Academic Notes

** SPECIAL NOTICES**

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2008

Below is the circulation schedule for the electronic copy of *Academic Notes* through May 5, 2008. **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. Submissions must be in hard copy along with an e-mail, disk, or CD with the same information. The electronic version must be formatted either in Word with pages with signatures scanned and inserted as a picture OR PDF saved as text and image. (Do NOT send PDF just saved as an image.) Information submitted to Academic Notes that is not accompanied by an electronic version or that is incomplete or unusable will be returned to the appropriate office. Academic Notes is available using Acrobat Reader at http://www.indstate.edu/acad-aff/79.html**

ACADEMIC NOTES PUBLICATION SCHEDULE
FOR SPRING 2008

Deadline for Items	Issue Date
April 23	April 28
April 30	May 5

BOARD OF TRUSTEES

PROVISIONAL DEPARTMENT OF BIOLOGY

At its April 17, 2008 meeting, the Board of Trustees approved the formation of a provisional Department of Biology and dissolve the departments of Life Sciences and Ecology and Organismal Biology, effective April 17, 2008, with the understanding that once the serious internal problems have been resolved and a more permanent structure developed, regular review by all traditional University governance will occur.

CURRICULUM

UNDERGRADUATE PROPOSALS

COURSE REVISIONS

UNIVERSITY HONORS PROGRAM

GH 201 Honors Seminar: Enduring Topics--3 hours. Topics vary from semester to semester, and may be taught by faculty from several academic disciplines. Topics may range from historical issues of race relations, war and peace, religion and culture, church and state, technology, and the humanities. Students may enroll in more than one General Honors topics course during a semester, and the course may be repeated for credit as the topics vary. General Honors 201 is open to students eligible for admission to the University Honors Program. Appropriate general Education credits will be awarded according to the specific topics and approaches to each seminar. General Education Credits [GE2000: According to topic]

Change title and description to:

GH 201 Sophomore Honors Seminar: Introduction to the Great Works--3 hours. Students will be introduced to representative "great works" of the West and East, from a wide range of liberal arts disciplines. Students will encounter, write about, and discuss great works of: literature from all genres; the visual arts, including painting, sculpture and architecture; music; theater; dance; as well as religion, philosophy, science and psychology.

Preferred effective term: Fall 2008

PROGRAM REVISIONS

UNIVERSITY HONORS PROGRAM

Brief Summary:

Executive Summary and Rationale

The University Honors Program Advisory Committee, in consultation with numerous campus entities dedicated to curriculum (particularly General Education Council, academic deans and representatives of programs that have been integrated substantively into the proposed curriculum) is proposing a series of program and course changes intended to strengthen the impact of the Honors Program, enhance its enrollment and increase its service to disciplines beyond the College of Arts and Sciences, while maintaining a core dedicated to liberal learning.

This proposal arises largely from an effort of interested parties on campus to revitalize the program, its enrollment, identity and impact. However, as we set about discussion of curriculum, our efforts were strongly influenced by the findings of an external review of the program conducted in 2005, the groundwork laid by the advisory committee for the previous Honors Program administration and by the Basic Characteristics of a Fully Developed Honors Program identified by the National Collegiate Honors Council (see the link below):

http://www.nchchonors.org/basic.htm

The enclosed proposal makes the following changes to the current program:

- Increases its size from 18 credit hours to **30-36 credit hours** (while maintaining flexibility through substitution). **Rationale for this change**: Internal and external review indicated the need to increase the size of the program components to bring it into alignment with expectations in honors programs nationwide. By allowing maximum flexibility through substitution for General Education requirements and major classes, and also the opportunity to simultaneously earn minors or certification, the proposed credit hour increase should be balanced/nullified by credits earned toward other requirements.

- Creates structure, and presumably better cohesion of student cohorts through inclusion of a common core, absent in the current model, that provides a sequential exposure to foundational human ideas and works alongside advanced thinking and communication opportunities that will prepare students for leadership roles beyond the academy. **Rationale for this change**: Lack of structure left students without a coherent experience or sense of progression/purpose to the Honors program.

