising**-- 1-3 hours. Additional work in Textiles, Apparel, or Merchandising in which the student has a particular interest or need. **Prerequisite: consent of instructor.**

Change description and credit hours to:

***FCS 497TC Special Problems in Textiles, Apparel, or Merchandising**-- 1-6 hours. Additional work in Textiles, Apparel, or Merchandising in which the student has a particular interest or need. Repeatable for a maximum of 6 hours. **Prerequisite: consent of instructor.**

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

COURSE BANKING

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 108 Consumer in the Environment--3 hours. The technological society and the growing complexity of environmental issues affects the decisions of families and individuals. This course will address the development of decision-making skills that can be applied to consumer economics in general; clothing, textiles, housing, and interior design in particular.

Preferred Effective Term: Spring 2005

FCS 326 Meal Management--3 hours. Application of principles of nutrition, food preparation, and management to meal service as influenced by the family social unit. Includes laboratory. **Prerequisite: 226.**

Preferred Effective Term: Spring 2005

***FCS 439 Organization and Administration of Preschool Centers**--3 hours. Philosophy and management of day care centers, cooperative nursery schools, and Head Start programs; home and community relationships. **Prerequisite: 438, or Educational Psychology 342, or consent of the instructor.**

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

UNDERGRADUATE PROPOSALS –COURSE BANKING: continued

COURSE ELIMINATIONS

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 101 Applied Design--3 hours. The development of values and judgments through the study of design as applied to the visual environment, clothing, interiors, housing, and community.

Preferred Effective Term: Spring 2005

FCS 312 Weaving I--3 hours. An exploration of four-harness weave structures, tapestry and rug techniques, color, and concept problems. Prerequisite: 108 or consent of instructor. (Also listed as Art 350.)

Preferred Effective Term: Fall 2004

FCS 363 Introduction to Housing--3 hours. Survey of housing from behavioral, economic, legal, social, and technical points of view. Emphasis on real estate, special-needs, and life-cycle housing.

Preferred Effective Term: Spring 2005

FCS 407 Family and Consumer Sciences Professional Seminar--2 hours. Entry into the workplace is facilitated by the mastery of skills pertaining to functioning in the business or professional setting. This course will focus on the commonalities of professional practice affecting all students in family and consumer sciences and will include specific assignments relevant to the specialized areas of family and consumer sciences.

Preferred Effective Term: Spring 2005

FCS 453 Advanced Internship--3 hours. Supervised experience in business and professional practices in interior design, facility management, or related design field. Prerequisite: junior or senior standing and consent of instructor.

Preferred Effective Term: Spring 2005

COURSE REACTIVATIONS

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

FCS 320 **Orientation to Dietetics**--1 hour. Survey of roles of dietitians as members of management and health care teams. Legal and ethical considerations for dietitians and student dietitians in clinical experiences. **(Dietetics students only)**

Preferred Effective Term: Spring 2005

UNDERGRADUATE PROPOSALS – Course Reactivations: continued

FCS 455 **American Interiors and Furniture**--3 hours. A continuation of 354. The development of American interiors and furniture, with emphasis on the forces shaping contemporary design. Prerequisite: 354 or consent of instructor.

Change description and prerequisites to:

FCS 455 **American Interiors and Furniture**-3 hours. The study of the history of architecture, interiors, and furniture in America from 1600 through the Victorian Revivals and the industrial revolution of the 19th century. Historic preservation and adaptive reuse are examined. The class links with interior design studio III, FCS 352. **Prerequisite: 351, 354 or consent of instructor.**

Preferred Effective Term: Spring 2005

COLLEGE OF ARTS AND SCIENCES: History

***HIST 489** **Culture and Modernity in Japan: 1868 to Recent Times**--3 hour. It is conventional to say that Japan's success in the modern world arises from successful imitation. It is true that the foundations of Japan's success were laid at a time (in the late nineteenth century) when imitation of all aspects of Western civilization was almost a craze in Japan. But what tensions are created when a country with an ancient, and distinctive, culture suddenly makes wholesale borrowings from the modern West? This course, by exploring the perceived tensions between Japanese tradition and imported Western values from 1868 until recent times, will help students understand the real complexities of Japan's modern history. No previous knowledge of Japanese history will be assumed.

