



Academic Notes

November 3, 2008

AN 2008-2009

**** SPECIAL NOTICES****

FALL 2008 COMMENCEMENT

Commencement is a most important celebration for a campus. The participation of faculty in the celebration demonstrates to our graduates, their family members, and even to prospective students how important they are to us. Provost Maynard personally requests your participation in the Commencement ceremonies that will be held on December 13, 2008. The Faculty Commencement Attendance Form and Faculty Academic Apparel Rental Order Form are available online at <http://www1.indstate.edu/academicaffairs/commencement-faculty.htm>. Apparel rental deadline is **November 10, 2008**. Together we can make this celebration an event that all of our graduates will never forget. We want and need for them to leave here with nothing but fond memories of a University that provided both a quality education and a caring environment.

ARTICULATION AGREEMENTS

Program Articulation Agreement between Indiana State University and University of Evansville

This 3+2 dual degree agreement provides a mechanism whereby students who have completed their first three years of study in Physics: Engineering Physics Concentration at Indiana State University are eligible to complete two years of study in either Civil Engineering or Mechanical Engineering at the University of Evansville, and receive a dual B.S. degree in Physics from Indiana State University and in either Civil or Mechanical Engineering at the University of Evansville. The agreement details the transfer courses accepted for credit at both ISU and UE, the courses needed to complete each bachelor's degree, and any other requirements or guidelines that apply. The following agreement has been recently approved:

Indiana State University/University of Evansville

Dual Degree BS Physics: Engineering Physics Concentration at ISU and BS in Civil Engineering or Mechanical Engineering at UE

10/1/2008

ACADEMIC NOTES PUBLICATION SCHEDULE **FOR FALL 2008**

Below is the circulation schedule for the electronic copy of *Academic Notes* through December 22, 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://www1.indstate.edu/academicaffairs/academic_notes.htm

**ACADEMIC NOTES PUBLICATION SCHEDULE
FOR FALL 2008**

| <u>Deadline for Items</u> | <u>Issue Date</u> |
|---------------------------|-------------------|
| November 5 | November 10 |
| November 12 | November 17 |
| November 19 | November 24 |
| November 26 | December 1 |
| December 3 | December 8 |
| December 10 | December 15 |
| December 17 | December 22 |

ACALOG NOTE

The format for curriculum proposals has changed to correspond with the structure of Acalog, the new version of the electronic catalogs. Some proposals will be published under the old structure and some under the new structure during this transition period.

Improved Electronic Catalog

The new electronic version of the undergraduate catalog is posted at

<http://www.indstate.edu/academics/catalogs.htm>. Some advantages of the new format are:

- It is easily searchable and searchable from the internet
- It is easier for students and advisors to find and choose the courses students need
- Students create a personal portfolio of courses in which they are interested
- Links to information such as department web sites, advising information, and video clips can easily be added
- Every page can easily be printed, decreasing the number of printed catalogs

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

CURRICULUM

INDEX

| Item | Page # |
|--------------------------------|---------------|
| Undergraduate Approvals | |
| <i>Course Revisions</i> | |
| GH 201 | 3 |
| <i>Program Revisions</i> | |
| University Honors Program..... | 3 |

UNDERGRADUATE APPROVALS

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 credits.

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: Spring 2009

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.nchhonors.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:
 - **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;
 - **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;
 - **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 Civic Leadership Minor (23 hrs) | Intl. Studies Minor (24 hrs) or Foreign Language Minor (24 hrs) | Take 18 Honors credit hours in combination from the 3 areas below | |
| | | 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.
Preferred effective term: Fall 2009