- Allows diversity of focus beyond the core through four distinctive concentrations that emphasize components of student learning that the institution values. **Rationale for this change**: The Honors Program has emerged from a College of Arts and Sciences reporting line and as a model that relied exclusively on a traditional model of Honors curriculum that has been largely

transcended nationally. The more traditional model, while still a valid and powerful one, excluded many non-CAS students and faculty from participation, and thus prevented the development of a University-wide program. This perception of the program was noted and criticized in the external review of the program, as well as in numerous consultations on the ISU campus. The proposed program attempts to provide the necessary strengths of a more traditional model of Honors (by inclusion of great ideas material in the core), while recognizing other avenues of pursuing academic excellence with the other concentrations. A summary of the three concentrations is provided below:

- o *1) Leadership and civic engagement*: Training in the art and mechanics of leadership and real-world experience applying theoretical education to issues of community and citizenship;
- o *2) Global perspectives*: Developing a global perspective within the Honors framework via international studies and study abroad, as well as the technical proficiency with which to engage in international settings;
- o *3) Honors in the major and/or general education*: A more flexible Honors options, most similar to the current program. This concentration allows students to earn Honors program completion by raising the level of their coursework in General Education and their major courses through special projects (currently done as "Honors Conversion").

- **The standard for persistence and completion of the program is maintenance of a 3.0 GPA in Honors and a 3.25 cumulative GPA. Rationale for this change**: The consensus position - through comparison with peer programs, consultation with external reviewers, and conversations with faculty and students representatives – was that the current requirement does not reflect our own standards and expectations, as well as those of our peers.

The proposed curriculum largely utilizes existing classes and programs. For the core, Honors seminar classes currently offered will be sequenced to suit their role as core requirements. For the concentrations, we have chosen among department catalogs for classes, minors and certificates aligned with the mission.

Old Catalog Copy

The University Honors program provides academically talented and motivated students opportunities to study, conduct research, and exchange ideas in a challenging and supportive environment. With this in mind, the Honors Program brings outstanding students and faculty together in courses that arouse curiosity, stimulate intellectual development, and expand understanding of a larger world. Through participation in the Honors Program, students enjoy the rewards of an enhanced undergraduate education.

At the heart of the University Honors Program are interdisciplinary courses that introduce students to a broad range of subjects and disciplines. These General Honors classes, all of which count toward fulfilling the University General Education requirements, foster active learning through exploration of great cultural traditions as well as special topics of current importance. In addition, a variety of departments throughout the University offer honors courses in many General Education areas. Independent study opportunities and the chance to earn honors credit through the Honors Conversion

plan are also available, making participation in Honors an excellent complement to the major field of study of any student.

The program is open automatically to first-year students who, by reason of high SAT or ACT scores and high school graduation rank, have demonstrated outstanding academic aptitude and achievement. Students transferring to or already enrolled at Indiana State who have demonstrated superior scholastic ability are also eligible. All students who believe their academic work merits consideration for entrance into the University Honors Program should contact the Director of Honors.

ACADEMIC PROGRAMS

Graduation from the University Honors Program

Students who maintain a 3.0 cumulative grade point average (both overall and in Honors courses) and complete the basic program requirements are eligible to become graduates of the University Honors Program. To graduate in Honors, students must earn 18 semester hours of honors credit. Six of those hours must be in the Honors core, courses that are designated as General Honors (GH) courses. The remaining 12 hours of credit may be earned in General Honors courses, departmental Honors courses, or through the Honors Conversion plan. The University Honors Program does not require students to take a minimum number of 300/400 level courses to graduate in Honors. However, several honors courses are offered at this level so students may use them to help fulfill that ISU requirement. Upon completion of the Honors requirements, a student's transcript will bear the inscription "Graduate of the University Honors Program." Honors graduates also receive special recognition at the University Honor Day Convocation and at the University commencement.

Honors Core Courses

The Honors Core (designated as General Honors, or GH courses) offers classes of broad general interest. From first-year courses in the great traditional cultures, to special topics courses in literature, the arts and the sciences, these courses emphasize developing skills in critical reading, discussion, and writing as well as broadening knowledge. All of the Honors core courses count toward the ISU General Education requirements, and Honors students may take as many core courses as they choose.

During each semester of their first year, students usually select one 100-level General Honors course and one or more 100-level departmental honors courses.

Honors Courses in the Departments

Some departments offer Honors sections of courses for General Education credit. These are designated with an "H" after the course number.

In addition, nearly all departments offer upper-division classes for which students may earn Honors credit by special arrangement with the professor, the department chairperson, and the Director of Honors through the Honors conversion plan. This plan allows students to develop a program of study

that meets their individual educational goals. It is best if courses converted to Honors are 300- or 400-level courses in the student's major. When courses are taken for Honors credit using this option, the "H" designation is added to the course number on a student's permanent record. The appearance of the "H" on their transcript indicates that the student had a special experience in the course and took the initiative to develop an individual program. Juniors and seniors who want to exercise the Honors Conversion option should see the Director of Honors for details.