Preferred Effective Term: Spring 2005

**Course has a graduate level equivalent*

GRADUATE PROPOSALS

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

- *FCS 516 Merchandise Buying and Assortment Planning**--3 hours. An in-depth study of the roles of merchandise buyers in central, resident, and store buying. Emphasis is placed on buying practices and techniques, market resources, and market-trip preparation. **Prerequisites: 216 and junior or senior standing or consent of instructor.**

Change prerequisites to:

- *FCS 516 Merchandise Buying and Assortment Planning**--3 hours. An in-depth study of the roles of merchandise buyers in central, resident, and store buying. Emphasis is placed on buying practices and techniques, market resources, and market-trip preparation. **Prerequisites: 216, 313, or consent of instructor.**

Preferred Effective Term: Spring 2005

**Course has an undergraduate level equivalent*

GRADUATE PROPOSALS –COURSE REVISIONS: continued

- *FCS 528 Food Science**--3 hours. Experimental approach to the study of chemical and physical properties of foods. Includes laboratory. **Prerequisite 226.**

Change prerequisites to:

- *FCS 528 Food Science**--3 hours. Experimental approach to the study of chemical and physical properties of foods. Includes laboratory. **Prerequisite 226, Chemistry 103, 103L and 104, 104L or consent of instructor.**

Preferred Effective Term: Spring 2005

**Course has an undergraduate level equivalent*

- *FCS 597ID Special Problems in Interior Design and/or Housing**--1-3 hours. Additional work in interior design or housing for which the student has a particular interest or need. Prerequisite: consent of instructor.

Change title and description to:

- *FCS 597ID Special Problems in Interior Design**--1-3 hours. Additional work in interior design for which the student has a particular interest or need. Prerequisite: consent of instructor.

Preferred Effective Term: Spring 2005

**Course has an undergraduate level equivalent*

- *FCS 597TC Special Problems in Textiles, Apparel, or Merchandising**--1-3 hours. Additional work in Textiles, Apparel, or Merchandising in which the student has a particular interest or need. **Prerequisite: consent of instructor.**

Change description and credit hours to:

- *FCS 597TC Special Problems in Textiles, Apparel, or Merchandising**--1-6 hours. Additional work in Textiles, Apparel, or Merchandising in which the student has a particular interest or need. Repeatable for a maximum of 6 hours. **Prerequisite: consent of instructor.**

Preferred Effective Term: Spring 2005
**Course has an undergraduate level equivalent*

COURSE BANKING

COLLEGE OF ARTS AND SCIENCES: Family and Consumer Sciences

***FCS 539 Organization and Administration of Preschool Centers**--3 hours. Philosophy and management of day care centers, cooperative nursery schools, and Head Start programs; home and community relationships. **Prerequisite: 438, or Educational Psychology 342, or consent of the instructor.**

Preferred Effective Term: Spring 2005
**Course has an undergraduate level equivalent*

GRADUATE PROPOSALS: continued

COURSE REACTIVATIONS

COLLEGE OF ARTS AND SCIENCES: History

***HIST 589 Culture and Modernity in Japan: 1868 to Recent Times**--3 hour. It is conventional to say that Japan's success in the modern world arises from successful imitation. It is true that the foundations of Japan's success were laid at a time (in the late nineteenth century) when imitation of all aspects of Western civilization was almost a craze in Japan. But what tensions are created when a country with an ancient, and distinctive, culture suddenly makes wholesale borrowings from the modern West? This course, by exploring the perceived tensions between Japanese tradition and imported Western values from 1868 until recent times, will help students understand the real complexities of Japan's modern history. No previous knowledge of Japanese history will be assumed.