Other Honors Program Options

Honors students also have the option in most departments to write an honors senior thesis, to do independent study or research for Honors credit, or to earn Honors credit for special internships. For details about these opportunities, see the Director of Honors.

Honors Program Opportunities

Each semester all Honors students may meet individually with a special honors advisor or the Director of Honors to plan their schedules and to discuss their academic programs. This special advising opportunity, beyond the regular advisement offered in a student's major, is a hallmark of the program and is highly prized by Honors students.

Because of their strong academic backgrounds, Honors students typically qualify for special scholarships offered by ISU to outstanding students: President's Scholarships and Alumni Scholarships, awarded on the basis of class rank, scores on the SAT or ACT, and interviews; Academic Scholarships; and Dean's Scholarships. All students holding these scholarships find a welcome academic home in the Honors Program. Some scholarships are available only to ISU Honors students. These include the Richard J. Brett Memorial Scholarship for Study Abroad and the Anne Bauer Jackson, M.D., Memorial Honors Book Scholarship. The Honors Program also encourages students to seek special national and international scholarship opportunities through the Office of National Scholarships.

The Honors Program encourages camaraderie among talented students beyond the classroom walls. Honors housing and informal activities such as parties and field trips offer the chance to foster relationships. Honors students may choose to live in Rhoads Hall, which is reserved for Honors students and others on academic scholarships. The Honors Student Association sponsors events such as field trips, group attendance at plays and concerts, and discussion groups; in association with Rhoads Hall, it arranges many social events and service projects. Honors students are also encouraged to participate in honorary societies, student government organizations, and service learning opportunities.

These and other advantages of the University Honors Program combine to both challenge and to recognize students who are highly motivated and academically outstanding.

Student Learning. How have the results of student outcomes assessment and program or accreditation review been used on the proposed change? How will this change increase student learning and program effectiveness?

The stated mission of the University Honors Program (see New Catalog Copy below defines our intended goals with respect to student learning and development. The following are student learning outcomes and general assessment measures shaped from the program mission.

General Program Goal 1: General: *Students will be academically challenged by the Honors Program.*
Assessment measure: The Honors student sample for the standard academic challenge composite and individual elements from the NSSE will be monitored. Data for these students should equal or exceed the data for the general ISU student population.

Learning Goal 2: *Students will be exposed to great works and ideas and will learn to apply this knowledge to contemporary issues, demonstrating comprehension and synthesis across disciplines and time.*
Assessment measure: The quality of synthesis and writing within disciplinary and historical context in the student's GH 401 (Honors Thesis) will be scored by multiple referees (composed of members of, or chosen by, the University Honors Program Advisory Committee) with a standard rubric.

Learning Goal 3: *Students will be able to develop coherent positions and arguments and convey these with effective written and oral communication skills.*
Assessment: Culminating written and oral presentation assignments in GH 101, 201, 301 and 401 (cores requirements of all Honors students) will be scored with a standard rubric for communication criteria. Two assignments, one written, one oral, will be scored for each class, and used to measure communication skill and progression from class to class.

Learning Goal 4: *Students will develop and demonstrate leadership skills at a level sufficient to make strong contributions to society and their disciplines/ professions.*
Assessment: As a component of the GH 301 and 401, students will be required to compose a resume detailing their leadership experiences as a University student.

Proposed Catalog Copy:

UNIVERSITY HONORS PROGRAM

The University Honors Program is composed of classes and experiences designed to enrich and maximize students' education. As a member of this program, students will participate in a core of small and powerful classes, taught by faculty specifically selected for their expertise and devotion to academic excellence. The Honors Program director and faculty work closely with each student to design a program of study that enhances her/his academic major and provides the best possible preparation for professional development and advanced study. The benefits of being an Honors student are many, but include dynamic classrooms with peers who are seeking the same level of depth in their education, supportive faculty mentors, interdisciplinary courses that feature various and exciting perspectives on world events, culture, and history, high-powered experiential learning, including undergraduate research and internships, scholarly travel and field trips in the U.S. and abroad, special assistance with

scholarships and job opportunities, priority registration, and honors housing.

MISSION AND OBJECTIVES

The mission of the University Honors Program is to prepare gifted, highly motivated students to gather, process, and integrate knowledge at an advanced level.

To this end, the objectives of the Indiana State University Honors Program are to:

- Facilitate engagement with faculty and fellow students in intellectual discourse both inside and outside the classroom, thus building a community of learners;

- Provide opportunities that enhance leadership skills through experiential learning and community involvement;

- Expose students to great works and ideas, innovative approaches and diverse perspectives from the past and present and from their own and different cultures, in order to nurture their ability to think broadly and deeply and to solve problems with imagination, empathy and confidence;

- Prepare students to become leaders in their work and communities; to become life-long learners; and to be active engaged citizens of their country and the world.

Honors Program Opportunities

Each semester all Honors students shall meet individually with a special honors advisor or the Director of Honors to plan their schedules and to discuss their academic programs. This special advising opportunity, beyond the regular advisement offered in a student's major, is a hallmark of the program and is highly prized by Honors students.

Because of their strong academic backgrounds, Honors students typically qualify for special scholarships offered by ISU to outstanding students: President's Scholarships and Alumni Scholarships, awarded on the basis of class rank, scores on the SAT or ACT, and interviews; Academic Scholarships; and Dean's Scholarships. All students holding these scholarships find a welcome academic home in the Honors Program. Some scholarships are available only to ISU Honors students. These include the Richard J. Brett Memorial Scholarship for Study Abroad, the Anne Bauer Jackson, M.D., Memorial Honors Book Scholarship and the Rebecca Johnson Scholarship for Nursing Students. The Honors Program also encourages students to seek special national and international scholarship opportunities.

The Honors Program encourages camaraderie among talented students beyond the classroom walls. Honors housing and informal activities such as parties and field trips offer the chance to foster relationships. Honors students may choose to live in Rhoads Hall, which is reserved for Honors students and others on academic scholarships. The Honors Student Association sponsors events such as field trips, group attendance at plays and concerts, and discussion groups; in association with Rhoads

Hall, it arranges many social events and service projects. Honors students are also encouraged to participate in honorary societies, student government organizations, and service learning opportunities.

These and other advantages of the University Honors Program combine to both challenge and to recognize students who are highly motivated and academically outstanding.

Honors Conversion

Nearly all departments offer upper-division classes for which students may earn Honors credit by special arrangement with the professor, the department chairperson, and the Director of Honors through Honors Conversion. This mechanism allows students to develop a program of study that meets their individual educational goals. When courses are taken for Honors credit using this option, the "H" designation is added to the course number on a student's permanent record. The appearance of the "H" on their transcript indicates that the student had a special experience in the course and took the initiative to develop an individual program. Students who want to exercise the Honors Conversion option should see the Director of Honors for details.

ACADEMIC PROGRAM AND REQUIREMENTS

The University Honors Program is open automatically to first-year students who, by reason of high grade point average (= 3.7 on 4.0 scale), test scores (= 1100 SAT verbal and quantitative, 26 ACT) or high school graduation rank (top 10% of graduating class), have demonstrated outstanding academic aptitude and achievement. Students transferring to or already enrolled at Indiana State who have demonstrated superior scholastic ability are also eligible. All students who believe their academic work merits consideration for entrance into the University Honors Program should contact the Director of Honors.

The University Honors curriculum features a core of classes that immerses students in the great ideas and works of human civilization and equips them with the tools to think critically, analytically and with the ability to integrate and synthesize across disciplines and concepts. Students culminate their academic development in Honors with an Honors thesis.

In addition to completing the Honors core, students specialize in Honors through one of four elective concentrations designed to allow more substantial exposure and experience in sub-areas that are aligned with the Program's mission. In each case, the Honors core is intended to provide the tools, rigor and context (analytical, seminar framework and interdisciplinary understanding) to frame the elective path that follows. The Honors senior seminar/thesis is intended to challenge the student to conduct a research project that integrates the strands of expertise developed through the Honors core, minor and her/his major program.

In order to complete the Honors Program, students must maintain a 3.25 cumulative grade point average, a 3.0 GPA in the Honors program and complete the Honors core, thesis and one of the four elective concentrations below.

Common Core (12.0 hours)

GH 101:   Freshman Honors Seminar: Contemporary Issues (3.0 hours)

GH 201:   Sophomore Honors Seminar: Intro to the Great Works (3.0 hours)

GH 301:   Junior Honors Seminar: Enduring Issues (3.0 hours)

GH 401   Senior Honors Seminar: Honor's Thesis /Capstone (3.0 hours) – To   be taken after completing the other courses in the Common Core   plus 12.0 hours in the student's selected Concentration.