Preferred Effective Term: Spring 2005
**Course has an undergraduate level equivalent*

UNDERGRADUATE APPROVALS

PROGRAM REVISION

SCHOOL OF TECHNOLOGY
Mechanical Engineering Technology

Old Title: Mechanical Design Technology D940 should be made inactive

Change to: Mechanical Engineering Technology Major Code needs to be assigned

Executive Summary:

The purpose of the proposed modification is to make the existing curriculum and program more responsive to the rapid changes of technology and the needs of industries, particularly to satisfy the increasing needs of the US industries for engineering technology professionals, to provide students with more flexibility and career options to meet their educational and professional development needs, and to increase the program's recognition and enhance its strategic strength in the competition of higher education market. The program title will be changed from "Mechanical Design Technology (MDT)" to "Mechanical Engineering Technology (MET)". The modified curriculum will not change the total credit hours required (124) for graduation, nor require any new courses to be developed. Only two existing courses need minor modification (IMT404 and IMT405, see Attachment A and B for comparison). The curriculum structure is re-arranged in five parts (Attachment B): required technical courses (48 hrs.), technical electives (6 hrs), management electives (6 hrs), basic science and mathematics (24 hrs), and other general education requirements. As indicated in Attachment C, the existing MDT curriculum has already been very similar to that of a typical nationally accredited mechanical design engineering technology program. Therefore the effort to implement the proposed revision would not be significant. Specific objectives include:

UNDERGRADUATE APPROVALS – Program Revisions: Mechanical Engineering Technology-continued

(1) revise the current curriculum to emphasize the ability and skill in practical problem solving for engineering technology applications, especially in the mechanical design area; (2) develop a "closer" or more effective partnership with local/regional industries through the implementation of the proposed modification to create more opportunities for students to enhance their skill and experiential learning through the activities of the partnership, such as co-op, internship, contests, and collaborative research and development projects; (3) develop better articulation programs with local and regional high-schools and technical colleges through proposed changes to meet their needs for flexibility and career options. The clientele to be served by the modified program includes "traditional" students (e.g. high school graduates), in-service professionals, and transfer students; and (4) increase out-of-state enrollment by drawing more non-Indiana residents including international students into the program to generate more revenue and establish a nationwide and worldwide recognition. Given a globally popular recognition and increasingly demanding needs for engineering technology professionals (e.g. as predicted by the US Department of Labor, there will be more than 2.5 millions ET positions from now to 2010), the modified program will attract more students to significantly increase its enrollment, from local/regional areas as well as other countries. A number of local employers and students (including graduates) have voiced their strong interest and support for an engineering technology curriculum at ISU. In the last annual meeting (2003) of MDT Industry Advisory Committee, all members unanimously agreed to support the initiative for launching this program modification (see Attachment F). Anticipated career outcomes include professionals such as engineers, technologists, specialists, and technical managers. The modification will also allow more flexibility for the program to pursue additional or more appropriate accreditation to improve its national and international recognition. This is an additional strategic advantage to promote the program to maximize the benefits to our customers: students and industry employers.

Rationale:

The rapid advancement of technological development and overall steady growth of economy in the United States has caused a continuous need for technical professionals, including engineers and technologists. It has been predicted that by the year of 2010, more than 2.5 millions engineering and engineering technology jobs will be created in the United States. These positions require strong technical skill and experience in addition to theoretical understanding (US Department of Labor). A recent study by the National Science Board and the Bureau of Labor Statistics (2003) showed that there has been a shortage of US graduates from engineering and engineering technology, and the demands for this type of professional will increase three times faster than all job categories this decade. It is critical for any institution of higher education to notice this huge market need and to participate in the competition to satisfy the need. On the other hand, as rapid and remarkable revolutions are made in technological advancement (e.g. affordable computing powers, fast-growing information technology, higher level of system integration), the gap between traditional concepts of “engineering” and “technology” has been significantly narrowed. This is characterized by a two-way changes: engineering tasks require more skill development and hands-on experience due to the revolution of “tools”, while technology needs more understanding of the tool and applications due to the technological advancement and increased sophistication of modern technical systems. This transition has resulted in a rapid development of engineering technology programs nationwide, which

has been welcomed, not only by students, but also by industries, military and other governmental or
UNDERGRADUATE APPROVALS – Program Revisions: Mechanical Engineering Technology-continued