NOTE: Students that complete the University Honors Program Core (12 hours) will have satisfied the following General Education requirements:

SMS:E (Science and Mathematical Studies: Elective)	3 hrs
SBS:E (Social and behavioral Studies: Elective)	3 hrs
LAPS:E (Literary, Artistic and Philosophical Studies: Elective)	3 hrs
MC: IC or MC:USD (Multicultural Studies: International Cultures or United States Diversity	3 hrs
Capstone	3 hrs
15 hours total	

Elective Concentrations (students must complete one of the following)

CONCENTRATION 1: Leadership and Civic Engagement (19-23 semester hours, hours vary according to certification or minor)

In order to complete the Leadership and Civic Engagement concentration, students must earn:

American Humanics Nonprofit Management Certificate (SEE CATALOG UNDER RECREATION AND SPORT MANAGEMENT)
OR
Civic Leadership Minor (SEE CATALOG)

CONCENTRATION 2: Global Perspectives (24 semester hours)

The Global Perspectives emphasis is designed to allow students to better immerse themselves in other cultures by mastering a foreign language, or to strengthen their global perspective through a structured multidisciplinary experience. Study Abroad is an essential and integral component of the Global Perspectives concentration.

To earn the Global Perspectives emphasis, students must complete the following:

International Studies Minor OR

Foreign Language Minor

Students enrolled in the Global Perspectives concentration *must take a Study Abroad experience*, which may be counted toward the International Studies or Foreign language Minor for up to 6 hours of elective credit.

CONCENTRATION 3: Honors in the Major and/or General Education (18 semester hours)

Concentration 3 allows students to embrace more challenging experiences in their major and the General Education program by completing department classes designated as Honors sections or converting 3/400 level classes for Honors credit. Honors Conversion entails a contract between an individual student, instructor and the Honors Program to determine a suitable enhancement to course content that justifies Honors credit for that class. Thus, for example, a student enrolled in ENG 339, Women's Poetry, might convert that class to ENG 339 H through the addition of an assignment (s) or project(s) that raise the level of challenge of the course.

To complete CONCENTRATION 3, students must earn 18 credit hours of Honors through course combinations from any of the following categories (note: students may satisfy this requirement with courses from any one, two, or all three, categories, according to their preference, need and advisement):

Liberal Studies/General Education: PSY 101 H and other liberal studies courses that are designated as/converted to Honors courses.

Major courses: Upper division courses (3/400-level) designated as/converted to Honors courses in the major.

Study Abroad: Courses taken through a study abroad program approved by Honors Program.

Programs designate which classes will be scheduled, for, and thus earn Honors credit in a respective major, in consultation with the director of the Honors program and the University Honors Program Advisory Committee.

Curriculum Schematic

Honors Core			
GH101 Freshman seminar: Contemporary issues (3 hrs)			
GH 201 Sophomore seminar: Introduction to Great Works (3hrs)			
GH 301 Junior Seminar: Enduring issues (3hrs)			
GH 401 Senior thesis (3hrs)			
Leadership and Civic Engagement	**Global Perspectives**	**Major and General Education**	
American Humanics Certificate (19 hrs) or	Intl. Studies Minor (24 hrs) or Foreign Language	Take 18 Honors credit hours in combination from the 3 areas below	

Civic Leadership Minor (23 hrs)	Minor (24 hrs)		
		Liberal studies (up to 18 hrs)	
		Major courses (up to 18 hrs)	
		Study abroad (up to 18 hrs)	
Total= 31-35 hrs	Total = 36 hours	Total = 30 hrs	

Staffing Plan

The proposed Honors Program is designed to function within the current levels of faculty support (6-8 faculty buyouts per semester). Department faculty will be called upon to teach General Honors classes in the Honors core.

GH 401 (Senior Honors Seminar) will be offered each semester under the program director's name and administered by the director and the University Honors Program Advisory Committee.

UNDERGRADUATE APPROVALS

PROGRAM REVISIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Recreation and Sport Management
Recreation and Sport Management Major (55-68 semester hours)
CIP Code: 310301 Major Code: _____

Brief Summary:

Eliminating RCSM 473, Aging and Leisure as a requirement from the Recreation Therapy concentration creates space in the curriculum to address concerns about too much content in the existing RCSM 371, RT Methods course. The current 371 course contains essential RT theory, all components of the treatment process and intervention methods. Our students need more exposure to each of these areas in order to improve their performance on the national certifying exam and to become better practitioners. Adding RCSM 351, Foundation or RT, to cover theories, processes and documentation while expanding the methods and techniques content of RCSM 371 will enhance student learning and preparation in the concentration. See attached outline for content of these courses.

With the expansion of this concentration to include youth leadership, it was decided by the faculty to include the existing courses, RCSM 363 and 363L (Design and Facilitation of Adventure Challenge Experiences). This knowledge and skill base is essential to prepare the students for careers in youth leadership, camp administration, and adventure programming.

Student Learning:

Students have provided specific verbal feedback about the need for more learning in the areas of intervention methods, assessment, treatment planning and documentation. Most of this feedback has come during their internships as they experienced the need for more knowledge and skill in these areas. Our students are also not performing as well as they have previously on the national CTRS certification exam. We anticipate improved preparation and performance on the certifying exam with five courses in the concentration dedicated to deepening our coverage of job analysis related recreation therapy content.

Through internal review of our Recreation Management and Youth Leadership concentration curriculum, the addition of these courses would greatly enhance students' preparation for careers in youth leadership, camp administration, and adventure programming.

Proposed Catalog Copy:

Recreation and Sport Management Major (55-68 semester hours)
CIP Code: 310301 Major Code: _____

Required Courses (37 semester hours)
Foundational Core: 135—3 hrs.; 136—2 hrs.; 136L—1 hr.; 231—3 hrs.; 236—3 hrs.; 275—3 hrs.;
    280—3 hrs.
Professional Core: 331—3 hrs.; 334—3 hrs.; 342—3 hrs.; 390—1 hr.; 435—3 hrs.; 491—6 hrs.

Departmental Concentration (18 - 31 hours)

    Students will choose a departmental concentration in any of the following areas: recreation management and youth leadership; sport management; or recreation therapy.
    Students are encouraged to investigate, select, and complete a minor. Examples of minors include: business administration, finance, marketing, journalism, public administration, psychology, social work, or exercise science.
Recreation Management and Youth Leadership Concentration (21 semester hours): 235—3 hrs.;
    262 or 464—3 hrs.; 345—3 hrs.; 363-1 hr.; 363L - 2 hrs.; 447—3 hrs.; 450—3 hrs.; 451—3 hrs.
Recreation Therapy Concentration (31 semester hours): 270—3 hrs.; 351-3 hrs.; 371—3 hrs.;
    470--3hrs.; 472—3 hrs.; Athletic Training 210—2 hrs., 225—3 hrs.; Physical Education 220—2
    hrs.; Psychology 266—3 hrs., 368—3 hrs.; Sociology 240—3 hrs.
Sport Management Concentration (18 semester hours): 264—3 hrs.; 340—3 hrs.; 355—3 hrs.;
    420—3 hrs.; 450—3 hrs.; 495—3 hrs.
Preferred effective term: Fall 2008

COLLEGE OF TECHNOLOGY: Technology Management

Career and Technical Education (Teaching Specialization) (52 semester hours)

CIP Code: 131320 Major Code: E142

Brief Summary:

Due to reorganizations in the College of Technology and increases in demand for post-secondary technical education in career and technical education (CTE) for community college faculty, it is necessary to change course prefixes and allow more program options. Furthermore, the program title has been changed to reflect one degree program; previously the CTE program provided two CTE degrees: teaching and non-teaching. The non-teaching option was almost identical to the Human Resource Development (HRD) program. The new CTE program will have two options: secondary and post-secondary education and none of the options are identical to the HRD program.

Student Learning:

The Student Learning outcomes assessment results, National Council for Accreditation of Teacher Education (NCATE) accreditation standards, and advice from Indiana Professional Standards Board (IPSB) were used to modify the CTE program. As a result, a new option focusing on post-secondary education has been added to the CTE program. The option focuses on instructors for post-secondary technical institutions.

Specific revisions include:
1) changes of prefixes to existing career and technical education courses (new prefixes with CTE); and

2) Overall credit hour requirement for the Technical Core from 28 hrs to 24 hrs to be more attractive to students and yet provide a solid meaningful set of courses that will enhance a student's resume and employment opportunities.

Effectiveness:
Changes allow more opportunities for students in other majors to take a set of courses that will enhance their resume and afford them more employment opportunities. No additional courses outside the Technology Management department are used for the additional program option. The courses are consistently offered allowing the completion of both options in four years.

Proposed Catalog Copy:

Career and Technical Education Major (79 semester hours)
CIP Code: 131320 Major Code: _____

Career and Technical Education Professional Core (21 hours): 381—3 hr.; 472—3hrs; 481—3 hrs.; 483—3hrs; Human Resource Development 473—3 hrs; Technology Management 385—3 hrs.; 490—3 hrs.

Technical Core (24 hours): Students must complete an approved technical core or specialization in a technical area, as listed under Occupational Specialist License Titles, Indiana Department of Education. Students may also complete technical electives approved by the advisor, in the same

technical area, if needed to equal 24 hours. The Technical Core can include transfer work.