social sectors (e.g. see Attachment E for a list of local/regional employers who have expressed strong support to this modification). In fact, in many states, the nationwide popular Professional Engineer (PE) Exam requires candidates be prepared through engineering technology programs. Many potential students and their parents are aware of this and looking for such programs. Many high schools (e.g. Terre Haute South, Green Castle High) have established pre-engineering technology curriculum/program for their students and are looking for universities that would “articulate” with their efforts. It would be a strategic mistake if any institution ignores these developments. In fact, the existing MDT program has already been very similar to a typical nationally accredited mechanical design engineering technology program (see attachment C for comparison), and most of our recent graduates employed in the manufacturing industries have been working as engineers of various kinds. This modification will not only open more career options for our students, but also help them to gain better job recognition and benefits commensurate with their academic preparation. This is very important for students to establish themselves in their professional career. The School of Technology (SOT) as well as the IMT department have set their mission to embrace the advancement of technology and strike for educational excellence through continuous improvement of its curricula and programs to reflect changes of technology and satisfy students and industry needs. This modification will help the department (also the college and the university) in following aspects: (1) position itself with strategic advantage in the long run; (2) significantly increase enrollment by attracting broader interests of potential students; (3) revitalize the curriculum and program for a better recognized, more diversified and sustained academic development; and (4) expand and enhance partnership with industries and other social sectors.

NEW CATALOG COPY

Old Catalog Description (Mechanical Design Technology)	New Catalog (Mechanical Engineering Technology)
<p>Required courses: Industrial and Mechanical Technology: 103-3hrs.; 130-2hrs.; 203-2hrs.; 215-3hrs.; 302-3hrs.; 306-3hrs.; 329-3hrs.; 403-3hrs.; 405-3hrs.; 406-3hrs.; 408-3hrs.; 413-3hrs.; 430-3hrs. Manufacturing and Construction Technology: 295-3hrs.; 370-3hrs.; 371-3hrs.; 473-3hrs. Electronic and Computer Technology: 160-3hrs. Mathematics: 111-3hrs. or 115-3hrs. or 301-3hrs. Science: Physics 105-3hrs. and 105L-1hr.; Chemistry 100-3hrs. and 100L-1hr. English: 305T-3hrs. Health, Safety, and Environmental Health Sciences: 212-3hrs. Management electives: 3 hours from Manufacturing and Construction Technology 374-3hrs.; 471-3hrs.; 478-3hrs.; 492-3hrs.; Industrial and Mechanical Technology 48—3hrs.; 483-3hrs. Departmental electives: 8 hours. *Include 17 hours of General Education</p>	<p>Required courses: Technical Courses: IMT 103-3hrs.; 130-2hrs.; 203-2hrs.; 302-3hrs.; 306-3hrs.; 403-3hrs.; 405-3hrs.; 406-3hrs.; 408-3hrs.; 430-1hrs.; CS151-3hrs.; ECT 160-3hrs.; MCT 370-3hrs.; 371-3hrs.; 468-3hrs. Technical electives: 6 hours from IMT 351-3hrs.; 407-3hrs.; 409-3hrs.; or other courses in packaging, manufacturing, robotics, control and instrumentation; software and information systems. Management electives: 6 hours from MCT471-3hrs.; 473-3hrs.; 478-3hrs.; MGT301-3hrs. Basic Sciences and Mathematics: MATH 115-3hrs.; 122-3hrs.; 301-3hrs.; IMT 215-3hrs.; PHYS105-3hrs. and 105L-1hr.; 106-3hrs. and 106L-1hr.; CHEM 100-3hrs. and 100L-1hr. English: 305T-3hrs. *Include 17 hours of General Education</p>

Preferred Effective Term: Fall 2004

PROGRAM ELIMINATION

ASSOCIATE DEGREE IN NURSING

Approved by Board of Trustees September 24, 2004

ASSOCIATE DEGREE IN NURSING

The State Board of Nursing has approved the transfer of the Associate Degree program to the Terre Haute campus of Ivy Tech State College (ITSC). This transfer of the associate degree in nursing is supported by the collaborative efforts of Indiana State University and Ivy Tech State College. The Wabash Valley and surrounding communities will continue to have access to graduates from all levels of nursing education. The Licensed Practical Nurse and the Associate Degree Nurse will be educated at ITSC while the Bachelor of Science in Nursing and the Master of Science in Nursing will be provided by ISU.

Recommendation: Approval of the elimination of the Associate Degree in Nursing program, effective the end of fall semester 2005.