Students must select one of the following two options:

Option A: Secondary School (34 hours): Technology Education 490—3 hrs.; Please see the Senior High-Junior High/Middle School Professional Education sequence described in the Department of Curriculum, Instruction, and Media Technology (i.e. Phase I, Phase II, and Phase III Professional Education courses). Refer to College of Education Teaching Requirements. Candidates must also complete two years (4,000 clock hours) of successful employment in a recognized technical field or 1,500 hours of supervised work in an approved teacher education program or an equivalent combination.

Option B: Post Secondary School (34 hours): Career and Technical Education 479—3 hrs.; 484—3 hrs.; 485—3 hrs.; 494—3 hrs.; Human Resource Development 489—3 hrs.; Technology Management 351—3 hrs. (take twice for a total of 6 hours); 394—3 hrs.; 430—1 hr.; 492—3 hrs.; 493—3 hrs.; 497—3 hrs.

Preferred effective term: Fall 2008

COLLEGE OF TECHNOLOGY: Technology Management

Technology Education Major—Secondary (54 semester hours)
CIP Code: 131320 Major Code: E134

Brief Summary:

The changes outlined in this F-2 packet present our response as a teacher preparation program to the most recent reform movement underway in public education. Following years of Indiana State's technology education program remaining relatively static, we are now faced with some unprecedented changes accruing in K-12 public education. For example, a great deal of conversation in public education currently is centered on the concepts of engineering education. Our new proposed name change for example represents the integration into the public education curriculum of programs such as Project Lead the Way (PLTW), Engineering by Design, and Technology, Innovation, Design, and Engineering Education (TIDE) along with other programs which by their design focus on the skills associated with engineering.

In addition, we see a philosophical shift among the major universities within the state that prepare technology educators. Ball State, Indiana State and Purdue Universities all agree that we collectively face tremendous challenges in recruiting and retaining students for future job placement, despite the fact that the next ten years, which marks the retirement of the baby boomers, will see unprecedented job potential for technology teachers state wide. Through collaboration with these above named universities and the Indiana Department of Education we feel that our program must remain dynamic and ever adapting to the changing face of K-12 public education if we are going to recruit and retain aspiring technology teachers. This means identifying or labeling our program in a fashion that coincides with public education and political agendas and trends. The name "Technology and Engineering Education" represents our commitment to the changing nature of education in our state. The title of our program

also reaffirms the programs philosophical beliefs that we train both teachers to function in parallel as both technologists and educators. It is important to also point out, that both Ball State and Purdue the two other preparers of technology teachers along with the state and national organization that govern our programs have all either formally changed or in the process of changing their names to also include engineering in their program title.

Also, a great deal of thought has gone into the design of the curriculum. The program developers understand the tremendous challenges faced by modern K-12 educators. Therefore, the developers see the more diverse each students' experience can be as they progress through the program the better they will be able to conduct themselves as both technologists and educators. Therefore, in response to this belief, we have sought ways to provide experiences through the program with a variety of other professors and instructors throughout the College of Technology. One way this is evident is by our curricular structure that provides opportunities for students to take a variety of courses outside the department in other areas of the College of Technology. For example, CNST 111 "Construction Materials, Methods, and Equipment" and AET 132 "Introduction to Transportation" are some of the ways the new program structure allows students opportunity to interact with the experts in any one of the fields. CNST 111 for example provides aspiring teachers the chance to learn from professors that have spent years working and learning in the construction industry, giving the aspiring teacher a wealth of skills and knowledge needed to design rich opportunities for their K-12 public education students. In addition, we have fixed the several redundancies in the curriculum between the College of Education and the College of Technology Requirements. To begin, we merged the content from 115 (formally one credit hour) and 215 (formally 2 credit hours) into TCED 115 which is now a three credit hour course. We have also taken ITE 470, 490, and 491 (formally two credit hours each) and reworked and combined the curriculum to now be TCED 470 (three credit hours) and TCED 490 (three credit hours). Our belief is that by combining these courses we will be able to offer a much richer experience while not loading our students with several similar methods style courses already offered in the College of Education section of the program. We have also eliminated the requirement for student to take the TCED 100. This is only a requirement for students if they enter the program with no high school technology education experience.

Finally, the program overall was designed to help support the ability for students to progress through the program in a timely and efficient manner while leaving room for students to seek additional opportunities from a minor. By adding a minor in select educational areas, students will earn additional teaching licenses making them far more marketable to a particular school corporation and thus making our program more marketable state wide.

Student Learning:

The program changes outlined above will achieve several goals. The reorganization and structuring of our new Technology & Engineering Education major, for example, will provide a more solid structure for our NCA accreditation as well as more closely adhere to our assessment criteria. It will also serve to put us in sync from a perspective of curriculum with many of our affiliates including: Technology Educators of Indiana, International Technology Education Association, the Indiana Department of Education, and Technology Education Collegiate Association.

Finally, the changes to the program will also help in reorganizing and addressing the new philosophical beliefs and needs presented by today's modern K-12 educational environment. These changes provide

a much needed fresh perspective in preparing tomorrow's technology and engineering educators.

Proposed Catalog Copy:

Technology and Engineering Education--Secondary (54 semester hours)
CIP Code: 131320 Major Code: _____

This major may be added to the Senior High-Junior High/Middle School Instructional License as described in the department of Curriculum, Instruction, and Media Technology (CIMT). This major requires a cumulative grade point average of 2.5.

Required courses:

Technology and Engineering Education (TCED): 100—3 hrs, 115—3 hrs, 222—3 hrs, 307—3 hrs, 327—3 hrs, 490—3 hrs, 470—3hrs.
Mechanical Engineering Technology (MET): 103—3hrs, 333—3 hrs
Electronics and Computer Technology (ECT): 160 or 174—3 hrs, 172—3 hrs,
Manufacturing (MFG): 225—3 hrs
Automotive Engineering Technology (AET): 132—3 hrs
Construction Technology (CNST): 111—3 hrs
Directed Electives: Required 12 credit hours appropriate to four technology systems selected in consultation with the advisor.
Preferred effective term: Fall 2008

GRADUATE APPROVALS

NEW COURSES

COLLEGE OF BUSINESS: Analytical

OMA 586 Seminar in Operations Management and Analysis—3 hours. The course provides an in-depth study of a selected area that would not ordinarily be presented in a regularly scheduled class. (May be repeated for a maximum of 6 hours; duplicate credit for the same topic will not be given.) Prerequisite: Business 305 or equivalent with a minimum grade of C, or consent of department chairperson.
Preferred effective term: Fall 2008

PROGRAM REVISIONS

COLLEGE OF ARTS AND SCIENCES: Languages, Literatures, and Linguistics

Certificate in Teaching English as a Second Language / Teaching English as a Foreign Language (12 semester hours)

Brief Summary:

Revisions to graduate Certificate in Teaching English as a Second Language / Teaching English as a Foreign Language. Add language that identifies the appropriate applications for the certificate.

Proposed Catalog Copy:

Certificate in Teaching English as a Second Language / Teaching English as a Foreign Language (12 semester hours)

This certificate meets requirements for licensure in Indiana in combination with an existing teaching license. It is also appropriate for students wishing to teach English abroad in settings that do not require licensure.
Preferred effective term: Fall 2008

COLLEGE OF TECHNOLOGY: Technology Management

Master of Science--Industrial Technology (33 semester hours minimum)
CIP Code: 150612 Major Code: D960

Brief Summary:

The prefixes to courses in this program are being changed due to the reorganization of the College of Technology. These are the only changes at this time.

Proposed Catalog Copy:

Master of Science--Industrial Technology (33 semester hours minimum)
CI Code: 150612 Major Code: _____

Research: Technology Management 698—3 hrs.

Core (9 semester hours): Technology Management 591—3 hrs., 601—3 hrs., 607—3 hrs.

Cognate Area (6 semester hours): A minimum of 6 hours of course work must be earned outside the three cooperating departments within the College of Technology.

Technology Concentration Core (9-12 semester hours): The student will be required to enroll in 9-12 hours of course work dependent upon selection of the culminating experience. Additional undergraduate course work may be required to correct deficiencies.

Culminating Experience (3-6 semester hours): Technology Management 696—3 hrs. when taking 12 hours in the technology concentration core; or graduate project – 3 hrs. when taking 12 hours in

technology concentration core; or thesis – 6 hrs. when taking 9 hours in technology concentration core.

The culminating experience (Technology Management 696 – 3 hrs.) must be completed during the last semester of course work or after completing 24 semester hours of the approved program of study.

In general, at least one-half of the 33 credit hour must be in courses numbered 600 or above.

Preferred effective term: Fall 2008

BOARD OF TRUSTEES

<u>NEW PROGRAM</u>

The Board of Trustees approved the new Master of Science in Computer Science on April 17, 2008, pending approval of the Indiana Commission for Higher Education.